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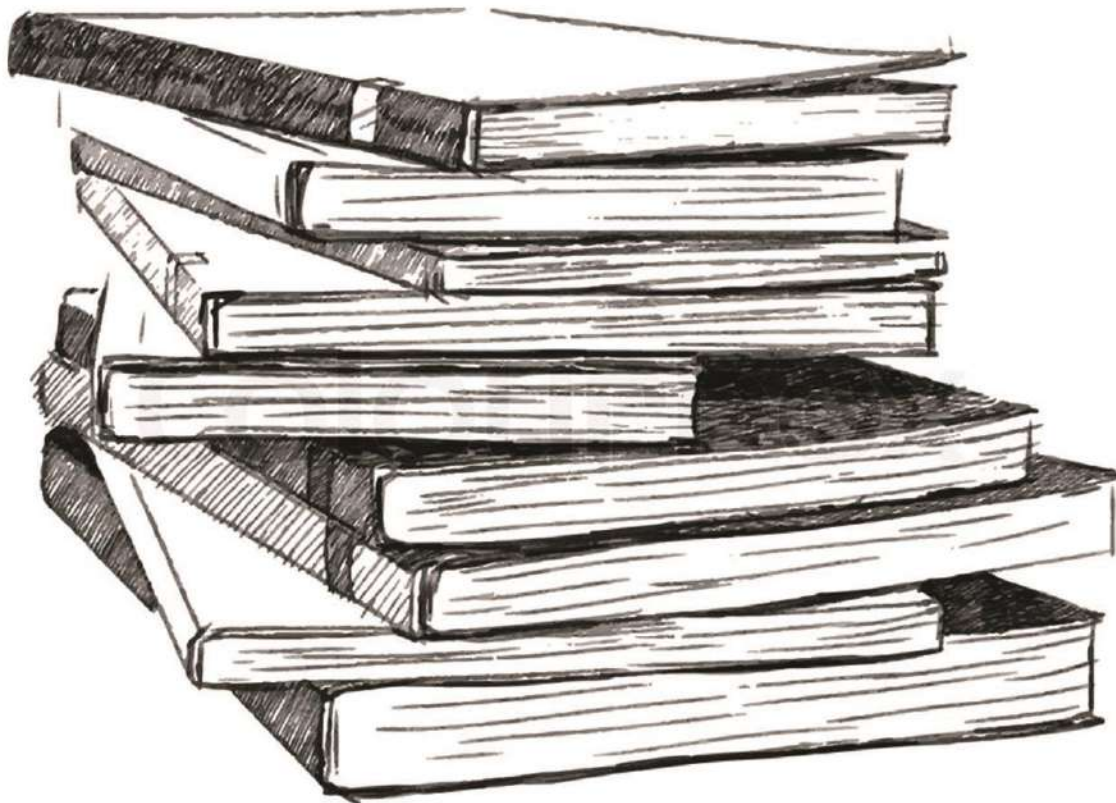
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Dr. Manoj Kumar

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FOREWORD

I am pleased to put into the hands of readers Volume-4; Issue-3: 2019 (May-Jun, 2019) of “**International Journal of English Literature and Social Sciences (IJELS) (ISSN: 2456-7620)**”, an international journal which publishes peer reviewed quality research papers on a wide variety of topics related to English Literature, Humanities and Social Sciences. Looking to the keen interest shown by the authors and readers, the editorial board has decided to release print issue also, journal issue will be available in various library also in print and online version. This will motivate authors for quick publication of their research papers. Even with these changes our objective remains the same, that is, to encourage young researchers and academicians to think innovatively and share their research findings with others for the betterment of mankind. This journal has DOI (Digital Object Identifier) also, this will improve citation of research papers.

I thank all the authors of the research papers for contributing their scholarly articles. Despite many challenges, the entire editorial board has worked tirelessly and helped me to bring out this issue of the journal well in time. They all deserve my heartfelt thanks.

Finally, I hope the readers will make good use of this valuable research material and continue to contribute their research finding for publication in this journal. Constructive comments and suggestions from our readers are welcome for further improvement of the quality and usefulness of the journal.

With warm regards.



Dr. Manoj Kumar

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Communication Platforms and Perspectives on Climate Change among Layer Farmers in San Jose, Batangas, Philippines

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Abstract— *Communication plays a vital role in a developing society as it could be used for developing of perspectives. This study aimed to analyze the communication and perspectives on climate change among layer farmers in San Jose, Batangas, Philippines. Descriptive research design in a quantitative approach, along with distributed survey questionnaires to the respondents in the said municipality were utilized to answer the research objectives. Systematic random sampling was used to get the sample size of the layer farmers. Statistical tools such as frequency/percentage, weighted mean and Pearson's correlation were also used. The layer farmers were greatly exposed in interpersonal communication platforms. Demonstration, meetings, seminars and trainings were of less extent. Radio, television and cellphones were widely used by the layer farmers, while very few had access on the internet. Furthermore, they agreed on food security, water sufficiency, ecological and environmental stability, human security and knowledge and capacity development. However, they moderately agreed on climate-smart industries and services, and sustainable energy. Findings also showed that there is a significant relationship between the layer farmers' perspectives to the communication platforms they were exposed to.*

Keywords— *mass media, interpersonal, environment.*

I. INTRODUCTION

Climate change is any change of climate patterns due to natural variability or a result of direct and indirect human activities (IPCC, 2007). It is one of the most risky environmental, social and economic threat humanity is facing. Based from the National Framework Strategy on Climate Change (NSFCC) from 2010-2022, the root causes of climate change comes from the direct and indirect human activities that produce greenhouse gases started during the mid-20th century. Drastic changes in climate such as more

intense tropical cyclones, severe changes in amount and pattern of rainfall, rising of sea levels and global rising of temperature are the effects of climate change. All these effects will cause the destruction of the ecosystem, the destruction of the river basins, marine systems and the biodiversity (CCC, 2010).

The Philippines, as an archipelago and a developing country in Asia is not spared from the effects of climate change. In fact, the country ranked highest globally in terms of vulnerability to tropical cyclones occurrence and ranked third in terms of people who are exposed to such seasonal events. Recently, the Climate Change Vulnerability Index (CCVI) was released indicating the sixteen (16) of the one hundred seventy (170) extremely vulnerable countries to climate change; and of these 16 countries, the Philippines ranked sixth (6th) (Maplecroft, 2010).

There are reasons why the country is so much affected by the said phenomenon; among these is the high percentage of residents engaging in agricultural and economic activities on coastal areas. The country also relies on the agriculture as a source of employment and income generation. Moreover, the country is also dependent on the natural resources available, making it doubly vulnerable to the punitive impact of climate change (DA-BAR, 2011).

Climate trends shows that the Philippines has exhibited an increasing temperature with observed mean temperature of 0.65°C or an average 0.01°C of annual increase from 1951 to 2010. Respectively, the last fifty years comprehended that daytime and nighttime temperatures have increased by 0.36°C and 0.1°C. Moreover, the analysis of the tropical cyclone passage using a thirty-year running mean over Luzon, Visayas and Mindanao shows that the number of cyclones slightly increased in Visayas during the period of 1971 to 2000 compared to the years 1951 to 1980 and 1960 to 1990

(PAG-ASA, 2011). In line with this pervasive threat, the National Climate Change Action Plan (NCCAP) has identified seven strategic priority areas to effectively deal with climate change. Among these areas are food security, water sufficiency, ecological and environmental stability, human security, climate-smart industries and services, sustainable energy and knowledge and capacity development (CCC, 2011).

The pervasive effects of climate change pose a serious threat to the agricultural sector and food security. The performance of the agricultural sector will be affected due to significant changes in temperature, rising of sea levels and occurrence of extreme weather conditions. Severe flooding, soil erosion and occurrence of pest and diseases are also expected to happen damaging the poultry and livestock. Generally, climate change is viewed as one of the major factors that contribute to the debility of food security; it postures a threat in the aspect of food security that may lead to hunger, malnutrition and other associated societal problems (DA-BAR, 2011).

The poultry industry is one of the most progressive sectors in terms of Philippine agriculture. The Bureau of Agricultural Statistics (2013) confirms the poultry subsector has contributed fourteen percent (14%) to the agricultural production with chicken as the largest production. One of the renowned agribusiness areas is the municipality of San Jose, Batangas, mainly known for its layer and swine industry; likewise it gradually develops the production of lanzones, coffee, and black pepper. Most of its workforces are engaged in farming.

Presently, there are 215 poultry farm registered in San Jose, Batangas and it is dubbed as the Egg Basket of the Philippines, producing five million eggs daily (Bernardo, 2014). However, it has been reported that natural disasters like typhoons and different animal disease outbreak had threatened the production of chicken and egg products. On August 2014, typhoon Glenda, which barreled across Luzon caused damage on chicken and egg products. Climate change is every one's issue and it is experienced globally. San Jose, Batangas is never an exception in suffering the pitfalls of climate change.

Communication plays more than a number of tasks in a developing country (Quebral (2012). It is used for sharing of knowledge and developing of perspectives that may be used to inform people with regard to the current events, important occasions, jeopardies, opportunities, and the alterations in the community, the region, the country, and the world. It also provides talks and forums in order to discuss the issues affecting the community.

Communication may also be a process which emphasizes that there is always a change. The researchers

were motivated to study communication and perspectives on climate change among the layer farmers as an endeavour for development. This study identified communication platforms used by the layer farmers in transmitting messages and perspectives development particularly on climate change. This study may serve as a basis research material in addressing the necessities of the layer farmers due to climate change though translating this research into an agricultural extension program.

Furthermore, as communicators and catalysts of change, the researchers have thought the inadequacy of useful information the society on the alarming issue of climate change and the unawareness in moral responsibility towards the environment and its associated aspects. Hence, the researchers have come up to this study to be aware and disclose the needs of the layer farmers due to the great threat brought by the phenomenon. This study highlighted the importance of egg production to the agricultural productivity, conceptualized ideas on how communication may enhance individual action and widen the perspectives of the layer farmers and hopefully, resulting to healthy layer farming towards a better and greater yield through agricultural extension.

II. RESEARCH OBJECTIVES

This research analyzed the communication and perspectives on climate change among layer farmers in San Jose, Batangas, Philippines. Specifically, it analyzed the extent of the layer farmers' exposure on communication platforms in developing perspectives on climate change; the perspectives of the layer farmers on climate change along with food security, water sufficiency, ecological and environmental stability, human security, climate-smart industries and services, sustainable energy, and knowledge and capacity development; and the relationship between the level of perspectives of the layer farmers with the communication platforms they are exposed to.

III. MATERIALS AND METHODS

The municipality of San Jose, Batangas, Philippines has 32 barangays, with a total of 213 poultry farms. The whole town is heavily engaged in layer farming. The researchers employed the descriptive design of research in a quantitative approach. There were 68 layer farmer layer farmers chosen through systematic random sampling. Most of them were 21-30 years old (27 or 39.7%), male ((42 or 61.8%), married (27 or 39.7%), high school graduate (25 or 36.8%) and engaged to layer farming for 1-5 years (23 or 33.8%). Their responses were gathered through a survey questionnaire, the major data gathering instrument of this research. A 4-point scale was used to measure the extent of

communication platforms the layer farmers were exposed to through a 4-point scale: very great extent (4 or 3.50-4.00), great extent (3 or 2.5-3.49), less extent (2 or 1.5-2.49) and no extent (1 or 1.0-1.49). In addition, for the perspectives of the layer farmers were strongly agree (4 or 3.50-4.00), agree (3 or 2.5-3.49), moderately agree (2 or 1.5-2.49) and disagree (1 or 1.0-1.49). Statistical tools like frequency/percentage, weighted mean, and Pearson’s correlation were employed in treating and analyzing the numerical research data.

IV. RESULTS AND DISCUSSION

- 1. Perspectives of the layer farmer-layer farmers on climate change along with food security; water sufficiency; ecological and environmental stability; human security; climate-smart industries and services; sustainable energy; and knowledge and capacity development.**

Food security. The layer farmers agreed on food security as an area that is highly affected by climate change (2.76). They undergo training on how to take good care of the flock as well as the eggs. Also, since food is people’s basic need, they ensure that they have clean food so it will not harm their health.

Table.1: Perspectives of Layer-Farmers on Food Security

Perspectives on Food Security	Weighted Mean	Verbal Interpretation
1. Changing climatic conditions are projected to affect the food security locally and globally.	3.03	Agree
2. Food security exists when all people have enough access to sufficient, clean and nutritious food.	3.03	Agree
3. Emergence of new pest and diseases may invade each region due to rapid changes in temperature and humidity	2.34	Moderately Agree
4. The productivity of crops and livestock may decline due to high temperatures.	2.47	Moderately Agree
5. Usage of heat tolerant livestock breeds and adaptation on diet patterns of animals which are affected by heat stress conditions will help avoid the decline of food production.	2.94	Agree
COMPOSITE MEAN	2.76	Agree

The layer farmers agree on how the changing climatic conditions affect the food security locally and globally and that food security also exists when all people have enough access to sufficient, clean, nutritious food (3.03). They have encountered strong typhoons and it affected the supply of food. However, the layer farmers moderately agreed that the emergence of new pests and diseases may invade each region due to rapid changes in temperature and humidity (2.34). Due to lack of exposure to communication platform activities where they can gain information such as seminars, they are not aware that climate change causes this kind of epidemic.

This could be further elucidated by the Climate Change Commission (2011) that a large proportion of damages caused by climate-related disasters are borne by

agriculture every year. Data show that damages in livestock and poultry are usually caused by strong typhoons which occur from September to November. This affects the food production making it critical to secure food supplies.

Water sufficiency. The layer farmers proved that they perceive climate change to be relative to water sufficiency (2.68). They agreed on the importance of water and the ways to keep a sufficient water supply. Water is everyone’s basic need, and in layer farming, it is much needed too. They use water in cleaning the poultry cages. They also maintain the water supply among their chicken to avoid dehydration. These could be some reasons why having enough water supply is of great importance. .

Table.2: Perspectives of Layer Farmers on Water Sufficiency

Perspectives on Water Sufficiency	Weighted Mean	Verbal Interpretation
1. Lower lake and river levels threatens the capacity of hydroelectric plants	2.09	Moderately

while high temperatures may mean water is too warm to cool coal and nuclear plants causing brownout.		Agree
2. Due to warmer climate more evaporation will occur in different bodies of water that would cause shortage in water.	2.91	Agree
3. The systems used to move water supplies need energy which contributes to climate change.	2.40	Moderately Agree
4. Water conservation is the simplest and most basic practice that will help to maintain the water sufficiency.	2.96	Agree
5. There will be a shortage in water if not properly used especially during El Niño which is one of the impacts of climate change.	3.04	Agree
COMPOSITE MEAN	2.68	Agree

There will be shortage of water if not properly used especially during El Niño (3.04); it is considered as one of the impacts of climate change. El Niño has been experienced by the layer farmers and it caused the increase in number of mortality of layer chicken compared to the previous year and this is due to high temperature. Water supply is needed to avoid mortality of chickens. However, the layer farmers have moderately agreed that the lower lake and river levels are threatening the capacity of hydroelectric plants, and high temperature means water is too warm to cool coal and nuclear plants which may cause brownout (2.09). This could be possible because only few of the layer farmers had the chance to attend communication platforms activities; and mostly they are not about climate change, instead, they focus on different layer farming practices.

The interpretations analyzed above could be strengthened by the National Climate Change Action Plan

(NCCAP) for 2011 to 2028 saying that water insufficiency is already felt in many areas of the country at certain season. This is due to aggravation of water quality due to pollution from untreated domestic sewage, industrial waste water, agricultural and rural run-offs. The changes in water supply and quality because of climate change will certainly affect both food and human security.

Ecological and environmental stability. The layer farmers agreed that in terms of ecological and environmental stability is affected by the climate change (2.62) because most of them have understanding on the importance of having a sustainable growth in the environment. As a layer farmer, it is their duty to take care of the health of the chickens which is a part of ecosystem. It means that they are aware and exposed to this field through experience.

Table.3: Perspectives of Layer Farmers on Ecological and Environmental Stability

Perspectives on Ecological and Environmental Stability	Weighted Mean	Verbal Interpretation
1. Human well-being is highly dependent on ecosystems and the benefits they provide.	2.57	Agree
2. Maintaining healthy and stable ecosystems is a necessity.	2.47	Moderately Agree
3. Deforestation and illegal logging are causes of unstable ecosystem.	3.01	Agree
4. The widespread of environmental degradation had caused many endemic species and others to become endangered.	2.65	Agree
5. Global climate change greatly affects the shifting of habitat of animals.	2.41	Moderately Agree
COMPOSITE MEAN	2.62	Agree

They agreed that deforestation and illegal logging causes unstable ecosystem (3.01), while they only agreed moderately on how global climate change greatly affects the shifting of habitat of animals (2.41). It could be connected to the actions of some barangays in San Jose, Batangas,

conducting tree-planting projects, clean and green, “*tapat ko, linis ko*”, which served as source of information of the layer farmers on illegal logging and deforestation.

According to CCC (2010), the two underlying risks drivers of climate are the loss of forest cover and the

continuous degradation of coastal and marine resources. The country has 27.5 million hectares in the late 1500s but now, it only has 7.2 million hectares of forest lands which is equivalent to only 24.27 percent land area. This has been attributed by the combined ill effects of illegal logging and unplanned land conversion. Moreover, 800 kinds of plants and animal species are already extinct which is considered critical since Philippines is also globally important in terms of biodiversity-dependent adaptation.

Human security. Layer farmers agreed that they do understand the significance of maintaining the human security as it is threatened by climate change (3.01). Their experiences due to climate change prove the pervasiveness of its effects to humans especially to them as layer farmers; not that it can only take away their livelihood and source of income but also their life.

Table.4: Perspectives of Layer Farmers on Human Security

Perspectives on Human Security	Weighted Mean	Verbal Interpretation
1. Human security is the state where the rights of the Filipino family and individuals, especially the poor and vulnerable, are protected and promoted through access to education, health, housing, and social protection, while ensuring environmental sustainability.	3.12	Agree
2. Human security is affected by climate change due to strong natural disasters	2.87	Agree
3. Human security will be maintained if human do adaptation and mitigation practices to counter climate change	2.82	Agree
4. Due to climate variability, human's health is affected.	3.16	Agree
5. In order to maintain human security, people shall have enough perspectives and capacity to counter climate change.	3.10	Agree
COMPOSITE MEAN	3.01	Agree

Stating that the variability of climate change affects human's health, it is perceived that the layer farmers agreed on this matter (3.16). This could possible because they encounter frequent changes on climate conditions and it causes different diseases to both humans and animals. On the other hand, human security will be maintained if individuals do adaptation and mitigation practices to counter climate change (2.82) means that the layer farmers are engaged in adaptation and mitigation measures to combat climate change.

It is also stated in National Framework Strategy on Climate Change (NSFCC) from year 2010-2022, the country is vulnerable to different climate change-related hazards such as increase in endemic morbidity and mortality due to diarrheal diseases, exacerbation and toxicity of cholera due to higher coastal water temperature and enlarging habitat of water-borne and vector-borne diseases. In addition, CCC (2011) stated that disaster risk management is not enough to lessen the impacts of climate change. Instead, climate change adaptation should be the

complementary action in order to fight the expected severe effects of this phenomenon.

Climate-smart industries and services. The layer farmers moderately agreed on climate-smart industries and services (2.14). It could mean that few layer farmers know what climate-smart industries and services are and its relation to climate change. There is lack of communication material and programs that may inform the layer farmers about such matter that is why they remain to have a moderate understanding about this.

The layer farmers moderately agreed on cleaner production technology and practices lessen the effects of climate change (2.49). Some layer farms are still small and do not have updated technology utilized in layer farming. They moderately agreed on green services pertaining to consumed and produced goods and rendered services for environmental benefits (1.93) because there could be lacking in communication platforms that could reach them and give them information.

Table.5: Perspectives of Layer Farmers on Climate-smart Industries and Services

Perspectives on Climate-smart Industries and Services	Weighted Mean	Verbal Interpretation
1. Cleaner production technology and practices lessen the effects of climate	2.49	Moderately

change.		Agree
2. Climate-smart industries and services pertain to businesses that use environment friendly services.	2.03	Moderately Agree
3. Agriculture also contributes to the emission of greenhouse gas, particularly methane which was produce from livestock digestion process and stored animal manure.	2.19	Moderately Agree
4. Green services pertain to consumed and produced goods and rendered services for environmental benefits.	1.93	Moderately Agree
5. Low carbon emissions and high mitigation business practices has a large impact in countering climate change.	2.04	Moderately Agree
COMPOSITE MEAN	2.14	Moderately Agree

The Manila Declaration recognized that employing green growth strategies on government policies and program, as well as, greening of industries are an integral measure in addressing the threats of climate change (CCC, 2011). It defines green services as the consumed and produced goods and services for the sake of environmental benefits. This means employing strategies using low carbon level and putting more efforts in terms of mitigation practices.

Sustainable energy. Most of the layer farmers moderately agreed on the importance of sustainable energy

amidst the climate change (2.48) due to few communication platforms available to reach and give them information. Most of them agreed that energy conservation and efficiency can lessen the emission of greenhouse gas (2.57) because there were some advertisements about conservation of electricity and its positive effects. Most of them moderately agreed on the process of greening transportation through switching to lower carbon fuel that can lessen the carbon dioxide and causes the warming temperature (2.29) because there are only few solar-powered transportations here in the Philippines; the municipality of San Jose, Batangas is not employing yet this kind of transportation.

Table.6: Perspectives of Layer Farmers on Sustainable Energy

Perspectives on Sustainable Energy	Weighted Mean	Verbal Interpretation
1. The energy used to power, heat, and cool our homes, businesses, and industries is the single largest contributor to global warming.	2.56	Agree
2. Renewable energy helps to reduce the pollution and contributes in mitigating climate change.	2.43	Moderately Agree
3. Greening transportation through switching to low-carbon fuels reduces the amount of carbon dioxide that causes the warming of temperature.	2.29	Moderately Agree
4. Energy conservation and efficiency can lessen the emission of greenhouse gas.	2.57	Agree
5. Environmentally sustainable transport which uses cleaner fuels can help in maintaining sustainable energy.	2.54	Agree
COMPOSITE MEAN	2.48	Moderately Agree

This could be explained by the study of Goldman et al., (2012) that energy efficiency is one of the most important tools to avoid climate change by reducing the use of fossil fuels. Greenhouse gases, especially carbon dioxide caused by burning fossil fuels, can certainly be worse in the next decades. Warmer temperatures and its impacts on weather patterns will require extensive planning and mobilization. Energy conservation and efficiency can both

help to lessen the amount of greenhouse gases which causes climate change.

Knowledge and capacity development. Most of the layer farmers agreed in this area of climate change (2.99). For them, it is important to perceive the alarming climate change issue. They experienced a strong typhoon that almost drive out their farms, too high temperature that

caused death of some of their chickens and experienced diseases due to varying climate condition.

Most of them agree that climate change is the most pervasive threat humanity is facing (3.25). They have personally experienced natural disasters like strong

typhoons that have affected their everyday living. The layer farmers agreed that mitigation has the potential to reduce climate impacts (2.75) because they are gradually practicing some mitigating measures to combat climate change.

Table.7: Perspectives of Layer Farmers on Knowledge and Capacity Development

Perspectives on Knowledge and Capacity Development	Weighted Mean	Verbal Interpretation
1. Climate change is the rapid changes in climate over a period of time.	3.22	Agree
2. Climate change is the most pervasive threat humanity is facing.	3.25	Agree
3. Perspectives in adaptation practices can reduce damage of individuals.	2.96	Agree
4. Mitigation has the potential to reduce climate change impacts.	2.75	Agree
5. Mitigation and adaptation practices can contribute to the development of more resilient societies.	2.79	Agree
COMPOSITE MEAN	2.99	Agree

A study of The Planning Institute of Jamaica (2012) shows that 82.6 percent of the layer farmers claimed that when they heard the term “climate change” it is similar to variation of global climate, temperature and weather patterns. In terms of practices, layer farmers recommended

some action to prevent or at least lessen the effect of climate change such as proper garbage disposal (10 %), community support (6.4 %) and planting trees (4.2 %) while others also recommended conducting major educational campaign (10.5 %).

Table.8: Summary of Perspectives of Layer Farmers on the Seven Areas of Climate Change

Areas of Climate Change	Composite Mean	Verbal Interpretation
Food Security	2.76	Agree
Water Sufficiency	2.68	Agree
Ecological and Environmental Stability	2.62	Agree
Human Security	3.01	Agree
Climate-smart Industries and Services	2.14	Moderately Agree
Sustainable Energy	2.48	Moderately Agree
Perspectives and Capacity Development	2.99	Agree
GRAND COMPOSITE MEAN	2.67	Agree

The layer farmers agreed on the results of food security, water sufficiency, ecological and environmental stability, human security and knowledge and capacity development. This could be possible because these were the areas which they had access to different communication platforms. However, there were two areas of climate change which were found out to be moderately agreed by the layer farmers; these are climate-smart industries and services and sustainable energy. This has been due to few communication initiatives and platforms; tools which may educate them how these areas can contribute to climate change. Generally, the layer farmers agree on all aforementioned areas of climate change.

It is never enough to just communicate or talk about climate change. In the past decades, people just talked about climate change but they do not create a sense of

urgency on how to combat it. Perspectives about climate change are not enough to have the desired change. People must put an action to it. But as long as here are barriers to action, nothing will happen, and perspectives we have will be useless (Moser, 2007).

2. Extent of the layer farmers' exposure on platforms of communication in developing perspectives on climate change

The layer farmers develop perspectives and practices on climate change through communication platforms in a great extent (2.61). This proves that communication plays a vital role in humans' everyday life, not only to an individual or groups of people, but also to institutions and industries like business to name one. Through communication, they were able to learn essential

information and measures towards climate change adaptation and mitigation. It is through communication that they were able to discuss with their co-layer farmers the

matters with regard to climate change and other social aspects.

Table.9: Extent of the layer farmers' exposure on platforms of communication in developing perspectives on climate change

Item	Weighted Mean	Verbal Interpretation
1. Interpersonal Communication		
1. Face to face conversation.	3.60	Very Great Extent
2. Conversation among family members and friends.	3.63	Very Great Extent
3. Conversation among other layer farmers.	3.44	Great Extent
4. Informal conversation among residents.	2.40	Less Extent
2. Small Group Communication		
5. Demonstration	1.94	Less Extent
6. Meeting	2.34	Less Extent
7. Seminar	2.24	Less Extent
8. Training	2.22	Less Extent
3. Mass Media		
9. Leaflets, flyers and brochures	2.00	Less Extent
10. Magazines/journals	1.90	Less Extent
11. Newspaper	1.99	Less Extent
12. Radio	2.72	Great Extent
13. Television	2.87	Great Extent
4. New Media		
14. Cellphone messaging	3.50	Very Great Extent
15. Telephone or cellphone calls	2.99	Great Extent
16. Internet	1.93	Less Extent

It can be observed that most of the layer farmers' way of developing perspectives and practices about climate change were through conversation among family members and friends. They were likely to talk to their respective family members more often than any of the other platforms. Face-to-face conversation is interpreted to a very great extent and conversations with their co-worker or co-layer farmers to great extent. These three communication platforms are all categorized under interpersonal communication. The layer-farmers use interpersonal communication frequently. They prefer this kind of communication because they are all comfortable in communicating interpersonally. They can easily understand each other through interpersonal communication and the more important thing here is they feel and observe the reactions of someone they are talking to. A study that supports this result was the study of Arrieta and Tusi in 2014. Their study sought to determine the adaptation practices used by farmers and the communication platforms they utilize in exchanging information about climate change. The result showed that interpersonal communication was exercised in information sharing about climate change.

Moreover, the layer-farmers of San Jose also showed frequent use of radio, television and cellphone messaging in gaining information. They watch television in their house and listen to the radio in the layer farms for weather and news updates. They also utilize cellphone messaging in exchanging information especially when they update their bosses with regard to the status of the layer farms.

This was supported by the study of Temba et al. (2016) about how the farmers of Municipality of Morogoro in Tanzania utilize Information Communication Technologies (ICTs) in improving their chicken production. Majority of the farmers in used television, radio and mobile phones in developing perspectives. The Tanzanian farmers seldom use internet, magazines, journals, books and flyers, like the less extent of utilization of the layer-farmers from San Jose on the said platforms. Most of the layer farmers rarely use magazines and journals as communication platforms (1.90) because they seldom receive this kind of communication platform and no one disseminate such to them. Moreover, subscription to print media like broadsheets is costly.

Table.10: Summary of the extent of the layer farmers' exposure on communication platforms in developing perspectives on climate change

Communication Platforms	Weighted Mean	Verbal Interpretation
Interpersonal	3.26	Great Extent
Small Group	2.18	Less Extent
Mass Media	2.29	Less Extent
New Media	2.80	Great Extent
Grand Composite Mean	2.63	Great Extent

Layer farmers' exposure to communication platforms is of great extent (2.63) in developing perspectives on climate change. This is very possible because one cannot not communicate; everything an individual does is a message. Through communication, people were able to influence others and this leads them to interaction which is obviously a communication situation. (Watzlawick, 1967 cited by Muijres, 2015).

It could be noted that interpersonal communication leads among the platforms utilized by the layer farmers in a great extent (3.26) because communication is a present feature of human interaction (Muijres, 2015). New media is likewise is utilized also in a great extent (2.80) because it could be about collaborating, networking, sharing, and

generating knowledge and content. It is also easier and convenient to access and provide information, and communicate via social media in particular (Gupta, 2015). Small group communication (2.18) and mass media (2.29) were utilized in a less extent because the layer farmers were not required to attend such demonstration, meetings, seminars, and trainings. On the other hand, mass media are costly to purchase especially the newspapers and magazines (Medina and Jamias, 2019).

3. Relationship between the layer farmers' perspectives and the communication platforms they are exposed to.

Table.10: Relationship between the layer farmers' perspectives and the interpersonal communication platforms they are exposed to

Perspective Variables	p-values	Computed r-values	Decision on Ho	Verbal Interpretation
1. Food Security	.42	.099	Failed to Reject	Not Significant
2. Water Sufficiency	.47	-.089	Failed to Reject	Not Significant
3. Ecological and Environmental Stability	.59	.067	Failed to Reject	Not Significant
4. Human Security	.995	-.001	Failed to Reject	Not Significant
5. Climate-smart Industries and Services	.58	-.069	Failed to Reject	Not Significant
6. Sustainable Energy	.73	-.043	Failed to Reject	Not Significant
7. Perspectives and Capacity Development	.16	.17	Failed to Reject	Not Significant

It can be seen that the perspectives level of the layer farmers along the seven areas of climate change has no significant relationship with the interpersonal platforms of communication they are exposed to. This means that the exposure of the layer farmer-layer farmers in interpersonal communication platforms had no connection in the development of their perspectives. They do casual talks with their co-layer farmers and it could be not fully about

climate change and their adapting practices. This could be supported by the study of Alo (1994) cited by Sirait (2016) that interpersonal communication happens anywhere and anytime, an ongoing process, has a specific purpose, generating a relationship, creating and exchanging meaning, something that is learned, can predict anything, and frequently and can be started with making mistakes.

Table.11: Relationship between the layer farmers' perspectives and small group communication platforms they are exposed to

Perspective Variables	p-values	Computed r-values	Decision on Ho	Verbal Interpretation
1. Food Security	.095	.20	Failed to Reject	Not Significant
2. Water Sufficiency	.01	.31	Reject	Significant
3. Ecological and Environmental Stability	.000	.42	Reject	Significant
4. Human Security	.12	.19	Failed to Reject	Not Significant
5. Climate-smart Industries and Services	.000	.43	Reject	Significant
6. Sustainable Energy	.002	.37	Reject	Significant
7. Perspectives and Capacity Development	.059	.23	Failed to Reject	Not Significant

It came out that perspectives on water sufficiency, ecological and environmental sustainability, climate smart industries and services and sustainable energy had significant relation had significant relationship with the small group communication platforms they are exposed to. This explains that the mentioned variables are perceived to be of great importance in developing layer farmers' perspectives, developed through small group communication platforms. Demonstrations, meetings, seminars, and meetings could be of less extent, but they are aware that these platforms are important because they know they could update their knowledge and skills if they would have the chance to attend and participate in such kinds of non-formal education platforms. This could be sustained by

the study of Bonito (2002) that participation in small groups is a complex process, influenced by the competencies, abilities, and behavior of both self and other as well as by the dynamic nature of discussion and the static features of the task.

On the other hand, food security, human security, and perspectives and capacity development were perceived to be not significant by the layer farmers in developing their perspectives because food and human security could be not a problem to them. They also thought that their perspectives on climate change are enough, more so, have developed their capacities in layer farming already as it was passed to them by their parents and elders in the community.

Table.12: Relationship between the Layer Farmers' Perspectives and Mass Media Communication Platforms they are exposed to

Perspectives Variables	p-values	Computed r-values	Decision on Ho	Verbal Interpretation
1. Food Security	.02	.29	Reject	Significant
2. Water Sufficiency	.000	.41	Reject	Significant
3. Ecological and Environmental Stability	.000	.53	Reject	Significant
4. Human Security	.07	.22	Failed to Reject	Not Significant
5. Climate-smart Industries and Services	.000	.48	Reject	Significant
6. Sustainable Energy	.001	.41	Reject	Significant
7. Perspectives and Capacity Development	.01	.31	Reject	Significant

The results above mean that the more they are exposed to mass media communication platforms like television, radio, leaflets, brochure and magazines, the better development of their perspectives would be. Since these kinds of communication platforms, specifically radio and television were available in almost every household, they are highly-exposed to it making them depend on mass media communication platforms for news and social information, one of could be about climate change. This could be upheld

by Klapper's (1960) conclusion cited by Curran, et. al. (2002) and Macnamara (2005) that mass communications ordinarily do not serve as a necessary and sufficient cause of audience effects, instead that mass media were more likely to reinforce existing attitudes than change them or create new attitudes. It became known as Klapper's law of minimal consequences and triggered limited effects view of mass media.

Table.13: Relationship between the Layer Farmers' Perspectives and New Media Communication Platforms they are exposed to

Perspectives Variables	p-values	Computed r-values	Decision on Ho	Verbal Interpretation
1. Food Security	.02	.29	Reject	Significant
2. Water Sufficiency	.08	.22	Failed to Reject	Not Significant
3. Ecological and Environmental Stability	.005	.34	Reject	Significant
4. Human Security	.03	.27	Reject	Significant
5. Climate-smart Industries and Services	.005	.34	Reject	Significant
6. Sustainable Energy	.001	.40	Reject	Significant
7. Perspectives and Capacity Development	.02	.27	Reject	Significant

The results above mean that they are well exposed to cellphone messaging, phone calls and internet which gives information about climate change. Cellphones are user-friendly and very handy nowadays that even those layer farmers who may have less education could use it and be able to communicate with their families and layer farming business related individuals like their suppliers. It is very accessible also that they could easily be reached by such information. This could be supported by Temba's et al., (2016), findings which proved that the accessibility of information and communication tools affects the improvement of chicken production. It was indicated that majority of the farmers used television, radio and mobile phones in developing extension information while there were just few who have accessed in internet. The more they are exposed to these communication platforms, the more they would become well informed and perceptive to new ideas..

V. CONCLUSIONS

The layer farmers perceived and agreed on the importance of food security, water sufficiency, ecological and environmental stability, human security and perspectives and capacity development as these areas of climate change seems to be basic and but vital to people's lives and to the layer farmers as well. This result also implies that communication platforms could be a great opportunity for all people in the community to develop their perspectives. Climate smart industries and services and sustainable energy could the first two topics to be focused since they just only had a moderate agreement on the said variables.

In general, there was great extent on the layer farmers' exposure on communication platforms in developing perspectives on climate change. Specifically, it came out that they were exposed to interpersonal and new media in a great extent, and less extent of exposure to small group and mass media. The layer farmers may prepare

themselves also on the possible paradigm shift in terms of exposure to communication platforms as the world's technology today keeps on advancing. New discoveries, knowledge, and ideas are introduced in the world market everyday and this may affect the layer farming industry in some other ways.

Lastly, it could be noted that there were significant relationships between the layer farmers' perspectives and the communication platforms they are exposed to, but there were also some variables which came out to be not significant. Perspective is a subjective matter to tackle about. It may imply that diversity is possible and it happens in communication. People perceive and construct meanings uniquely from each other, and what should be done is understanding and careful processing of everyday information that we receive, one example is on climate change.

VI. RECOMMENDATIONS

The layer farmers, the agricultural officers LGU-San Jose, Batangas, and other sincerely concerned stakeholders on layer farming industry may sit down and plan to conduct more demonstrations, meetings, seminars and trainings with regard to climate change. They may adopt, apply and combine the concepts of top-down and bottom-up approaches in communication planning so that every group of the participating stakeholders may be heard and considered. It is expected that through the concerted and sustainable efforts like conducting non-formal educational communication programs, projects, and activities may raise awareness and eventually knowledge of people more particularly the layer farmers on climate change and its possible effects to the layer farming industry.

A sustainable communication campaign using various communication platform tools like flyers, magazines and brochures may be produced and distributed to people by the Municipal Agricultural Office of San Jose, Batangas containing information about adaptation and

mitigation practices to contribute in educating the people and at least continuously lessen if not solve the effects of climate change and eventually to promote sustainable development of communities as a whole. An ethical and responsible utilization of these communication platforms in developing layer farmers' awareness, knowledge, and perspectives shall also be taken into consideration.

Layer farmers shall willingly participate on future projects that may be held for them. Moreover, they may cooperate well, put their perspectives into action and share what they have learned to other layer farmers. Community development participation shall be encouraged so that sustainability of social development endeavors may be ensured. Academic institutions like SUCs may collaborate with the municipality so that more activities may be upheld for the layer farmers to be more active in taking care of our agricultural industries and environment as well.

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An Elegy of a Patriarch: *Boys will be Boys* by Sara Suleri

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Abstract— *Pakistani society is male dominant society and patriarchal values are rife there from her emergence. Sara Suleri's father is a man of words and makes himself clear in firm and clear tone. Sara Suleri has tried to portray this scenario through her memoir Boys will be Boys. Though Sara touches the topics of politics, history and culture of Pakistan but main focus is circumstances in which concept of male gaze seems to be overloaded here. Norms of traditions prevalent in Pakistan always favor male member of society. Male gaze concept is one of the off-shoot of feminist ideology; where patriarchy, dominance and upper-hand are norms. Sara Suleri's father is perfect example of patriarchy. He always tried to force his point of view on female family members.*

Keywords— *Patriarchal values, Suppression of Women, Feministic Ideology, Male gaze, dominance.*

I. INTRODUCTION

Our society assigns different roles to men and women. Men are given dominant role while women are considered subservient to men in different ways. Sometimes these roles are assigned by society but most of times these roles are so-called norms and traditions. It means men in reality decide these roles. These social constructs are major power wielding principals. Sara Suleri's father is a man of words and makes himself clear in firm and clear tone. *Boys will be Boys* (1995) treat multiple themes (gender and sibling relations, political strife, religion, etc.), but above all these are personal novels, a celebration and remembrance of her English mother as a woman and her father as a man and patriarch. Her father seems to look down upon all other characters through his role and personality. Her mother looks like timid lamb throughout. *Boys will be Boys* (1995).

Sara Suleri highlights the infeasibility of a comprehensive female recognition in Pakistan by declaring that "There are no women in the third world." (Suleri, 1990: 63). Most feminists agree with the idea that gender inequality is determined by socio-cultural and economic factors rather than biological factors, factors that are not

actually acceptable when seem as part of the natural order. Representation of these factors is given in Sara Suleri's *Boys will be Boys* (1995). In Pakistani society, "women are considered as weak" because of their physical structure as well as their role is timid and obedient one because of our customs and traditions" (Suleri, 2006: 656).

Boys will be Boys is a book which shows male dominance in the shape of Sara Suleri's father. The gaze is a complex notion which is related to the power relation found between the observer and the observed object. The theory deals with the complex relationship of watching and being watched, of direct and indirect gazes of the protagonists, but of the spectator as well. The theory of the gaze stems from French post-structuralism, and specifically from Michel Foucault (1980) and Jacques Lacan (1990).

It was especially Lacan (1990) who has brought the psychoanalytical term the gaze in use, with reference to the mirror stage, which consists of a gaze between the subject and reflection through means of the mirror. The term describes the relation between the subject and desire to look but also the awareness that one can be viewed. Therefore, the gaze is often connected with fantasy and desire, especially the subject's desire to control the object it sees. Lacan (1990) talks about cause of desire and object cause of desire in detail. Of course, all this functions in the domain of psychoanalysis, but it can be transported to the history of literature. During the seventies the term has been elaborated to the field of feminism, film studies and social studies in general, as one tends to make a clear distinction between 'the look' and 'the gaze'. While the former is described as the most general term for just seeing, the latter is evidently stated as a special way of looking, determined by gender and by the stance of common reader. The gaze is often associated with masculinity, which confirms the male in dominant position while the female must submit and become an inferior object. It affects the narrative, which becomes affected by the desires and fears of patriarchy.

Laura Mulvey (1920) was one of the most important feminist. She introduced the concept of male gaze

in her essay named as “Visual Pleasure and Narrative Cinema” (Mulvey, 1990: 63). In the article Mulvey (1990) discussed the conventions of classic literature in connection with certain ideas from the theory of psychoanalysis as she exclaimed that women were objectified in fiction and non-fiction because the heterosexual man was in full control of the fine arts, which is why she accused conventional Hollywood cinema of voyeurism and scopophilia, whereby the male figure gets pleasure from looking at the female body: she is “to-be-looked-at-ness” (Mulvey, 1990: 63).

Basically, Mulvey (1990) wanted to understand, and denounce, the visual focus on women on screen which is exactly what causes her to become weaker sex in particular South Asian countries where female becomes a tool in the hand of patriarchal societal set-up. Sara Suleri’s father is a real patriarch. He always looks at the female family members from male point of view. He thinks that women are like animals. They don’t have any individuality. They are like just tools in the hands of men. Men should decide their fate. That is what we want to understand and explore in this particular research article and which will be investigated to the fullest. We have to understand why women are considered as weaker. Why men dominate women even while they become educated and have wealth as well as health sometimes both.

II. NATURE OF THE PROBLEM

This Study will try to find how male gaze affects the position of women in Pakistani patriarchal society. Sara Suleri’s *Boys will be Boys* is abundantly rich with the examples of male dominance, patriarchy and these memoirs are dominated by the male gaze, typically understood in feminist criticism as the subjugation of the anti-male (the woman) and her recasting as an object for male dominance. By looking at the Sara Suleri’s *Meatless Days*, we can easily reach the conclusion that character of “Pip” is dominant one in all ways.

THE FOCUS OF THE PRESENT RESEARCH:

Division can be made by representation of male gaze in the Sara Suleri’s writings into one male dominant and patriarchal gaze. Study focuses on Pip in *Boys will be Boys*. It will discuss the dominance of the traditional patriarchal male gaze. In the chapter on Sara and her father, discussion would be about the traditional patriarchal gaze by the masculine as well as masculine female in the shape of Sara Suleri or her sisters. Finally, the concept of gaze does not narrow the research to some limit. Its broader aspect is to look at the patriarchal and male dominance in

the strata of Pakistani society primarily through two memoirs. In the present study feminist perspective of Pakistani society has been shown. Male gaze is a portrayal of the character named as “Pip” and other dominant characters. He is, being, monarch of family and symbol of dominance while Sara Suleri’s mother is symbol of understanding gaze. She is impressive lady of Welsh origin but she plays second fiddle to her husband.

RESEARCH QUESTIONS:

The questions for the present research are:

- (I) How does male gaze affect the position of women in Pakistan particularly shown in *Boys will be Boys*?
- (II) How does Sara interpret male dominance in *Boys will be Boys*?
- (III) What is impact of male gaze in Pakistani patriarchal society?

III. METHODOLOGY

The method of qualitative research would be applied to analyze the male patriarchal role in the work of Sara Suleri. The present research will take *Boys will be Boys* into consideration and try to make text analysis. The present research will analyze it in theoretical framework of male gaze.

DELIMITATION:

The present research limits itself to the point of view of major character, that is, the father of Sara Suleri in *Boys will be Boys*. Sara has to cope with the situation that has emerged as a result of the typical patriarchal male-dominated norms and traditions prevailing in Pakistan under which women are leading their life.

PEDAGOGICAL IMPLICATION:

Study definitely shows that women in Pakistan are not given equal status because of typical patriarchal setup of society.

IV. REVIEW OF THE LITERATURE:

Sara Suleri was just like any girl in Pakistan. She was born in Lahore and her parents were living there at that time. She got bachelor degree from Kinnaird College. She got Masters in English from Punjab University. She got doctorate degree from Indiana University. She recalls memories and interesting incidents of her life in very attractive manner. She also relates the tragic incidents of deaths of her sister and mother. Being daughter of eminent journalist she has made many observations. Her

observations are elaborative and keen. She uses words at her whim to unfold old memories. Her both memoirs are masterpieces in prose. She uses name of chapters as metaphors. Her memoirs are considered as classics in South Asian Literature. She has published a critical work as well. Its name is *The Rhetoric of English India* that was published in 1992. It is very complicated work. She tells how English language was used and considered as a tool to portray Sub Continent.

Sara Suleri has written a small and thin memoir which is named as *Boys will be Boys*. It is a kind of tribute to her father. Her father's name was Zia Ahmed Suleri. He was a close friend of General Zia. Sara used to call her father as "Pip". Her father had a ludicrous personality. He was proved to be a patriotic to the maximum. His habits were singular and preposterous almost all the time. Suleri tells the memories of independence of Pakistan. She talks in detail about her Welsh mother. Sara's mother was beautiful as well as duty bound mother. Sara also talks about her Dadi who was a lady of strong will in her time. She talks about other family members as well. She elaborates in detail about her departure to West.

The writings like *Recognition* by William S. Davies (2003), *Below the World* by Eric Beigbeder (2003), *Man of jungle* by Lydia Lauren (2003), *Reasons and Emotions* by John Macarthy (2005), *Shadows* by Richard Flanagan (2008) serve as the best examples for how dominant male characters still treat female as others. There are other two autobiographical novels: Ruth Ozeki's *My Year of Meats* (1998), Tsitsi Dangarembga's *Nervous Conditions* (1987). The writers of these novelists, both American and postcolonial, portray the female body as site of cultural, racial, and gender inscription. While each text points out the patriarchal and colonial violence against women.

Razi, Rahman, Zenab, Mustaq Memon narrate stories of female usurpation and male chauvinism. All these fiction writings at different times portray male chauvinism at different locations. Ahmed Somro has written a novel named as "Fatma" which narrates the story of three exploited girls. They belong to poor families. Their Parents were rich at some time in the past but the storm of time has made them poor at once. The girls remained miserable and 'other' class through all ups and downs of time. Shah Nawaz is another writer who writes about the role of women in British era. Girls were protected but call girls were common who used to live in Heera Mandee. In this novel she traces idea of male domination. Bundle of characters are presented as men who believe in the

dominance of male class. Major and minor characters point towards one direction that women are just serving class. They are not worth any importance. Background of Muslim League as well as Congress has been described in detail in this novel. Novel points out that some questions are still to be answered in context of Partition of Sub-continent. Writer poses question like how conditions of women will change with partition of Sub-continent. Either the improvement in their education system would be emphasized or not? Could they get their rights without any negligence? Are they weaker sex even after partition?

Ahmed serwar in his novel named as "*The Blessed Ones*" talks about a girl who is being neglected by her family. She could not bear the shackles of society. She runs away from forced marriage but traps herself in the hands of bandits. All of them are ruffians but one of them is different. His name is Asghar. He is powerful as well as modest. Excluding Asghar, all male members in novel try to take advantage of that typical girl. Her name is Safia and she remains pious throughout the novel. It was pure luck that she was not molested or violated because every character wants to snatch her piety and virtue.

CONCEPTUAL/THEORETICAL FRAMEWORK:

Peter Middleton has theorized that the male gaze "triangulates vision, knowledge, and power". The idea of the male gaze is a definite reality because it seems at once both generic and pervasive. The current theorization of the male gaze is one sided because it limits all gazes into one category and one goal (domination). Male gaze and the psychology of the gaze in general is simple concept; It is proven fact that male gaze is always attached with the notion of masculine dominance. The introduction of the term "the male gaze" can be traced back to Laura Mulvey and her essay "Visual Pleasure and Narrative Cinema" which was published in 1975. In it, Mulvey states that women are obviously the objects, rather than the possessors, of gaze because the control of the camera (and thus the gaze) comes from factors such as the assumption of heterosexual men as the target audience for most genres of literature.

Concept of male gaze was an important part of feminism in the 1970s. It explained that Patriarchy is ideological by nature in South Asian Countries and has an ideological effect in traditional society. Patriarchal society perceives status quo as reality, though that "reality" is put together by exploitation and dominance. The concept of male gaze applies to the whole life of women in this society. Patriarchal set-up of society makes it sure that she

behaves in good manner. She is observed by brothers, father, and other relatives. She looks herself in mirror of male criteria. Her every act is looked at according to male concepts and ideas. It is believed that biological factors are not reason for this patriarchal dominance. Socio-cultural and economic factors are major cause of it. This gender inequality is caused by the overall male gaze scenario found in society and women are bound to follow it consciously and unconsciously.

Ellie Ragland-Sullivan in her essay seeking the third term: desire, the phallus and materiality of language talks about concept of male gaze in detail. Ellie Ragland-Sullivan Builds on Lucan's theories of the male gaze as the familiar interpretation that the male strives to find his place as a father-figure, who is supposed to be "an ideal (in the imaginary and symbolic way), but is, in actuality, the source of hindrance."

Ragland- Sullivan argues that a son is placed in "a perturbed position in terms of both ego and desire. He cannot become the mother. He cannot become the father. He can only wait from a posture of position of power tacitly promised which is power of patriarchal dominance that comes with gradual process". Much criticism links the male quest for dominance with fears and anxiety, with the male desire functioning as what Ellie Ragland- Sullivan calls "an inherent 'lack-in-being' that motivates humans to seek questions and answers because all subjects are basically incomplete".

Peter Middleton's theory that the male gaze "triangulates vision, knowledge, and power" is true; this "power" is almost always power over women in the creation of an active, dominant gazer and a submissive, objectified subject which is female and weaker person. More exploration into the ideas of vision and knowledge can produce alternative maximum understandings of power, and that these understandings commonly include a binary of dominance and repression.

According to Karen Volland Waters, the ideology of imperialism had "two conflicting facets: superiority of the self over the other and identification of the self with the other."

Waters touches upon the duality of the gaze without understanding that the gaze may not be dual, but may rather be two separate gazes—one of superiority, the other of identification.

Drawing on the works of writers such as Tannen (1990) and other recent prominent writers of language and gender most feminists agree with the idea that gender inequality is determined by socio-cultural and economic factors rather

than biological factors, factors that are not acceptable when seen as part of the natural order.

There is a clear distinction between 'the look' and 'the gaze'. As we have explained before, 'the look' is described as the most general term for just seeing, whereas 'the gaze' is obviously stated as a specific way of looking. Furthermore, it is associated with power and determined by gender and by the outlook of patriarchal society, which is why the gaze is often associated with masculinity.

Hence, the gaze confirms the male in dominant position while the female must submit and become an object. During the 1970s feminism has made its association with the psychoanalysis theory of Sigmund Freud and Jacques Lacan, most specific in the theorization of readership, which is associated with Lacan's notion of the gaze. Rosen poses that "from around 1973-74 on, the famous, even infamous answer in Gender became psychoanalytic"; the journal "became an organ that encouraged original English-language work around the association of Freud and Lacan for understanding male gaze."

Lacan sees the gaze and its effects in different way. He says that gaze is not gender or biologically specific thing. Manlove quotes gaze can be divided into three branches: Symbolic gaze, imaginary gaze and real gaze. The idea of gazing was very much important in Lacan,s theories. He describes in detail about male gaze in the mirror active stage. He views the gaze or le regard as the foundation of the development of the Self, which is a process that is started at a very young age due to the confrontation a child has with his mirror image.

The mirror stage symbolizes a rather aggressive tension between the child and its image, as the child sees the image as a whole, complete, perfect, while the child still finds itself lacking a complete and active relationship of the body. The wholeness of the body therefore threatens the child, who experiences fragmented personality.

Role of any woman is established by her gender first and foremost. Role defined by male gaze is understandable in backward area where outward appearances tell the real story. Outer appearances are not always true. But society gives its role to women according to their outer appearance. All persons are manifestation of their outer appearance.

Simone de Beauvoir says that women are considered as "others" and "not male". It is not their fault. This differentiation would remain same because looks always decide. It is logical that literature also shows women in their true color. It is not any fault but it is true to life

picture. The gaze in fiction or prose may be the outlook of writer but writer also observes society. He does not format norms and traditions. It is the people who assign the roles. So it is not fault of writer or literature to present male gaze in negative way. Gaze can be used as powerful discourse. In 'visual pleasure and narrative cinema' Mulvey represent the culture where woman role is assigned inadvertently. Popular culture has been analyzed by her. She emphasizes that literature and media represent the true color of society. Culture controls images and erotic ways and spectacle.

Women are considered as bearer of meaning not maker of meaning. Mulvey herself accepts this fact. Dominant culture affects women but in marginal way. With inception of feminist theory, circumstances changed for women. They started thinking for themselves. Their path became easy one. Their individual thinking came to be known as feminist thinking. Wisdom and knowledge gave woman enough maturity to think for themselves in the long run. Mulvey suggests that women are never active participators. They are passive and lack imagination to change circumstances into their favor. They are the objects while men are subjects.

ANALYSIS OF "BOYS WILL BE BOYS"

Sara Suleri reminds many times that she is writing a public history. Death of her sister is a disturbing fact of this history. It is something disturbing in reference to politics in Pakistan. There were doubts about her death when her sister died under mysterious circumstances. It was thought that Ifat was murdered because of her father. He father was actively participating in politics at that time. He was friend of military dictator of that time. It was suggested that Ifat's death was directly linked with political affinity of her father. She explains that other third world histories are so-called histories. Their facts and figures are intermingled. Facts cannot be removed from fiction in them. They are just mixture of lies.

At the end of few chapters in *Boys Will Be Boys* she forgets historical background and comes to term with social constraint in the shape of male gaze. She acknowledges that Women are marginalized by male class. She feels a kind of displacement as her homeland is Pakistan. Her mother is Welsh and she is displaced by male dominance of her father. Her mother cannot even speak mother tongue. She looks like a woman from third world with no ideals of western liberty and generosity at hand. Sara herself pointed out this fact that there are no women in third world as they are treated as if they are cows and buffalos with no tongues. She says that women are not even

part of active vocabulary. They are just women or no-man and of no importance. She tells about women's exploited identity.

Sara constructs her own identity by shedding light on other family relations. She uses somatic discourse with textual discourse. She says that after her death Ifat becomes just news for her. Throughout both memoirs, Sara changes in many ways. She becomes independent while going to abroad but her contemporaries women in Pakistan are living same cave-like life. They are educated but lens of men consider them as useful and not more than that.

Sara calls her friend Muskatori as piece of land. She uses her as a symbol. Sara uses metaphors and similes to portray personality disorder of all women. They have body but no soul. She shows women in action but in serving position. They are servers as well as slaves. They cook for male members and clean their houses regularly. Their task is to show to men that they are worthwhile for them. Sara uses many names for herself. She calls herself a 'landscape, 'an otherness machine' or a symbol and a state.

Her father measures history by counting the names of male head of governments. Suleri keeps track of history by what goes through her body. She keeps track of history and body. She shows dichotomy that male is direct participant in history while women are artificial characters to fill in the gap. Women keep track of history by remembering what they ate and what is that enters into their body and fills their bodies. When writing about her brother Shahid, she changes her tone and says he was not any male like in Pakistan. He was very much different. He was flexible and reliant.

Mamma (first wife of Pip who was divorced) who was twenty five must have been an argumentative woman but that is not enough reason for divorce. Sara also confesses that this decision would have been tough one for Pip because she knew her father mental set up. It must have been a painful decision for him. The divorce was carried out through public mail and Nuz at nine was told that her mother was her sister.

Boys will be Boys explore the patriarchal society where religion is used to exploit women. For her Pakistan is a place where there is no breathing place for women. Men and male gaze have reduced them to a timid community. In Pakistan women's role is defined by biological factors. When someone has been born as girl child, her role has been decided at the spot. She would now belong to serving class. Male gaze has chosen for her role through the eyes of patriarchal men. So, her role cannot be changed at any

place. She can gain a little respect by serving men in better way.

She comments in this regard that:

...we naturally thought of ourselves as women, but only in some perfunctory physiological way that we happened on perchance. Or else it was at maximum a practical joke, we thought, hidden somewhere among our clothes. But formulating that definition is about as impossible as attempting to locate the illustrious qualities of an Islamic landscape. (Suleri 1989, p. 2)

Sara's grandmother observes her religiosity:

In the winter I see her alone, painstakingly dragging her straw mat out to the courtyard at the back of the house and following the rich path of the afternoon sun. With her would go her Quran, a metal basin in which she could wash her hands, and her ponderously heavy spouted water pot, that was made of brass. None of us, according to Dadi, were quite pure enough to carry these particular items. (Suleri 1989, p. 6)

Mr. Suleri who showed no religious bend of mind in early life started praying later. Sara's grandmother who was observant of prayers started leaving prayers at once.

That was a change, when Dadi put herself together again and forgot to put prayer back into its proper pocket, for God could now leave the home and soon would try to join the government. Papa prayed and fasted and went on pilgrimage and read the Quran aloud with most unusual locutions. (Suleri 1989, p. 15)

Sara's mother is displaced and marginalized woman. She remembers her country but never complained about his otherness in other country. She sacrificed all her wishes for her husband's sake. She made conscious effort to become part of Pakistan but she was doubted. People always thought white skin persons as colonizers and could not regard any white lady as loyal to Pakistan or Pakistani nation.

Sara writes:

The touching good faith of her Pakistani passport could not change the fact that even as my mother thought she was arriving, she actually had returned. There was century's worth of mistrust of English women in their gazes when they looked at her who chose to come after the English should have been gone: what did she mean by saying. 'I wish to be part of you?' Perhaps, they feared, she mocked in certain way. (Suleri 1989, p. 163)

Mair Jones is an "other" in the whole family. Her character is contrast to Mr.Suleri who is her husband. She was subservient and obedient all the time. He was always listening to her husband's commands. Sara observed her mother's alienation and adaptation which burdened her. Her mother does not find energy from new state and she could not bring about any change in the thinking of her husband. She resigned to silence while she adjusted to histories and language of Pakistan. Sara's sister had to pay a heavy price for voicing in patriarchal society. She was full of grace, arrogance and self-will. She was always noticed for her beauty. She was bold and rebellious. She disregarded the authority of her father and married without his consent but had nothing in the end. She decided to emphasize in wrong way. She ran away from Kinnaird and married. She was so much brazen that she called a few days later and said that she had married. Pip said congratulations and put down the phone.

She has to bow down to the authority of the husband. It was men who ruled in Pakistan. In order to remain in another family, she has to accept a few rules which she did not like to accept in her father's home. Sara talks about this change at many occasions. She tells that concept of male gaze was fully applied in Pakistan. Women have to suffer or accept the dominance of men. There was no alternative. Her sister once said that women have to face much danger in Pakistan. Men are the true owners of houses but women have the possession of their own bodies. Men in Pakistan have everything to govern and own but women have just body to own.

What energies my sister gave to Pakistan! First she learned how to speak Punjabi and then learned the Jehlum dialect, spoken in the region from which Javed's family belong. She taught herself the

names and stations of hundred-odd new relatives, guessing how each of them would wish to be addressed. She learned more than I will ever know about the history of the subcontinent and then she turned to polo's ins and outs. (Suleri 1989, p. 141)

Sangeeta further elaborates this point:

It appears that in modern Pakistan, women can be easily and conveniently silenced or easily replaced, being just another wife, mother, or daughter'. (Ray 1993, p. 54)

Pip was even adamant in objection to the rabbits. He used to say that do you know how these things breed. Animals were not allowed in his house without prior permission. Innocent animals could breed in large numbers but that could not come under the control of family patriarch. Then it must be objectionable idea to breed rabbits. He used to say in angry way when I would be sitting and whiling away my time in the sun, writing about great ideas and themes, and those rabbits would be jumping around me----That is very disgusting idea for Pip.

Sara relates another incident that once again Sara's mother was handling the matters of shifting to other place alone. Was *The Pakistan Times* so important that Pip could not have taken a day off and have been there to comfort her trembling hands? That was always the matter. Menial jobs were for women. Pip could not do daily chores or participate in them. He was above all these things.

Pip would call his children "mama's pigeons." Being male, he has prerogative to ascribe each and everything in derogative way. One lady from advertisement department complained about molestation by a superior. As the editor of the newspaper Pip fired that superior. In retrospect Sara believes that accused man was innocent and he did not sexually abuse anyone. Sara knew later on that she has a sister hailing from no other place but Kasur. That sister was daughter of that lady who complained about sexual harassment. There is another quality of family patriarch. He could marry anybody and at his whim. Nobody could blame him. He is breeder as well as bread earner. Everything is good for him. He can emphasize his point in any way he can. Pip sent Sara with Shahida to buy me a desi wedding gown. Sara told his father that she is already married and she does not need any wedding gown. What was need to buy new desi wedding gown but all whims and wishes of Pip are important. So Sara bought that

gown. I was in middle school, struggling with mathematics, my mother kindly said, "why dont you ask papa for some help with your homework?" I did, and what help it was. He looked with scorn at my long-division puzzle and then proceeded to say, "Ek Bata Cahr, Do Bata Teran, Tin bata Hazar ," and this was in rapid Punjabi. I did not speak Punjabi.

Pip would punch people at airports, quite routinely. His family would be there to welcome him home on one of his frequent trips. Sometimes, a lad in the waiting lounge would brush pass Sara or one of her sisters. Forget about Pip, s luggage. He would beat the offender instantly. I am glad you won your games, Pip. It does not make sense that you should lose so many. Sara reminds her father in daydreaming, "Recall the times, Pip, when you would mercilessly tease your son Shahid when he was about four or five by telling him his mother was a monkey, that she had come up to him in Nathia Gali one summer. Pip used to use humiliating language with his own children.

Yet Sara Suleri explains herself. While men have the leisure of autonomy in this society, pure womanhood looks like luxury, ignored in favor of the more pragmatic roles of work and family. Suleri silently chooses to construct her autobiography in terms of the women around her — her own mother, sisters, and friends — in a manner that recognizes the status of women in the third world. *Boys Will Be Boys* is dominated by personality of Z.A. Sulei who was dictator if real situation is to be described. He himself had wished that if any autobiography would be written by him its name would be *Boys Will Be Boys*.

V. CONCLUSION

Boys will be Boys is a kind of elegy for her father and it revolves around her father. His father was Z.A. Suleri was nicknamed as Pip. This book has no definite structure. Reminiscences just come and go without any sequence. Sara addresses her father in a naughty manner. She sometimes admires him and sometimes feels perturbed at his behavior. Throughout the book the personality of her renowned father is portrayed in strange manner. It was said that he had a 'lion's head' and 'memorable gaze'. Throughout both books comments made by pip are important. His conversations and quirks are considered as important. Sara Suleri sees patriarchal social systems as the fundamental cause of women's oppression and she fights for the elimination of male dominance particularly in the cultural sphere, and 'placing women and girls' experiences at the center of any exploration and analysis through her both memoirs named as *Boys will be Boys*.

Pakistan is one of the worst countries where patriarchal set up has treated women in heinous way. Maltreatment is worse term in Pakistan scenario though it is true that women are being maltreated. Only in Congo and War torn Afghanistan condition is worse than Pakistan. Eighty percent of women are suffering from domestic violence. One in the three women has to face the stigma of rape if they have no relative for survival. Our country is eighty second of ninety two on gender index. This country is on the 152 number out of 156 on the gender Empowerment measure. Negative sex ration of Pakistan is 100 women out of 108.5 men. We can easily conclude that Sara suleri through *Boys will be Boys* has given us the male gaze view in Pakistani Patriarchal society. Women are easy victim there so their situation needs to be changed.

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Motifs of Patriarchal Touches in *Meatless Days*

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Abstract— *Pakistani society is male dominant society and patriarchal values are rife there from time immemorial. Sara Suleri has tried to portray this scenario through her autobiographical book Meatless Days. Though Sara touches the topics of politics, history and culture of Pakistan but motifs of patriarchal touches are rife in this book. Norms of traditions prevalent in Pakistan always favor male member of society. All major feminist concepts favour ideology; where patriarchy, dominance and upper-hand are norms.*

Keywords— *Patriarchal values, Suppression of Women, Feministic Ideology, Male gaze, dominance.*

I. INTRODUCTION

Our society assigns different roles to men and women. Men are given dominant role while women are considered subservient to men in different ways. Sometimes these roles are assigned by society but most of times these roles are so-called norms and traditions. It means men in reality decide these roles. These social constructs are major power wielding principals. Sara Suleri's father is a man of words and makes himself clear in firm and clear tone. *Meatless Days* (1995) treat multiple themes (gender and sibling relations, political strife, religion, etc.), but above all these are personal novels, a celebration and remembrance of her English mother as a woman and her father as a man and patriarch. Her father seems to look down upon all other characters through his role and personality. Her mother looks like timid lamb throughout *Meatless days* (1995).

Sara Suleri highlights the infeasibility of a comprehensive female recognition in Pakistan by declaring that "There are no women in the third world." (Suleri, 1990: 63). Most feminists agree with the idea that gender inequality is determined by socio-cultural and economic factors rather than biological factors, factors that are not actually acceptable when seem as part of the natural order. Representation of these factors is given in Sara Suleri's memoir *Meatless Days* (1995). In Pakistani society, "women are considered as weak" because of their physical structure as well as their role is timid and obedient one because of our customs and traditions (Suleri, 2006: 656).

Meatless Days tells us the tale of Sara Suleri's mother who is exploited by Sara's father as well as society. The gaze is a complex notion which is related to the power relation found between the observer and the observed object. The theory deals with the complex relationship of watching and being watched, of direct and indirect gazes of the protagonists, but of the spectator as well. The theory of the gaze stems from French post-structuralism, and specifically from Michel Foucault (1980) and Jacques Lacan (1990).

It was especially Lacan (1990) who has brought the psychoanalytical term the gaze in use, with reference to the mirror stage, which consists of a gaze between the subject and reflection through means of the mirror. The term describes the relation between the subject and desire to look but also the awareness that one can be viewed. Therefore, the gaze is often connected with fantasy and desire, especially the subject's desire to control the object it sees. Lacan (1990) talks about cause of desire and object cause of desire in detail. Of course, all this functions in the domain of psychoanalysis, but it can be transported to the history of literature. During the seventies the term has been elaborated to the field of feminism, film studies and social studies in general, as one tends to make a clear distinction between 'the look' and 'the gaze'. While the former is described as the most general term for just seeing, the latter is evidently stated as a special way of looking, determined by gender and by the stance of common reader. The gaze is often associated with masculinity, which confirms the male in dominant position while the female must submit and become an inferior object. It affects the narrative, which becomes affected by the desires and fears of patriarchy.

Laura Mulvey (1920) was one of the most important feminist. She introduced the concept of male gaze in her essay named as "Visual Pleasure and Narrative Cinema" (Mulvey, 1990: 63). In the article Mulvey (1990) discussed the conventions of classic literature in connection with certain ideas from the theory of psychoanalysis as she exclaimed that women were objectified in fiction and non-fiction because the heterosexual man was in full control of the fine arts, which is why she accused conventional Hollywood cinema of voyeurism and scopophilia, whereby

the male figure gets pleasure from looking at the female body: she is “to-be-looked-at-ness” (Mulvey, 1990: 63).

Basically, Mulvey (1990) wanted to understand, and denounce, the visual focus on women on screen which is exactly what causes her to become weaker sex in particular South Asian countries where female becomes a tool in the hand of patriarchal societal set-up. That is what we want to understand and explore in this particular thesis and which will be investigated to the fullest. We have to understand why women are considered as weaker. Why men dominate women even while they become educated and have wealth as well as health sometimes both.

II. NATURE OF THE PROBLEM

This Study will try to find how male gaze affects the position of women in Pakistani patriarchal society. Sara Suleri's *Meatless Days* is abundantly rich with the examples of male dominance, patriarchy and these memoirs are dominated by the male gaze, typically understood in feminist criticism as the subjugation of the anti-male (the woman) and her recasting as an object for male dominance. By looking at the Sara Suleri's *Meatless Days*, we can easily reach the conclusion that character of “Pip” is dominant one in all ways.

THE FOCUS OF THE PRESENT RESEARCH:

Division can be made by representation of male gaze in the Sara Suleri's writings into one male dominant and patriarchal gaze. Study is innermost case study of *Meatless Days*. It will discuss the dominance of the traditional patriarchal male gaze. In the chapter on Sara and her father, discussion would be about the traditional patriarchal gaze by the masculine as well as masculine female in the shape of Sara Suleri or her sisters. Finally, the concept of gaze does not narrow the research to some limit. Its broader aspect is to look at the patriarchal and male dominance in the strata of Pakistani society primarily through two memoirs. In the present study feminist perspective of Pakistani society has been shown. Male gaze is a portrayal of the character named as “Pip” and other dominant characters. He is, being, monarch of family and symbol of dominance while Sara Suleri's mother is symbol of understanding gaze. She is impressive lady of Welsh origin but she plays second fiddle to her husband.

RESEARCH QUESTIONS:

The questions for the present research are:

(I) How does male gaze affect the position of women in Pakistan particularly shown in *Meatless Days*?

(II) How does Sara interpret male dominance in *Meatless Days*?

(III) What is impact of male gaze in Pakistani patriarchal society?

III. METHODOLOGY

The method of qualitative research would be applied to analyze the male patriarchal role in the work of Sara Suleri. The present research will take text of *Meatless Days* into consideration and try to make text analysis. The present research will analyze it in theoretical framework of male gaze.

DELIMITATION:

The present research limits itself to the point of view of major characters in *Meatless Days*. Sara has to cope with the situation that has emerged as a result of the typical patriarchal male-dominated norms and traditions prevailing in Pakistan under which women are leading their life.

PEDAGOGICAL IMPLICATION:

Study definitely shows that women in Pakistan are not given equal status because of typical patriarchal setup of society.

IV. REVIEW OF THE LITERATURE:

Sara Suleri was just like any girl in Pakistan. She was born in Lahore and her parents were living there at that time. She got bachelor degree from Kinnaird College. She got Masters in English from Punjab University. She got doctorate degree from Indiana University. She recalls memories and interesting incidents of her life in very attractive manner. She also relates the tragic incidents of deaths of her sister and mother. Being daughter of eminent journalist she has made many observations. Her observations are elaborative and keen. She uses words at her whim to unfold old memories. Her both memoirs are masterpieces in prose. She uses name of chapters as metaphors. Her memoirs are considered as classics in South Asian Literature. She has published a critical work as well. Its name is *The Rhetoric of English India* that was published in 1992. It is very complicated work. She tells how English language was used and considered as a tool to portray Sub Continent.

Sara Suleri has written a small and thin memoir which is named as *Boys will be Boys*. It is a kind of tribute to her father. Her father's name was Zia Ahmed Suleri. He was a close friend of General Zia. Sara used to call her father as “Pip”. Her father had a ludicrous personality. He

was proved to be a patriotic to the maximum. His habits were singular and preposterous almost all the time. Suleri tells the memories of independence of Pakistan. She talks in detail about her Welsh mother. Sara's mother was beautiful as well as duty bound mother. Sara also talks about her Dadi who was a lady of strong will in her time. She talks about other family members as well. She elaborates in detail about her departure to West.

The writings like *Recognition* by William.S. Davies (2003), *Below the World* by Eric Beigbeder (2003), *Man of jungle* by Lydia Lauren (2003), *Reasons and Emotions* by John Macarthy (2005), *Shadows* by Richard Flanagan (2008) serve as the best examples for how dominant male characters still treat female as others. There are other two autobiographical novels: Ruth Ozeki's *My Year of Meats* (1998), Tsitsi Dangarembga's *Nervous Conditions* (1987). The writers of these novelists, both American and postcolonial, portray the female body as site of cultural, racial, and gender inscription. While each text points out the patriarchal and colonial violence against women.

Razi, Rahman, Zenab, Mustaq Memon narrate stories of female usurpation and male chauvinism. All these fiction writings at different times portray male chauvinism at different locations. Ahmed Somro has written a novel named as "Fatma" which narrates the story of three exploited girls. They belong to poor families. Their Parents were rich at some time in the past but the storm of time has made them poor at once. The girls remained miserable and 'other' class through all ups and downs of time. Shah Nawaz is another writer who writes about the role of women in British era. Girls were protected but call girls were common who used to live in Heera Mandee. In this novel she traces idea of male domination. Bundle of characters are presented as men who believe in the dominance of male class. Major and minor characters point towards one direction that women are just serving class. They are not worth any importance. Background of Muslim League as well as Congress has been described in detail in this novel. Novel points out that some questions are still to be answered in context of Partition of Sub-continent. Writer poses question like how conditions of women will change with partition of Sub-continent. Either the improvement in their education system would be emphasized or not? Could they get their rights without any negligence? Are they weaker sex even after partition?

Ahmed serwar in his novel named as "*The Blessed Ones*" talks about a girl who is being neglected by her family. She could not bear the shackles of society. She runs away from forced marriage but traps herself in the hands of

bandits. All of them are ruffians but one of them is different. His name is Asghar. He is powerful as well as modest. Excluding Asghar, all male members in novel try to take advantage of that typical girl. Her name is Safia and she remains pious throughout the novel. It was pure luck that she was not molested or violated because every character wants to snatch her piety and virtue.

CONCEPTUAL/THEORETICAL FRAMEWORK:

Peter Middleton has theorized that the male gaze "triangulates vision, knowledge, and power". The idea of the male gaze is a definite reality because it seems at once both generic and pervasive. The current theorization of the male gaze is one sided because it limits all gazes into one category and one goal (domination). Male gaze and the psychology of the gaze in general is simple concept; It is proven fact that male gaze is always attached with the notion of masculine dominance. The introduction of the term "the male gaze" can be traced back to Laura Mulvey and her essay "Visual Pleasure and Narrative Cinema" which was published in 1975. In it, Mulvey states that women are obviously the objects, rather than the possessors, of gaze because the control of the camera (and thus the gaze) comes from factors such as the assumption of heterosexual men as the target audience for most genres of literature.

Concept of male gaze was an important part of feminism in the 1970s. It explained that Patriarchy is ideological by nature in South Asian Countries and has an ideological effect in traditional society. Patriarchal society perceives status quo as reality, though that "reality" is put together by exploitation and dominance. The concept of male gaze applies to the whole life of women in this society. Patriarchal set-up of society makes it sure that she behaves in good manner. She is observed by brothers, father, and other relatives. She looks herself in mirror of male criteria. Her every act is looked at according to male concepts and ideas. It is believed that biological factors are not reason for this patriarchal dominance. Socio-cultural and economic factors are major cause of it. This gender inequality is caused by the overall male gaze scenario found in society and women are bound to follow it consciously and unconsciously.

Ellie Ragland-Sullivan in her essay seeking the third term: desire, the phallus and materiality of language talks about concept of male gaze in detail. Ellie Ragland-Sullivan Builds on Lucan's theories of the male gaze as the familiar interpretation that the male strives to find his place as a father-figure, who is supposed to be "an ideal (in the

imaginary and symbolic way), but is, in actuality, the source of hindrance.”

Ragland- Sullivan argues that a son is placed in “a perturbed position in terms of both ego and desire. He cannot become the mother. He cannot become the father. He can only wait from a posture of position of power tacitly promised which is power of patriarchal dominance that comes with gradual process”. Much criticism links the male quest for dominance with fears and anxiety, with the male desire functioning as what Ellie Ragland- Sullivan calls “an inherent ‘lack-in-being’ that motivates humans to seek questions and answers because all subjects are basically incomplete”.

Peter Middleton’s theory that the male gaze “triangulates vision, knowledge, and power” is true; this “power” is almost always power over women in the creation of an active, dominant gazer and a submissive, objectified subject which is female and weaker person. More exploration into the ideas of vision and knowledge can produce alternative maximum understandings of power, and that these understandings commonly include a binary of dominance and repression.

According to Karen Volland Waters, the ideology of imperialism had “two conflicting facets: superiority of the self over the other and identification of the self with the other.”

Waters touches upon the duality of the gaze without understanding that the gaze may not be dual, but may rather be two separate gazes—one of superiority, the other of identification.

Drawing on the works of writers such as Tannen (1990) and other recent prominent writers of language and gender most feminists agree with the idea that gender inequality is determined by socio-cultural and economic factors rather than biological factors, factors that are not acceptable when seen as part of the natural order.

There is a clear distinction between ‘the look’ and ‘the gaze’. As we have explained before, ‘the look’ is described as the most general term for just seeing, whereas ‘the gaze’ is obviously stated as a specific way of looking. Furthermore, it is associated with power and determined by gender and by the outlook of patriarchal society, which is why the gaze is often associated with masculinity.

Hence, the gaze confirms the male in dominant position while the female must submit and become an object. During the 1970s feminism has made its association with the psychoanalysis theory of Sigmund Freud and Jacques Lacan, most specific in the theorization of readership, which is associated with Lacan’s notion of the gaze. Rosen poses that “from around 1973-74 on, the

famous, even infamous answer in Gender became psychoanalytic”; the journal “became an organ that encouraged original English-language work around the association of Freud and Lacan for understanding male gaze.”

Lacan sees the gaze and its effects in different way. He says that gaze is not gender or biologically specific thing. Manlove quotes gaze can be divided into three branches: Symbolic gaze, imaginary gaze and real gaze. The idea of gazing was very much important in Lacan,s theories. He describes in detail about male gaze in the mirror active stage. He views the gaze or le regard as the foundation of the development of the Self, which is a process that is started at a very young age due to the confrontation a child has with his mirror image.

The mirror stage symbolizes a rather aggressive tension between the child and its image, as the child sees the image as a whole, complete, perfect, while the child still finds itself lacking a complete and active relationship of the body. The wholeness of the body therefore threatens the child, who experiences fragmented personality.

Role of any woman is established by her gender first and foremost. Role defined by male gaze is understandable in backward area where outward appearances tell the real story. Outer appearances are not always true. But society gives its role to women according to their outer appearance. All persons are manifestation of their outer appearance.

Simone de Beauvoir says that women are considered as “others” and “not male”. It is not their fault. This differentiation would remain same because looks always decide. It is logical that literature also shows women in their true color. It is not any fault but it is true to life picture. The gaze in fiction or prose may be the outlook of writer but writer also observes society. He does not format norms and traditions. It is the people who assign the roles. So it is not fault of writer or literature to present male gaze in negative way. Gaze can be used as powerful discourse. In ‘visual pleasure and narrative cinema’ Mulvey represent the culture where woman role is assigned inadvertently. Popular culture has been analyzed by her. She emphasizes that literature and media represent the true color of society. Culture controls images and erotic ways and spectacle.

Women are considered as bearer of meaning not maker of meaning. Mulvey herself accepts this fact. Dominant culture affects women but in marginal way. With inception of feminist theory, circumstances changed for women. They started thinking for themselves. Their path became easy one. Their individual thinking came to be known as feminist thinking. Wisdom and knowledge gave

woman enough maturity to think for themselves in the long run. Mulvey suggests that women are never active participators. They are passive and lack imagination to change circumstances into their favor. They are the objects while men are subjects.

ANALYSIS OF “MEATLESS DAYS”

Meatless Days is a memoir written by Sara Suleri which is related to geographical and temporal dislocation. It has got social as well as political secret meanings in it. In reality, it is record of memories of Sara Suleri. She talks about her past in random manner. She also tells about the subjugation and suppression of women in typical Pakistani Society. Islamic laws are misrepresented to oppress women in Pakistan. It is interesting to note that Sara does not call this book as autobiography. Daniel Wolfe wrote in the book review that Sara writes this book in well-constructed manner but she seems indifferent and cold sometimes. It seems that she does not agree with norms and traditions prevailing in background societies. She captures the attention of reader and reader is mesmerized by this parochial outlook regarding role of women in the society. She gives no explanations or introductions but jumps to the subject at once (199).

In *Meatless Days*, Sara discussed about various topics. Center of gravity is one topic that men in patriarchal society consider women as weaker sex and try to take circumstances into their own hands in order to show their hegemonic role. Man-made rules are applied to the fate of women. She also narrates the history and politics of Pakistan. It was quite necessary to narrate these things as humans are influenced by the circumstances in which they live. It is a kind of personal elaboration in new colors.

Sara tells that she will make secret of some facts of life in this book named as *Meatless Days*. Writer often do not acknowledge this fact but Sara wants to relate reality in as condense words as possible. She herself tells that she would not talk about the death of Ifat in great detail. Reason is obvious one that she does not want to politicize the reality. Women are weaker in parochial societies so their death may not cause any damage for male population. Pip himself decides that death of her daughter must be set aside for certain reasons.

Sara Suleri reminds many times that she is writing a public history. Death of her sister is a disturbing fact of this history. It is something disturbing in reference to politics in Pakistan. There were doubts about her death when her sister died under mysterious circumstances. It was thought that Ifat was murdered because of her father. He father was actively participating in politics at that time. He

was friend of military dictator of that time. It was suggested that Ifat's death was directly linked with political affinity of her father. She explains that other third world histories are so-called histories. Their facts and figures are intermingled. Facts cannot be removed from fiction in them. They are just mixture of lies.

At the end of few chapters in *Meatless Days* she forgets historical background and comes to term with social constraint in the shape of male gaze. She acknowledges that Women are marginalized by male class. She feels a kind of displacement as her homeland is Pakistan. Her mother is Welsh and she is displaced by male dominance of her father. Her mother cannot even speak mother tongue. She looks like a woman from third world with no ideals of western liberty and generosity at hand. Sara herself pointed out this fact that there are no women in third world as they are treated as if they are cows and buffalos with no tongues. She says that women are not even part of active vocabulary. They are just women or no-man and of no importance. She tells about women's exploited identity.

Sara constructs her own identity by shedding light on other family relations. She uses somatic discourse with textual discourse. She says that after her death Ifat becomes just news for her. Throughout both memoirs, Sara changes in many ways. She becomes independent while going to abroad but her contemporaries women in Pakistan are living same cave-like life. They are educated but lens of men consider them as useful and not more than that.

Sara calls her friend Muskatori as piece of land. She uses her as a symbol. Sara uses metaphors and similes to portray personality disorder of all women. They have body but no soul. She shows women in action but in serving position. They are servers as well as slaves. They cook for male members and clean their houses regularly. Their task is to show to men that they are worthwhile for them. Sara uses many names for herself. She calls herself a 'landscape', 'an otherness machine' or a symbol and a state.

Her father measures history by counting the names of male head of governments. Suleri keeps track of history by what goes through her body. She keeps track of history and body. She shows dichotomy that male is direct participant in history while women are artificial characters to fill in the gap. Women keep track of history by remembering what they ate and what is that enters into their body and fills their bodies. When writing about her brother Shahid, she changes her tone and says he was not any male like in Pakistan. He was very much different. He was flexible and reliant.

Scattered throughout the *Meatless Days* are the incidents related to Dale. She is women of mysterious

character. There is no detail or description about her which is worthwhile. We just guess she must be near and dear to Sara Suleri. She herself says that she can recall much information about Dale but she does not want to give more detail about her. She is kind of ideal that's why her details may not suit. It can also be pointed out that even an important woman like Dale cannot get movable space in patriarchal society. Sara Suleri has got emotionless and judgmental style of writing. Her father divorce to his first wife is emotionless act. Reality was that his father fell in love with her real mother Mair Jones. She does not judge the emotionless act against his daughter Nuz who was told her mother was her sister and grandparents were her real parents.

Mamma (first wife of Pip who was divorced) who was twenty five must have been an argumentative woman but that is not enough reason for divorce. Sara also confesses that this decision would have been tough one for Pip because she knew her father mental set up. It must have been a painful decision for him. The divorce was carried out through public mail and Nuz at nine was told that her mother was her sister.

Both autobiographies explore the patriarchal society where religion is used to exploit women. For her Pakistan is a place where there is no breathing place for women. Men and male gaze have reduced them to a timid community. On the very first page Sara Suleri claims in *Meatless Days*: My reference is to a place where the concept of a woman was not really part of an available diction: we were too busy for that, just living, and conducting precise discussions with what it meant to be a sister or a child or a wife or a mother or a servant. (Suleri 1989, p. 1)

In Pakistan women's role is defined by biological factors. When someone has been born as girl child, her role has been decided at the spot. She would now belong to serving class. Male gaze has chosen for her role through the eyes of patriarchal men. So, her role cannot be changed at any place. She can gain a little respect by serving men in better way. *Meatless Days* gives a voice to Suleri's discontent with the social structure of her country for denying its women any space or significance. She has tried to change this situation in her memoir by giving a lot more space to female characters compared to the male ones. Four chapters out of a total of nine are named after women and the other five tell many tales and incidents from the lives of the women close to her.

Each female character in *Meatless Days* ponders upon the national scenario through her own lens but none of them seem satisfied with the scheme of things in the social

and political arena of Pakistan. The frustration of these characters is crystal clear throughout the memoir, but the prospects of finding any means of catharsis are absent. They feel depressed and suffocated.

Sara's mother is shown as absorbed and lost in daily chores. She always appreciates what her husband likes. Sara's grandmother found solace in food. Suleri's sister was not satisfied with circumstances. She was always biting her lips to show her unpleasantness and hatred for male chauvinism. She could not associate herself with the male dominant society.

In *Meatless Days* Social and biological roles of women are fixed and their independent role was denied to the utmost. The word 'woman' has no referent. It casts destroying effect on the lives of marginalized class of women. Their experiences and lives are denied. Physical appearance of women was used as a tool to minimize the role of women in society. It benefited male dominance and supremacy.

She comments in this regard that:

...we naturally thought of ourselves as women, but only in some perfunctory physiological way that we happened on perchance. Or else it was at maximum a practical joke, we thought, hidden somewhere among our clothes. But formulating that definition is about as impossible as attempting to locate the illustrious qualities of an Islamic landscape. (Suleri 1989, p. 2)

Sara's grandmother observes her religiosity:

In the winter I see her alone, painstakingly dragging her straw mat out to the courtyard at the back of the house and following the rich path of the afternoon sun. With her would go her Quran, a metal basin in which she could wash her hands, and her ponderously heavy spouted water pot, that was made of brass. None of us, according to Dadi, were quite pure enough to carry these particular items. (Suleri 1989, p. 6)

Mr. Suleri who showed no religious bend of mind in early life started praying later. Sara's grandmother who was observant of prayers started leaving prayers at once.

That was a change, when Dadi put herself together again and forgot to put prayer back into its proper pocket, for God could now leave the home and soon would try to join the government. Papa prayed and

fasted and went on pilgrimage and read the Quran aloud with most unusual locutions. (Suleri 1989, p. 15)

Sara's mother is displaced and marginalized woman. She remembers her country but never complained about his otherness in other country. She sacrificed all her wishes for her husband's sake. She made conscious effort to become part of Pakistan but she was doubted. People always thought white skin persons as colonizers and could not regard any white lady as loyal to Pakistan or Pakistani nation.

Sara writes:

The touching good faith of her Pakistani passport could not change the fact that even as my mother thought she was arriving, she actually had returned. There was century's worth of mistrust of English women in their gazes when they looked at her who chose to come after the English should have been gone: what did she mean by saying, 'I wish to be part of you?' Perhaps, they feared, she mocked in certain way. (Suleri 1989, p. 163)

Mair Jones is an "other" in the whole family. Her character is contrast to Mr.Suleri who is her husband. She was subservient and obedient all the time. He was always listening to her husband's commands. Sara observed her mother's alienation and adaptation which burdened her. Her mother does not find energy from new state and she could not bring about any change in the thinking of her husband. She resigned to silence while she adjusted to histories and language of Pakistan. Sara's sister had to pay a heavy price for voicing in patriarchal society. She was full of grace, arrogance and self-will. She was always noticed for her beauty. She was bold and rebellious. She disregarded the authority of her father and married without his consent but had nothing in the end. She decided to emphasize in wrong way. She ran away from Kinnaird and married. She was so much brazen that she called a few days later and said that she had married. Pip said congratulations and put down the phone.

She has to bow down to the authority of the husband. It was men who ruled in Pakistan. In order to remain in another family, she has to accept a few rules which she did not like to accept in her father's home. Sara talks about this change at many occasions. She tells that concept of male gaze was fully applied in Pakistan. Women have to suffer or accept the dominance of men. There was no alternative. Her sister once said that women have to face

much danger in Pakistan. Men are the true owners of houses but women have the possession of their own bodies. Men in Pakistan have everything to govern and own but women have just body to own.

What energies my sister gave to Pakistan! First she learned how to speak Punjabi and then learned the Jehlum dialect, spoken in the region from which Javed's family belong. She taught herself the names and stations of hundred-odd new relatives, guessing how each of them would wish to be addressed. She learned more than I will ever know about the history of the subcontinent and then she turned to polo's ins and outs. (Suleri 1989, p. 141)

Sangeeta further elaborates this point:

It appears that in modern Pakistan, women can be easily and conveniently silenced or easily replaced, being just another wife, mother, or daughter'. (Ray 1993, p. 54)

Pip was even adamant in objection to the rabbits. He used to say that do you know how these things breed. Animals were not allowed in his house without prior permission. Innocent animals could breed in large numbers but that could not come under the control of family patriarch. Then it must be objectionable idea to breed rabbits. He used to say in angry way when I would be sitting and whiling away my time in the sun, writing about great ideas and themes, and those rabbits would be jumping around me----That is very disgusting idea for Pip.

Sara relates another incident that once again Sara's mother was handling the matters of shifting to other place alone. Was *The Pakistan Times* so important that Pip could not have taken a day off and have been there to comfort her trembling hands? That was always the matter. Menial jobs were for women. Pip could not do daily chores or participate in them. He was above all these things.

Pip would call his children "mama's pigeons." Being male, he has prerogative to ascribe each and everything in derogative way. One lady from advertisement department complained about molestation by a superior. As the editor of the newspaper Pip fired that superior. In retrospect Sara believes that accused man was innocent and he did not sexually abuse anyone. Sara knew later on that she has a sister hailing from no other place but kasur. That sister was daughter of that lady who complained about sexual harassment. There is another quality of family patriarch. He could marry anybody and at his whim. Nobody could blame him. He is breeder as well as bread

earner. Everything is good for him. He can emphasize his point in any way he can. Pip sent Sara with Shahida to buy me a desi wedding gown. Sara told his father that she is already married and she does not need any wedding gown. What was need to buy new dessi wedding gown but all whims and wishes of Pip are important. So Sara bought that gown. I was in middle school, struggling with mathematics, my mother kindly said, "why dont you ask papa for some help with your homework?" I did, and what help it was. He looked with scorn at my long-division puzzle and then proceeded to say, "Ek Bata Cahr, Do Bata Teran, Tin bata Hazar ," and this was in rapid Punjabi. I did not speak Punjabi.

Pip would punch people at airports, quite routinely. His family would be there to welcome him home on one of his frequent trips. Sometimes, a lad in the waiting lounge would brush pass Sara or one of her sisters. Forget about Pip, s luggage. He would beat the offender instantly. I am glad you won your games, Pip. It does not make sense that you should lose so many. Sara reminds her father in daydreaming, "Recall the times, Pip, when you would mercilessly tease your son Shahid when he was about four or five by telling him his mother was a monkey, that she had come up to him in Nathia Gali one summer. Pip used to use humiliating language with his own children.

Yet Sara Suleri explains herself. While men have the leisure of autonomy in this society, pure womanhood looks like luxury, ignored in favor of the more pragmatic roles of work and family. Suleri silently chooses to construct her autobiography in terms of the women around her — her own mother, sisters, and friends — in a manner that recognizes the status of women in the third world.

V. CONCLUSION

It is concluded that women in Pakistan are not given equal status because of typical patriarchal setup of society. Sara Suleri has shown through her memoirs a true picture of patriarchal society. There is a need to focus on the worsening condition of Pakistani women as they are portrayed as weaker sex and their problems are not recognized because of backward traditions and ignorance in society. The concept of male gaze clearly shows that women in our kind of society are having tough circumstances and this scenario needs improvement if we want progress and prosperity in short span of time.

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Feri Lainšček and His Poetry for Children and Youth

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Abstract— The article attempts to briefly review Feri Lainšček's children's poetry. After short bibliography, some of the reasons for the author's popularity with young readers are mentioned. Later on, the themes of his youth poetry and illustrations in his collections are analysed.

Keywords— children's poetry, Feri Lainšček, illustration.

I. INTRODUCTION

Feri Lainšček is one of the most popular Slovene writers among children and adults. His children's poetry is popular due to his ability to avoid moralizing, vivid imagery, humour etc. Central figures are animals, which do not only have human characteristics, but are also attractively drawn. Children love them because of their rhythmical sound and themes, to which young children are interested.

II. FERİ LAINŠČEK

Feri Lainšček (1959) is a Slovenian best-selling versatile author. He writes poetry, drama, prose, puppet shows, and radio plays. With general public he is best known for his novels, some of them being *Namesto koga roža cveti* (Instead of Whom does the Flower Blooms, 1991) *Petelinji zajtrk* (The Rooster's Breakfast, 1999), *Ločil bom peno od valov* (I Will Divide the Foam from the Waves; 2003), *Poema o ljubezni* (A Love Poem, 2003), *Muriša* (2006) and *Orkester za poljube* (An Orchestra for Kisses, 2013). He received numerous literary awards, including Kresnik, Slovenian award for the best novel, for *Instead of Whom the Flower Bloom* and *Muriša*.

He also writes children's literature – novels, fairy tales and poetry. He has continuously been writing children's poetry since his first children's poetry collection *Cicibanija* (Cicibanland) was published in 1987. It was illustrated by Jana Vizjak. The collection was republished in 2012 with new illustrations by Silvan Omerzu. Later he published *Rad bi¹* (1998, illustrated by Igor Ribič), an alphabet riddle *Če padeš na nos, ne prideš na Nanos²*

(2003, 2004, illustrated by Igor Ribič), *Barvice³* (2010, illustrated by Andreja Brulc), *Pesmi o Mišku in Belamiški⁴* (2010, illustrated by Maša Kozjek), *Pesmi za mala čebljala⁵* (2015, illustrated by Nana Homovec), *Ne⁶* (2018, illustrated by Nana Homovec), and some others.

III. WHY ARE LAINŠČEK'S POEMS POPULAR WITH CHILDREN?

First of all, the poet does not attempt to moralize. He surpasses superiority and the need of being didactic. He succeeds in putting himself in a child's shoes. Themes and imagery of poems are attractive to children and teenagers. Furthermore, the tone of the poems is lively, humorous, playful and vivid. A very important element is also the illustrations, which are colourful and thus catch a child's eye.

Stylistically, his later collections are more perfected, linguistically richer, and have more diverse motifs. Pregl-Kobe (2016) suspects that a reason for this is in the fact that some poems are meant for slightly older children. Lainšček writes for children and youth of all ages. *Pesmi za mala čebljala* is a collection of 16 poems, mostly for the youngest children, but not exclusively. Some poems are dedicated to slightly older children, who are secretly in love. *Cicibanija* is another collection for younger children, who will enjoy hearing about family life, everyday events, imagination, friendship etc. Teenagers will be happier reading *Ne*. Thematically, poems in his last collection talk about life events of every teenager: rebellion, rejection of school, not understanding the meaning of life and boundaries, love etc.

Poems with animal figures, which are always attractive to young children, are a regular feature in Lainšček's children's poetry. They sound light, playful, and humorous when talking about frog pee-pee, a forgetful snail, who is looking for his house; in *Cicibanija* a cow, who is a milk machine, appears etc. In *Cicibanija*, there are many humorous word plays and themes, connected to

¹ I wish.

² If you fall on your nose, you do not climb Nanos.

³ Colour pencils.

⁴ Poems about Miško and Belamiška.

⁵ Poems for little prattlers.

⁶ No.

nature, weather and seasons. There's universe, rain, spring and summer poems etc.

Likewise, *Pesmi za mala čebljala* and *Pesmi o Miški in Belamiški* introduce animals as main protagonists. The poem collection *Pesmi o Miški in Belamiški* is the continuation of his fairy tale *Mišek Miško in Belamiška*. It is the poetic remake of the story about two mice from two different social classes. They fall in love, but their families are warring. The story has a happy ending. Despite the fact that the main protagonists are animals, the adult readers find analogies to Shakespeare's tragedy. Motifs of the ten poems are very similar to real life events. Also the way mice think and feel is very similar to people's thoughts and feelings. The happy ending happens due to both mice mothers' emotional intelligence. They both recognize true values at the right moment. Motifs of cornfields and watermills resemble the countryside of the author's homeland. The peculiarity of this collection is that the poems are set to music; the lyrics are written by Lojze Krajnčan and sung by Romana Krajnčan.

Another Lainšček's poem collection that has been set to music is *Na dvorišču*⁷, published in 2015. There are 16 poems, all entitled by different farm animals. With each poem there are music added.

Če padeš na nos, ne prideš na Nanos is a collection of 25 alphabet riddles – a solution is one of the letters from Slovene alphabet. This type of literature (i.e. writing poems about letters, their shape, sound, and liveliness) is not new in Slovene literary tradition. Despite this fact, Lainšček does not distance from this literary tradition, but continues using simple word-plays and poetizes the world of letters and children. Rhythmically, most poems are one-stanza quatrains. Verses are rhymed and in amphibrach. Every now and then, Lainšček touches an occasional taboo.

As has been said, the poet does not attempt to moralize. He is a child's ally, he hears them and has fun with them. *Kako je v šoli? / Joj, kakšno vprašanje. / Saj vsak, ki je poskusil, / ve da je s... (Pazi se rime!)*. He also relates to their uneasiness and gives warm advice: *... kar skrivaš v srcu, je pravo bogastvo, / želiš ga deliti in to ji povej*. He also tries to break some stereotypes, when he talks about thieving Gypsies.

Rhythmically, most stanzas are in quatrains. Verses are rhymed and in amphibrach. The exception is *Rad bi*, where only some of the stanzas are quatrains, others are either couplets or tercets. Unlike most of his other poetry collections, *Rad bi* uses a little boy as a central figure. Each poem is a poetic verbalization of one of his day-dreams and/or wishes.

IV. ILLUSTRATIONS

The first edition of *Cicibanija* was illustrated in black and white by Jana Vizjak. There are only 16 illustrations in a small format book. It is doubtful a child today would be attracted by such a book. The second edition is furnished with colour illustration and printed on an A4 format. The front cover is bright orange, and the back cover is "grass-green". A cat in a skirt and a slightly sneering smile on a little boy's face are certainly a reason enough, why a child would be interested and attracted by the book itself. Each poem has its illustration on the opposite page (only a few have two-page illustrations); titles are written in a child-like hand-writing and in different colours. Illustrations are also in colour. They are seemingly simple and mimic child's drawings.

The cover of *Pesmi za mala čebljala* is similar to the one in *Cicibanija* – bright sunny orange, which makes the book attractive at the first glance. In this collection there are 16 two-page illustrations (each poem is illustrated). The background is white. However, the pages are not empty. There are funny drawings of houses, people, animals ... People's characters, even less positive ones (like gluttony) are shown with respect, but are caricatured with exceeded stressing of gestures, mimics, hairstyles etc. Some drawings are very dominant (e.g. big red lie is drawn with a very bright red colours), while the others are minimalistic (e. g. Nina's phone in the centre of the page). Pregl-Kobe (2016) is bothered by the fact that pages are not numbered and by the absence of table-of-contents. She argues that both are necessary, because it is easier for a child or/and a parent, who wants to reread the poems, to find them.

Unlike the previous collections, the collection *Ne* is illustrated mostly in black and white. Only here and there the illustrator uses colours, which are symbolic. Emoticons and elements from the popular culture (all-star shoes, selfies, allusions to social networks etc.) are used to relate better to the youth. Fifteen poems have illustrations on the opposite side (one has an illustration on both pages). A few drawings are minimalistic. There is just a butterfly, or a box of pills in the centre or in one of the corners of the page.

Two-page illustrations in *Pesmi o Miški in Belamiški* are very vivid and remind of a frozen moment from a story. They mostly show events from everyday life in a mice town. People's emotions can be deduced from their face expressions. Colours are bright.

The poem collection *Na dvorišču* has two-page illustrations. There is a bigger drawing of an animal from the title of the poem and a smaller drawing of the thing that this animal likes/eats/plays with etc. E.g., there is drawing of a sheep with a scarf, a drawing of a cow with

⁷ In the yard.

a bell etc. The drawing on the front cover represents a big self-confident rooster.

Although Igor Ribič illustrated both *Rad bi* and *Če padeš na nos, ne prideš na Nanos*, the drawings are quite different. In *Rad bi* these are two-page illustrations in mild colours, showing children's imaginary world, while in the collection of riddles drawings include letters, using vivid, eye-catching colours. The front-cover drawing for *Rad bi* shows a little boy, eating his breakfast and day-dreaming about his imaginary world.

V. CONCLUSION

Feri Lainšček is with no doubt one of the greatest Slovene modernist writers. His canon is versatile and incredibly rich with motifs, styles, and poetic figures. This article is only a short overview of his canon of poetry for children and youth and deserves much more detailed analysis.

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Towards Metacognition, Autonomy, and Learners' Knowledge/Meaning Construction in EFL Context

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Abstract— *The teaching-learning enterprises at the tertiary level in Morocco have been at stake since the 2003 educational reform. A decrease in quality and academic achievement has been noticed since then in all disciplines. English departments are no exception of this flaw. Putting a number of political and social factors aside, this paper addresses the problem from the perspective of the teacher-learner who remained traditional in a multi-faceted changing world of globalization and technology. Over the years, the teacher-student relationship has resisted change and remained vertical in the sense that most of the teaching has always taken the form of teacher lecturing and students listening. Additionally, faculty, due to one reason or another, care only about the teaching of content. Less effort, in this respect, has been devoted to coaching/training students to exercise a degree of autonomy. The majority of learners do not even make sense of the information they receive. The result, students do poorly in exams and teachers get a negative feedback about what they teach. Thus, this paper shows that engaging students in the construction of meaning by training them on self-directed learning and metacognition can yield positive learning outcomes. To make our claims credible, this paper uses the results of an experiment conducted about the learning of tense and aspect by English department Semester 1 Moroccan university students at the faculty of Arts and Humanities-Ibn Tofail University during the academic year 2012-2013.*

Keywords— *autonomous learning, learner-centred approach, meaning/knowledge construction, meaning-oriented instruction, and metacognition.*

I. INTRODUCTION

A serious degradation has occurred in higher education in Morocco since the movement from the 4 year-system (old system of education) to the modular system (LMD) of 3 years. This change is generally described by the whole Moroccan society as negative since it has yielded catastrophic results. The British magazine *Times Higher Education* reflected this fact. In its latest (2019) international university rankings about the

quality of teaching, research, knowledge transfer and international outlook, Moroccan universities came at the bottom of the list (more precisely, only 3 Moroccan universities were ranked between 800 and 1000). More Evidence can be taken from the profiles of university graduates, which do not generally meet the standards and the requirements of the local job market, let alone the international one.

In the absence of any official study, we, as educators and faculty members, are aware that departments of English at the Moroccan universities are no longer capable of producing, at the Bachelor level, proficient profiles in English language and in study areas such as linguistics, literature and their respective sub-disciplines. Being the two major and direct participants in the teaching-learning operation, teachers and students assume a great share of responsibility in the current educational situation. Though the field of education has witnessed a number of innovations, most teachers have remained faithful to the traditional approaches and methods of teaching which are, generally speaking, form-focused. Learners from their part lack the 21st century learning skills. If we give it a thought, we will realize that students are not to blame since they are a mere product of a culture of silence, reliance and passiveness. Students have never been trained to be autonomous learners before joining university. Therefore, it is no surprise to see a teacher preaching in class and students feeling satisfied with taking notes.

II. THE CURRENT EFL CLASSROOM SITUATION

Generally speaking, the Moroccan EFL classroom is teacher-centred in nature. With very few exceptions, the overall classroom practice rely heavily on the teacher as the one who decides upon the content and the design of the course. Teachers, in this regard, are also knowledge transmitters and material providers. Though familiar with the genesis of learner autonomy, only few teachers take the initiative, from time to time, to encourage individual or group work outside the classroom. By doing so, these teachers shortly become

frustrated by students' incapability of performing the tasks appropriately in terms of both the quality of language and the relevance of the content.

Most EFL classrooms in Morocco are content-oriented, and less attention, in this respect, is given to the process of learning. This might be due to some factors such as the setting, the time constraints and the group size. In such a situation, faculty members seem to be less persistent about training students to work individually. They tend to forget that all what their students need is to be equipped with the necessary skills and knowledge to act accordingly. In the absence of all these, students just consume the content offered to them and give it back to teachers in the day of the exam. Their bad results in exams usually tell us about the ineffectiveness and the inadequacy of this traditional mode of learning that unfortunately a lot of teachers seem to be in love with. Another reason for this failure is the fact that students do not really make sense of the knowledge they receive due to the adoption of inappropriate learning strategies.

III. THE LEARNER-CENTRED APPROACH

The learner-centred approach has enjoyed popular status among practitioners in ELT. It is an approach to language teaching that shifts attention from the teacher as the transmitter of knowledge to the learner as an individual capable of taking charge of his/her learning. Collins and O'Brien (2003) define learner-centred approach as:

an instructional approach in which students influence the content, activities, materials, and pace of learning. This learning model places the student (learner) in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches them in the skills they need to do so effectively. (pp. 338-39)

The authors further claim that SCI (student-centred instruction) "can lead to increased motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught" (Ibid, p.339). Within this approach, Learners also have the opportunities to draw on their own experiences and interpretations (Schuh, 2003, p.427). This can happen through their engagement in the construction of new knowledge based on old one. The role of the teacher, in this respect, is to emphasise students' capacities by particular set of adequate skills.

IV. LEARNER AUTONOMY

Within learner autonomy, learners should be seen as independent individuals fully responsible about their learning. In other words, they are required to rely on their

intellectual abilities and on the different sources and resources available to them to deal with any learning situation. Knowledge exists everywhere. All that students need to do is to use a number of strategies and skills to handle this existing knowledge and make sense out of it. This modern view that assigns new roles and gives more responsibilities to the learner takes its basis from the concept of autonomous learning appeared first in the early 1980's when Henry Holec wrote his first report on language learner autonomy for the council of Europe. Holec (1981) defines autonomous learning as "The ability to take charge of one's own learning, and to take charge of one's own learning is to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning" (p. 3). Learners, in this new mode of learning, should decide about everything such as determining the objectives of learning, choosing the content, selecting the techniques and the methods of learning, monitoring progress and evaluating what has been acquired (Al Saadi, 2011, p. 98). Some scholars claim that autonomy is more than decision making. For instance, Little (1991) says that it is "a capacity for detachment, critical reflection, decision making, and independent action" (p. 4).

Within autonomous learning, teachers have some important roles to play. Teachers need to coach their students on the principles of autonomy. This can happen as Sinclair (1999) says only by "providing learners with situations and opportunities for exercising a degree of independence" (p. 310). In the same vein, Little (2007) also claims that the teacher needs to gradually enlarge the scope of their learners' autonomy by gradually making their students have control of the process and the content of their learning (p.26).

V. LEARNING STRATEGIES AND THE ROLE OF METACOGNITION

Research has identified six types of learning strategies. Oxford (1990) talks about: cognitive, memory-related, compensatory, metacognitive, affective, and social strategies. Oxford considers the first three strategies as direct strategies and the last three as indirect. Based on O'Malley and Chamot description, Dürich (2005) also specifies three superior strategies: metacognitive, cognitive and social / affective strategies. These learning strategies are really important for effective learning. Yet, we believe that metacognitive strategies are the most important strategies to be used by students within learner autonomy. Such strategies are the ones that make the difference between successful and ordinary learners. They are higher order executive skills entailing goal identification, planning, monitoring and evaluation (Guo, 2012, p. 2447). They help students learn how to learn. Therefore, they lead them to successful learning.

According to Danuwong (2006), some scholars like Oxford, Park-Oh, Ito and Sumrall (1993), Victory and Lockhart (1995), White (1995), Miserandino (1996), Goh (1997), and Fleming and Walls (1998) all provide evidence for the important role of metacognition in the domain of language learning. Danuwong (Ibid.) states that:

These scholars reveal that, apart from being the key factor in distinguishing successful learners from less successful learners, metacognition also enriches students with more motivation, more engagement in learning tasks, more tolerance, more persistence, more participation, more curiosity and more confidence, as well as improving their self-esteem as learners. (p. 2)

Good learners, then, are distinguished from ordinary ones on the basis of their ability to use metacognitive strategies in their learning. Such students are fully aware of the limitations of the classroom practices and of the fact that their cognition might fail them to grasp / understand some structures in class. That is why; they opt for such strategies.

Research shows that there is an interrelationship between metacognition and learner autonomy. In addition to their ability and skill to use different types of learning strategies, autonomous learners are primarily characterised by their use of metacognitive strategies. Learners with a high degree of autonomy not only make use of their metacognitive knowledge appropriately, but they also have answers for the what, why, how, when, and where to use this knowledge. Such knowledge enables them to become independent, more responsible, and in

control of their own learning. Guo (2012) states that “The students good at using meta-cognitive strategies have planning and initiative ability, stronger autonomous learning ability and better learning outcomes” (p. 2450).

VI THE ROLE OF INSTRUCTION

Though most current teaching approaches are learner-centred, the role of instruction remains essential in the process of language learning. Regardless of how independent learners are, they always find themselves in need for a teacher- someone who is experienced and more knowledgeable. The teacher’s role, in this regard, is to help learners overcome the problems and the difficulties they face in the learning process. The Teacher’s job is no longer to provide extensive and lengthy input. Bouras (2006) claims that intensive input applied at appropriate moments is more beneficial than extensive and lengthy input without a focus element (p. 258). Thus, teachers need to intervene only when it is necessary, and their intervention must be valuable and more practical. Within this view, teachers are only facilitators of the learning process.

VII THE MAIN STUDY AND ITS OBJECTIVES

In an attempt to deal with the teaching-learning problems at the tertiary level, a study was conducted during my doctoral program at the *Laboratoire langage et société* at Ibn To fail University- Faculty of Arts and Humanities. The study focuses on grammar; more precisely on the teaching-learning of the English tense-aspect system. The aim of the study is to show the deficiencies and the limitations of the traditional methods of teaching-learning adopted by both teachers and students. The study suggests an alternative method- we believe to be more effective- bringing principles of metacognition, learner autonomy, meaning-oriented instruction, and students’ engagement and participation in the construction of meaning all together in the whole body of teaching.

7.1 Methodology of the study

In this study, I used two groups of students of the grammar class I was in charge of teaching during the academic year 2012-2013. I divided the two groups into control (N40) and experimental (N42). The control group was taught tense ad aspect by the means of a traditional form-focused approach adopting a teacher-centred paradigm whereas the experimental group was exposed to a meaning oriented-instruction. Adopting a learner-centred paradigm, the experimental group received a special treatment beginning with coaching students on learner autonomy, equipping them with metacognitive knowledge and orienting them towards the construction of meaning using both class materials and resources outside

the classroom. The in-class instruction was in the form of an inquiry-based / discovery approach that focuses more on meaning than form along with students' conceptualizations of the uses/functions of the tenses/aspects under study. Meaning-oriented instruction also occurred in moments of displaying and contrasting the most confusing and problematic aspects to students and during the phase of discussing the lexical aspect hypothesis. At this stage, students were driven to analyse the nature of verbs and the semantic properties inherent in them. Students learned that our selection of one tense/aspect over another is also determined by verbs and their semantic properties. Such meaning-oriented instruction was inevitable because we believed that such knowledge is hard to be achieved by the learners themselves.

7.2 The results of the study

Having the fact that both the experimental group and the control group performed similarly on the pre-test (had the same proficiency level, see table 1 below), our study shows, as it was expected, that the experimental group outperformed the control group in the posttest. In other words, there is a remarkable positive change not only in their performance than it was the case before the treatment, but also because their grades are better this time (in the posttest) than those of the control group. Table 1 below provides a summary of the results of the pre-test and the posttest for both groups along with a display of the mean scores (scores are out of 20) and the percentage of change.

Table.1: Score comparison and percentage of change

Control			Experimental		
Pre-test score	Posttest score	% of change	Pre-test score	Posttest score	% of change
$\bar{x} = 5,8$	$\bar{x} = 7,86$	35,51%	$\bar{x} = 5,98$	$\bar{x} = 10,83$	81,10%

Based on table 1 above, we can claim to some extent, that metacognition, learner autonomy, and meaning-oriented instruction played important roles in students' improvement. Furthermore, it can be deduced according to the obtained results that students of the experimental group benefited a lot from the training they received at the beginning of the course. Additionally, students of this group were observed, during class sessions, to show more enthusiasm, more engagement, and more commitment in learning than students of the control group.

VIII. PEDAGOGICAL RECOMMENDATIONS

Having in mind the current educational situation in Morocco and the work quality of the English departments, we all need to seek change. Instead of waiting for change from the top (change coming from the government and the authorities), faculty need to take the initiative by reflecting first upon their classroom practices. The policies, laws, regulations and curricula are already established and, whether we are for them or against, they need to be adopted for the sake of national unity. However, nobody dictates on us, as educators, how we should do our job inside our respective classrooms. Teachers are free to use whatever method or approach they think is more effective according to their teaching philosophy. Unlike the case in secondary schools, faculty are still privileged in choosing the content that students need to learn. Thus, apart from the setting and the large number of students that we have nothing to do about for the time being, faculty have some space for creativity.

Adapting ourselves to change is not a matter of choice. Traditional ways of teaching in general have been

proven by a large body of literature to be entirely inadequate for the requirements of the 21st century learning. Today's learners have different needs from those of learners of the previous centuries. Thus, teachers must go with the flow by adapting themselves to the changes happening around them. In parallel, they need to train themselves, update their information, enlarge their knowledge and, most importantly, develop their teaching capacities. The primary job of teachers today is to meet students' needs and to enable them with the skills and the strategies they lack. Additionally, teachers should always remember that students' knowledge is limited and their linguistic profile is deficient. The teachers' guidance and coaching are very important in this respect. Kober(2015) states that teachers must be conscious that students usually possess less developed or incomplete conceptual frameworks. In the same vein, Ambrose, et al (2010) claim that teachers can build approaches that may be of great help to students so as to develop and learn pathways to gain experience and become expert learners whose conceptual frameworks are deeply interconnected, transferable, rooted in a solid memory, and easily retrieved.

Meaning-oriented instruction together with students' participation and engagement in the learning process is considered, by several studies including ours, as more effective than any other type of instruction. Such instruction enables students to do well in their study career and in their lives in general. When engaged in the construction of meaning, students learn things beyond knowledge. Park (2003) says that "students who actively engage with what they are studying tend to understand

more, learn more, remember more, enjoy it more and be more able to appreciate the relevance of what they have learned, than students who passively receive what we teach them” (p,183).

Regardless of some difficulties that hinder the adoption and the application of learner autonomy, both teachers and students need to be aware of the importance and the efficacy of this new mode of learning. Teachers are responsible for changing students’ perception of learning. They have to overcome their unwillingness and resistance towards becoming autonomous by motivating them. Learners, in turn, need to be flexible, determinant, and more responsible. Thanks to the emergence of Information Communication Technology (ICT) and the availability of information, the impact of globalisation, the changing needs of the work place, the contact with the new technologies, and the increasing need for communication between people from different parts of the world, it becomes necessary to be autonomous (Al-Saadi, 2011, p. 101).

IX. CONCLUSION

In the present paper, we attribute academic failure, though fully aware of other external factors, to classroom practices and to the traditional roles that both teachers and students still play in 21st century. We have tried throughout this paper to show that we, as educators and faculty members, can ensure quality education at the English departments by willingly adopting elements such as metacognition, learner autonomy, and meaning-oriented instruction. These elements can only be of great help and benefit for both teachers and students. On one hand, these are ways of lightening the teachers’ workload. On the other hand, they can guarantee good learning outcomes.

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A Darwinian Study of Ammu's Violent Behaviour in the 'The God of Small Things'

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Abstract— This research intends to study the acts of violence in Arundhati Roy's debut novel *The God of Small Things* with special reference to the female characters. As a social and political activist, Roy has her own perception of violence that is reflected through her female characters especially through her chief protagonist Ammu, a divorced woman, who violates the social norms by having a secret love affair with an untouchable laborer. Thus all the four women in the novel, in one way or the other, evolve, adapt, resist and challenge the hegemonic powers and simultaneously modify the stereotypes about gender and violence. And by doing so, they confirm to the Darwinian approach that violence is innate in human nature, constrained by biology and concurrently embedded in culture.

Keywords— violence, *The God of Small Things*, Protagonist, Darwinian, innate, Stereotypes, Ammu.

I. INTRODUCTION

Today the world we live in is replete with incidents of violence, aggression, terrorism and mass killing. Moreover, the tales of conflicts, clashes and violence have a sensational appeal for the readers when penned down by an adept hand. That is why violence has been a prominent theme in the literature of all times. Homer's great epic poem *Iliad* and its sequel *Odyssey*, which are the oldest works of literature, contain the tales of violence, war and aggression.

Moreover, the issue of violence is found, directly or indirectly, in the books that we have been reading since childhood. It is found in the sufferings of Cinderella at the hands of her cruel stepmother and stepsisters or in the form of beatings of the Black Beauty at the hands of her cruel master. Hence, due to its sensational appeal, violence found its way in fairy tales, science fictions, and horror stories and in almost all the genres of adult literature. Even the partition of sub-continent was followed by violence and massacre on a large scale.

Not many studies are conducted to explore and investigate

the acts of violence originated by women and to explore the key factors; psychological, cultural or biological, which turn the soft and fair sex into a violent and aggressive creature. This research will explore the fictional work of Roy *The God of Small Things* to document and register the acts of violence initiated by the female characters.

1.1 Research Objectives:

The core objectives of this study are to analyze, investigate and study

- The factors, both environmental and natural, that cause women to adapt and commit the acts of violence in the selected text.
- The deconstruction of stereotypes about violence and gender through the selected text.
- The writer's conception and perception of violence and its depiction through her female characters.

1.2 Research Questions:

This research will focus on the following key questions:

- How do major character in Roy's selected work adapt herself to her immediate environment for survival?
- How far is Roy successful in deconstructing popular stereotypes with respect to violence and gender through the selected text?
- To what extent is the writer's conception and perception of violence reflected through her female characters?

The publication of the novel *The God of Small Things* brought great name and fame to its novelist. Today Roy is a renowned Indian novelist, essayist and socio-political activist. Her broken family background and troubled youthful days have their imprints on the pages of her book. The novel contains many autobiographical elements that give us the glimpses of her early life largely. Her father was a Bengali Hindu from Calcutta and her mother, Mary Roy, was a non-traditional Christian social activist. She was an educated and strong-willed woman who rebelled against caste-ridden society by marrying a man out of her caste. After marriage, she refused to succumb to

the whims and wishes of her husband. When he divorced her, she returned to her ancestral village Ayemenem and assisted her mother in her pickles factory. During those days, Syrian Christian women were not granted share in their father's property. Mary Roy challenged this act in the court and was able to win equal rights for Syrian Christian women in the father's property. Mentioning the effects of their iconoclast mother, Roy's twin-brother Lalit Roy states in an interview, "My mother is a powerful personality and she brought us up to be very independent" (Roy 14). The seven years old Roy worked in her grandmother's pickles factory and helped in packing and labeling the cans. Referring to the troubled family background and its effects on the young Roy, the critic Amar Nath Prasad notes:

Roy was thus the product of a broken home. She had to face several cares and anxieties, fret and fever during her childhood. The Ayemenem house was dominated by the traditional patriarchal clutches. The men in and around the house were conservative in their outlook. This phenomenon can be beautifully seen in the novel where Ammu who represents her mother Mary Roy, has to undergo so many ups and downs. (Nath 1)

The principal narrator of the novel is Rahel. It is through her narration that we come across most of the incidents of their childhood. Actually, through her, Roy gives an insight into her own childhood memories, mostly painful and bitter, and their effects on her later life. Referring to the autobiographical aspects of her novel, Roy herself admits in an interview, "I was an unprotected child in some way. Two things happen. You grow up quickly. And when you become an adult there is a part of you that remains a child, so the communication between you and your childhood remains open" (Roy 14).

She also made media headlines all over the world when her debut novel *The God of Small Things* won the prestigious Booker Prize in 1997. Since then she has devoted herself to activism and non-fictional writings. She was a proactive participant in the campaign against the notorious Narmada Dam Project of Indian government that put the lives of thousands of poor Indians at stake. For this, she was put behind the bars for a day on charges of contempt of court. She also vehemently criticized the growing nuclear programs in India, Pakistan and abroad. She spoke boldly against the American attack on Afghanistan and Iraq. Her support of Kashmiri freedom fighters has made her a controversial figure even in her own country. These days she is a leading figure fighting for the cause of Dalit community in India.

Like her mother, Roy is an iconoclast and rebel who

refuses to bow before authority and challenges the pre-colonial social, cultural and patriarchal norms in her own way. In her novel, she presents the deplorable picture of India that claims to be a champion of democracy and equality but where women are still treated like slaves and inferior creatures. Although the constitution of India grants equal rights to women and especial attention is paid to their rights in various national plans, yet the ground reality is very appalling and heart rendering. Rao in his article about the novel rightly observes:

Roy's book is the only one I can think of among Indian novels in English which can be comprehensively described as a protest novel. It is all about atrocities against minorities, Small Things; children and youth, women and untouchables. (qtd. in Prasad 124).

Summing up we may say that violence is a common thing in the modern world. There is nonetheless a misconception about violence prevalent in almost all the societies that it is only a masculine phenomenon and that the female members of society are not capable of initiating and perpetrating the acts of violence and transgression. In the male dominating social and cultural set ups women have been considered timid, passive and weak creatures. This research, however, intends to deconstruct this age-old myth about violence by highlighting the acts of violence perpetrated by the female members of society. The women presented in the novel are not illiterate and ignorant. Rather they are well aware of social conventions, traditions, taboos and politics of the contemporary Indian society. They are the human beings of flesh and blood who commit and initiate the unthinkable acts of violence and transgression without caring for their own lives or of those around them.

II. REVIEW OF LITERATURE

Many scholars and researchers have discussed the issue of violence in detail and a considerable amount of research work is available on the subject. However, most of the research has been conducted to trace the male violence patterns and only a little amount of work is available on the violence initiated by female members of society.

After discussing the key theories and scholarly views on violence and aggression, let us have a look at the popular discourses that are solely about the violent nature of women. These discourses explore the construction of image of violent women and pinpoint the internal and external factors such as self-defense, survival, jealousy, and desire to dominate, to command and to take revenge that may compel "the angel of the house" to behave violently. Being a human being, women have within them

the energy to resist and behave aggressively whenever they feel their survival is at stake. They can be prompted to retaliate because of some disgrace, jealousy, domestic violence and abuse.

As stated earlier, violence is considered solely masculine and a woman is not expected to perpetrate the acts of violence and aggression. It is considered something shameful and disgraceful in a woman. Such a woman is often labelled as mad, crazy and even abnormal. She is expected to be submissive, selfless and passive. The 19th century literature also popularized the image of woman as a soft, gentle and inferior creature. With the turn of century, education, women rights bills and radical feminists began to empower these hitherto weak creatures and the furious female characters such as Charlotte Bronte's Bertha Rochester, Zora Neale Hurston's Janie, Susan Glaspell's Minnie Wright etc. began to appear on the horizon of fiction. The image of woman as a vampire and clothed-hyena shocked the male-chauvinistic society and was termed as "abnormal". These "mad women" were isolated from the main stream and often "locked in the attic". They considered a disgrace for the family and therefore kept in the four walls. In this regard, Ussher implores:

A diagnosis of madness denotes an absence of reason, this implies that women who commit crimes, who are violent, are not in control of their senses. Is this because criminality, violence or aggression cannot be reconciled with our conceptualization of femininity, and thus the woman *must* be mad (qtd in Africa 91).

Whereas men are often applauded for showing violent behavior, these violent women are severely rebuked and often put behind the bars so that they may not spoil the "whole flock". Hence, a woman exhibiting violent tendencies is mostly considered a bitch, mentally upset, power-crazy or possessed by demonic powers. In short, women are not expected to be perpetrators of violence, and if they do, they are dealt with severity and harshness. Consequently, the discourse of mad woman continues to run through in the understanding of female instigators and perpetrators.

Another popular discourse about violent and aggressive women is that the "in appropriate behavior" displayed by women is caused by their battering and abuse by their intimate partners. Researchers such as Dasgupta and Straus note that violent women had had exposure to violence and aggression during childhood. In most of the cases of domestic violence, with women as perpetrators, it has been noted that most of the time these abused women

retaliated and hit back their partner in self-defense or to protect their children. Their retaliatory actions are, in fact, an attempt on their part to assert themselves and vent out their depression or frustration. Being a *Homo sapiens*, they too have the drive to protect themselves and their identity. In order to support his view about conversion of woman from "battered" to "batterer", Dasgupta uses ecological nested model proposed by Uri Bronfenbrenner. This model enlists some key factors that mainly influence and explain variations in individual behavior. It takes into account the individual, societal, cultural and historical elements that are responsible for unusual behavior depicted by female offenders.

The discourse of sexually deviant woman also probes into the violent behavior of women. These deviant women do not conform to the institutional and cultural norms and values. They are labelled as *Veshyas* (prostitutes) for showing deviant behavior and indulging in sexual adventures. The purpose of this labeling is in fact an endeavor by the society to check and control them with might and mane. The image of a good and ideal woman projected in 19th century literature urges them to be chaste, modest and timid. Even today, they are expected to perform their motherly duties as designed by patriarchal set up. In addition, if they do not confirm to the age-old gender roles, they are categorized as unwomanly:

A recurrent feature of feminine respectability is sexual propriety . . . Historically, women have been judged more harshly than men if they do not meet expectations of appropriate sexual behavior in terms of chasteness and monogamy, and these norms have played a more important role in the regulation of femininity than masculinity. (qtd. in Laws 347)

All these discourses about the violent behavior of women give us a deep insight into the subject under study. However, these discourses study the causes and influences of violence in a different way, the point they unanimously seem to agree is that violence is incongruous with femininity. It is something purely masculine and has nothing to do with the softer sex. That is why women depicting violent and deviant behavior are labelled as abnormal and mad.

On the other hand, feminist theories trace the causes of violent behavior of women in their attempt to resist and challenge patriarchy, phallogocentric social set up and pre-colonial power structures that dehumanize and devalue women and all their achievements. They argue that all through human history women have been assigned a secondary status. Even Aristotle was of the view that they are imperfect creatures. In Greek mythology, we find that

almost all the evil passions such as envy, jealousy, hatred and anger were associated with women. The dominant religious belief among Christians and many other religions is that as the woman is created out of Adam's rib, she is incapable of rational behavior. She is mostly blamed for the banishment of Adam from paradise. This in turn generated stereotypes about women that they are unwise and inferior to men. They were considered mere wombs that had bearing children as their only purpose of existence.

During wars women were frequently raped, killed, held captives and made slaves. The feminists used all this exploitation of women for their cause and incited women to violate and rebel against all these so called power structures and break the traditional stereotypes. Bourgeois feminism of Virginia Woolf made the women realize that it is their financial dependence on men which is preventing them from writing. She assured them that they would be as productive as men only if they gain financial stability. The socialist feminist Simone de Bouvoir exposed the hollowness of traditional and pre-colonial stereotypes of women in male narratives. Bouvoir advocated that social equality between the sexes is necessary in order to liberate and empower women. The French feminism also provoked the women writers to discard the masculine mode of expression and develop their own language and mode.

Hence, all the feminist movements, in one way or the other, encourage women to realize their potential and rebel against traditional, social, cultural and patriarchal barriers. As a result, of this awakening, more and more women started taking part in masculine acts such as doing jobs, starting their own business, joining armed forces etc. Their violent behavior may also be a result of their newly found freedom.

III. MATERIALS AND METHODS:

3.1 Object of the Study:

The object of this research is a novel by a renowned Indian writer and activist Arundhati Roy entitled *The God of Small Things*.

3.2 Research Approach:

The core objective of this research is to investigate and explore the acts of female-initiated violence in the selected text. For this purpose, qualitative research approach is adopted to accomplish this task as it intends to find out reasons behind human actions and behavioral patterns. It also takes a holistic approach in order to seek a clear understanding of the area of study.

3.3 Research Methods:

Research method is the technique or skill that is employed to carry out research. For the purpose of this study descriptive, exploratory and analytical methods are employed to find answers to the research questions. . Moreover, in order to make this study quite objective and a bit scientific, the evolutionary behavior patterns of the selected characters are analysed and tested in the light of behavioral pattern explanations framed by the famous Dutch biologist Nikolaas Tinbergen who distinguished among four different types of explanations when dealing with behavior patterns. These are Proximate explanations that refer to the proximate causes of behavior such as nerve impulses, developmental explanations that describes how a behavior comes about over time, natural selection explanations that tells how natural selection and evolutionary processes interact to shape behavior and finally phylogenetic explanations that looks at the evolutionary history of species. These explanations can be expressed as four questions about the behavioral patterns of an organism: what is it for? How did it develop? How did it evolve? And how does it work? By using mainly the first three explanations the researcher has attempted to prove that the odd behavioral patterns of the selected characters have evolved due to environmental and natural factors and in order to do this the researcher has aptly selected a Darwinian framework to conduct this research study.

3.4 Data Sources:

The primary source of data in this research is the text of the novel *The God of Small Things* by Roy. The secondary sources of data for this study are the relevant critical commentaries, published scholarly articles, research papers, approved theses, critical books, author's own interviews, essays, and analysis of female characters of the novel by the renowned scholars. The data, collected through primary and secondary sources is then analyzed and evaluated in the perspective of Darwinism that provides the theoretical framework for this research.

3.5 Theoretical Framework:

The theoretical framework of this study is Darwinism or Darwinian Theory. Charles Darwin was a British naturalist and scientist who is well known for his famous theory of evolution by natural selection. A few decades ago, the ideas and theories of Charles Darwin were considered only for the field of natural sciences. As Science and Humanities were poles apart from each other, no one could think of applying Darwin's ideas to interpret the behavioral patterns of characters in literature. Though Darwin's ideas of a cruel godless cosmos began to influence the writers like Hardy, Bernard Shaw, Tennyson

and Conrad, no work of scholarship emerged that had application of Darwin's ideas. It was during the last decade of 20th century that Darwin's theories began to enter into various disciplines such as Sociology, Anthropology and Psychology.

The scholars of these disciplines began to explain the various phenomena in terms of evolution by natural selection. They began to apply the ideas of evolutionary biology to human behavior. This gave birth to a new field of studies that is called Darwinism or Darwinian Studies. According to a scholar of Darwinian studies, "There is no work of literature written anywhere in the world, at any time, by any author, that is outside the scope of Darwinian analysis" (Carroll 79).

Darwinism is a way of studying literature from the perspective of evolution by means of natural selection, including gene-culture co-evolution. It is a bio-cultural concept that intends to "integrate literary concepts with a modern evolutionary understanding of the evolved and adapted characteristics of human nature" (Carroll 79). The main objective of a Darwinist is to have evolutionary understanding of those characteristics of human nature that have evolved and adapted with the passage of time. A Darwinist primarily focuses on identifying innate human traits and then using them to describe the behavior patterns of characters in art and literature. He also focuses on the relation of genetically transmitted dispositions and specific culture configuration.

According to Darwin, evolution is actually a kind of "descent with modification". It means that all the living things do evolve with the passage of time. During this process of evolution species undergo various changes and gradually give birth variable species that are better able to survive in their immediate environment. And this evolution occurs through natural selection. By natural selection Darwin means that the frequency of favorable inherited traits increases whereas the unfavorable and harmful traits begin to decrease and diminish in the successive generations and it is through natural selection that the species become adapted to their changing local conditions.

3.6 Delimitations of the Research

This research project is limited to the investigation and exploration of acts of violence originated by the female characters especially major one in Roy's debut novel *The God of Small Things* only. The focus of the researcher, therefore, is on the female-initiated acts of violence that are studied in the perspective of Darwinism. It has not explored the male violence patterns prevalent in the text. It has not studied the issues related to formations of genes,

genetic mutations, DNA, ontogeny, phylogeny and ethology in detail. However, while conducting this research, the problem of shortage of recent, authentic and empirical data on the subject under study has been faced by the researcher.

3.7 Validity and Reliability of Data

During the process of collecting data for this research project the most important thing that has been kept in mind are the accuracy, validity, reliability and appropriateness of the data. Every effort has been made by the researcher to ensure that the collected data and the findings based on this data have credibility, transferability, dependability and conformability.

IV. DISCUSSION

In her Pulitzer Prize winner debut novel titled *The God of Small Things* Roy presents three generations of women in postcolonial India. Mammachi and Kochamma belong to the first generation of women who undergo the process of evolution and adaptation and thus violate and defy the patriarchal assumptions about women as being oppressed and marginalized. Ammu belongs to the second generation of women who break all the boundaries of caste and class and spreads her wings to escape from the cast ridden social set up. Her daughter Rahel falls in the category of third generation of women who violate the love laws "that lay down who should be loved. And how. And how much" (328). The acts of evolution, adaptation and violence perpetrated by these women can be explained and justified from the perspective of Darwinian Theory. Darwin studied animals in detail for about thirty years to explore their behavior patterns. Similarly, a Darwinist studies the characters of a text in order to discover innate human traits and behavior patterns with special attention to the universal patterns of behavior that are instinctual, genetically transmitted and inherited from parents to offspring. The female characters in this novel display violence and aggression as they are biologically programmed to do so. These women, viewed from Darwinian point of view, compete and transgress for the selection of suitable mates to ensure the survival of their offsprings.

The violent reaction of Mammachi and Baby Kochamma on Ammu-Velutha sexual liaison can be justified from Darwinian point of view. They are much concerned about their genetic material and the possibility of its getting mixed with an Untouchable species provokes their anger and rage. Ammu's choice of Velutha, from Darwinian point of view, is indeed an attempt on her part to select a powerful mate that will help secure her and her offsprings.

Rahel's violation of love laws is an example of mating behavior that, according to evolutionary psychologists, motivates individuals to copulate with their blood relations. Moreover, the unconventional and violent behavior patterns of the selected women are quite in keeping with Tinbergen's explanations about behavior patterns. His explanations can be expressed as four questions about the behavioral patterns of an organism: What is it for? How did it develop? How did it evolve? And how does it work? Although the primary focus of Tinbergen was on behavior, these questions apply broadly to any characteristic in living systems. In this chapter the researcher has explored and analysed the odd behavioral patterns exhibited by the major female characters of the selected text as well as natural and environmental factors that cause these patterns in the light of Darwin's theory of evolution through natural selection according to which all the species, irrespective of gender and sex, have an instinct to put a violent struggle in order to survive and continue their race in the ever changing environment.

4.1 Tracing Environmental Factors behind Ammu's Violent Behaviour, her Adaptation and Struggle for Survival

Ammu is the tragic heroine of the novel. She is the central character around whom the main plot of the novel revolves. From childhood till her early death, she has to pass through fire and water. Although beaten and abused as a daughter, marginalized as a sister, mistreated as a wife, disapproved as a mother and silenced as a lover, she is a modern day educated woman and has the spark to resist and violate the traditional norms and values with conviction and determination and her behavioral patterns are quite in keeping with Darwinian theory of evolution through natural selection. As a daughter, Ammu and her mother had to suffer at the hands of her abusive father. Her frequent exposure to domestic violence during childhood had made her aware of the brutalities of patriarchy and harsh realities of life. Her father was "charming and urbane" (180) with outsiders and "worked hard on his public profile as a sophisticated, generous, moral man" (180). Only Ammu and her mother knew that he was a "male chauvinist pig" (83) and when "alone with his wife and children he turned into a monstrous, suspicious bully with a streak of vicious cunning. They were beaten, humiliated and then made to suffer the envy of friends and relations for having such a wonderful husband and father" (Roy 180). As a result, Ammu was no longer afraid of violence and transgression. Rather she seemed to have evolved and developed violent tendencies and even felt a kind of pleasure in them as Roy notes:

As she grew older, Ammu learned to live with this cold calculating cruelty. She developed a lofty sense of injustice and the mulish, reckless streak that develops in Someone Small who has been bullied all their lives by Someone Big. She did exactly nothing to avoid quarrels and confrontations. In fact, it could be argued that she sought them out, perhaps even enjoyed them. (181- 82)

Consequently, there developed the "reckless rage of a suicide bomber" in her when she grew up (Roy 321). She seems to have inherited and developed it from her sadist father over time. She was deprived of college education because her conservative father thought that "a college education was an unnecessary expense for a girl" (Roy 38). When her father retired from his job, the family moved from Delhi to their ancestral home in the small town of Ayemenem where "there was very little for a young girl to do other than to wait for marriage proposals while she helped her mother with the housework" (Roy 38). Ammu soon was fed up of this deplorable situation and when she got permission to spend a few days of summer with a distant aunt in Calcutta, she promptly availed herself of this chance and found a husband for herself over there. After marriage, she moved with him to Assam where he worked as an assistant manager in a tea estate. Soon Ammu came to know that her husband was an alcoholic and work shirker. When he tried to prostitute her to his English boss in exchange for his job, Ammu divorced him and returned to her family home along with her twins; Estha and Rahel. As she was not welcomed home, she tried to earn her keep by working with her mother in the family's pickle factory. It was here in Ayemenem that she fell in love with untouchable laborer that, when discovered, caused her expulsion from home and led to her early death. However, what makes Ammu a towering female character is that despite all the heavy odds, she refuses to bow before authority, patriarchy and traditional social values.

On the contrary, she violates these so-called norms set by conservative society and thus proves herself a strong and rebellious character. Acts of violence and transgression perpetrated by such a weak and oppressed woman as Ammu may appear surprising and shocking. Hence, viewed from the perspective of Darwinian Theory one must not forget the fact that she is a human being too, a Homo sapiens, and like her male counterparts, has the instinct to resist and challenge the power structures in order to ensure her survival, self-defense and continuity of race. Her impulsive decision to marry is quite in keeping with Tinbergen's immediate causation that refers to proximate causes of behavior. Let us explore some acts

of violence initiated by Ammu in various chapters of the novel and see how they confirm to the idea that violence is an instinct inherited, shared and possessed not only by men but also women as well and how does evolutionary process help her adapt and better suited to her immediate environment.

In the very first chapter of the novel, we find Ammu going to Kottayam police station after the funeral of her niece. She met the station house officer and told him that “there had been a terrible mistake and that she wanted to make a statement” (Roy 7). She even asked to see Velutha, her un-touchable lover, who has been beaten and locked up on charges of abduction and sexual harassment as levied against him by Baby Kochamma in her FIR. Generally, women in a conservative society like India are not expected to visit the police station. However, Ammu is bold enough to violate the traditions. Even the members of her family do not expect her to go to police station and demand seeing her lover:

When Baby Kochamma heard about Ammu’s visit to the police station, she was terrified. Everything that she, Baby Kochamma had done, had been premised on one assumption. She had gambled on the fact that Ammu, what else she did, however angry she was, would never publically admit to her relationship with Velutha. Because, according to Baby Kochamma, that would amount to destroying herself and her children forever. Nevertheless, Baby Kochamma had not taken into account the unsafe edge in Ammu. The unmixable mix . . . the infinite tenderness of motherhood, the reckless rage of a suicide bomber. (Roy 321)

What the people around Ammu fail to understand is that being a human being she has an innate trait to violate and transgress whenever she sensed threat. Hence, the novel can be interpreted from the point of view of Darwinian Theory that focuses mainly on identifying innate human traits and then using them to describe behavior patterns of characters.

The glimpses of Ammu’s violent nature can be seen in her disagreement and dissent with the opinion of people around her. Being a divorcee, she is expected to be grateful to the members of her family and bow before them. But “she is not that sort of person”. When the ex-wife of her brother Chacko comes to stay with them for Christmas, Ammu does not care much for formalities as observed by others and goes to the extent of making fun of Margaret’s comments about sniffing and kissing without any fear and hesitation. Her brother orders her to apologize to his ex-wife but Ammu simply “walked back to Plymouth, took out her suitcase, slammed the door and

walked away to her room, her shoulders shining. Leaving everybody to wonder where she had learnt her effrontery from” (Roy 180). She openly challenges her brother when he tries to lecture her on proper upbringing of children in these words, “Stop posing as the children’s great savior! Ammu said. When it comes down to brass tacks, you don’t give a damn about them. Or me” (Roy 85).

At another occasion, she violently challenges her mother’s opinion about her brother. Like a typical Indian mother, Mammachi was in the habit of exaggerating the achievements of her son. When Mammachi said that her son was “one of the cleverest men in India” (56) and told her favorite story of how “one of the dons at Oxford had said that in his opinion, Chacko was brilliant and made of prime ministerial material” (Roy 56), Ammu laughs at her mother and challenges her opinion boldly asserting that “all Indian mothers are obsessed with their sons and are therefore poor judges of their abilities” (Roy 56). These incidents, however, trivial they may be, help us to understand the violent and defiant side of Ammu’s character.

Another act of female-initiated violence committed by Ammu is described in the second chapter of the novel. After her love marriage with a Bengali Hindu, Ammu moved to Assam with her husband where he worked as an assistant manager in a tea estate. There, to Ammu’s surprise, her charming husband turned out to be not just a heavy drinker but a full blown alcoholic with all of an alcoholic’s deviousness and tragic charm. It was here that Ammu gave birth to her twins and “by the time the twins were two years old, their father’s drinking, aggravated by the loneliness of a tea estate life, had driven him into an alcoholic stupor” (Roy 41). He was always drunk and did not want to work for many days. One day his English boss Mr. Hollick called him to his bungalow for a “serious chat”, reprimanded him for his excessive drinking and threatened to fire him. However, Mr. Hollick had an eye on Ammu who had become “the toast of the Planter’s Club” (Roy 40). Thus, he proposed her husband to go away for sometimes to a clinic for the treatment of his alcoholism and leave his beautiful wife and children in his bungalow. He assured him that they would be “looked after” (Roy 42) well in his bungalow. When he came home, he talked to Ammu about the proposition of his manager. At first Ammu was so shocked that she found herself unable to speak. But, when her bullying husband began to beat her, “lunged at her, grabbed her hair, and punched her” (Roy 42), She could not control her anger and to the surprise of her husband, retaliated with full force as Roy describes:

Ammu took the heaviest book she could find in the book shelf- the Reader's digest world atlas- and hit him with it as hard as she could. On his head and his legs. His back and shoulders. When he regained consciousness, he was puzzled by his bruises. (Roy 42)

Even after being beaten violently by his wife, the wretched husband kept on persuading her to accept this indecent proposal. Ammu was unable to cope with his humiliating attitude so "she divorced her husband and returned, though unwelcomed, to her parents in Ayemenem" (Roy 42). This act of domestic violence initiated by Ammu, though shocking and unusual to some readers, seems quite justified when viewed from the perspective of Darwinism as it helps us to have an evolutionary understanding of those traits of human nature that have been evolved and adapted with the passage of time. Her rejection of an alcoholic husband is quite in common with Darwin's idea that female rejects that male whom she considers misfit and inappropriate for her offspring.

Ammu's rejection of motherhood and act of giving divorce is quite in keeping with evolutionary theory. Although she is an oppressed, neglected and ignored woman, yet all these sufferings have failed to subdue her instinctual passions or tame her animalistic instinct of violence and transgression. Repeatedly in the story, we find her blaming twins for her troubles. No doubt, like a traditional mother, she loved them heart and soul. But sometime she hated them, "was quick to reprimand" (Roy 43) them and wanted to hurt them:

On days like this, there was something restless and untamed about her. As though she had temporarily set aside the morality of motherhood and divorcehood. Even her walk changed from a safe mother- walk to another wilder sort of walk . . . She smoked cigarettes and had midnight swims. (Roy 44)

Even her kids remember her fury when she divorced her husband and fought with him over the issue of upbringing of twins. She pushed her son Estha towards him asking him to look after one kid. He refused to oblige and pushed Estha back. Estha still "remembered being pushed around a room once, from Ammu to Baba to Ammu to Baba like billiard balls" (84).

After the exposure of Ammu's secret sexual liaison with Velutha, she was locked up in her bedroom, like a family lunatic in a medieval house. She considered her kids responsible for this detention. If it were not for them, she would have escaped with her untouchable lover and lived her life to her fill. In a fit of fury she yelled at them in these words;

If it wasn't for you I wouldn't be here! None of this would

have happened! I wouldn't be here! I would have been free! I should have dumped you in an orphanage the day you were born! *You're* the millstones round my neck. (Roy 253)

We do not expect such a rage and anger from a mother against her kids. Nevertheless, Ammu is an exception. She had "an unmixable mix, the infinite tenderness of motherhood, the reckless rage of a suicide bomber" (Roy 321). She is portrayed as a violent and untamed mother who defiantly "shrugged her children off the way a bitch shrugs off her pups when she's had enough of them" (Roy 222).

Another act of violence committed by Ammu is seen in her act of breaking the love laws by having a sexual liaison with an untouchable which ultimately leads to the death and destruction of both. Referring to the love laws in this novel a renowned critic Scott Trudell asserts:

The love laws represent the strict confines on human behavior- thecast systems, social pressures, and political restrictions that horrify people beyond expression when they are broken. The central action of the novel is about breaking them and the tragedy that results from breaking them. (Roy 165)

Actually, after divorcing her husband, Ammu is leading a desperate and lonely life in the big house. She is considered a burden on the family and her twins are not welcomed to the house of their maternal. In her frustration, she develops a physical relation with an untouchable Velutha who works in the pickle factory of her mother. She had known him since childhood. Even when he was a little boy, he was expert at carving wooden toys such as "boats, boxes, small windmills" (Roy 175).

When the whole family was busy in "Welcome Home, Our Sophie Mol" celebrations, she noticed Velutha playing in the shade of trees with her daughter. She noticed his "swimmer carpenter's body. Polished with a high-wax body polish" (175). She developed a liking for his athletic body and "ached for him with the whole of her biology" (330). In addition, in order to satisfy her desire she was more than willing to cross the barriers of caste and class and love the man at night her kids used to love during day time. This violent act of breaking the love laws plays a catalytic role in initiating the death and destruction in the novel. Referring to this particular aspect of Ammu's character the critic Scott Trudell aptly comments: "When [Ammu] recognizes that Kerala's social code is in the process of forcing her down Baby Kochamma's path of bitter, joyless confinement to the house until death, she acts in perfectly understandable desperation and attempts to find some brief joy with Velutha" (Roy 165).

Hence, we may say that Ammu is one of the chief initiators and perpetrators of violence in the story. Although she is a divorced woman, she has the energy and courage to resist and challenge the power structures around her. By doing this, she paves the way for modern day Indian women to resist the authority with courage. It is through the acts of violence perpetrated by Ammu that the writer has tried to give voice to the subaltern women who are now bold enough to protest vehemently against the prevalent power structures. Moreover, her acts of violence are quite justified when viewed from the perspective of Darwinian Theory. First, she rejected her husband because she considered him misfit for her offspring. Secondly, her attraction for Velutha is also justified as according to Darwin's idea that female search for healthy and strong male to ensure the safety of their offspring and receive better genetic material. Thirdly, her violent outbursts are, in fact, her attempts for survival and self-defense. Like animals, she too inherits the instinct to retaliate and behave violently when she found her safety at stake. Moreover, excessive exposure to domestic violence during childhood had made her learn and adopt the violent behavior. Her father was a sadist and aggressive person and Ammu inherited and possessed his genetic material. All these unusual behavior patterns such as hasty marriage, beating of her bullying husband and divorcing him, rejection of motherhood, her moody and indifferent attitude, developing an illicit relationship with an untouchable etc. are quite in harmony with Tinbergen's explanations of behavioral patterns. In short, Ammu's evolutionary development, her adaptation and struggle for survival can aptly be explained in the light of Darwinian Theory.

V. CONCLUSION

Violence is a heinous problem that destroys the peaceful co-existence in society. The history of the world has been spoiled with the incidents of violence and aggression. It has always been an integral part of almost every society. Human beings, in one way or the other, have always been engaged in acts of violence and aggression. Researchers have pinpointed various factors, both cultural and biological, that trigger human beings to act violently and aggressively. Most of the research studies conducted on the subject under study have taken violence as a masculine issue. This research, however, adopted a different approach and aimed to explore the acts of violence by the female characters especially Ammu. By doing so, it has attempted to alter the age-old myth that violence is associated merely with the masculinity and that female

members of society are not capable of committing violence and crimes. Hence, it has brought into lime light an often- ignored and unacknowledged fact that women also participate and engage in acts of violence and that the study of violence should not be limited to just the male members of society.

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Literary Translation and Interculturality

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Abstract—The article attempts to discuss translators' issues while transferring a source text into a foreign language and culture. The result of this clash, i.e. interculturality, is discussed. The translator's strategies, such as domestication and foreignizing, and necessary choices, which have to be made to achieve these strategies, e.g. glossing, commenting, writing forewords, are analyzed.

Keywords—acculturation, domestication, foreignizing, interculturality, literary translation.

I. INTRODUCTION

Literary translation has always been very important, but modern literary translation and practices have an additional vital task, i.e. intercultural transfer. A good literary translation can offer readers an insight into foreign cultures. A translator has a choice between familiarizing readers with foreign elements or domesticate them and rob readers of a new and educating experience. The latter can be used a means of manipulation.

II. LITERARY TRANSLATION

Literary translation, which is the done by literary translators, is translating poetry, prose, and drama. It includes translating works with higher aesthetic value and so called trivial literature Literary works with little or no aesthetic functions.

Translation has always been very important, but the awareness of the translator's role has changed over the years. Lefevere (1995) calls a modern translator a scholar translator since they need to know source and target languages, source and target cultures, historic and sociologic backgrounds etc. Translation today is seen as a transfer of a text from one culture to another. That consequently results in a clash between two cultures, which is defined as interculturality. Modern translation science in is interested in forms and results of interculturality from the viewpoint of an individual, a whole society and issues and misunderstandings, which arise from the intercultural contact.

A translator is a bridge between two cultures, an agent, who tries to accommodate a source culture to a reader of a target text. At this point so called practices (practical part of translating) and translation theory clash. The latter

more and more often focuses on intercultural transmission and less and less on linguistic analysis as such.

Meta Grosman, a Slovene linguist, defines intercultural reading / translating as every reader's contact with artistic works from other cultures and languages. Simultaneously a clash between a source and target cultures occurs, which results in so called intercultural communication. Grosman claims that the circumstances of intercultural communication differ from other types of communication, because it includes two cultures and mostly two languages, i.e. two different codes for two different texts.

Literary translation is the most usual form of intercultural transfer of literature in intercultural position. Some translation theorists (Venuti, Grosman etc.) claim that the translation even has a more important role than the source text, since the latter reaches only the readers in a source culture, while the translation outgrows the limits of the source language and culture and acts as a medium of intercultural communication. The translation is more and more often seen as an individual artistic work and not as a subordinate to the original. Thus the translator's job is to place the source text into a different literary system and changed socio-cultural position.

Lefevere (1992: 89) claims that the target culture has an important role in the way of translating. Thus the translator must necessarily be aware of the function, which should be performed by the translation in the target culture. This is not the same as the function performed by the source text in the source culture. Furthermore, Grosman (1993: 7) states that these functions can be completely independent and different. However, it is important that translation is able to perform its function. The translator should – before the beginning of the translation process – exactly know, what the purpose of the translation is, i.e. what they want to achieve with the translation in the target culture. If the translator's purpose does not compile with readers' expectations, the book's acceptance will be weak. Thus wanting a good acceptance, translators adjust to culture's ideology Lefevere (1992: 86-87). Thus according to Venuti (1998: 67), canons of domesticized translations are formed. They are adjusted to target cultures, aesthetic norms, dominant styles and themes, which causes considerable shifts from the source text. The consequences are substantial: creating stereotypes, prejudice, stigma, racism, patriotism

etc. Perceptions of other cultures based on translations are called cultural identity (1998: 67).

III. DOMESTIFICATION

Adjusting source text to target cultures is called domestication. Venuti claims that domestication is necessary to some extent. Self-identification is necessary if translation can really come to life. On the other hand, a translator should make sure that domestication is present to some extent, since otherness must stay not only to retain readers' interest, but also to educate readers. Translated literature provides national literatures with an insight to itself, its own culture, its own social patterns etc. foreign literature provides a mirror for comparison and (self-)assessment.

Venuti (1998: 76) also claims that in the past some domesticized culture identities were created by adjusting foreign texts. The purpose was to create a new literary movement by creating authorial subject and literary discourse. Thus consequently translated text can potentially fill in the gaps, which exist in target culture due to language and cultural inaccessibility of a source language. Literary translation can also try to include a new genre or poetic form into a target literature, e.g. Italian sonnet into an English literature in the 16th century. However, simultaneously a new form offered new possibilities of verbalisation and expression. (Grosman, 2000: 83)

According to Venuti (1998: 76-77), a source text is accepted in the target cultural space when a reader can self-identify in it, can recognize familiar values found in the text. Self-identification means recognizing domestic cultural norms and means, which define reader's self, and domestic subjects. The reader identifies with the ideal in the translation. Usually these are values prevailing in domestic culture and dominate the marginalized ones.

Toury (1995) claims that a translation, which does not achieve a desired place in a target literary system cannot be regarded as a literary translation, because it does not function as a literary text. Such translation is just a transfer of a text from one literary code to another. He further on claims that the translation must be domesticized, i.e. accept the norms and models of a target literary system. On the other hand, he points out some drawbacks of such translations: loss and transfer of some basic characteristics of source text and adding new ones. But as Grosman (2000) emphasizes, Toury is not interested in readers' wishes – he does not ask himself if readers really long for another text with domestic subject and no foreign features, which might be the reason why some readers choose a foreign author. Grosman further on claims that this is the greatest flaw of Toury's theory, because the reader is the most important particle in the

chain of writing – translating – reading. If a translator followed his theory, it would lead to extreme domestication or so called acculturation.

Venuti (1998: 79) claims that translation practices have enough power to trigger sociological change, because no institution or theme is isolated from foreign ideologies. Identity is never changeless or permanent, but a contact of numerous practices, traditions, and institutions, which create terms for changes. He also argues that a translation can cause marginal values to challenge prevailing ones, because marginal values expand the interests of sociological groups. Religious, state etc. organizations can influence translation practice. Or said differently, they can exploit a translation to achieve their own goals. Authorities can control translation methods, modes, and strategies.

While fitting a text into a target culture, translators encounter difficulties on two other translation levels: poetics and discourse. It is often not simple to translate a genre into another language or culture. Thus a certain genre can arouse certain expectations in a target culture and vice versa. On a discourse level a translator can do things, traditions and concepts, which are understandable and comprehensible to the readers of a source text, but not to the readers of a target text (Lefevere, 1992: 88). This might be the reason that a decision, which text to translate, is influenced more by poetics and ideologies than by language and discourse. Thus translatability is specified on a much deeper level than the level of a language, because if a text is translatable, it is not necessarily worth translating or adjustable into a target culture. This is a concept of intercultural understanding, a concept of intercultural awareness, understanding of a personal and foreign cultural, recognizing differences etc. Grosman (2004: 34) claims that intercultural awareness is the most important precondition of each intercultural transfer. It demands additional capabilities, empathy, understanding/clarifying differences etc.

An important part of intercultural transfer of literature is so called cultural imperialism and hegemony, i.e. domination of one or more cultures over others. Languages and cultures have hierarchical relationship. In principle, languages with smaller number of speakers have scarce possibilities of enforcement (Grosman, 2004: 43-44, 1993: 9). The influential power of a culture is determined by the quantitative power of a culture and language (Ožbot, 2001: 391). Ožbot thus distinguishes between central/dominative and peripheral literary polysystems. The latter are by no means necessarily weaker in quality, they are only weaker quantitatively. This stratification influences translation practices, because central polysystems are more closed and self-sufficient, thus they translate less. Their translation

strategy is usually domestication since foreign discourse is often adjusted to target culture (the target-accommodating translation). Grosman (2004: 54) calls this process the appropriation and agrees, that it is more usual when translating/reading texts from less known cultures. Simultaneously we spontaneously assimilate the text. This happens on micro- and macrotextual level. The reader could detect intercultural shift only if they compared source and target texts.

Grosman (2004: 55) distinguishes between necessary adjustments of translation to target culture and those which arise from translator's inattention to differences and otherness. Thus these elements are lost, which can impoverish the text and bereave the reader for a new experience and informal contact with a foreign culture. Venuti (1989: 82) argues that a bad translation seeks for domesticized attitude towards foreign texts or so called ethnocentrism, while a good one forces domestic language and culture to detect foreign in a foreign text.

The very opposite happens in peripheral polysystems. These due to their smallness translate substantially, which coincides in foreignizing since translators stress source culture and its characteristics. Such translation practices are called the source-oriented translation.

Problems arise when two peripheral or peripheral and central cultures clash, because they can be different to such extent that they become incompatible. Therefore, it is of vital importance how familiar the readers are with a foreign culture, which they come in contact with. Logically, we are more familiar with culture, which are geographically closer. Each translator gets in contact with expressions, which are typical only for a certain culture, e.g. slang words, culinary expressions etc.

IV. ACCULTURATION

Readers' personal experience is likewise very important. For example, if we read a translation of a Bosnian text, a Slovenian reader should have no difficulties understanding their culinary expressions because of geographical closeness of both cultures and political connectivity in the past. It is completely different if we read a translation from an African text. In such case, a translator must reach a compromise, either domestication either foreignizing. In such examples Lefevere (1992) speaks of acculturation. Acculturation is a common expression for both domestication and foreignizing, so either we completely leave out foreign elements or completely leave them in. Said shortly, acculturation is a complete disregard of one culture, either source or target.

If a translator estimates that a foreign culture-bound expression is too exotic for the target readers, he can choose to explain the expression. For this purpose a

translator has two options commenting and glossing. Commenting is explanation, which uses translator's own comments, while glossing is adding a source, literature list etc., where a reader can find needed explanations. Newmark (2000: 148-150) states that comments can be cultural (explaining differences between source and target cultures), technical (referring to the discussed theme), and linguistic (explain the unusual use of words). Grosman (1989: 67-68) argues that comments are very advisable when the target language does not equivalent words. She bases her thesis on the word "gentleman". In English cultural space the word has a sociocultural hint, while in Slovene it has no equivalents, which could satisfactory indicate to various meanings of the word.

Besides commenting and glossing, a translator has another option for providing explanations of intercultural elements, i.e. writing a foreword. The latter can explain cultural specifics of the source text. If readers get familiar with these specifics, they will not want domesticized text, because they will experience a text as an intercultural contact. Lately, some publishers like Longman, OUP, Cideb etc. publish non-translated texts with a foreword, which is dedicated to non-native readers, who do not have satisfactory knowledge of source literature and culture. Grosman (2000: 96) argues that the positive side of such forewords is that they provide a numerous information and explanations about a source culture, while the negative side is that they stem from the viewpoint of the source culture.

V. CONCLUSION

The article only briefly analyses a relatively new branch of translation science. Translators should be aware of how important cultural transfer is not only for broadening people's minds and knowledge, but also in fight against racism, prejudice etc.

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On Vocabulary Learning Strategies of Chinese Non-English Majors

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Abstract— *The paper attempts to investigate the overall pattern of English vocabulary learning beliefs and strategies used by some Chinese non-English major students, and further investigate the correlation between students' vocabulary learning beliefs, vocabulary learning strategies, and the scores on a vocabulary size (VS) test and an in-depth vocabulary knowledge (DVK) test. Three instruments are used to gather data for this study: Nation's Vocabulary Levels Test (1990), Read's Word Association Format (1998), and a questionnaire on VLS adapted from Gu and Johnson's (1996). The questionnaires and the two tests are administered to college students majoring in science from the Shandong University of Technology. Descriptive statistics and correlation analysis are conducted to analyze the data collected. The results of this study show that: Firstly, most learners hold the belief that words should be learned in context and use while the belief that words should be memorized is not popular. Most students believe that learners should not only make efforts to enlarge their vocabulary size but also pay sufficient attention to various aspects of vocabulary knowledge. The learning beliefs do have an influence on their achievement in vocabulary learning. Secondly, students employ a wide range of VLS in their foreign language learning at meta-cognitive, cognitive and social/affective levels, but the frequency of overall VLS use is not high. In terms of the three categories of VLS, the most frequently used one is the cognitive strategy, and the least frequently used one is the social/effective strategy, with the meta-cognitive strategy in between. The students'*

strategy use is generally the result of their previous learning experience, the influence of their teachers' teaching methods, traditional Chinese culture, oriental students' characters and the specific learning environment in China. Finally, the results indicate that most strategies are significantly correlated with the VS and DVK scores. At meta-cognitive level, plan to make & plan to implement strategies, learner autonomy strategies, and reviewing & testing strategies have a significant positive correlation with the two scores. Selective attention strategies have a significant positive correlation with the DVK scores. At the cognitive level, guessing strategies and note-taking strategies have a significant positive relationship with both the scores on VS and DVK tests. Dictionary use strategies have a significant positive correlation with the DVK scores.

Keywords— *Vocabulary learning strategies; Vocabulary size ; Depth of vocabulary knowledge ; Correlation.*

I. INTRODUCTION

1.1 The importance of vocabulary learning in second language acquisition

Vocabulary learning is an important aspect of second language acquisition. Wilkins (1972:9-10) states, "While without grammar very little can be conveyed, without vocabulary nothing can be conveyed." McCarthy (1990:Viii) also states "No matter how well the student learns the grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in L2 just cannot happen in any

meaningful way". It is widely recognizable that the mastery of vocabulary is an essential component of second language and foreign language learning. It plays a vital role in all aspects of language learning, including listening, speaking, reading, writing and translation. Therefore, learners must learn vocabulary well in order to become proficient in L2 or FL acquisition.

1.2 The necessity to study vocabulary learning strategies

Since the 1990s there has been a marked shift from a predominantly teaching-oriented perspective to a learner-focused orientation. The emphasis has been placed on helping learners take more responsibility for meeting their own language learning needs. The research into learning strategies is due to two main motivations. One desire is to describe the learning process and so better understand the psychological processes by which learners' interlanguage develop over time and in response to target language input. Another desire is to assist learners to develop appropriate and effective learning strategies so that their language learning goals are reached more quickly. More and more researchers have agreed that the success of language learning depends mainly on learners and their learning strategies. It is commonly accepted that if learners are aware of and proficient in the use of a wide range of learning strategies, their language learning will be greatly facilitated. There is a lot of evidence that the use of learning strategies is closely related to learning achievement. Since vocabulary learning is an indispensable part and the foundation of language learning, it is necessary to conduct further studies concerning vocabulary learning strategy.

1.3 The purpose of the thesis

This paper is aimed to investigate the overall pattern of English vocabulary learning beliefs and strategies adopted by some Chinese non-English major students. The paper also tries to find the correlation between the students' vocabulary learning beliefs, vocabulary learning strategies, and the scores of a vocabulary size (VS) test and an in-depth vocabulary knowledge (DVK) test.

I choose this topic mainly because of the two reasons. Firstly, vocabulary learning remains the major problem for most Chinese college students. Before studying in college, they have learned most of the grammatical knowledge in the English language, but their vocabulary is confined to limited high-frequency words. According to the basic requirement for non-English major students, they are required to learn 4,200 receptive words and their related phrases or expressions, among which 2500 are productive vocabulary. According to the advanced requirement, students are required to learn 5,500 receptive words and their related phrases and expressions, among which 3,000 words are productive words. Owing to the large amount of words to be mastered and the various aspects involving in knowing a word, students will meet great difficulty with vocabulary learning. Therefore, more help and guidance should be given to the students in this field. Secondly, researches conducted in the western countries cannot give a true situation as to how Chinese students' employ vocabulary learning strategies in their language learning. Most of them investigate how the foreign students study another Indo-European language and some of them study the effectiveness of some specific vocabulary learning strategies. However, the learning environment in China is quite different from that of the western countries. What are effective with the western learners may not apply to the Chinese students. On the other hand, although there are some empirical studies concerning vocabulary learning strategies in China, the results of these studies are not in agreement with each other, owing to different subjects, objective, methodologies, classifications of vocabulary learning strategies. In addition, most of the researches are involved in the quantitative dimension of vocabulary learning. In this study, while examining the state of the students' vocabulary knowledge, both quantity and quality are included. It is expected that this study will provide some practical information to both college students and college English teachers. The students will be clear about the situation of their strategy use; the correlation between

vocabulary learning beliefs, strategy use and their actual achievement on VS and DVK tests, so that they can make some adjustment consciously to facilitate their future vocabulary learning. Meanwhile, the teachers may also get some useful information from this paper so that they can give their students more effective help and guidance.

II. RESEARCH METHODOLOGY

This paper provides a description of the methods used in this study, which include the objectives, the subjects, the instruments used for data collection, and the statistical procedures to analyze the data gathered.

2.1 Objectives

The present study aims to answer the following questions: First, what is the overall pattern of vocabulary learning beliefs and strategies adopted by some non-English major students? Second, what is the relationship between vocabulary learning strategies adopted by the students and the scores on a vocabulary size test and in-depth vocabulary knowledge test?

2.2 Participants

Participants of the study are 98 third-year non-English majors, 60 males and 38 females, chosen from four parallel classes of Shandong University of Technology. The subjects involved are from different departments: Life Science, Physics, Chemistry and Materials Science. By the time the study is conducted, they have learned English for at least six years in high school and for about three years in college. Two-thirds of them have passed College English Test (Band 4). After examining each participant's questionnaire and test papers carefully, four of them are found invalid and thus eliminated, leaving the actual number of 94 participants.

2.3 Instruments

Three instruments are used to gather data for this study: a vocabulary size (VS) test, a depth-of-vocabulary-knowledge (DVK) test, and a questionnaire on vocabulary learning strategies. The following is a brief description of each instrument.

2.3.1 Test on vocabulary size (VS)

Nation's (1990) Vocabulary Levels Test (VLT) is adopted in this paper to test the students' vocabulary size. The original measure is composed of five parts: the 2000-word level, the 3000-word level, the 5000-word level, the university word level, and the 10,000-word level. The 2000-word and 3000-word levels contain high-frequency words. The 5,000-word level is a boundary level between the high-frequency level and low-frequency level; the university word level consists of words frequently appearing in university textbooks, which does not represent a frequency level; and the 10,000-word level covers the low-frequency words. The significance of the vocabulary level test is that it is useful to view vocabulary of English as consisting of a series of levels based on frequency of occurrence. Each word level consists of five groups, which consists of six words to be matched to three definitions. The test taker is required to match the three definitions with three of the six words provided by writing the corresponding numbers of the words beside its definition. The Vocabulary Levels Test has been widely accepted by many language researchers (e.g. Laufer, 1992) and proved to be a valid test for breadth of vocabulary knowledge.

Nation (1990) argues that this format with unequal number of words and definitions minimizes the chances of guessing correctly and tests a large number of words within a short period of time. All the items in each group belong to the same word class in order to avoid giving any grammatical clues as to the correct definition. Moreover, all the items in each group are not related in meaning, thus the test intends to measure the testee's word knowledge, without requiring them to distinguish between semantically related words (Read, 2000). According to the College English Teaching Syllabus (revised version), the requirements for students can be divided into two: the basic requirement for CET-4 and the higher requirement for CET-6. According to the basic requirement, students are required to learn 4,200 receptive words and their related phrases or expressions, among which

2500 are productive vocabulary. According to the advanced requirement, students are required to learn 5,500 receptive words and the related phrases and expressions, among which 3,000 words are productive words. Therefore, to fit the student's actual vocabulary level, only the first four word frequency levels of Nation's Vocabulary Levels Test are used to test the participants' vocabulary size. In scoring, the answers are scored as correct or incorrect. Each correct answer is given one point. There are four sections in the test, each of which contains 18 items. Therefore, the maximum score is 72 points.

2.3.2 Test on depth of vocabulary knowledge (DVK)

The Word Association Format (WAF) developed by Read (1998) is adapted to assess the students' in-depth vocabulary knowledge. Most of the stimulus adjectives are high frequency and academic vocabulary. This format has been proved to be a valid and reliable measure of depth of vocabulary knowledge. Since three words in the original WAF is beyond the level of the students investigated, a slight change is made. Therefore, the test paper used in this study contains 40 items, of which 37 are original WAF items and three words are newly developed ones. The reliability of the version used in this paper is 0.91. Each DVK item consists of one stimulus word, which is an adjective, and two boxes, each containing four words. Among the four words in the left box, one to three words can be synonymous to one aspect of or the whole meaning of the stimulus word, while among the four words in the right box there can be one to three words that collocate with the stimulus word. Each item always has four correct choices. However, these choices are not evenly spread. There are three possible situations: (1) the left and right boxes both contain two correct answers; (2) the left box contains one correct choice, while the right box contains three correct answers and; (3) the left box contains three correct answers while the right box contains one correct choice. The arrangement effectively reduces the chances of guessing. Although the DVK taps only knowledge of adjectives, nouns are indirectly tested as well because the design of the measure requires the identification of nouns

that collocate with the adjectives tested. In scoring, word correctly chosen is granted one point. The maximum possible score is 160 for the 40 items. No penalty is given for providing the incorrect answers.

2.3.3 Questionnaire design

The present study uses a questionnaire to collect data about the vocabulary learning strategies used by the participants and the vocabulary learning beliefs they hold. The questionnaire is adapted from Gu and Johnson's (1996) because it is a relatively comprehensive one that reflects previous quantitative and qualitative research. In order to have a more comprehensive picture of the students' vocabulary learning strategies, social/affective strategies and some additional vocabulary learning strategies are added to the present questionnaire and some changes are made about the items of the original questions. With regard to vocabulary learning beliefs, some questions concerning in-depth vocabulary knowledge are added. The reliability coefficient of the questionnaire is 0.90.

Of the whole questionnaire, 10 items deal with the participants' general beliefs on vocabulary learning, which are intended to find out the students' ideas on the nature of vocabulary learning. In the questionnaire, 94 items concern vocabulary learning strategies. In Gu and Johnson's questionnaire, this part contains 91 English vocabulary learning behaviors representing two dimensions: Meta-cognitive regulation and cognitive strategies. In this study a total of 94 vocabulary learning strategies are identified, representing three dimensions: meta-cognitive strategies, cognitive strategies, and social/affective strategies. The following will indicate the classification in detail.

Meta-cognitive strategies consist of plan making & plan implementing, selective attention, learner autonomy, and reviewing & testing. Plan making & plan implementing (6 items) involves making plan for both the quality and quantity of vocabulary study and the implementing of the plan. Selective attention (6 items) measures the students' ability to identify important words, as well as important aspects of word knowledge. Learner autonomy (6 items) inquires about

students' main resources of vocabulary learning, their opportunities to practice using vocabulary and their preference for vocabulary learning activities. Reviewing & testing (6 items), inquires about how often and in what way the students review what they have learned and are tested on what they have learned.

Cognitive Strategies fall into four subcategories: memorization, guessing, dictionary use and note taking. Memorization (30) includes six subcategories: repetition, association, imagery, word formation, grouping and contextualization. Repetition falls into oral repetition, visual repetition or combined form of repetition to memorize new words. Association is concerned with whether students try to learn new words by building phonological, morphological or semantic association between the new words and the ones already learned by using their Chinese or English knowledge. Imagery is concerned with whether students create mental images in mind or act out a word in order to facilitate memorization. Word formation strategies address the question of whether students memorize new words by deliberately learning word formation rules and apply these rules in their vocabulary learning. Grouping strategy asks the students if they group the new items into various categories based on semantic links, such as synonymy/antonymy, hyponymy and different semantic fields.

Guessing strategy consists of 9 items, inquiring if the students guess the meaning of an unknown word in context by using background knowledge or linguistics cues. The 12 items under dictionary use ask the students for what purposes they consult a dictionary, and whether they have mastered the looking-up strategies. This category can be further divided into dictionary use for reading comprehension, looking up strategies, and elaborate use of dictionary for vocabulary learning.

Note taking strategy (8 items) inquires what kinds of notes students take when they learn vocabulary, meaning-oriented or usage-oriented. Meaning-oriented strategies involve taking down the English words, its Chinese equivalents, its

explanations, or its English synonyms and antonyms. Usage-oriented strategies involve taking down the information related with the words, such as part of speech, grammatical information, collocations and sample sentences etc.

Social/ affective strategies include two parts: social activities and affective control. The 6 items under affective control investigate whether students can concentrate on their learning, possess self-confidence, and encourage themselves when faced with difficulties. Social activities, consisting of 5 items, inquire the students if they seek opportunities to talk with foreigners, classmates or roommates in English, write English letters or E-mails.

The present questionnaire adopts a 5-point scale rating system. Each question is provided with five alternative choices which show the different frequency of the use of vocabulary learning strategies ranging from "absolutely disagree" to "absolutely agree". Different scores are given to the 5-scale rating system: "1" stands for "absolutely disagree", "2" stands for "basically disagree", "3" stands for "hard to say", which means "sometimes yes and sometimes no", "4" stands for "basically agree", "5" stands for "absolutely agree". Students are required to choose one of them according to what they really do rather than what they think they should do.

2.4 Data Collection

The survey was conducted in March of 2018 in regular English classes. Before the test papers on vocabulary size, the test papers on in-depth vocabulary knowledge, and the questionnaires on vocabulary learning strategies were distributed to the participants, some explanatory remarks were made to inform the participants of the purpose and the contents of the two tests and questionnaire and call their attention to the instruction of different parts to ensure that their responses would be pertinent to the requirement.

2.5 Data analysis

SPSS 11.5 for windows is used to process and analyze the data collected from the questionnaire, the vocabulary size test and in-depth vocabulary knowledge test. Firstly, all the

data is put into the program for analysis and statistic description of vocabulary learning beliefs and strategies of the participants is obtained. Secondly, correlation analysis is performed between the independent variables (the beliefs and strategies) and the dependent variables (the scores on the two vocabulary tests) to see in what ways they are correlated.

Vocabulary size	2	3.18	.796
		61	43
In-depth vocabulary knowledge	2	3.68	.736
		14	34

III. RESULTS AND FINDINGS

3.1 The overall pattern of vocabulary learning beliefs and VLS

In this part, we will try to find out (1) the students' beliefs about vocabulary learning (2) the overall pattern of their VLS use at meta-cognitive, cognitive and social affective levels. Mean score and standard deviation of vocabulary learning beliefs and strategies used by the students are calculated by using SPSS software. As the five-point scale system is adopted in the study, a mean score larger than 3.0000 indicates that the item in the questionnaire is frequently used by the students while the strategy with the mean score smaller than 3.0000 indicates the item is seldom used by the students.

3.1.1 Vocabulary learning beliefs

Just as Table 3.1 showed, most subjects hold the belief that words should be learned in context and use while the belief that words should be memorized is not popular. As to what should be placed in the first place, to enlarge vocabulary knowledge or to pay more attention to deep knowledge of lexical items, the later enjoys more popularity. Most students believe that learners should not only make efforts to enlarge their vocabulary size but also pay sufficient attention to various aspects of vocabulary knowledge, the usage, the grammatical features, the collocations and so on.

Table.3.1: The beliefs on vocabulary learning

Beliefs	N of items	Mean	SD
Words should be learned in context & use	3	3.45	.711
		12	34
Words should be memorized	3	2.45	.696
		23	42

3.1.2 Vocabulary learning strategies

We can see from Table 3.2 that the most frequently used category is cognitive strategy, and the least frequently used one is social/ affective strategy, with meta-cognitive strategy in between.

Table.3.2: Strategy use at three levels

Categories	N of Items	Mean	SD
Meta-cognitive Strategies	24	2.8826	.57507
Cognitive Strategies	59	3.0970	.68419
Social/affective Strategies	11	2.8363	.57652

In order to obtain a further insight into the overall pattern of the vocabulary learning strategies used by the students, we will investigate the use of meta-cognitive, cognitive and social/ affective strategies separately.

Table.3.3: Strategy use at meta-cognitive level

Strategies	N of Items	Mean	SD
Plan Making & Implementing	5	3.0621	.71131
Selective Attention	7	3.0656	.66587
Learner Autonomy	7	2.8457	.52775
Reviewing & Testing	5	2.5971	.43809

As we can see from Table 3.3, the most frequently used strategies at meta-cognitive level are selective attention strategies. What follow immediately are plan making & and plan implementing strategies. However, learner autonomy strategies and reviewing & testing strategies are not frequently used.

Table.3.4: Strategy use at cognitive level

Categories and strategies	N of Items	Mean	SD
Memorization	30	3.0906	.66116
Repetition	8	3.0532	.71912
Association	3	3.4723	.69644
Imagery	4	2.8794	.72315
Word Formation	4	2.9867	.73723
Grouping	7	2.8660	.66842
Contextualization	4	3.2149	.62095
Guessing	9	3.3652	.73498
Dictionary Use	12	3.1268	.49102
Note Taking	8	2.8865	.68706

Table 3.4 showed that among all the cognitive strategies, guessing strategies are most frequently used, which are followed by dictionary use strategies and memorization strategies. Note-taking strategies are the least frequently used one. Among the subcategories of memorization strategies, association strategies, contextualization strategies, and repetition strategies are frequently used, while word formation strategies, imagery strategies, grouping strategies are seldom used by the students. When we take all the specific strategies at the cognitive level into consideration, the frequently used strategies are association strategies, guessing strategies, contextualization strategies, dictionary use strategies, repetition strategies. Comparatively speaking, word formation strategies, note-taking strategies, imagery strategies, grouping strategies are not favored by subjects investigated.

Table.3.5: Strategy use at social/affective level

Categories and strategies	No of items	Mean	SD
Social/Affective	11	2.8363	.57652
Social strategy	5	2.6083	.53181
Affective strategy	6	3.0844	.63239

We can see from Table 3.5, affective strategies are frequently employed by participants, but social strategies are not favored so much by them.

We have listed the use frequency of meta-cognitive strategies, cognitive strategies and social/ affective strategies as a whole, now we will have a look at the use frequency of each specific strategy of each category separately.

Table.3.6: The use frequency of each strategy

Categories and strategies	Nof items	Mean	SD
Meta-cognitive	24	2.8826	.57507
Plan Making & Implementing	5	3.0621	.71131
Selective Attention	7	3.0656	.66587
Learner Autonomy	7	2.8457	.52775
Reviewing & Testing	5	2.5971	.43809
Cognitive	59	3.0970	.68419
Memorization	30	3.0906	.66116
Repetition	8	3.0532	.71912
Association	3	3.4723	.69644
Imagery	4	2.8794	.72315
Word Formation	4	2.9867	.73723
Grouping	7	2.8660	.66842
Contextualization	4	3.2149	.62095
Guessing	9	3.3652	.73498
Dictionary Use	12	3.1268	.49102
Note-Taking	8	2.8865	.68706
Social/Affective	11	2.8363	.57652
Social	5	2.6083	.53181
Affective	6	3.0844	.63239

From the list above we can see that the frequently used ones are association strategies, guessing strategies, contextualization strategies, dictionary use strategies, affective strategies, selective attention strategies, plan making & implementing strategies, repetition strategies. The

occasionally used ones are word formation strategies, note-taking strategies, imagery strategies, grouping strategies, learner autonomy strategies, social strategies, and reviewing & testing strategies.

IV. CONCLUSION AND PEDAGOGICAL IMPLICATIONS

4.1 Conclusion

The results of the study indicate that most learners hold the belief that vocabulary should be learned in context and use. They do not favor the idea that words should be memorized. Most of them are aware that learning a word means learning its various types of knowledge rather than simply knowing its form and basic meanings. The learning beliefs do have influence on the achievement of the students in vocabulary acquisition. The belief that words should be learned in context & use has significant positive correlation with the VS and DVK scores whereas the belief that words should be memorized has negative relation with the VS and DVK scores. The belief that vocabulary size is the main goal in English learning is positively related with the VS scores whereas this belief is negatively correlated with the DVK scores. The belief that great emphasis should be put on in-depth knowledge has significant positive relation with both the DVK scores and the VS scores.

Learners tend to use a wide range of meta-cognitive, cognitive, and social/affective learning strategies in the vocabulary learning. However, the use frequency is not high. Among the meta-cognitive strategies, plan making & implementing strategies and selective strategies are frequently employed while learner autonomy strategies and reviewing & testing strategies are not frequently used. The participants use a wide range of cognitive strategies. In terms of specific cognitive strategies, the most frequently used ones are association strategies, guessing strategies, contextualization strategies, dictionary use strategies and repetition strategies; the least frequently used ones are word formation strategies, note-taking strategies, imagery

strategies, and grouping strategies. The participants frequently use affective strategies in the process of vocabulary learning. They show the tendency to control their emotions and know how to encourage themselves when they are faced with difficulties. However, they seldom involve in operating with other people. They prefer to learn independently.

Students' strategy use is generally the result of their previous learning experience, the influence of their teachers' teaching methods, the Chinese traditional culture, oriental student's characters, and the limitations of learning environment. Firstly, students are more likely to use the strategies that they are familiar with and their teachers often adopt in class, such as association strategies, guessing strategies, contextualization strategies, dictionary use strategies, selective attention strategies, plan making & implementing strategies, repetition strategies, and affective strategies. Secondly, students do not like to use the strategies that are difficult to use or demand deliberate effort, such as imagery strategies, note-taking strategies and grouping strategies. Thirdly, students prefer to learn on their own; therefore, they seldom use social strategies. Finally, students can concentrate on their learning, possess self-confidence, and encourage themselves when faced with difficulties.

As far as the correlation between vocabulary learning strategies employed by the students and the scores of VS and DVK tests, the results indicate that most strategies are significantly correlated with the two scores. At meta-cognitive level, plan making & plan implementing strategies, learner autonomy strategies, and reviewing & testing strategies all have significant positive correlation with both the VS scores and DVK scores. Selective attention strategies have significant positive correlation with the DVK scores.

The correlation between cognitive vocabulary learning strategies and the scores of VS and DVK tests is comparatively complicated. The strategies that involve deep processing are more likely to lead to better retention.

Guessing strategies, contextualization strategies and association strategies involve in deep level processing of the target words; therefore, they are helpful for both the quality and quantity of vocabulary knowledge. Similarly, imagery strategies have significant positive correlation with the DVK scores. However, repetition strategies, which involve mechanical memorization, are not helpful to vocabulary learning.

Groupings strategies and word formation strategies are helpful to enlarge vocabulary size. Grouping involves classifying or reclassifying words into meaningful groups, thus reducing the number of unrelated elements. Similarly, with the help of word formation knowledge, the task of knowing the primary meaning of some new words and further remember them becomes much easier.

Note-taking strategies have significant positive correlation with both the VS scores and DVK scores, because the process of taking notes itself is one useful form of learning and the notes learners have taken can serve as good source of reference for later revision. Dictionary use is significantly correlated with the students' depth of vocabulary knowledge because it provides all-inclusive information of a word, as well as some good examples.

Affective strategies help to regulate emotions, and are, therefore, helpful to both vocabulary size and in-depth vocabulary knowledge. Social strategies are not significantly correlated with learning achievements. It is possible that students do not use this strategy effectively.

4.2. Pedagogical Implications

From the analysis above we can see that a majority of vocabulary learning strategies are both helpful for enlarging vocabulary size and deepening in-depth vocabulary knowledge, which is consistent with the findings of a lot of previous studies. However, the present study also shows that the frequency of strategy use is not high and students only favor some of the strategies and neglect others. The English teachers should get some implication from this study. In their teaching practice, most teachers tend to focus their attention

on teaching the language itself and neglect strategy training. Therefore, more training should be conducted to enhance students' co-consciousness of strategy use. In addition, when the teachers conduct strategy training, they should place more emphasis on the strategies that are positively correlated with vocabulary acquisition but the students seldom use, for example, reviewing & testing strategies and learner autonomy strategies at meta-cognitive level, word formation strategies, grouping strategies, note-taking strategies at cognitive level, and social strategies at social/affective level. Meanwhile, the teachers should devise a series of activities to help students to learn how to use particular strategies which are useful for vocabulary learning but the students are not familiar with or feel difficult to use, for example, imagery strategy.

4.3 Limitations and recommendations

Firstly, the investigation only involves structured questionnaire only. If more investigation techniques, such as structured interview and think-aloud, are employed, the study should be more comprehensive. Secondly, due to the constraints of time and energy, only 94 students are investigated concerning the strategy use and the performance in vocabulary size and in-depth vocabulary knowledge tests, which is far from a thorough exploration. If time and energy permits, more subjects should be included in future work. Thirdly, due to the large number of vocabulary learning strategies and the limited length of the paper, only rough description of each specific strategy is made. In future studies, more detailed and refined description of each strategy will be provided.

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Impact of Cognitive and Metacognitive Strategies Practices on EFL Achievements among Saudi EFL Learner in Public Sector University, Abha, Kingdom of Saudi Arabia

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Abstract--- *Language learning strategies have played pivotal role in students' language learning in the context of English as a foreign language. This study determines the impact of Cognitive and metacognitive learning strategies practices on EFL achievements among Saudi EFL learners. Cross sectional study has been conducted among Saudi Arabian students in public sector university, Abha, from Oct'2018 to March 2019. Random sampling technique used to target 323 students. Data were collected via self administered questionnaire, which includes; Demographic variables, six dimensions of cognitive and metacognitive strategies, and Students EFL scores. SPSS-23 Version used to analyze data. Qualitative and Quantitative variables explored via frequency & percentage and mean±SD respectively. Pearson correlation used to assess relationship between cognitive and metacognitive strategies and EFL achievements. Multiple regression has used to assess the effects of cognitive and metacognitive strategies on EFL Achievements. Response rate was 80.5%. Out of 323, 260 duly filled questionnaires were received. Most of the students were females (58.8 %), age group between 15-19years (58.5%), and belong to sophomore class (45.8%). Findings of the study revealed, cognitive and metacognitive strategies positively correlated with EFL Achievements at P-Value <0.05 & < 0.01 and use of cognitive and metacognitive strategies explained significant amount of variance in Grammar, vocabulary, Reading, Listening, Writing and EFL final exam scores. This study provides insight to include language learning strategies in university pedagogy and train teachers to facilitate students to utilized language learning strategies.*
Keywords— *Cognitive, EFL Learner, Language Learning Strategies, Metacognitive, Saudi Context.*

I. INTRODUCTION

The goal of Effective language learning can be accomplished by practicing language learning strategies

(LLS). In 1970, LLS have been introduced in the area of second language learning; in the late 1980s, researchers' are more curious and attempt to investigate what language learner do to assist their learning in the language learning process. Currently numerous studies have given more focused on language learning strategies, while early researches in this domain provided list of strategies and relevant features that were recognized to be fundamental for good language learner. (Hsiao & Oxford, 2002; Cohen, 1998; Green & Oxford, 1995; Oxford, 1990; O'Malley & Chamot, 1987; Chamot, 1987) Number of researches defined leaning strategies as any thought, plan, choice, behavior and techniques used by learner to help their leaning process. (Weinstein & Mayer, 1986; Oxford, 1990; Chamot, 1987)

In the current ere, one of the fundamental objectives of academia is to facilitate students to become autonomous, independent and efficient learners, consequently numbers of contemporary psychologist as well as educators more focusing on studying learning strategies as a path to accomplish this end. (Bin, 2008) Past studies have been reported various well established taxonomies of LLS, from which O'Malley and Chamot (1994), Oxford (1990), and Rubin (1987) proposed model continually attracted and given more attention by numerous studies. These all models are provided two proper subset of learning strategies which are cognitive and metacognitive learning strategies.

Cognitive strategies help to select, obtain and merge new knowledge with the existing one by learner. They comprises of fundamentals and complex strategies for information processing such as rehearsal, organization, elaboration as well as critical thinking. (Dowson & McInemey, 1998) On the other side, meatcognitive strategies are advance processing strategies which includes; planning, regulation and monitoring that facilitate learners in the control of cognition in addition to regulation. (Pintrich, Smith, Gracia & McKeachie, 1993)

Literature have been reported many studies that examine the practices of cognitive and metacognitive strategies in regard to some characteristics of students e.g., gender, socioeconomic status (SES), Prior knowledge, and academic achievement. (Pintrich & Groot, 1990; Zimmerman, 1990) The related literature revealed that relationship between usage of cognitive and metacognitive strategies and academic achievement fluctuate with respect to subject area, culture and grade level. In this study Arabian students studying in Saudi Arabia have been targeted to assess the effect of cognitive and metacognitive strategies practices on English language achievements in the context of English as a foreign language.

1.1. The Problem

Past studies found that Saudi EFL learner generally have low achievements in English as a foreign language. (Alrashidi & Phan, 2015; Alrabai, 2014; Al-Khairy, 2013; Alrahaili, 2013; Rahman & Alhaisoni, 2013; Elyas & Picard, 2010) Although vast efforts have been taken by government of Saudi Arabia to improve English learning and teaching in the country, still Saudi students' English achievement and proficiency far below expectations and remain unsatisfactory. (Alhawsawi, 2013; Khan, 2011; Al-Johani, 2009)

Studies have found variety of multidimensional factors that can lead to low EFL achievements among Saudi students. Study conducted by Lightbown & Spada on learner individual variables found that low proficiency in the foreign language learning is the end result of complex interaction of external as well as internal factors, For instance, aggressive teacher behavior, and controlling are some of the external factor that eventually produce negative effects on learners' motivation, whereas anxiety that teachers instill in their students by giving different task is an internal factor that attribute students learning outcomes.(2013) Recent research stated that students come to schools/institutes with enthusiasm and motivation, but once they come across certain external practices, for instance completing assignment, responding teacher questions, taking test along with monitoring their performance, graded and reported to the parents, student may begin to find school environment psychologically threatening and anxiety provoking. (Brophy, 2004) These negative outcomes in academic achievements can be mitigated through encouraging students to utilize various learning strategies.

1.2. Gaps and Contribution

Numerous studies have been conducted in education sectors have described how learning strategies can facilitate learning motivation and promote learner achievements. There are number of studies conducted among Saudi Arabian students to assess students

EFL/academic achievements and impact of various factor such as teaching strategies, role of peer and self assessments, demographic factors and socioeconomic status on students EFL/Academic achievement. (Alrabai, 2014; Al-Khairy, 2013; Alrahaili, 2013; Alhawsawi, 2013; Khan, 2011) However there is absence of studies to assess the effect of cognitive and metacognitive strategies on students' EFL achievements particularly in the Saudi Arabian context. This study would fulfill the gap in the existing body of knowledge via exploring cognitive and metacognitive strategies used by Arabian students and its effect on Saudi Students' EFL achievements.

1.3. Purpose of the study

The aim of the study is to determine the relationship between cognitive and metacognitive strategies and EFL achievements and the impact of cognitive and metacognitive strategies practices on EFL achievements among Saudi EFL learners.

1.4. Significance of the Study

The findings of the current study will play positive role and facilitate teachers as well as academic institutes to improve quality of education; encourage academicians to guide and instruct students to utilize cognitive and metacognitive learning strategies that produce effective academic outcomes. Moreover, this study findings will helps learners to learn language learning strategies and applied that strategies on their respective domain to improve academic performance. Findings of the study would open avenues for researchers to conduct further studies in different cultural context, with different subject area as well as different class level.

1.5. Research Questions:

This study provides the answers of following research questions:

- What is the relationship between cognitive and metacognitive strategies and EFL achievements among Saudi Arabian EFL Learner?
- What is the impact of cognitive and metacognitive strategies practices on EFL achievements among Saudi Arabian EFL learner?

II. LITERATURE REVIEW

2.1. Cognitive and Metacognitive Learning Strategies

Learning strategies are defines as: ways, approaches or actions taken deliberately by students to simplify the process of learning and evoke content area and linguistic information, (Chamot, 1987) Processes that facilitate the performance, when they are matched with the task requirements, (Michael Pressley, Goodchild, Fleet, Zajchowski, & Evans, 1989) Strategies that is particularly imperative for learning language, as these are the tools for self directed and active involvement and necessary for the

development of communicative competence. (Oxford, 1990; Nunan, 1990)

Past studies have been demonstrated that learning strategies are positively correlated with students' academic performance. (Alexander, Graham, & Harris, 1998; Claire Ellen Weinstein, Jenefer Husman, & Douglas R. Dierking, 2011; Hattie, Biggs, & Purdie, 1996; Michael Pressley et al., 1989) Relevant literature has described various learning strategies, ranging from very basic to more complex approaches, to synthesize knowledge or developing conceptual framework. (Mayer & Alexander, n.d.; M Pressley, 2002) Studies have found that students use various types of learning strategies to improve their academic performance. This study focused on cognitive and metacognitive strategies practices by Arabian students.

Students use cognitive strategies to enhance their understanding on particular domains. They refer as task or domain specific. Rehearsal, elaboration and organization are three major subcategories of cognitive strategies. Rehearsal are used to choose and encode information, the focus is on repeating contents in order to smooth the progress of remembering or learning, for instance, vocabulary and idioms learning. Elaboration strategies are used by students' to store information in long term memory via developing internal link between learned items and existing knowledge, such as summarizing and paraphrasing. Organization strategies are used to generate meaningful units of information by choosing proper information through drawing picture or graphs and creating connections between various elements. (Pintrich & Groot, n.d.; Weinstein, Acee, & Jung, 2011) On the other hand, metacognitive strategies used to regulate students' cognition via stimulating related cognitive techniques. Metacognitive strategies can be judged as higher level strategies and linked to cognitive domains. Three subcategories of metacognitive strategies (planning, monitoring and evaluation) are related to the sequence of learning processes. Planning strategies are positioned at the beginning of a learning event and includes sub stages for instance resource allocation and goal settings. Monitoring strategies are employed to assess one's comprehension and also considered as continuous assessments of own learning as well as strategy used. Lastly evaluation strategies used to analyze one's performance, along with effectiveness of learning methods. (Schraw & Dennison, 1994)

2.2. Learner Roles in Practicing Cognitive and Metacognitive Learning Strategies

Pintrich and De Groot suggested that students' should gain essential knowledge and skills to select and properly utilize cognitive and metacognitive learning strategies. Teachers should use approaches to make students aware

regarding vital learning strategies in various types of learning environments and facilitate students to utilize suitable learning strategies in further learning situation. (Pintrich & Groot, n.d.) Since learning strategies provide students a sense of control and promote students to give more attention to their learning methods, teacher can instruct and train students how to learn through using various learning strategies. (Zimmerman, Bonner & Kovach, 1996)

Zimmerman (1990) reported that learners, who applied learning strategies in their learning process, are differentiated by their systematic utilization of cognitive, metacognitive and behavioral strategies; by their ways to give feedback responses about the effectiveness of learning in addition to self perception of their academic achievements. (Flavell, 1976) Past studies reported that those learners who were taught learning strategies were more likely to perform better and achieve higher performance on their academic measure as compared to those who hadn't received any formal instruction on leaning strategies; the likelihood of success in their professional in addition to their academic career is high. (Lubuhn, Zimmerman, & Hasselhom, 2010; Ruban & Reis, 2006))

2.3. EFL Learner and EFL Achievements

Literature has been reported that involvement of EFL learners in setting g goals, assessment criteria and self evaluation of one's work provides a sense of control over learning and assessment outcomes that boost their motivation to try tasks that were challenging for instance, learning a foreign language. Furthermore, this sort of involvement may prompt metacognitive and strategic action because in this phase learner needs to judge qualities of leaning process and products and promote behavioral adjustments that augment learning and goal attainment. Winne & Perry, 2000' Oxford, 2001)

2.4. Effective use of Cognitive and metacognitive Strategies on EFL Achievements

Pinch and De Groot (1990) examined relationship among cognitive strategies, such as Rehearsal, elaboration and organization; metacognitive strategies in addition to motivation for learning as well as performing well in the class among students in English via using MSLQ (motivational strategies for learning questionnaire); they found that significant positive correlation between rehearsal, organization and elaboration (cognitive strategies), self regulation (metacognitive strategies) and English achievements. Moreover cognitive and metacognitive strategies have significant effect on students' English achievement. Another study explored the relationship between use of self regulated learning (SRL) skills and achievements findings of the study revealed that students understanding of subject area along

with efficiency of learning will enhance if students learning skill developed and applied. (Turan & Demirel, 2010)

Hedge (2000) study finding shows that EFL learners utilize cognitive strategies to gain new knowledge in a number of ways. Numerous researchers have focused on processes of metacognitive that support knowledge construction in a variety of way that boost students ability to learn language with greater understanding. Wenden (1998) study established that metacognition is necessary in various phases of language learning for instance, oral, writing, reading and language acquisition. Similar study conducted in 2012 among students; depict strong positive relationship between SRL Strategies use and academic achievements of students. They also found significant mean differences between male and female students with regard to usage of SRL strategies; females reported better in both the use of SRL strategies and academic achievements as compare to males. (Saad & Boroomand, 2012)

On the basis of the findings of previous studies, following hypothesis proposed:

- There is a significant relationship between Cognitive and metacognitive strategies and EFL achievements among Saudi EFL Learner.
- There is a significant impact of Cognitive and metacognitive strategies practices on EFL achievements among Saudi EFL learner

III. METHODOLOGY

3.1. Study Design and Participants

Observational Analytical cross sectional study has been conducted among undergraduate native Saudi Arabian students in public sector university, Abha, kingdom of Saudi Arabia from Oct'2018 to March 2019 to assess the effects of cognitive and metacognitive strategies practices in their EFL achievements. Sample size was calculated via using survey monkey sample size calculator at 95% CI with the precision level 0.05 and total number of students, enrolled in undergraduates program, was 2000. Calculated sample size is 323; Random sampling technique used to target respondents. Native Arabic male and female students with the age ranging from 16 to 24 years old, willing to participate were included in this study. Students other than Arabian with the age below 18 or above 24, disabled students, and who are not willing to participate were excluded from the study.

3.2. Data Collection Instrument

Data were collected via self administered questionnaire, comprises of three sections. Section one includes demographic variables, section two consist of 31 item of cognitive and metacognitive strategies, and section three consist of EFL course scores. Demographic variables includes; students Age, Gender, Class Level. Items of cognitive and metacognitive strategies obtained from motivated strategies learning questionnaire (MSLQ) proposed by pintrich and Degroot in 1990, which are comprises of six domains; Rehearsal (4items), Elaboration (6 items) , Organization (4 Items), Critical Thinking (5items) and Self Regulation (12 Items). First five construct depict cognitive strategies and self regulation assess metacognitive strategies utilized by students. Participants reported their responses on seven point likert scale ranging from 1 "Very untrue of me" to 7 "Very true of me". Mean of the each construct has been taken to find average score. Each construct has been reported strong internal consistency and Cronbach's Alpha for constructs, ranges from 0.70 to 0.85. Students EFL scores in Grammar, Vocabulary, Reading, Listening and writing find out via assessment technique proposed by Saudi education system along with final exam score

3.3. Data Analysis Procedure

SPSS version 23 software was used to analyze data. MS-word and MS-excel were used to design table. Qualitative and Quantitative variables were explored via frequency & percentage and mean \pm SD respectively. Reliability of each construct assess via Cronbach's Alpha. Pearson correlation has been used to assess relationship between six dimensions of cognitive and metacognitive strategies and EFL achievements. Multiple regressions used to assess effects of cognitive and metacognitive strategies on EFL Achievements. P-Value < 0.05 consider significant.

IV. RESULT

In this study, 323 Arabian students have been targeted as a sample. Response rate was 80.5%. Out of 323, 260 duly filled questionnaires were received. 58.8% (153) respondents were females. Most of the students, 58.5% (152) were in age group between 15-19years old and 45.8% (119) were belong to sophomore class. Reason for taking EFL classes reported by majority of students includes EFL course is mandatory (86.5%, n=225) improve academic skills (74.6%, n= 194) Required for major program (71.9%, n= 187), Interesting contents (49.2%, n=128), and recommended by friends/counselors (46.9%, n= 122) as show in Table 01.

Table.1: Demographic Profile of the Respondents

Variables	Category	% (n)
Gender	Male	107 (41.2)
	Female	153 (58.8)
Age	15-19years	152 (58.5)
	20-24years	108 (41.5)
Class Level	Freshman	34 (13.1)
	Sophomore	119 (45.8)
	Junior	54 (20.8)
	Senior	53 (20.4)
Reasons For Taking EFL Classes		
1. Contents seem interesting	Yes	128 (49.2)
	No	132 (50.8)
2. Course Required of All Students	Yes	225 (86.5)
	No	35 (13.5)
3. Will help improve my academic Skills	Yes	194 (74.6)
	No	66 (25.4)
4. Is require for major program	Yes	187 (71.9)
	No	73 (28.1)
5. Was recommended by friends and Counselor	Yes	122 (46.9)
	No	138 (53.1)

The mean age of the respondents was 1.42 ± 0.49 . Descriptive statistics (mean \pm SD) of No. of EFL classes taken per semester, Study hours per week, cognitive and metacognitive strategies average score in six domains; Rehearsal, Elaboration, Organization, Critical thinking

and Metacognitive Self Regulation along with EFL achievements in terms of grammar, vocabulary, Reading, Listening, Writing and EFL final exam score have been reported in Table 02.

Table.2: Descriptive Statistics (mean \pm SD)

Variables	Mean	SD
Age of the respondents	1.41	0.49
No. of EFL Classes in a semester	11.8	1.09
Study hours for EFL course per week	11.7	1.55
Rehearsal Score	3.69	1.45
Elaboration Score	4.25	1.19
Organization Score	3.67	1.25
Critical Thinking	4.15	1.41
Metacognitive Self Regulation	3.77	1.02
Grammar Score	3.54	1.16
Vocabulary Score	3.50	1.02
Reading Score	3.56	1.09
Listening Score	3.53	0.97
Writing Score	3.56	1.03
EFL Final Exam Score	3.68	0.77

The reliability of each construct and the significant relationship between cognitive and metacognitive strategies and EFL achievements were assessed via Cronbach's alpha and Pearson correlation respectively. The value of the Cronbach's alpha of each construct such as Rehearsal, Elaboration, Organization, Critical thinking and Metacognitive Self Regulation scales were found above 0.70 which depicts strong reliability. The findings of the study revealed significant strong positive relationship

between critical thinking and EFL final exam score ($r^2 = 0.59$, $P\text{-value} = 0.000$), Metacognitive self regulation score and EFL final exam score ($r^2 = 0.79$, $P\text{-value} = 0.000$); most of the cognitive and metacognitive strategies shown significant moderate positive relation with Grammar, vocabulary, Reading, Listening, Writing and EFL final exam scores at $p\text{-values}$ 0.01 & 0.05 as shown in Table 03.

Table 3: Cronbach's Alpha and Pearson correlations b/w six dimensions of Cognitive and metacognitive strategies and EFL Achievements

	Alpha	RS	ES	OS	CTS	MSRS	Grammar	Vocabulary	Reading	Listening	Writing	EFL Final Score
RS	0.85	1										
ES	0.81	0.62*	1									
OS	0.72	0.65*	0.53*	1								
CTS	0.79	0.56*	0.67*	0.69*	1							
MSRS	0.82	0.69*	0.44*	0.83*	0.59*	1						
Grammar	-	0.41*	0.38*	0.43*	0.43*	0.44*	1					
Vocabulary	-	0.49*	0.49*	0.63*	0.57*	0.57*	0.37*	1				
Reading	-	0.50*	0.38*	0.63*	0.64*	0.64*	0.21	0.65**	1			
Listening	-	0.47*	0.40*	0.76*	0.67*	0.67*	0.38*	0.72**	0.65**	1		
Writing	-	0.44*	0.38*	0.67*	0.59*	0.59*	0.33**	0.57*	0.62*	0.70**	1	
EFL Final Score	-	0.57*	0.32*	0.65*	0.79*	0.79*	0.37**	0.44**	0.56**	0.58**	0.54**	1

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

* . Correlation is significant at the 0.05 Level (2-tailed)

RS, Rehearsal Score; ES, Elaboration Score; OS, Organization Score; CTS, Critical Thinking Score; MSRS, Metacognitive Self Regulation Score

The findings of the multiple regression reveal that there is a significant effects of Cognitive and metacognitive strategies on students Grammar score [$F(5,254) = 16.8$, $P\text{-value} = 0.001$], Vocabulary score [$F(5,254) = 40.22$, $P\text{-value} = 0.000$], Reading score [$F(5,254) = 40.97$, $P\text{-value} = 0.000$], Listening score [$F(5,254) = 72.76$, $P\text{-value} = 0.000$],

Writing score [$F(5,254) = 42.51$, $P\text{-value} = 0.001$], and final exam score [$F(5,254) = 90.40$, $P\text{-value} = 0.000$]. High variances, 64% and 59%, explained by cognitive and metacognitive strategies on EFL final exam score and Listening score of students respectively. (Table 4)

Table.4: Effects of Cognitive and Metacognitive Strategies on Students EFL Achievements

	R ²	F	df	P-Value
Grammar Score				
Cognitive and Metacognitive strategies	0.24	16.80	5, 254	0.001
Vocabulary Score				
Cognitive and Metacognitive strategies	0.44	40.22	5, 254	0.000
Reading Score				
Cognitive and Metacognitive strategies	0.44	40.97	5, 254	0.000
Listening Score				
Cognitive and Metacognitive strategies	0.59	72.76	5, 254	0.000
Writing Score				
Cognitive and Metacognitive strategies	0.46	42.51	5, 254	0.001
EFL Final Exam Score				
Cognitive and Metacognitive strategies	0.64	90.40	5, 254	0.000

V. DISCUSSION & CONCLUSION

Current study has been conducted among Arabian students studying in Public Sector University in Saudi Arabia to assess impact of cognitive and metacognitive strategies practices on EFL achievements. According to the result, majority of the students were females (58.8%), age group between 15-19years (58.5%) and belong to sophomore class (45.8%). Hypotheses have been proposed to find out the significant relationship between cognitive and metacognitive strategies and EFL achievements in addition to the effects of strategies use on EFL achievement.

Findings of the study reveal significant positive strong to moderate relationship between most of domain such as Rehearsal, Elaboration, Organization, Critical thinking, Metacognitive Self Regulation, Grammar, vocabulary, Reading, Listening, Writing and EFL final exam scores at P-value < 0.01 & P-Value < 0.05. These findings are consistent with the previous studies findings conducted by Yang (2009) and Wafa (2003) to find out the relationship between cognitive and metacognitive strategies practices and English as foreign language achievements. Authors of the studies agreed that use of learning strategies positively correlated with English achievements. Findings of the current study are in line with the study findings conducted in 2012 by Saad and Boroomand among students, to find out the relationship between utilization of SRL strategies and academic achievement of students, result of their study depicted

strong positive relationship between SRL Strategies use and academic achievements of students. (Saad & Boroomand, 2012).

Multiple regression has used to test Next hypothesis, According to result, there are highly significant effects of cognitive and metacognitive strategies on students EFL achievements. Cognitive and metacognitive Strategies explained significant amount of variances, 64% on EFL final exam score and 59%, 49%, 44%, 44% & 24% on Listening, writing, vocabulary, reading and grammar scores respectively. Findings of the current study are agreement with the previous studies findings. A study conducted among students, who enrolled in specialized English course at An-Najah university, Palestine, revealed that students use more cognitive and metacognitive strategies as compared with other related learning strategies; higher English achievements found among students who practicing cognitive and metacognitive strategies more frequently as compared to students with low achievement. Higher awareness of their need and searching opportunities to practice English as a foreign language are reported among higher achievers. (Wafa, 2003) Another study finding also in support current study findings and significant differences have revealed among English listeners in regard to practicing cognitive and metacognitive strategies. Author of the study found that students use more cognitive and metacognitive strategies have higher achievements in English language as compared to those

who hadn't focused to use cognitive and metacognitive strategies frequently such as directed attention, self management and functional planning strategies. (Yang, 2009). Vainty (2007) conducted study among students in Bahasa Indonesia also found that students more offently use cognitive and metacognitive strategies while they reading their academic materials and scores higher in English. Chamot (2005) explored the importance of learning strategies considering the fact that strategies that utilized by EFL learners, facilitate academicians to get insight into cognitive, metacognitive, social and affective processes that needed in language learning. Moreover, strategies facilitate teachers to understand EFL learner knowledge and guide students who are less successful to gain insight and to learn new strategies.

Based on the current study findings, it is confirmed that there is a significant positive relationship between the use of cognitive and metacognitive strategies and EFL achievements. The current study also revealed, use of cognitive and metacognitive strategies explained significant amount of variance in Grammar, Vocabulary, Reading, Listening, Writing and EFL final exam scores of Saudi Arabian students studying at Public Sector University. Further research is needed to conduct among students at private sector institutes as well as schools. Current study provide insight to includes language learning strategies in university pedagogy and train teachers to facilitate and instruct students to utilized language learning strategies to enhance their English achievement in the context of second language.

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Act of Ambivalence and Resistance, Cricket and Colonialism, Politics of Self and Other, Indian Pluralism, Anti-colonial Propaganda, Oppressive Schooling System, Hybridity, Centre/Periphery and Master/Slave Dichotomy with Reference to R. K. Narayan's *Swami and Friends*

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Abstract— Narayan's *Swami and Friends* (1935) luminously portrays its child protagonist Swaminathan's adventures in soul making, his skirmishes with his little comrades and reconciliations in his soupy school, his contact with the experienced adult world vis-à-vis apparently apolitical, shallow and banal *Swami and Friends* (1935) also postulates encoded political and cultural resistance so strategically camouflaged by Narayan's narrative devise. Narayan's Anti-colonial propaganda, his aversion to fundamentalism and authoritarianism, his earnest desire to bring the subaltern narrative into our mainstream narrative give him a special place in literary world. Kudos to the Nietzschean Will to Power of the common inhabitants of Malgudi and the little urchins of Albert Mission School that they dared to join the protest march against the hegemony of their white colonial masters. Swami much like Ishaan of *Aamir Khan's Taare Zameen Par* (2007) used to shudder at the very thought of his monotonous school where his wings of freedom used to be crushed under the fatal mill of the authoritarian and strict teachers except D.Pillai who was famous among the students. Swaminathan's hybrid identity, Rajam's Europeanized existence, overlapping associations of tradition and modernity, class struggle, Centre/Periphery, Self/Other, Master/Slave dichotomy in *Swami and Friends* (1935) actually celebrate Narayan's deep concern for our pluralistic and multicultural Indian identity where Narayan has also given space to the subaltern existence like Rajam's family cook who was insulted and undervalued by Rajam only because Rajam

belonged to the centre of a power structure. In this paper I would like to investigate in which way Narayan has pointed out the various agathokakological entities of human life through the artistic representation of his characters, his celebration of India's heterogeneous identity, class struggle, the marginalized and peripheralized existence of subaltern voices, politics of colonial masters' Self and the muted Other in an unequal power structure where a very limited number of people actually get access to the resources, ambivalence, hybrid identity etc. with reference to *Swami and Friends* (1935).

Keywords— *Ambivalence, Agathokakological, Anti-colonial, Authoritarianism, Subaltern, Resistance, Heterogeneous.*

I. INTRODUCTION

Beat me, hate me
 You can never break me
 Will me, thrill me
 You can never kill me
 Jew me, sue me
 Everybody do me
 Kick me, kick me
 Don't you black or white me
 —“They Don't Care About Us” (Michael Jackson)
 Like Twain, Ngugi wa Thiong'o has said that a true decolonization of the mind cannot take place until the issue of the forms and norms of the colonizer's

language is resolved. In this effort Ngugi has currently given up writing in English. However, in 1938, the Indian novelist Raja Rao adopted Twain's solution — a solution that both Narayan and Anaya use effectively. In his preface to his novel *Kanthapura*, Raja Rao wrote, "one has to convey in a language that is not one's own the spirit that is one's own....We are all instinctively bilingual, many of us writing in our own language and in English. We cannot write like the English. We should not. We cannot write only as Indians. The tempo of our Indian life must be infused into our English expression even as the tempo of American or Irish life has gone into the making of theirs"(vii). *Swami and Friends* in its alteration of Standard English and Indian English asks for careful attention to those passages that our students might consider "strange" or "ungrammatical." This is particularly useful in composition courses. Once students get the effectiveness of language variation, they can feel freer about expressing themselves in their "personal" voice. They can also see the ways in which languages come in contact, evolve, and develop. This is a particularly powerful teaching tool because it is the final step in showing the cousinship of the shared experience globally.

—"Teaching R.K.Narayan's "Swami and Friends" (Jussawalla 223)

Ye dharti apni hay ("this land is our land")

—*Lagaan* (Gowariker)

Let Every Indian spit on England, and the quantity of saliva will be enough to drown England...'

—*Swami and Friends* (Narayan 41)

Amidst Shashi Tharoor's "Exasperating Farrago Of Distortions" tweet (@ShashiTharoor) or when Brexit is short for "British exit" which would predictably flush catastrophic dysfunction to the financial fluidity of the global economy creating a very adverse situation for jobless youths or when the primetime political debates on national media have become a high decibel *tu tu main main* ("I am no less than you") or when consumerism operating in postmodern capitalism is mercilessly killing

innocence and is creating dry burnt out cinders then *Swami and Friends* (1935) leaves us with a mixed feeling, transporting us back to the times when things were simpler and easier. As Shreya Thapliyal in her 10 October, 2018, *The Statesman*, article, "Remembering RK Narayan — The Malgudi Man" observes:

Most people's first brush with RK Narayan's writing came with *Swami and Friends*. And they would recall how *Swami and Friends* would transport them to a world so different yet so similar. Swaminathan's life, his friends, the fear of his father — all of them would resonate with every child in the class. (Thapliyal)

In this connection I would like to draw the readers' attention to Sandeep Narayanan's article entitled as "The nostalgia inducing 'Malgudi Days': When Swami was my friend too" published on *The News Minute* where Narayanan observes:

Narayan had a way of creating simple, relatable characters that one could easily fall in love with, and his ability to vividly create the world of Malgudi in our minds was nothing short of genius. (Narayanan)

Childhood is brilliantly celebrated in *Swami and Friends* (1935) and Narayan has emphatically sketched the beauty and serenity of nature much like a painter. Narayan's power of the imagination like that of wine is able to fuse a series of neighbouring and overlapping areas which move progressively from nature to culture (Barry 246): 'the wilderness', 'the scenic sublime', 'the countryside' and 'the domestic picturesque'. Peepul branches, gentle blow of wind, the twittering birds, stream of the Sarayu, Swaminathan's haunted and hallucinatory imagination when he lost the way is reminiscent of Derridean hauntology (the paradoxical state of the spectre, which is neither being, or non-being), moonlit night, scattered leaves — these all are the transcendental signifiers and much like the iconic scene in Satyajit Ray's *Pather Panchali* (1955) where Durga and Apu crouch amid fields of towering kash grass watching a train rumble past towards the city ("Pather Panchali the train scene" 00:00:00-00:03:55) Narayan's nature painting embellished by his powerful imagination is an example of Kantian sublime as it begets a feeling of awe and inexpressible joy in our minds. Despite Shashi Tharoor's harsh dismissal of *Swami and Friends* (1935) as apolitical, shallow, and banal (Tharoor) I would like to investigate in which way the encoded political and cultural resistance so strategically camouflaged in this text can be decoded with textual and theoretical

experimentation vis-à-vis how Narayan's Anti-colonial propaganda, Swaminathan's resistance to the clubs and cucumber sandwiches culture, issue of species superiority, politics behind cricket and colonialism, hegemonic power politics, childhood skirmishes, Hegelian Master/Slave, Self/Other, Centre/Periphery dichotomy are also torched in this text.

Feroza Jussawalla in her scholarly article "Cricket and Colonialism: From *Swami and Friends* to *Lagaan*" observes:

In Swami's *bildungsroman*, this "being lost" is the great moment of his self-awareness as Indian. The hero's coming to an awareness of himself as belonging to a specific nation is an important component in Martin Swales's definition of the *bildungsroman*. In *Signs Taken for Wonders*, Franco Moretti feels that the hero of a *bildungsroman* comes to his moment of awareness when he feels integrated with his context and "finds his peace there" (231). It is precisely when he feels integrated into his Indian family and gives up trying to be British that Swami finds peace. Swami and Narayan both affirm Indianness. Contrarily, in *Lagaan*, the cricket match is also a device that affirms nationalism, not by turning one's back on it, but by excelling at it and beating the colonizer, albeit in a makeshift Indian way. (115)

Bhabha in his *The Location of Culture* (1994) defines "colonial mimicry" as being "almost the same but not quite" or "almost the same but not white" (89):

Mimicry is thus the sign of a double articulation; a complex strategy of reform, regulation and discipline, which appropriates the Other as it visualizes power. Mimicry is also the sign of the inappropriate, however, a difference or recalcitrance which coheres the dominant strategic function of colonial power, intensifies surveillance and poses an immanent threat to both 'normalized' knowledges and disciplinary powers. (86)

Colonial masters strategically played cricket in order to showcase their racial superiority and their special talent but this very egotistical *hubris* can also be shattered when the so-called superior white sahibs are beaten by brown coloured Bhuvan and his teammates. In Ashutosh Gowariker's *Lagaan* (2001), in Arun Roy's *Egaro* (2011)

where the barefooted natives challenged the hubristic and megalomaniac booted whites in a football match, Sourav Ganguly's historic shirt waving at Lord's ("Ganguly vs Flintoff The Epic Revenge at LORDS" 00:00:27-00:00:29) or pumped up Yuvraj Singh's six sixes in a row at Kingsmead in Durban after smashing Stuart Broad ("Yuvraj Singh 6 Balls 6 Sixes Against Stuart Broad T20 Worldcup HD" 00:00:13-00:05:00) — in all these instances white colonial masters were beaten by the unconquerable spirit and skyrocketed self-confidence of the natives. These victories carried away by the non-white natives actually celebrate the idea of their cemented and indefatigable love for their own motherland besides rendering a deep political meaning because these victories from the sides of the non-whites also postulate the prowess of the colonized Other who are prejudiced as powerless, snake charmers, recalcitrant, barbaric, exotic, languorous. Feroza Jussawalla in the previously mentioned article further observes:

Swami's recalcitrance to play the game is a subconscious recalcitrance, not a deliberate one and as such not one that "coheres" colonial power. In *Lagaan*, the game is a revolt, not even a nonviolent passive resistance. It is one man's, Bhuvan's, absolute resistance to colonial power, a defiant, "I'll show you," which he is able to solidify by gaining support from the more recalcitrant villagers. Therefore, unlike what Homi Bhabha quotes from Benedict Anderson, at least in these two instances cricket is not a colonial mimicry which reflects "the inner compatibility of empire and nation" (Bhabha 87) (116)

Narayan's Swaminathan much like Ishaan of Aamir Khan's *Taare Zameen Par* (2007) used to shudder "at the very thought of school; that dismal yellow building; the fire eyed Vedanayagam, his class teacher; and the Head-master with his thin long cane...(Narayan 3) This monotonous classroom reminds me of Mr.Gradgrind's "monotonous vault of a schoolroom" (Dickens 5) in *Hard Times* (1854) which only believes in the valorisation of hard facts and total elimination of anything that can fall under the heading of 'fancy' and imagination. Mr.Gradgrind, Swami's Headmaster, Tiwari Sir of *Taare Zameen Par* (2007) or Viru Sahastrabudhhe of Rajkumar Hirani's blockbuster *3 Idiots* (2009) are the poster boys of uncompromising authoritarianism and they all are strict disciplinarian by nature. In *Taare Zameen Par* (2007), an 8-year-old dyslexic child Ishaan though hails excellently in art but he cuts a very sorry figure in

exams until or unless the spirited, caring and affectionate new art teacher called Ram Shankar Nikumbh joins the boarding school and helps Ishaan in overcoming his loopholes. But there were no one like Ram Shankar Nikumbh in Swami's Albert Mission School except D.Pillai who was famous among the little urchins for his good sense of humour and kindness. Swami's father who is also a member of an European tennis club is a prototype of all Indian middleclass father figures who belong to the centre of a power structure as far as the distribution of power in a family is concerned and much like Ishaan's father Nandkishore Awasthi, Swami's father is also authoritarian and a strict disciplinarian by nature — both these father figures like to fan hegemonic power relations upon the other members of the family and both of them actually take all the important decisions of their family while the emotions and opinions of the others are sidelined and crushed under the fatal mill of their phallogocentric monopoly. Sadistic Mr Ebenezer's diatribes consisting of abusive and derogatory terms for the Hindu Gods and through Ebenezer, Narayan focuses our attention on the prevalence of bigotry, fanaticism and intolerance in the name of religion:

'Oh, wretched idiots!' The teacher said, clinching his fists, Why do you worship dirty, lifeless, wooden idols and stone images? Can they talk? No. Can they see? No. Can they bless you? No. Can they take you to Heaven? Why? Because they have no life. What did your gods do when Mohammed of Gazni smashed them to pieces, trod upon them, and constructed out of them steps for his lavatory? (Narayan 2)

Blatantly prejudiced against Hindu idolatry Mr Ebenezer further lambasts his hatred with fresh salvo for Lord Krishna:

"Did our Jesus go gadding about with dancing girls like your Krishna? Did our Jesus go about stealing butter like that arch scoundrel Krishna? Did our Jesus practise dark tricks on those around him?" (Narayan 2)

Rajkumar Hirani's secular movie *PK* (2014) teaches us to be tolerant, respectful towards other religions by airing the message of dissent in democracy which is a healthy practise in order to perambulate the idea of India which is pluralistic, secular and heterogeneous. Even when Narayan was a schoolboy in Lutheran Mission School the scripture classes were mostly devoted to abusing and lampooning the Hindu Gods and violent abuses were heaped on idol-worshippers as a prelude to venerate Jesus. From *My Days* (1974) we come to know that

converted teachers used to hate the non-Christian students which actually dismantle the secular fabric of India and if a particular religion is overinvested or overemphasized then obviously it is death knell for democracy:

The scripture classes were mostly devoted to attacking and lampooning the Hindu Gods, and violent abuses were heaped on idol-worshippers as a prelude to glorify Jesus. Among the non-Christians in our class I was the only Brahmin boy, and received special attention; the whole class could turn in my direction when the teacher said that Brahmins claiming to be vegetarian ate fish and meat in secret, in a sneaky way and are responsible for the soaring price of those commodities. (Narayan 12)

P.S.Sundaram observes in his book *R.K.Narayan* :

There is hardly any ragging in our schools and the dreadful tyrants are not senior boys as is Tom Brown's *School Days* or *Stalky & Co*: but the teachers and the headmaster Ebenezer's denunciation of Krishna were not uncommon in missionary school half a century ago, though now-a-days Christian teachers are likely to be much more tactful. (28)

Swaminathan's father who is authoritarian and strict disciplinarian by nature inflicts hegemonic power politics upon his family. The whole novel seems to me a boys' club though it cannot be denied that Narayan has given some space to both Swami's old dotting granny and his mother. In a typical patriarchal society phallus is in the centre and women, marginalized voices are pushed at the periphery. Swami's father appears to me as a poster boy of masculine hegemony, conservatism, prudish mentality and a worshipper of "phallogocentrism" (Derrida's term for the masculine power at the origin of the Law). His palilalia which concentrates upon his son Swami's sticking to "definite order that Swaminathan should stay at home and do school homework" (Narayan 23-24) also hints at his inner psyche which is constantly grooming a fear psychosis that if Swami fails to safeguard the old traditional values or if he fails to bag a suitable position in Civil Service like him after shielding colonial principles he will be castrated, effeminized and will be tagged as Other by the existing dominant power structure which runs a police state and the surveilling colonial forces always like to punish its bad subjects by applying stringently various Althusserian Repressive State Apparatus while good subjects eat the fig in galore after carrying coals to Newcastle.

The Whole narrative of *Swami and Friends* (1935) is anchored in an ambivalent attitude towards colonization. This novel is not politically innocent and as John Thieme observes in his “The Double Making of R.K.Narayan” that the novel offers “a subversive response to the colonial ethic and to the educational curriculum that was one of its lynch-pins” (180). Swami’s granny illustrates Narayan’s subtle strategy of formulating a porous zone between the private and the public space. These overlapping associations between modernity and tradition which are symbolically portrayed by her old belongings and “the ill-ventilated dark passage between the front hall and the dining room” (Narayan 19) celebrate in-between identity — our Indian identity and the hybrid identity imposed upon us by the white colonials. Granny’s story of Harischandra channelizes the ides of India’s rich oral culture superseded by European written culture which is always presented as a source of estrangement and bewilderment. Swaminathan’s Indian Self cannot equate itself with the imposed and alien foreign culture and as a result he could not get Andersen’s *Fairy Tales* to his satisfaction. As Hager Ben Driss in his scholarly article “Acts of Ambivalence: Political Resistance / Resisting Politics in R.K.Narayan’s *Swami and Friends*” observes:

The role of the native intercessor is assigned to Rajam, Swami’s newly arrived friend, who speaks “very good English, ‘exactly like a “European”” ; which meant that few in the school could make out what he said” (*Swami* 12). Narayan’s ironic use of inverted comma in this sentence is quite significant. By encapsulating the second phrase of the sentence in single commas, and further encasing “European” in double quotation marks, he shows the double estrangement of a newly rising Indian elite, a hybrid caste, as Thomas Babington Macaulay would characterize in his 1835 “Minute on Indian Education,” as “Indian in blood and colour, but English in taste, in opinion, in morals, and in intellect” (par.30). The sly criticism directed towards Macaulay’s linguistic and cultural program is elicited through the unpleasant character of Rajam. “[D]ressed like ‘a European boy”” (*Swami* 182), Rajam epitomizes the cultural transvestite, estranged both from his Indian culture and the European set. He is represented as a

character who is neither fully Indian nor authentically English; he haunts the text and informs its gesture of resistance. An incarnation of a Western genre, *Swami and Friends* narrates a story of filiation. In a deviant maneuver of resistance, Narayan writes an India of his own. (83-84)

Rajam, the Westernized boy because of the virtue of being the son of a powerful Superintendent of Police always enjoys special attention and better to say a special status in the eyes of others. David Cecil observes:

...To Swami, Rajam appears a demigod as Steerforth appears to David. Again, Mr. And Miss Murdstone are nothing short of ogres to David’s immature intelligence, as is the son of the tanga driver to Swami (Cecil 48).

In the big face off between Rajam and Mani, Mani’s indigenous wooden clubs looked stupid and worthless in front of Rajam’s phallic European gun and Narayan’s mastery and craftsmanship in storytelling brilliantly merges these overlapping associations of tradition symbolically portrayed by clubs while gun symbolizes modern European weaponry. Rajam belongs to the centre of a power structure and he had tried to inflict upon his subaltern family cook in front of his comrades a kind of Hegelian Master/Slave dialectic. Powerful/hegemonic people always try to belittle and mock the powerless in pursuit of sadistic pleasure:

“You dirty ass, take it away, don’t put it there.”

‘Where am I to put it, Raju?’ asked the cook.

Rajam burst out: ‘you rascal, you scoundrel, you talk back to me?’ (Narayan 12)

As Raymond Williams defines hegemony in *Culture and Materialism* (1980):

It thus constitutes a sense of reality for most people in the society, a sense of absolute because experienced reality beyond which it is very difficult for most members of the society, to move in most areas of their lives” (38).

Rajam belongs to the category of “haves” while his cook belongs to “have nots” (Marx in Wen 74) category. Swaminathan deserves our kudos because even though he is a child and hardly understands the complex frenzy of political hullabaloo but he dared to join the protest march against the colonial forces. Authoritarian and oppressive schooling systems and their hyperactive teachers in their mission to beat, twist, punish or to flog the innocent

urchins also focused their camera lens on that education policy which would create the safe custodian, protector and defender of British colonialism. Cartesian principle of Mind-Body relationship is very much prominent here where society is getting much more utilitarian or body centric while Swami giving a challenge to the utilitarian and rigorous aspect of life is returning to mind or imagination either by seeking idyllic boyish adventures or his lethargy in action can be judged as his strategic attempt to sabotage the industrious colonial mechanism. Swami's nebula of emotions finally busted and he dared to call his claustrophobic school "dirty school" (Narayan 48) after getting severely flogged and caned by the callous headmaster. Swami did not want to be a perfect product of British monopolised political economy and throughout his days in his school he was forced to remain as a muted existence under the rigorous authoritarian doctrines of his teachers. Much like Gradgrind Swami's headmaster seeks to produce a Platonic ideal Republic where freedom of students is forbidden and anyone found challenging or trying to destereotype the existing authoritarianism and rigorous education policy will be ostracized and rusticated much like Swaminathan. This empirical system of education leads us back to the empirical philosopher John Locke's *An Essay Concerning Human Understanding* (1689) where tabula rasa becomes the motto of him, i.e. after seeing the ray of life the mind of the child appears like a white sheet, i.e. innocence. Authoritarian and stringent teachers of Swami's schools except D.Pillai are trying to impose upon the students a kind of Master/Slave dialectic vindicating and robbing the tenderness, generosity and freedom of the children by giving them a kind of materialistic education. Agamben's *Potentialities* (1999) shows a difference between potential and actual where actual is very much empirical and potentiality moves one from absence to presence and Narayan here tries to condemn the education policy which is based upon rigorous and strict school mechanism which only likes to promote empirical and scientific knowledge controlled and regulated by colonial principles. William in his essay "The School That I Would Like" emphasizes the relationship between teachers and students which is informal giving much more emphasis upon the students' freedom of expression but in Swami's schools the boys are strictly monitored, controlled and regulated by their strict disciplinarian headmaster in a very formal manner. In Tagore's "Tota Kahini" the bird becomes the victim of this kind of claustrophobic education policy and Swami's situation is like the caged parrot in the sense that like the parrot Swami also likes to flap his wings in search of freedom but the stringent and authoritarian systems whether represented by his autocratic father figure in his house or

by the strict headmaster in his school always get their sadistic pleasures in cutting Swami's wings of freedom short and force Swami to always maintain certain orders and principles. As Pankaj Mishra in a chapter entitles as "R.K.Narayan" observes:

Narayan's dislike for the kind of education Swami and Chandran receive had hardened into conviction by now: the system of education churns out 'clerks for business and administrative officers,' and reduces India to a 'nation of morons'.(198)

Swaminathan appears to me as a mouthpiece of Swadeshi and Boycott movement because he had burnt his British cap. Police which is obviously a RSA factor charged lathi and some blows went over him. Swami's hybrid identity loves Englishness but not wholeheartedly. His isolated and I would like to say alienated existence when he lost the way symbolically posits the view that human beings are cast into an alien universe; no inherent truth, value, or meaning and fruitless search for purpose (Camus in Abrams 1). *Swami and Friends* (1935) navigates and propels the idea of heterogeneous Indian identity in the sense that people belonging to various pyramids of power relations in our society have been detailed here with Narayan's vivid representation and artistic wisdom. From Rajam and his SP father who belong to the centre of a power structure to the bullock cart driver Ranga or the subaltern cook who are subjects and peripheralized/marginalized voices and they belong to "[n]on hegemonic groups or classes." (Gramsci xiv) It actually celebrates Narayan's earnest attempt to bring the subaltern narrative into our mainstream narrative. The British government arrests Gauri Sankar, a well-known political leader of Bombay and as a result the little students of Albert Mission School join the protest march with thousands of other citizens of Malgudi in order to showcase their unity and solidarity sloganeering "Gandhi ki jai, Bharat Mata ki jai" (Narayan 97) and indulge in "hooliganism, howling, jeering and hooting" (Narayan 98). Kudos to their Nietzschean Will to Power that despite the tyrannical and oppressive British monopoly they dared to revolt against the tyrannical oppression of their white masters. But it is undoubtedly a fact that the dying, subjugated, and marginalized situation of women in phallogocentric Indian society highlights the loopholes of Mother India mythology as a bourgeois ideological construct. (Morton 40)

Trisha Gupta in her 28 October, 2018, *Hindustan Times*, article, "60 Years of RK Narayan's *The Guide* : A Tale ahead of its time" describes Malgudi as "...the sleepy South Indian town that Narayan had dreamt up as a setting for his fiction." (Gupta) Narayan's Malgudi or

Lanning's Creighton's village serve as metaphors of their own country. Malgudi is imaginary, like Hardy's Wessex or William Faulkner's Yoknapatawpha. As Pankaj Mishra in the previously mentioned chapter further observes:

...Malgudi, the colonial district town with its post-office and bank and middle-class suburb and small roadside shops and low-caste slums and missionary school and government bungalows — is the new world of urbanising India that Swami is expected, in the way Narayan was, to find his place. But Swami is essentially anarchic and it is his great restlessness within this restricted world and premonitions of the drabness that awaits him which make for that unique mix of 'sadness and beauty' that Graham Green — who helped publish the book — spoke of." (196)

Furthering this critical observation I would like to draw the readers' attention to Krishna Sen's arguments about Malgudi in her seminal book *Critical Essays on R K Narayan's The Guide : With an introduction to Narayan's Novels* :

Malgudi may be said to be situated metaphorically at the intersection of the real and supra-rational, of physical space and time and mythic space and time. From this perspective one may extrapolate Bakhtin's terminology (since Bakhtin recognised historic, but not mythic time), and say that the Malgudi environment takes on the attributes of a 'chronotope'... (153)

Giordano Nanni in *The Colonisation of Time: Rituals, Routine and Resistance in the British Empire* had coined terms like "empire time" and "local" or "native" time. In *Swami and Friends* (1935) "empire time" is in a tussle with "local" or "native" time. As Malreddy Pavan Kumar argues that Narayan's "fabulist localism" (560) can be made out as an example of "provincialized modernity" (Chakravarty 1-36). Throughout the novel Swami is accused of being complacent and lazy lacking industriousness and seeking boyish pleasures. Such an attitude was, according to Frantz Fanon, misconstrued in colonial discourse as passivity when it was essentially ingredient of "the conscious sabotage of the colonial machine" (237-238)

II. CONCLUSION

R.K.Narayan who brought a small little delightful town called Malgudi and its varied characters to life deserves our kudos because with a true journalist's eye he has vividly portrayed the various agathokakological entities of human life through the artistic representation of his characters who have become the mirror of our society and much like Wordsworth Narayan is at his best in celebrating the charms and magic of childhood vis-à-vis the encoded political, Anti-colonial propaganda, class struggle, Centre/Periphery dichotomy or the beauty of nature so profoundly sketched with minute attention prove Narayan to be a worshipper of India's heterogeneous and multicultural identity. The bright-eyed boy Manjunath Nayakar who played the role of Swami in Shankar Nag's popular TV serial *Malgudi Days* 28 years ago is now a PR consultant in Bengaluru. Swami's adventure in soul making, his contact with the experienced adult world, little fights and reconciliations, his peripatetic nature egregiously narrated by Narayan's artistic vision, his envies for his newly born little brother who is still in the Lacanian Imaginary or Pre-Oedipal or Pre-Linguistic stage and hardly understands politics, colonialism or the biggies like Hobbs, Bradman, Duleep or Tate but relies the peaceful lap of his mother, boyish adventures or misadventures, twisting of ears, exam pressures, granny's lap as the safest place in the world — all these are mirabile dictu even in the 21st century. Swami much like Stephen of *A Portrait of the Artist as a Young Man* (1916) positions himself in the universe:

Tamil Tamil
W.S.Swaminathan
1st form A Section
Albert Mission School
Malgudi
South India
Asia (Narayan 62)

Despite being an inhabitant of Malgudi Swaminathan is celebrating the concept called *vasudhaiva kutumbakam* (the world is my family) after mentioning his continent Asia's name on the paper's flap — this symbolically propagates the union of separate identity with totality or wholeness. Kipling's children play out the Great Game of Imperialism or Golding's children play out the imperial game of power but Narayan's children fight even though their harmless fights have nothing to do with the preparation of the Civil Service. Abira Dhar in her 13 March, 2018, *The Quint*, article, "Lost and Found: The Boy who played Swami in 'Malgudi Days'" rightly observes:

R K Narayan died on 13th May 2001, at the age of 94 in Chennai, but his works will continue to live on forever, whether through books, television series or

artists like Manjunath Nayakar who will always have stories to tell us. (Dhar)

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Exploring Adjectives in Health Advertorials

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Abstract—This paper studies the types and functions of English adjectives in health advertorial of the *Health* magazine. From five health advertorials, the present research discovered adjectives that operated in two functions, namely attributive and predicative. The texts in the health advertorials had more attributive adjective than predicative adjective. The number of the attributive adjective was 98 while the predicative one was 31. The dominant type found in the attributive adjective was non-gradable adjective (52 out of 98 data) while in the predicative adjectives was gradable adjective (19 out of 31 data). Furthermore, from the total adjectives of 129 data, the present writers found 96 different adjectives that are classified into three categories, i.e. scalar, extreme, and limit. In both attributive and predicative adjectives, limit adjective was most frequent adjective. Besides, extreme adjective was discovered to be the least frequent category of adjective in the attributive adjective as well as the predicative adjective. It suggested that the use of attributive and predicative adjectives in terms of limit, scalar and extreme category tends to show the similar pattern. Additionally it is important to note that there are three adjectives that function both as attributive and predicative adjectives, i.e. *BUSY*, *EASY*, and *IMPORTANT*.

Keywords—adjective, attributive, extreme, limit, predicative, scalar.

I. INTRODUCTION

Linguistics as a study of language cannot stand alone as a science. In their development, research on linguistics has interacted with other disciplines. For that reason, linguistics can collaborate with the study of tourism, communication, teaching, health sciences, media, etc. the example of linguistic research collaborating with health science was conducted by Pamungkas and Abdulah (2017) that studied the linguistics-based product naming methods of some over the counter (OTC) medicines in Indonesia and their impacts to companies and consumers. The other example is the combination of linguistics and media done by Sujatna et al. (2018) who examined thematic progression of higher education in English and Bahasa Indonesia advertorials. Because linguistics is possible to collaborate with other sciences, the present paper is the combination of linguistics and media, in particular advertorials derived from magazine.

There has been some research on adjectives such as from Bolinger (1967), Vandelanotte (2002), and Giegerich (2005). Bolinger (1967) introduced two functions of adjectives in English, viz. predication and attribution in his paper entitled *Adjectives in English: Attribution and Predication*. Vandelanotte (2002) discussed prenominal adjectives in English in his paper entitled *Prenominal Adjectives in English: Structures and Ordering*. Giegerich (2005) studied English adjective–noun constructions involving associative adjectives in his paper entitled *Associative adjectives in English and the lexicon–syntax interface*. This previous research on adjective used English language as the object of the study, but did not examine adjective in particular type of text.

The description of adjective is generally based on its function, type, and meaning such as, describing feeling, nationalities, qualities, size, value, shape, and color. However, identifying adjective is sometimes problematic in some languages although recent linguistic studies claimed that adjective is a word class that exists in all languages (Ollenu, 2017). In terms of type, Paradis (2001) argued that adjective consisted of three categories, i.e. scalar adjective, extreme adjective and limit adjective. In this research, the present writers investigate adjective based on its type and function in English texts derived from health advertorials.

The term advertorial is formed from two English words, viz. advertisement and editorial. Advertorial is defined as an advertisement text that is written in an editorial way. For this research, the data are five advertorials derived from *Health* magazine accessed through <https://www.health.com/>. The texts in the advertorials have many topics such as health, news, food, weight loss, beauty, fitness, and life issues. This study uses the texts from advertorials of the *Health* magazine, which is published online, as the data. This is in line with Robinson, et al. (2007) who studied the language of internet advertising which title is “Internet advertising effectiveness: The effect of design on click-through rates for banner ads”.

Like editorial, an advertorial text is usually begun with fact or information that is written in a positive way or based on research findings. Since it is an advertisement text, it also promotes something, either products or services, which is written at the end of the text. An advertorial text usually presents information that is

supported by certain research findings with the aim to convince readers and to finally make them interested in buying the products or services offered in the advertorial.

This paper investigates English adjectives used in the advertorial texts, particularly in health advertorials. From the data, the present writers identify and analyze the types and functions of adjectives found in each type of health advertorial.

II. METHOD

This research is a preliminary research on adjective found in advertorial texts. The data were collected from an online magazine, *Health*. The magazine has many rubrics and one of them is health advertorial. This study used seven health advertorials from the magazine as the data. The first step of the research was identifying adjectives in the texts and analyzing them based on their function, i.e. attribution or predication. The second step was describing adjectives based on the category of gradable or non-gradable. The last step was describing the meaning of every adjective based on its context of use in the clause.

The method applied in this research is descriptive analysis meaning that every data are described based on indicators that are designed. The research design is qualitative, but some data are quantified simply to show the frequency of adjectives so that the pattern of uses of adjectives, based on their type and function, in the advertorial texts can be presented clearly.

The data were collected from five health advertorials in *Health* magazine, accessed through <https://www.health.com/>. The five titles of the advertorials are *A Solution to Overcome Stress in Our Immune System*, *Mom is Warning Parents after Finding Metal in Her Daughter's Vitamins*, *Can Emergen-C Actually Prevent a Cold?*, *9 Things to Know Before Buying Another Supplement*, and *5 Healthy Foods That are Keeping You Up at Night*.

III. ADVERTORIAL IN MAGAZINE

In 1989 Stout et al. defined that magazine advertising supplements, commonly referred to as "advertorials," are one of the fastest growing media trends in the industry today. Although the opinion was stated almost thirty years ago, advertorial apparently remains to be one of the popular medias chosen to promote products or services and to communicate with readers as future potential buyers. Therefore, advertorial can be defined as a media of communication between writers and readers.

Communication is a process of sharing through verbal and nonverbal behavior as Levine and Edelman (in Mulyana, 2012) and Condon and Yousef (in Mulyana, 2012) argued that the cultures of speakers or writers influence the way they communicate,

"Communication involves expectation, perception, choice, action, and interpretation. Every time you

communicate with someone, there is no doubt that he or she comes from a cultural environment. This means that what he or she says and the way he or she behaves is influenced by his or her culture, although this doesn't mean that all members of the culture behave in exactly the same way."

The cultural background of a writer will influence the text, which is regarded as a media of communication between writers and readers. In other words, different writers with different cultures will have different ways of expressions in their writings.

Advertorials are designed as informative as possible, in line with material feature; they typically have longer copy (Cameron & Ju-Pak, 2000). Kim, Pasadeos, and Barban (2001) describe that an advertorial is "a print advertisement disguised as editorial material". The argumentation is in line with Brown and Waltzer (2004) who argued that advertorial is an important tool used by organized interests to create an advantageous public opinion climate regarding controversial issues.

IV. ADJECTIVES: TYPES AND FUNCTION

Adjective is one of the word classes that is restricted to attributive and predicative use (Quirk et al., 1992). As an attributive use, adjective is used to describe noun, for example the adjective OLD in the phrase *the old woman*. The adjective OLD attributes to the noun WOMAN. Besides as an attributive adjective, the adjective OLD can also be used as predication, for example in the clause *She is old*. The study on adjectives is not limited only by identifying adjectives on the basis of attribution or predication, but also possible to be done by investigating the types of attributive and predicative adjectives in the level of clause, sentence, or even text. As an attribution, adjective gives more description or even gives readers more illustration of the things that the adjectives modify because they function to narrow the meaning of nouns (Stubbs, 2002 and Quirk et al., 1992). As a predication, adjective modifies the subject of a clause. It means that adjectives used in advertorial texts allow writers to give more illustration or description about products or services that are offered to readers. For that reason, the present writers examine the adjectives by identifying their functions and types used in advertorials.

Adjective is one of the open word categories. As an open category (besides verb, noun, and adverb), adjective is the largest word class after nouns and verbs (Sujatna, 2014). Adjective is also a word class that is still possible to accept affix in order to change its meaning or its category, for example, the adjective RED + -ish becomes REDDISH 'slightly red'. By adding suffix -ish, the meaning of the word RED changes into slightly red. Adjective is also used to denote personality and appearance (Stubbs, 2002). In addition, Baker (2004) and

Sujatna (2014) argued that adjective is usually used to describe people, things, places, states or properties, which are typically medium-length states of affairs.

In terms of the type, adjective is categorized into gradable and non-gradable adjective. Gradable adjective is the adjective that shows degrees. In English the adjective COLD is possible to change into COLDER or COLDEST, or it can be modified by adding a degree word such as VERY as in *it is very cold*. The gradability of adjective is classified into three different types (Paradis, 2001), which are 1) scalar adjectives, such as LONG, GOOD, NASTY; 2) extreme adjectives, such as TERRIBLE, BRILLIANT, DISASTROUS; and 3) limit adjectives, such as DEAD, TRUE, IDENTICAL.

Scalar adjective exhibits all typical features of antonyms as defined by Cruse (in Paradis, 2001). They are fully gradable, i.e. they occur in the comparative and the superlative. The members of the scalar adjective denote some variable property such as length, speed, weight, merit, personality, etc. According to Paradis, (2001: 5),

“Extreme adjectives combine with reinforcing totality modifiers (absolutely terrible, totally brilliant, utterly disastrous). Like scalar adjectives, extreme adjectives too are antonymic and conceptualized according to a scale. Extreme adjectives differ from scalar adjectives in that they do not represent a range on a scale. They represent the ultimate point of a scale. People’s opinions diverge as to the comparability of extreme adjectives”.

Furthermore, Paradis (2001) argued, *“Limit adjectives combine with totality modifiers (completely dead, absolutely true, almost identical). Limit adjectives are logically different from scalar and extreme adjectives in that they are not associated with a scale but conceptualized in terms of ‘either-or’. Limit adjectives are complementary. They do not occur in the comparative or the superlative (?deader, ?dearest)”.*

Besides the functions of adjective as attribution or predication and the types of adjective as gradable adjective–scalar, extreme and limit adjectives –or non-gradable adjective, adjective also has several categories of meaning (Dixon & Aikhenvald, 2004). It is classified into seven major types, viz. dimension, age, value, color, physical property, human, and speed.

V. RESULTS AND DISCUSSION

The discussion about adjective in health advertorial texts is divided into two sections. First, the discussion is based on the function of adjective, which are attribution and predication. Second, the investigation is based on the type of adjective, which is gradable and non-gradable adjective.

4.1 Attributive and Predicative Adjectives

From the data collected, the total number of adjectives that we discovered is 129, which are classified into attributive adjectives and predicative adjectives. There are more attributive adjectives than predicative adjectives in the texts. The attributive adjectives are 98 data while the predicative adjectives are 31 data (see Fig.1)

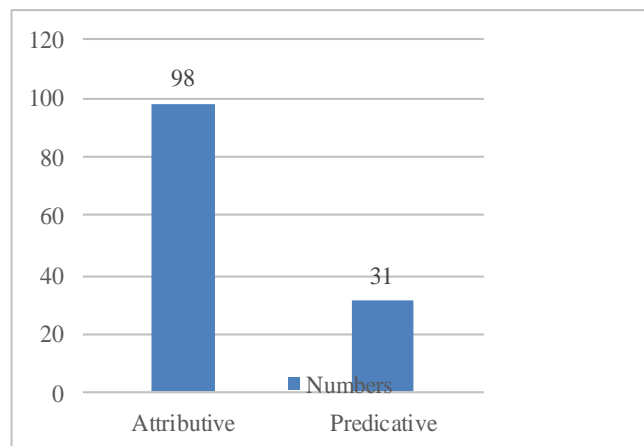


Fig.1: The Attributive and Predicative Adjectives in Five Health Advertorials

The attributive adjectives as presented in Fig. 1 are the adjectives that combine with other category as noun phrases.

- (1) *“Sometimes in medicine there is a lot of uncertainty – there have been some really **good** programmes, such as Brain Doctors and Great Ormond Street, which showed a group of doctors actually discussing whether someone should be treated and how.”*
- (2) *“Symptoms of mild to moderate dehydration include **dry** mouth, tiredness, headache, muscle tiredness and dizziness.”*

Data (1) and (2) above are the example of attributive adjectives found in the advertorial texts. The attributive adjectives are GOOD and DRY. The adjective GOOD is attributive adjective because it modifies the noun PROGRAMMES in the noun phrase *some really **good** programmes*. Like the adjective GOOD, the adjective DRY is attributive that modifies the noun MOUTH in the noun phrase ***dry** mouth*. Therefore, the word DRY is attributive adjective.

Unlike attributive adjectives, predicative adjectives are found only 31 in the data (see Fig. 1). They are categorized as predicative because they function as the complement of the clause, which modifies subject, as described in the following data.

- (3) *Yet by the time you actually feel **thirsty**, your body is already in a mild state of dehydration.*

Data (3) shows that adjective THIRSTY complements to pronoun YOU, which is the subject of the clause. Thus, the adjective THIRSTY is a subject complement which is identified as a predicative.

4.2 Gradable and Non-gradable Adjectives

Both gradable and non-gradable adjectives are found in the health advertorials. Gradable adjectives, which are defined as the adjectives that have different degrees, were found in the health advertorials as attributive and predicative adjectives. Fig. 2 present the classification of adjectives based on the function (attributive and predicative) and gradability (gradable and non-gradable) found in the data.

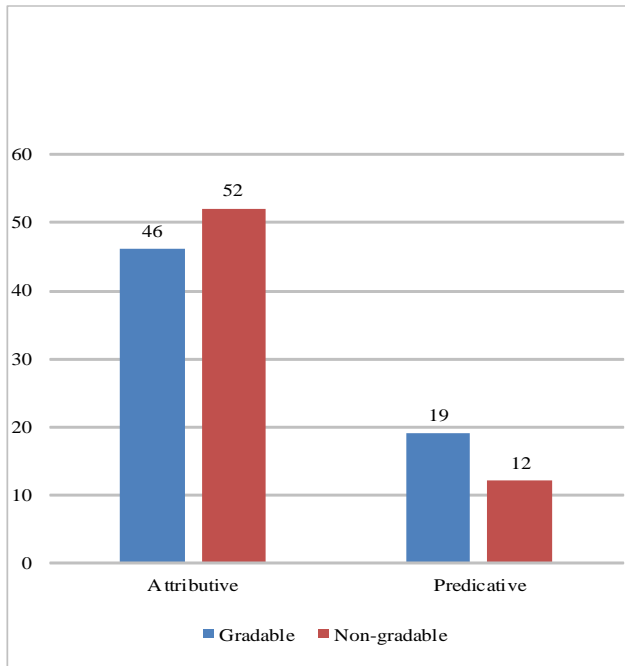


Fig. 2: Gradable and Non-Gradable Adjectives in Five Advertorials

Fig. 2 displays that non-gradable is dominant in attributive adjective, but it is not in the predicative adjectives. The data below are the illustration of gradable and non-gradable attributive–data (4) and (5)–and predicative adjectives–data (6) and (7).

- (4) “But that’s rare and often it looks as though there is a **clear** route through every illness, but frequently there isn’t.”
- (5) “Also, if we drink a lot of **alcoholic** beverages such as beer, we’re more likely to produce gas,” he says.

From the two data above, the adjective CLEAR in data (4) and the adjective ALCOHOLIC in (5) are categorized as attributive. Data (4) is gradable attributive adjective because the word CLEAR can be changed into comparative and superlative. Moreover, it can be preceded by a degree word such as VERY as described in the (4)c.

Unlike the adjective CLEAR in data (4), the adjective ALCOHOLIC is unable to be changed into comparative and superlative adjective and also cannot be preceded by the degree word VERY since the adjective ALCOHOLIC is categorized into non-gradable attributive adjective. The gradable attributive adjectives of CLEAR are:

- (4)a ... there is a *clearer* route...
- (4)b ... there is the *clearest* route
- (4)c ... there is a *very clear* route ...

The non-gradable attributive adjectives of ALCOHOLIC are:

- *(5)a It is more *alcoholic* beverage....
- *(5)b It is the most *alcoholic* beverage
- *(5)c It is very *alcoholic*

Data (4)a, b, and c describe that the gradable adjectives CLEAR can be formed as comparative in (4)a, and superlative in (4)b, and combine with the degree word VERY in data (4)c. Data (5)a, b, and c demonstrate that the gradable attributive adjective ALCHOHOLIC cannot be changed into comparative and superlative forms of the adjective ALCHOHOLIC while (5)c shows that the adjective ALCHOHOLIC cannot occur with the degree word VERY.

- (6) “..., but if it’s **dark**, that’s a sign of dehydration.”
- (7) “If your urine is pale to light yellow this is **normal**,....”

The two data above describe the predicative adjective *dark* and *normal*. Both adjectives are categorized into predicative but they have a little bit differences: *dark* is categorized into gradable predicative adjective and *normal* is non-gradable predicative adjective. The data (6) is categorized into gradable predicative adjective since it could be changed into comparative, superlative, and could be preceded by degree word very as described in (6) a, b, and c while the predicative adjective *normal* could not, as described in (7) a, b, and c.

The gradable predicative adjective *dark*:

- (6)a The color is *darker* than before.
- (6)b It is the *darkest* color I have ever seen.
- (6)c The color is very *dark*.

The non-gradable predicative adjective *normal*:

- *(7)a This more *normal* than others.
- *(7)b This is the most *normal*...
- *(7)c This is very *normal*

It is reported, there are 129 data containing adjectives in the five health advertorials. From 129 data, it is found 96 different adjectives; they have different number since there are similar adjective found more than once in the data. Relating to the data analyzed, it is found various types of adjectives in the data as described in Table 1 and Table 2.

Table 1. The Attributive Adjective Based on Its Type in Five Advertorials

Attributive					
Gradable				Non-Gradable	
Scalar		Extreme		Limit	
No. of data	No. of adj.	No. of data	No. of adj.	No. of data	No. of adj.
40	26	6	2	52	39

Relating to the function of the adjectives, Table 1 and Table 2 demonstrate that non-gradable attributive adjective in the type of limit is the most dominant kind of adjectives found in the data.

Table 2. The Predicative Adjective Based on Its Type in Five Advertorials

Predicative					
Gradable				Non-Gradable	
Scalar		Extreme		Limit	
No. of data	No. of adj.	No. of data	No. of adj.	No. of data	No. of adj.
7	7	12	10	12	12

4.2.1 Gradable and Non-Gradable Attributive Adjectives

From the data described in Table 1 and Table 2, the highest number of adjective is limit non-gradable attributive adjectives. It has 52 four data with 39 different types of adjectives. The 39 types of adjectives are *abdominal, achievable, active, adequate, adverse, alcoholic, average, central, coeliac, digestive, electrical, false, frequent, future, general, gentle, great, harmful, honest, hormonal, major, medical, menstrual, middle-aged, moderate, oversensitive, perfect, persistent, real, recent, regular, right, scented, serious, severe, social, unhealthy, uninterrupted, and wrong*. The following is the examples of the data:

- (8) *If constipation is the problem, psyllium husks act as a **gentle** laxative and work well with slippery elm.*
- (9) ***Regular** exercise is thought to help maintain your digestive system.*

Data (8) and (9) above are the examples of limit as the types of non-gradable attributive adjectives.

The second highest number of adjectives found in the data is scalar. Scalar adjective is one of the gradable attributive adjective types. Table 1 describes 40 data found with 26 different types of adjectives. The 26 scalar adjectives are *busy, clear, clever, common, dry, easy, emotional, free, good, healthy, high, hot, immediate, important, late, light, mild, older, quick, shorter, simple, small, specific, unable, uncomfortable, and worth*. The following is the example of the data:

- (10) *To check if you are drinking enough water throughout the day, there are two **simple** tests you can do – both backed up by medical insight.*
- (11) *We love real-life medical shows like Channel 4's 24 Hours in A&E and One Born Every Minute – but could their **clever** editing be giving us the wrong impression about how the NHS actually works?*

Data (10) and (11) describe the examples of scalar as one of the types of gradable attributive adjectives. The other type of adjectives in gradable attributive is extreme adjectives. The number of extreme attributive adjectives found in the data is in the third position after limit and

scalar. There are only six extreme gradable attributive adjectives in two different words (see Table 1). The two words are *bloated* and *chronic* as described in the following data.

- (12) *"A **bloated** stomach can be a symptom of some specific food sensitivities, such as lactose intolerance," Dr. Hicks explains.*
- (13) *"**Chronic** bloating in women is one of the key symptoms of ovarian cancer," says Dr. Hicks.*

The two data above have two different extreme adjectives as gradable attributive adjectives. They are extreme adjectives because they cannot not be change into comparative and superlative adjectives.

4.2.2 Gradable and Non-Gradable Predicative Adjectives

Table 2 displays the number of gradable and non-gradable predicative adjectives that we discovered in the data. Similar to non-gradable attributive adjectives that has been discussed previously, the limit adjective is the dominant number found in the data analyzed. There are 12 data found in 12 different words. The 12 words are *able, common, fizzy, ideal, light-yellow, impossible, incorrect, normal, odd, optimal, unsustainable, and worth*. From the data collected, the non-gradable predicative adjectives are described in the following data:

- (14) *"I can't bear dramas such as *Casualty* and *Holby City*, because they can be medically **incorrect**.*
- (15) *"It might sound **odd**, but I think it is really important for medical professionals within the NHS to see each other's work, and reality shows help with this.*

Both of the data show that the adjectives *incorrect* and *odd* are limit adjectives, as they cannot be changed into comparative and superlative adjectives.

Similar to attributive adjectives, the predicative adjectives also have gradable predicative adjectives. In the gradable predicative adjectives, the extreme as one of the gradable types is the dominant. It has 12 number of data with 10 different adjectives. The 10 adjectives are *anxious, desperate, ill, miserable, pale, rare, ridiculous, shy, stressed, and thirsty*. From the data collected, the non-gradable predicative adjectives are described in the following data:

- (16) *The more people who know this the better. I've had a call out for a toothache before, which is **ridiculous**.*
- (17) *So if, for example, you're fairly **shy**, you'll drink at a party to boost your confidence.*

The adjectives *ridiculous* and *shy* are categorized into extreme adjectives since they cannot be changed into comparative and superlative adjectives. The last type of predicative adjective is scalar. There are 7 scalar predicative adjectives in the data in 7 different words. They are *busy, dark, easy, important, sensitive, unhappy, and vague*. Here are the examples of the data.

- (18) *Symptoms of ovarian cancer are vague, though there are some common signs to look out for.*
- (19) *"It might sound odd, but I think it is really important for medical professionals within the NHS to see each other's work, and reality shows help with this.*
- (20) *"For instance, some women are more sensitive than others to fluctuations in hormones that lead to bloating during their menstrual cycle."*

Data (18)-(20) describe that the adjectives *vague*, *odd*, and *sensitive* function as predicative. They are categorized into scalar adjectives since they have comparative and superlative adjectives.

VI CONCLUSION

From the discussion of adjectives in five health advertorials, the present writers discovered attributive and predicative adjectives. From 129 data, the number of attributive adjectives is 98 while the predicative adjectives are 31. It suggests that attributive adjective is dominantly used in the five texts of health advertorials.

Among the attributive adjectives, which consist of gradable and non-gradable adjectives, the highest number of adjectives is limit non-gradable adjectives, i.e. 52 data, followed by scalar gradable adjective, i.e. 40 data, and extreme gradable adjective, i.e. 6 data. The predicative adjectives are also classified into gradable and non-gradable in which the limit and extreme adjectives show the same number, i.e. 12 data. The lowest number predicative adjective is scalar adjective, i.e. 7 data.

From the 98 different adjectives found in the 5 health advertorials, the present writers found three similar words found in both scalar attributive and predicative adjectives. They are *BUSY*, *EASY*, and *IMPORTANT*.

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Policies, Practices of Teacher Education Institutions and the Performance of their Graduates

Dr. Norman V. Alfonso

Abstract— *The research study is about Policies, Practices of Teacher Education Institutions (TEIs) in the province of Nueva Ecija, Philippines and the Performance of their Graduates in the Licensure Examination for Teachers (LET). The respondents are deans/head, teachers, and teacher education graduates or passers of the 12 respondent TEIs. The study was conducted within the first semester of the Academic Year 2018–2019. Descriptive research design was used in the study with quantitative and qualitative method. The 12 TEIs were identified through purposive sampling technique while the teachers and education graduates were thru simple random sampling. Questionnaires and interview guide were utilized as the main data gathering instruments. Based on the findings of the study, the following were drawn conclusions: TEIs are cognizant that admission, retention, and LET preparation policies are important academic guidelines or procedures. Equally, TEIs are mindful that academic policies are vital means to establish and maintain quality instruction to BEEd students; Most TEIs failed to address their academic problems considering that their BEEd LET results were below the national passing rate during 10 consecutive examinations from years 2013-2017. Also, the Commission on Higher Education failed to observe or impose its policies concerning the persistent below national passing rate performance of TEIs in BEEd LET. TEIs' admission, retention, and LET preparation policies are big contributory factors towards a healthier LET performance for BEEd; and TEIs recognize the importance of achieving BEEd LET result that is above the national passing rate through the various practices they implement. Similarly, TEIs are aware of the possible legal and business consequences in case they failed in every examination. Lastly, TEIs are mindful that LET performance of their graduates is a measure or indicator of quality academic practices and processes. Based on the conclusions of the study, the following are the recommendations: Implementation of Academic Policies, Creation of Distinct*

Academic Policies, Regular Revisiting of Curricula, and Institutionalization of LET Preparation Programs.

Keywords— *Performance, policies, practices, teacher education.*

I. INTRODUCTION

Education is a universal necessity; it is man's weapon towards a brighter future and surely a potent shield against ignorance through the significant direction and assistance of professional teachers. In one of the speeches of the incumbent Philippine President, Rodrigo Roa Duterte, he stressed that "Education is the single most important legacy that we can bestow upon our youth. It opens doors for countless opportunities that will lead to their further empowerment, greater success and the realization of their individual aspirations"[1]. Also, Nelson Mandela said, "Education is the most powerful weapon which you can use to change the world"[2].

To achieve the aforesaid perspective, the endowment of education in the country (Philippines), as well as the teaching profession, should be standardized but progressive and responsive in order to meet the challenges of the present and the future. Hence, the Commission on Higher Education (CHED) issued CHED Memorandum Order (CMO) No. 30 series of 2004[3] entitled "Revised Policies and Standards for Undergraduate Teacher Education Curriculum." The Order particularly sets among others, the following: program specification, competency standards, curriculum and course specifications.

The quality of education by schools in the country is being gauged based on the performance of graduates in the licensure examination for board courses like the Bachelor of Elementary Education (BEEd) which is known as the Licensure Examination for Teachers (LET). The LET is a written assessment required to all professional teacher applicants as mandated by Republic Act (RA) 7836 also known as the Teacher Professionalization Act of 1994. Hence, to become a qualified, professional and licensed teacher, one should pass the LET administered by

the Professional Regulation Commission (PRC) governed by Republic Act 8981 also known as PRC Modernization Act of 2000. The authors in [4] underscored in their study that the licensure test is one of the factors that influence the overall quality of teacher effectiveness. Similarly, graduates' performance in the licensure examination reflects the quality of education and training provided by their schools [5].

Admission and retention policies of TEIs are means to control and standardize the delivery of quality education to students. According to [6] the quality of university education is determined to a considerable extent by the abilities of those it admits and retains, and there is widespread agreement that success in university education is strongly related to pre-university academic preparation and achievement of students. The researchers in [7] revealed in their study that admission policy predicts academic performance. The study of [8] found out that admission has a significant favorable influence on board examination performance. The study of [9] showed that Teacher Education Institutions perform better in LET due to selective access of students to a teacher education curriculum. Also, [10] recommended that a serious retention policy/strict measure on who can continue in the BEEEd program must be institutionalized.

Teachers and TEIs are gauged by their stakeholders and clientele based on their performance in the licensure examination for board courses. According to [11], most countries worldwide require teachers to pass the mandated licensure examination before they are considered "highly qualified" and eligible for employment as teachers and be conferred the title of being a professional teacher. In the study of [12], they concluded that teacher licensure matters in the implementation of the basic education reform in the Philippine Education system. Relative to it, the Department of Budget and Management-Commission on Higher Education (DBM-CHEd) in 2004, as mentioned by [10] stated that LET Performance is one of the output indicators in the Normative Financing Scheme in determining the financial allocations given to State Universities and Colleges. Also, the study of [5] argued that graduates' performance in the licensure examination reflects the quality of education and training provided by their schools. As a reward to it, [12] stressed that a high percentage of LET passers contributes significantly to the accreditation of education programs of a specific college or university. Besides, it adds zest within the vicinity of school academe; it is one of the many reasons why schools offering education courses crave for a high percentage of LET

passers. However, [13] dated July 16, 2012 states that all universities and colleges offering teacher education program are ordered not just to pass but to maintain a standard, and that the obtained mean score in the LET must be higher than the national passing percentage rate or else they have to abide by the Teacher Educational Institution (TEI) recommendation to close down programs of TEI that consistently performed poorly for five years.

Hence, in connection thereto, the researcher conducted the study in order to examine the policies, practices of selected TEIs in Nueva Ecija and the BEEEd LET performance of their graduates to ascertain the present situation of colleges and universities in the Province of Nueva Ecija and somehow suggest improvements for the benefit of TEIs and future professional teachers.

The output of the study could somehow provide significant findings, conclusions, and recommendations that would be helpful to TEIs specifically on revisiting, developing, and improving their policies and practices for BEEEd students or graduates. For this reason, LET rating of TEIs in the Province of Nueva Ecija could turn into satisfactory performance through consideration of this study.

Though pertinent studies are limited, various factors may affect teacher graduates' licensure examination result. However, it is proven that putting into practice the related academic school policies, appropriate curriculum, quality of instruction, academic performance, LET preparation, and school practices are, in some way, contributed to the improvement of TEIs in terms of LET performance for BEEEd.

The study, then, presented the following specific problems, to wit:

1. What policies do the respondent schools offering teacher-education courses have on admission and retention?
2. What is the performance of the teacher education graduates from respondent schools in the BEEEd LET?
3. How do the policies and practices of the TEIs relate to the performance of their graduates?
4. Is there a significant relationship on the schools' policies in terms of admission and retention in the performance of education graduates in their BEEEd LET?

Hypothesis

There is no significant relationship on the schools' policies (admission and retention) and the performance of education graduates in the LET.

II. METHODOLOGY

The descriptive (quantitative and qualitative) research design was used in the study. As cited by [14], [15], said that descriptive method is a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, beliefs, processes, trends and cause-effect relationships and then making adequate and accurate interpretation about such data with or without the aid of the statistical methods. Also, as mentioned by [16], Kumar (2014) said that descriptive method can systematically describe a situation, problem, phenomenon, service or programs, or provides information or describes the attitude towards an issue. Similarly, descriptive research design helps to provide answers to the questions of who, when, where, what and how associated with a particular research problem. Descriptive research is all about describing the people who take part in the research/study [17].

The study was conducted in the four congressional districts (CDs) of Nueva Ecija where the respondent TEIs were located. The locale of the study showed the specific area of location of respondent TEIs. Also, the aforesaid figure clearly showed that there were twelve (12) respondent schools in the study comprising eight (8 or 66.67%) colleges and four (4 or 33.33%) universities. Also, three (3 or 25%) of the respondent TEIs are public schools and nine (9 or 75%) are private institutions.

The 12 respondents TEIs of the study were identified through purposive sampling technique. Teachers, LET passers or education graduates as respondents were identified through simple random sampling. The documentary analysis method gathered data on the performance level of the education graduates in the LET. Performance of the LET takers from 2013 to 2017 were taken from the website of the Professional Regulatory Commission (PRC) and validated with the record of each TEI. A survey was made to each TEI using the questionnaire. Focus group discussion (FGD) was also conducted to teacher education faculty members and graduates to shed light on issues needing clarification and elaboration.

The content validity of the questionnaire was subjected to the analysis of experts. For clarity of the items and direction, the instruments were "tried out" to respondents in non-participating TEIs whose characteristics are similar to the intended respondents. The interview guide was used to gather additional data when necessary and was also used to determine consistency of responses. Prior to

data gathering, permission to gather the needed data was sought from schoolheads or authorized representatives.

Data Analysis Techniques

1. The policies of respondent TEIs were described using the following descriptors:

On admission, the students' admission policy was categorically described as selective and non-selective. The admission policies of first-year students, transferees, married, foreign students, and grade point average were enumerated and explained.

Retention policy, the retention policy was also categorized as selective and non-selective. The provisions were cited when teacher education students may continue their programs or when the admission to the program has already been terminated.

2. The performance level of teacher education graduates from 2013 to 2017 was described using the descriptors shown in Table 1.

Table.1: Descriptors on the LET Performance of BEED

Performance Level	Verbal Description
Below NPR	-Total percentage from first takers and repeaters fall below the National Passing Percentage.
Within NPR	-Total percentage result from first takers and repeaters are within the National Passing Percentage.
Above NPR	-Total percentage from first takers and repeaters are above the National Passing Percentage.

3. The relationship of the TEIs policies on admission, retention, and board examination preparation to the teacher-graduates' performance in the LET was determined using chi-square test. The IBM-SPSS software Version 16 was used in the statistical analysis.
4. The practices of the respondent schools implemented in ensuring the success of their graduates in the LET were enumerated and explained.

III. RESULTS AND DISCUSSIONS

1. Policies of Teacher Education Institutions on Students' Admission and Retention.

1.1. On Students' Admission

The 12 TEIs have admission policy in admitting teacher education applicants in the elementary and

secondary education programs. The policy is selective or non-selective.

a. First Year Students

Four TEIs observe the “selective admission policy.” They conduct entrance examination for incoming first year teacher education students, and only those who passed the entrance examination are qualified for admission. In public TEIs, the maximum number of students to be admitted is based on the quota. Application forms are provided with a minimal fee and should be accomplished/filled out honestly and completely before allowing the applicant to take the entrance examination.

Eight (8) TEIs implement a “non-selective” admission policy or otherwise known as “open admission policy” to first year teacher education students. In other words, no entrance examination is required among the first-year students seeking admission in their teacher-education programs.

The 12 TEIs (public or private) require all incoming teacher education students to present the following documents before admission: a) High School Report Card (Form 138), b) Certificate of good moral character, c) Photocopy of birth certificate, and d) Permanent Record (Form 137) and copies of picture.

b. For Transferee - teacher Education Students

All the 12 TEIs have an admission policy applicable for transferees. In common, the documents essential to TEIs are: a) Official Transcript of Records or Certification of Grades to be evaluated by the registration adviser, b) Honorable Dismissal, c) Photocopy of Birth Certificate, and d) copies of ID picture.

c. For Married First Year Students

Married students are being required by the 12 TEIs to submit the following: a) Certified copy of authenticated Marriage Certificate or photocopy from Philippine Statistics Office (PSO), and b) those requirements attached for incoming freshmen (if incoming 1st year) or transferees (if a student is a transferee).

d. For Foreign Students

In this aspect, only six (6) of the TEIs were found to have admission policy for foreign students based on the TEIs’ manuals. Documents required by TEIs are the following: a) Permit to study and placement from Commission on Higher Education (CHED), b) Photocopy of the Alien Certification of Registration (ACR), c) Photocopy of Birth Certificate, and d) copies of ID picture.

e. Grade Point Average

Students seeking admission in public TEIs must suffice the grade point average (GPA) of 85 or higher. One private TEI requires 84 or higher GPA.

The other TEIs do not strictly implement GPA as a requirement for admission, but close monitoring of the students' academic performance is being done every semester to make sure that the students may achieve the university academic requirement. A personal interview for the applicant is set for possible admission.

Enrollees are required to take a standardized test and passed it within the prescribed percentage score or rating. Passing the examination serve as a leeway for the applicant as an entrance passage in the program. Failure means barred from entering the desired program to pass the admission examination. Other requirements will follow before formally enrolling upon admission of the applicant.

The findings imply that TEIs know the vital role of admission policy to teacher education students. Further, it reinforced various researches which revealed that admission policy is important and must be practiced by TEIs as a formal and regular academic process for the benefit of the students. The result of the study is in congruence to a series of academic researches. [6] mentioned that the quality of university education is determined to a considerable extent by the abilities of those it admits and retains, and there is widespread agreement that success in university education is strongly related to pre-university academic preparation and achievement of students. In the same fashion, [9] stated that LET performance is predicted by three (3) aspects: the admission and retention policy, curriculum and instruction, and faculty competence. His study showed that in order for a TEI to perform better in the LET, it must

begin with the selective [18] admission of students to a teacher education curriculum. Also, the study revealed that Philippine Normal University Admission Test and College GPA are good predictors of graduates' performance in the licensure examination for teachers. Hence, the researcher recommended that strict compliance of conducting entrance examination should be given importance by the university. By the same token, [19] found out in their study that Admission Test, Degree Course, English Proficiency and Institutional Passing Rate of Education Graduates are the factors affecting [with] the effectiveness of education respondents in Licensure Examination for Teachers. Lastly, the authors in [20], as cited by [10], found out that college (GPA, Otis-Lennon School Ability Test (OLSAT) rating and English placement test passing were found to significantly affect performance in LET.

1.2. On Students' Retention

The 12 TEIs, based on their manuals, were found to have a common stand; that is, they have a retention policy (either selective or non-selective) but differ as some point and extent of implementation.

a. For Public and Private TEIs

Public and Private TEIs have the "3 subjects' rule" policy on retention which is called as "selective retention." The Rule states that should a student failed three (3) of his/her professional subjects in one semester, he/she would be "dismissed" or kicked-out in the college. Similarly, both group of TEIs reduce the enrolled subjects of student for the subsequent semester in case he/she failed two (2) of his/her professional subjects. For one (1) failed professional subject, a warning is given by the head of the program to the student.

b. Implementation of Retention Policy

The 12 TEIs differ in the implementation of their respective retention policy. In the case of public TEIs, based on the interviews with heads and teachers, they are strict in implementing their retention policy. According to the teachers, they merely follow the policy on retention provided in the student manual. In fact, listed names of kicked-out teacher education students were shown by the

college of education dean of one of the TEIs during the personal interview.

Also, for private TEIs, implementation of a retention policy is not firm. Interview with the deans and teachers admitted that they cannot just easily kick their students out practically because they magnified that without or limited students would result in retrenchment or no employment on their part. Interview and discussion with students and teachers revealed that the retention policy remains in the student manual without implementing at all. In addition, three (3) of the deans admitted that for series of times, they talked with their teachers to minimize giving students of failing grades, instead they encouraged their teachers to conduct remedial measures for the benefit of their students. Henceforth, the interview results alone correctly justify how retention policy in private TEIs is being implemented.

Hereafter, being confronted with the above-cited facts, deans/heads and teachers of teacher education institutions understand clearly the worth of implementing retention policies whether private or public TEIs. However, in the case of public TEIs, it was easy or they are firm in the implementation of retention policies due to numerous numbers of enrollees caused by lower tuition fees (now free tuition) as compared with private TEIs. Private TEIs, however, cannot impose in the maximum level their retention policies due to their fear of losing their students.

c. Goal of Retention

All TEIs in terms of the intention of having a retention policy, though not expressed in the manual, is to impose or observe the delivery of quality education for teacher education students. Likewise, retention would improve the performance of teacher education in the Licensure Examination for Teachers. Consistently, all deans and teachers agreed that other than quality instruction, competent teachers, and great school administrators, proper implementation of academic policies such as retention is significant to the attainment of excellent licensure examination performance. The result of the study clearly suggests that deans/heads and teachers of TEIs recognize the value and relationship of retention policy towards quality education and LET

performance. In connection thereto, [10] recommended in her study that a serious retention policy/strict measure on who can continue in the BSEd and BEEd programs must be institutionalized.

2. Performance of Teacher Education Graduates from Respondent Teacher Education Institutions in the BEEdLET

2.1. LET Performance of Bachelor in Elementary Education

Table 3 presents the national passing percentage in the BEEd-LET in Five Years and Performance Level of the TEI Graduates.

a. For March and September 2013

It can be gleaned that, in March, among the 12 TEIs five (5) TEIs (41.67%) got an above performance while seven (7) TEIs (58.33%) had below performance against the 27.7 NPP. The highest passing percentage performance was recorded as 60.94% (39/64) by TEI 2, followed by TEI 9 with 50.82% (31/61). The lowest passing percentage was 6.00% (3/50) by TEI 3 described as below performance.

In September, four (4) TEIs (33.33%) out of 12 TEIs had an above passing percentage while eight (8) TEIs (66.67%) performed below against the 31.18 NPP. The highest was 56.52% (78/138) by TEI 2, followed by 50.70% (36/71) and 50.00% (2/4) by TEIs 6 and 8, respectively. TEIs 10 and 12 got 0.00% (0/25;0/49) described as below performance.

b. For January and August 2014

Both months of examination revealed that four (4) TEIs (33.33%) out of 12 TEIs performed in the above while eight (8) TEIs (66.67%) had below performance against the 29.89 and 35.74 NPPs. TEI 2 got the highest rank for January and August examinations with 60.00% (48/80) and 52.03% (77/148) passing percentage. TEI 8 got the lowest in January with 0.00% (0/1) while TEI 12 had 2.67% (2/75), the lowest in August with below performance description.

c. For March and September 2015

Both months of examination showed that four (4) TEIs (33.33%) out of 12 TEIs performed

in the above level while eight (8) TEIs (66.67%) got below performance against the 27.7% and 31.36% NPP, respectively. TEI 8 got the highest with 100% (1/1) passing rate, TEI 9 with 50.39% (12/127), TEI 2 got 48.10% (38/79), and TEI 6 had a 39.47% (15/38) all with above performance description.

TEI 2 got the highest percentage in September with 52.94% (63/119) followed by TEI 6 with 46.46% (37/80), and TEI 9 with 45.75% (97/212) all described as above performance. The lowest so far is TEI 8 with 0.00% (0/3) described as below performance.

d. For March and September 2016

There seems to be a quite improvement in term of the performance of TEIs. TEIs performed better with 5 (41.67%) and six (6) TEIs (50%) out of 12 TEIs got an above level performance while seven (7) TEIs (58.33%) and six (6) TEIs (50%) for the month of March and September performed below against 28.38 and 30.18 NPP, in order. TEI 9 got the highest percentage among the 12 TEIs with 56.63% (94/166) while TEI 8 got the highest with 100% (4/4) all described as above performance for the month of March and September, respectively. The lowest was TEI 8 with 0.00% (0/1) TEI 12 with 10% (5/50) passing rate described as below performance.

e. For March and September 2017

Both months of examination had a five (5) TEIs (41.67%) out of 12 TEIs described as above performance while seven (7) TEIs (58.63%) had below performance against 10.39% and 26.33% NPPs for the months of March and September, respectively. In March, the highest was 28.89% (26/90) by TEI 2 followed by TEI 9 28.49% (53/186) described as above performance while TEIs 8 and 10 got the lowest with 0.00% (0/2;0/18) described as below performance.

In September, TEI 2 was the highest with 59.35% (92/155) followed by TEI 6 with 52.69% (49/63) describe as above performance while TEI 10 with 0.00% (0/26) described as below performance.

f. On the Overall Performance

Table 3 clearly showed that TEIs 2, 6, and 9 (3/12) were consistent in their BEEd LET performance since they all had an above performance on the 10 examinations from years 2013-2017. It means that three (3) TEIs' BEEd results were always above the National Passing Percentage while nine (9) TEIs (75%) were inconsistent in their LET performance. TEIs 7 and 8 had a 60.00% (6/10), TEI 4 had a 20.00% (2/10), and TEIs 1 and 12 had 10.00% (1/10) LET results. However, TEIs 3, 5, 10, and 11 had never been in the above NPP performance during the 10 licensure examinations.

On the overall view, the BEEd LET performance could be described as alarming considering that among the 12 TEIs, seven (7) TEIs (58.33%) made it in the below NPP performance. Miserably, four (4) TEIs garnered a zero total which means that they have never achieved an above the NPP performance. However, among the 12 TEIs, five (5) TEIs (41.67%) performed above NPP performance. It signifies that, though it is hard to admit, there is a failure of education on the part of the TEIs that could be attributed to various factors.

Based on interviews and discussions with the respondents, the discipline and consistency of implementing educational programs and policies, interventions, periodic assessment and evaluation, motivation of education graduates, adapting the current enhancement programs, appropriate curriculum, and preparation of education graduates

in passing the LET are the factors they mentioned that could affect the quality of education they provide to their students.

Hence, it is safe to infer that the aforesaid seven (7) TEIs with below NPP performances did not observe their respective policies, curriculum enhancement, no academic interventions were done, no or little preparation was given to their students and those mentioned. Notably, the seven (7) TEIs are private institutions while the three (3) TEIs are public schools. The result of the study is quite related to the study of [21] which showed that student teachers experienced lack of educational training, shortages of resources, engaging with traditional teaching interventions and loss of global competency to achieve passing board examination are the problems encountered by the institution providing quality performances for a licensure examination. Also, [22] said that the effectiveness of a curriculum is measured using the results of the licensure examination. Schools usually develop remedial measures to increase the number of passers. Similarly, according to [23], curriculum misalignment including failure to fulfill educational pieces of training and mock examinations were the problems encountered by the education graduates.

Hence, TEIs who strictly implement academic school policies perform far better in terms of performance in the LET than those who do not.

Table.3: LET Results of BEEd from AY 2013-2017

TEIs	MARCH, 2013 NPP-27.70%			SEPTEMBER, 2013 NPP-31.18%			JANUARY, 2014 NPP-29.89%			AUGUST, 2014 NPP-35.74%			MARCH, 2015 NPP-27.42%		
	T	P	%	T	P	%	T	P	%	T	P	%	T	P	%
1	200	26	13.00%	183	16	8.74%	114	10	8.77%	203	28	13.79%	150	13	8.67%
2	64	39	60.94%	138	78	56.52%	80	48	60.00%	148	77	52.03%	79	38	48.10%
3	50	3	6.00%	66	13	20.00%	32	4	13.00%	60	13	21.67%	36	2	5.56%
4	82	24	29.27%	76	9	11.84%	42	10	23.81%	82	18	21.95%	40	5	12.50%
5	60	6	10.00%	80	11	13.75%	32	9	28.13%	49	7	14.29%	36	3	8.33%
6	13	5	38.46%	71	36	50.70%	38	20	52.63%	101	58	57.43%	38	15	39.47%
7	33	8	24.00%	65	20	31.00%	28	9	32.14%	63	21	33.00%	38	9	23.68%
8	3	1	33.00%	4	2	50.00%	1	0	0.00%	5	3	60.00%	1	1	100.00%
9	61	31	50.82%	152	70	46.05%	97	53	54.64%	50	21	42.00%	127	64	50.39%
10	25	0	0.00%	25	0	0.00%	18	2	11.11%	27	2	7.41%	23	3	13.04%
11	151	27	17.88%	162	15	9.26%	135	24	17.78%	175	14	8.00%	133	14	10.53%
12	58	7	12.07%	49	0	0.00%	55	11	20.00%	75	2	2.67%	48	6	12.50%
TWANPPT	5			4			4			4			4		

TEIs	SEPTEMBER, 2015			MARCH, 2016			SEPTEMBER, 2016			MARCH, 2017			SEPTEMBER, 2017			TWNPPPT
	NPP-31.36%			NPP-28.39%			NPP-30.18%			NPP-10.39%			NPP-26.33%			
	T	P	%	T	P	%	T	P	%	T	P	%	T	P	%	
1	151	30	19.87%	90	12	13.33%	151	46	30.46%	98	6	6.12%	136	31	22.79%	1
2	119	63	52.94%	51	21	41.18%	197	107	54.31%	90	26	28.89%	155	92	59.35%	10
3	40	7	17.50%	20	3	15.00%	51	9	17.65%	33	1	3.03%	38	6	15.79%	0
4	42	2	4.76%	29	2	6.90%	63	10	15.87%	37	4	10.81%	45	8	17.78%	2
5	42	6	14.29%	33	7	21.21%	52	11	21.15%	39	2	5.13%	42	4	9.52%	0
6	80	37	46.45%	35	12	34.29%	93	54	58.06%	34	6	17.65%	93	49	52.69%	10
7	53	21	39.62%	27	11	40.74%	94	34	36.17%	59	13	22.03%	70	19	27.14%	6
8	3	0	0.00%	1	0	0.00%	4	4	100%	2	0	0.00%	9	3	33.33%	6
9	212	97	45.75%	166	94	56.63%	243	138	56.79%	186	53	28.49%	282	110	39.01%	10
10	22	2	9.09%	14	2	14.29%	19	2	10.53%	18	0	0.00%	26	0	0.00%	0
11	139	21	15.11%	98	22	22.45%	127	28	22.05%	104	7	6.73%	115	18	15.65%	0
12	37	3	8.11%	51	15	28.57%	50	5	10.00%	38	3	7.89%	46	4	8.70%	1
TWNPPPT	4			5			6			5			5			46

Legend: T -Takers; P -Passers; TWANPPT -TEIs With Above National Passing Percentage Total

3. Policies and Practices of TEIs and their Relationship to the Performance of their Graduates

3.1. Policies and Practices of TEIs and their Relationship to the Performance of their BEEd Graduates in the LET.

3.1.1. Performance Level of TEIs in BEEd-LET with Selective and Non-Selective Admission Policy

Table 4 shows that out of four (4) TEIs which implement a selective admission policy on their teacher education students, only three TEIs (2, 6, & 8) have graduates who successfully passed the teachers licensure examination above the national passing rate in five consecutive years. In ten examinations during the five-year period, TEI 7

performed above the national passing rate only in January 2014, September 2015, and four examinations in 2016 and 2017. Of the eight TEIs with non-selective admission policy, six of these performed below the national passing rate in ten examinations from 2013 to 2017. The other two TEIs either performed above or below the national passing rate. The results prove that admission policy is a contributory factor towards the attainment of better performance of TEIs in the licensure examination for teachers specifically, the BEEd. On the other hand, TEIs that are non-performing or attaining below national passing rate performance in the licensure examination for teachers is caused by their open admission policy.

Table.4: Performance Level of TEIs in BEEd-LET with Selective and Non-Selective Admission Policy from 2013 to 2017.

TEI Code	LET Performance Level									
	2013		2014		2015		2016		2017	
	Mar	Sept	Jan	Aug	Mar	Sept	Mar	Sept	Mar	Sept
NPR (%)	27.7	31.18	29.89	35.74	27.42	31.36	28.39	30.18	10.39	26.33
1-NS	B	B	B	B	B	B	B	W	B	B
2-S	A	A	A	A	A	A	A	A	A	A
3-NS	B	B	B	B	B	B	B	B	B	B
4-NS	A	B	B	B	B	B	B	B	B	B
5-NS	B	B	B	B	B	B	B	B	B	B
6-S	A	A	A	A	A	A	A	A	A	A
7-S	B	W	A	B	B	A	A	A	A	A
8-NS	A	A	B	A	A	B	B	A	B	A
9-S	A	A	A	A	A	A	A	A	A	A
10-NS	B	B	B	B	B	B	B	B	B	B
11-NS	B	B	B	B	B	B	B	B	B	B
12-NS	B	B	B	B	B	B	W	B	B	B
TEI BNPR	7	7	8	8	8	8	7	6	8	7
TEIWNPR	0	1	0	0	0	0	1	1	0	0
TEI ANPR	5	4	4	4	4	4	4	5	4	5

Legend:

NPR–National Passing Rate

A–Above NPR

W–Within NPR

B–Below NPR

3.1.2. Performance Level of TEIs in BEEd-LET with Selective and Non-Selective Retention Policy

Table 5 shows that five (5) TEIs (2, 6, 7, 9, and 11) out of 12 implement the selective retention policy to their teacher education students in BEEd. Three of these TEIs have their graduates successfully passed the LET above the national passing rate (TEIs 2, 6, and 9). However, four (4)

of the TEIs (3, 4, 5, and 10) that practiced non-selective retention performed below the national passing rate during the 10 examinations conducted from year 2013 to 2017. Also, two (2) TEIs (1 and 12) with non-selective retention policy attained below national passing rate performance nine (9) times and once with within the national passing rate performance.

Table.5: Performance Level of TEIs in BEEdLET with Selective and Non-Selective Retention Policy from 2013 to 2017

TEI Code	LET Performance Level									
	2013		2014		2015		2016		2017	
	Mar	Sept	Jan	Aug	Mar	Sept	Mar	Sept	Mar	Sept
NPR (%)	27.7	31.18	29.89	35.74	27.42	31.36	28.39	30.18	10.39	26.33
1-NS	B	B	B	B	B	B	B	W	B	B
2-S	A	A	A	A	A	A	A	A	A	A
3-NS	B	B	B	B	B	B	B	B	B	B
4-NS	A	B	B	B	B	B	B	B	B	B
5-NS	B	B	B	B	B	B	B	B	B	B
6-S	A	A	A	A	A	A	A	A	A	A
7-S	B	W	A	B	B	A	A	A	A	A
8–NS	A	A	B	A	A	B	B	A	B	A
9–S	A	A	A	A	A	A	A	A	A	A
10-NS	B	B	B	B	B	B	B	B	B	B
11-S	B	B	B	B	B	B	B	B	B	B
12–Ns	B	B	B	B	B	B	W	B	B	B
TEI BNPR	7	7	8	8	8	8	7	6	8	7
TEIWNPR	0	1	0	0	0	0	1	1	0	0
TEI ANPR	5	4	4	4	4	4	4	5	4	5

Legend:

NPR–National Passing Rate

A–Above NPR

W–Within NPR

B–Below NPR

Apparently, TEI 11 had below the national passing rate performance from years 2013 to 2017 examinations despite of practicing a selective retention policy. Likewise, TEI 8 had 6 out of 12 (50%) performance despite practicing a non-selective retention policy to its students.

The findings imply that retention policy is important in the academic institutions considering that TEIs that has a selective retention policy performed better in the BEEd-LET as compared to TEIs with the non-selective retention policy.

4. Practices Implemented by the Respondent Schools to Improve their LET Performance

Table 6 presents the practices of respondent Teacher Education Institutions being implemented to improve the LET performance of their graduates. As shown in the table, all the 12 TEI's implement the practices in ensuring the success of their graduates in the LET; however, it was conducted/implemented in different degrees. Based on the interviews and data gathered using a survey questionnaire, the following results are hereby accounted:

4.1. Inculcate to Students that their Course has a LET

All the 12 TEIs of Nueva Ecija believe and apply this practice. During the enrollment, registration adviser gives advice to the applicant that the program to be enrolled in is a "board" course. The importance and rudiments of the course are being highlighted during the interview of the applicant that the applicant may grasp and understand fully. Therefore, the course should be handled with deep seriousness in their studies, strong dedication or hard work, determination to finish the program until graduation and pass the licensure examination for and in behalf of the institution.

Respondents during the interview said that from first year to fourth year college, they did not stop reminding their students that their course is a board course.

4.2. Term Examinations and Answer Sheet Patterned from LET

In this practice, TEIs 2, 6, and 9 led in doing such as compared to the rest of TEIs. The aforesaid three (3) TEIs develop examinations similar to that of the LET in relation to the concept of higher order thinking skills, type of examination, technical format. Further, examination includes questions gathered from a series of LET through TEIs' graduates who already passed the LET. In connection, term examinations were based on PRC based syllabi. Hence, teacher education graduates are being trained to answer questions that are somehow modeled to LET.

Table.6: Practices of Respondent TEIs

Practices	f	%
1. Inculcate to students that their course has a LET.	12	100
2. Term examinations and answer sheet patterned from the LET.	12	100
3. Counseling and monitoring of students.	6	50
4. Conduct of informal review or course audit.	5	41.67
5. Identification of review centers specialized in LET.	12	100

However, interview with deans/heads and teachers resounded that it is not only the type and content of the exam that matters but even the manner of how the students take the examination. Term examinations are administered with prescribed time in order to train students to handle their examinations without being affected by time pressure. Also, teacher respondents are being trained to analyze questions; even the technique of shading their answers is being practiced correctly. Likewise, the design of the answer sheet is also patterned to LET answer sheet.

Hence, the practice prepares teacher education graduates to handle the LET in the future. It further inculcates and accustoms TEIs' teacher education students which reduce fear, anxiety, and stress associated when taking the LET.

4.3. Counseling and Monitoring of Students

The 12 TEIs mentioned that they conduct periodic counseling and monitoring of students' behavior and performance to see the emotional and psychological readiness of students in connection to LET after graduating their course. Students with difficulties in their studies, based on their term examination performance, are being subjected for counseling. However, during the examination of guidance offices' records of TEIs, only six (6) TEIs do have a program calendar of evaluation and assessment of their students in relation to the academic performances of teacher education students while the rest of the TEIs have no proof of records to show.

Hence, the findings led the researcher to assume that half of the TEIs (TEIs 1, 3, 6, 7, 9, and 11) do really provide the necessary extra service (guidance and counseling) to their students beyond academic matters while half TEIs did not. Further, it signifies that half of the TEIs understand the significance of guidance and counseling towards the attainment of better academic and LET performance.

4.4. Conduct of Informal Review or Course Audit

Based on the interview with teacher respondents, it was observed that only five (5) TEIs practice the conduct of informal review or course audit. In reiteration, also, during the interview with deans/heads and teachers from five (5) TEIs, they totally admitted that they provided informal LET preparation measures for the benefit of their graduates such as but not limited to the following: conducting series of mock board examinations while on OJT to those willing students only, conducting series of mock board examinations after graduation before the LET on a voluntary basis, inviting alumni fresh passers with excellent LET ratings to conduct lectures and share their LET experiences on a free basis, teachers voluntarily deliver free lectures, and monitor graduates on their performance in the review centers. Ironically, during the course of group discussion with six (6) teacher education graduates who just passed the LET, they said that their school required them to pass assessment exams prepared by their college before they were allowed to graduate; failed students did not graduate until they waited for the next semester. Unknown

to them that time that the assessment exams imposed upon them were without any legal basis. However, they frankly said, “*Pero tama langsiguro sir yongginawanila (dean and teachers) saamin (taking the assessment exams), kasiyong batch namin ay maramingnakapasa. Bakapaghindinilaginawaiyon e bakamasmaramibagsaksaamin.*” The result of the interview implies that teacher education students value that efforts of their deans/heads and teachers. Further, informal review lectures serve the interests of teacher education students especially in relation passing the LET.

4.5. Identification of Review Centers Specialized in LET

All 12 TEIs practice the identification of accredited review centers in the province that specialized in LET and entered into a partnership. Said practice is of great help in guiding the students enroll in a quality review center. However, deans/heads and teachers of respondent TEIs observed that their graduates prefer to enroll in review centers mostly based in Manila and Baguio cities. The distance caused difficulty on the teachers to visit, monitor, and supervise their graduates. Notably, TEI 6, the only institution among the 12 TEIs in Nueva Ecija that performed consistently in the BEEed LET performance rating, it adopted two sessions of review. Firstly, an informal in-house that is being done on the 1st semester of 4th year students; and secondly, one with review centers after graduation.

Therefore, the practice of TEI 6 proved that their method towards improving the LET performance of their graduates in BEEed LET as well. It signifies that guiding the teacher education graduates in finding competent review centers to which they could enroll matters most.

The finding of the study is consistent with the study of [24] who reiterated that education graduates before taking the licensure examination for teachers should be compelled to attend review classes in preparation for LET. He stressed the fact that Graduate-related factors like Teaching Aptitude Test (TAT) and attendance in LET review classes are good predictors of performance in LET. In sum, the findings of the study suggest that TEIs are aware that good performance in the BEEed-LET is important. Hence, TEIs performed the above-mentioned practices in order for them to obtain an above the national passing rate performance every BEEed-LET. Otherwise, the CHed would issue a warning in case TEIs performed below the national passing rate performance in 3 to 5 consecutive examinations.

5. Relationship of the Schools' Policies in Terms of Admission, Retention and LET Preparation in the Performance of Education Graduates in their BEEed-LET.

5.1.1. Admission and Performance Level

Table 7 shows that admission policy is significant to the performance level of TEIs in most (9 out of 10) of the examinations except during March 2013 licensure examination for teachers at .05 level of significance. This implies that admission policy is a contributory factor towards the attainment of better LET performance. Also, it signifies that an above national passing rate performance in the BEEed-LET is possible through espousal of admission policy by the TEIs. Contrariwise, TEIs which do not have admission policy or with admission policy but not being implemented would achieve an undesirable performance in the licensure examination for teachers.

Table.7: Admission and Performance Level of TEIs (BEEed)

Date of Exam	Pearson chi square value	p value	Remarks
2013 March	2.713	0.098	Not significant
2013 Sept	8.625	0.013	Significant
2014 Jan	12.000	0.001	Significant
2014 Aug	4.688	0.030	Significant
2015 March	4.688	0.030	Significant
2015 Sept	8.400	0.004	Significant
2016 March	12.000	0.001	Significant
2016 Sept	12.000	0.002	Significant
2017 March	12.000	0.002	Significant
2017 Sept	12.000	0.002	Significant

Alpha = .05

5.1.2. Retention and Performance Level

Table 8 shows that most of the examinations proved that retention has policy has a significant relationship on the performance of TEIs in LET at .05 level of significance. It implies that observance of retention policy has something to share on the attainment of better LET performance.

Data further displays that March and September 2016, as well as March 2017 examinations, showed a not significant result at .05 level of significance. It implies that retention policy did not show positive relationship on the national passing rate performance of TEIs during the aforesaid examinations.

Table.8: Retention and Performance Level of TEIs (BEEd)

Date of Exam	Pearson chi square value	p value	Remarks
2013 March	12.000	0.002	Significant
2013 Sept	8.571	0.014	Significant
2014 Jan	5.182	0.023	Significant
2014 Aug	5.600	0.018	Significant
2015 March	8.400	0.004	Significant
2015 Sept	5.182	0.023	Significant
2016 March	2.713	0.098	Not Significant
2016 Sept	2.743	0.098	Not Significant
2017 March	2.743	0.098	Not Significant
2017 Sept	5.182	0.023	Significant

Alpha = .05

IV. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions were drawn, to wit:

1. TEIs are cognizant that admission, retention, and LET preparation policies are important academic guidelines or procedures in every institution. Equally, TEIs are mindful that the aforesaid academic policies are vital means to establish and maintain quality instruction to BEEd students.
2. Most TEIs failed to address their academic problems considering that their BEEd LET results were below the national passing rate performance during 10 consecutive examinations from years 2013-2017. Also, the Commission on Higher Education failed to observe or impose its policies concerning the persistent below national passing rate performance of TEIs in BEEd LET result.
3. TEIs' admission, retention, and LET preparation policies are big contributory factors towards a healthier LET performance for BEEd. Hence, admission, retention, and LET preparation policies used by TEIs for BEEd program is not applicable to BSEd program.
4. TEIs recognize the importance of achieving BEEd LET result that is above the national passing rate through the various practices they implement to improve the performance of their graduates in the LET. Similarly, TEIs are aware of the possible legal and business consequences in case they failed in every examination. Lastly, TEIs are mindful that LET performance of their graduates is a

measure or indicator of quality academic practices and processes.

Based on the findings and conclusions, the following are offered:

1. Implementation of Academic Policies

School policies (admission and retention) shall be strictly observed with consistency in the implementation. Though education is a business, TEIs shall not relax their academic policies just to maintain or increase the quantity of students. TEIs shall focus on the quality of students, not on the quantity.

2. Creation of Distinct Academic Policies

TEIs shall establish and implement an admission, retention, and LET preparation policies that are unique and applicable to each program. Hence, there shall be different policy (admission, retention, and LET preparation) for BEEd and for BSEd in order to address the individual concerns of both programs.

3. Regular Revisiting of Curricula

TEIs shall set a regular period (every 3 or 5 years) of revisiting, evaluating, and assessing the curriculum for BEEd in order to ensure the updating of subjects being offered for both programs. Through this, TEIs are given the opportunity to improve the curricula for BEEd based on the boundaries set by CHED and PRC for LET purposes. Also, regular revisiting on the curricula of both programs is a chance for TEIs to set their course offerings parallel to the needs of various institution (clienteles) in the community.

4. Institutionalization of LET Preparation Programs

TEIs shall revisit and enhance their respective curriculum in order to ensure its appropriateness and completeness. TEIs curriculum shall be enhanced most importantly on the inclusion of Integrated Review, Course Audit or programs analogous to it with special consideration on the guidelines and policies set by the Commission of Higher Education and national laws. With this, informal review or course audit would be formalized and would become an integral part of academic instruction of which no teacher education student would escape. Further, it serves as intervention measures against possible below LET performance.

5. Retooling of BEEd Teachers

TEIs shall continue to enhance the competencies of their Education teachers. Teachers must be trained with proper review techniques to be very useful and helpful to their students who will take the board exam [25]. Likewise, they should be innovative in providing meaningful, enjoyable and engaging test experience that will enhance their learners' analytical skills in situational settings by solving both complex and simple problems and making accurate decisions given available information [26].

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Language Learning Strategies for Digital Classrooms

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Abstract— *With the transitions from traditional print literacies to online multiliteracies around the world, digital learning is increasingly influencing language teaching and learning. An increasing number of students are responding more easily to interactive digital media or to digital compositions of image and sounds than they do to the traditional classrooms and texts. There is increasing pressure from teachers and learners to develop skills and knowledge needed in a digital age, and adopt new models and designs for teaching and learning. For those teachers who are willing to experiment new models and designs for teaching, it is important that they give students more time to adapt to the new method of instruction and apply appropriate management strategies to maximize their teaching effectiveness. With the aid of new age digital tools, and through technology enabled classroom strategies, students can be more active in language learning and develop communication skills and creativity.*

Keywords— *language learning, digital classrooms, teaching strategies, classroom management, new technologies.*

I. INTRODUCTION

School students drive change in learning and teaching around the world. The technology, with which millennial students matured, has induced today's students to "think and process information fundamentally differently from their predecessors" (Prensky, 2009, p. 1). New digital platforms such as the Internet, messaging, and social networking sites have dramatically altered the way of communication, especially for school students. The digital

devices present new tools for engaging youth in new ways of receiving education. On one hand, millennial students' shorted tolerance and focus span urge teachers to adopt alternative methods for instruction, and engage students with digital classroom learning strategies; on the other hand, the popularity and demand of digital devices in classrooms are growing at a fast rate.

The possibility of using multimedia with the Internet connection have made it possible for modern classrooms to adjust many forms of learning. By definition, digital learning is "learning facilitated by technology that gives students some element of control over time, place, pathway and pace" (Digital Now Foundation, 2014). Digital learning makes changes in the instruction and delivery system, and it can provide opportunity for students to develop language skills both in curricular and extracurricular subjects. Some of the forms of digital classroom include: 1. Interactive Whiteboards (IWB) allow images from a computer to be displayed through a digital projector, onto a large (usually wall-mounted) board. Users can interact with the content on the board using fingers or a stylus. 2. Software Applications (Apps) are designed to operate on mobile devices such as smartphones and tablet computers. 3. Web 3.0 refers to the second generation of the World Wide Web. Web 2.0 includes features and functionality that were not available before, for example. podcasts, blogs, wikis, RSS (Rich Site Summary – used for updating regularly changing web content), social networking and tagging.

In this research, it is recommended to apply new communications technologies, specifically mobile devices

aided instruction to teach students language. Students should learn to use their mobile devices to find more resources that can help them understand the stories and other relevant materials that interest them. Some instructional Apps or online games will also assist them to boost their language learning possibilities. Purposeful language should play a vital role in those instructional Apps or online games, students need to speak and listen in order to achieve an accomplishment. Students should use language to explore relationships, develop communication skills and gain understanding of how the instructional Apps or online games function. At the same time, the instructional Apps or online games should provide an interactive environment in which students are encouraged to establish friendships, communicate, share materials and ideas, and show respect and consideration for others.

II. TRANSITION FROM TRADITIONAL TO ONLINE MULTILITERACIES LEARNING ENVIRONMENT

The transitions from traditional print literacies to online multiliteracies have been achieved around the world. It is undeniable that electronic, digital and online technologies have become an essential part of modern literacy education. According to Green (2006, p.166), teachers should provide opportunities for all students to develop the type of imitative practice required for them to "gain mastery over the information of interactive media, and to make the essential transformations to participate in, use and analyze texts critically".

In traditional classrooms, teachers deliver the contents and students try to assimilate it. However, in a digital classroom, both teachers and students can contribute to the learning content at the same time, and the learning process is becoming decentralized. When digital media carry language, language can be interactive, for example in blogs, or on Twitter feeds. In these cases, digital media "power up" or enhance the powers of language, oral and written, just as written language "powered up" or enhanced

the powers of oral language (Gee & Hayes, 2011). Digital media create a bridge between learning inside and outside of class. In a survey conducted by a children's edutainment service provider, it was found that 68% parents use online platforms to teach new concepts to their children, while 17% want to see positive behavior changes in their young ones. From a survey involved 1167 parents which was conducted recently, it was found out those digital tools can help a majority of students in positive behavioral changes and learning new concepts. Other surveys also discovered that the benefits of digital learning include development of psychomotor skills, decision making, improved academic performance, visual learning etc.

In modern education, students engage with spoken language, with visual, iconic symbols and print-saturated texts of everyday environments, mass media, social media and consumer cultures. Therefore, they should learn to deal critically with a range of texts, and learn to cope with a actually infinite amount of spoken, written and electronic texts in their daily lives. Human beings begin to learn language since the early years as babies. We start to encounter with print and writing languages in the preschool years, and through to the school textbooks and essays, and then continue to the new arena of adulthood competition, where we learn to define ourselves with the language appropriate for our every new situation and position. It is without any doubt that our learning of language is a maintenance and achievement over time.

However, it should be kept in mind that no technology, whether books, television, computers, video games, nor the Internet, by itself can change people's learning habits. Such devices take effect only in terms of how, when, where, and why they are put to use. They have different effects in different scenarios. A digital media connected to the Internet in the hands of a student with good learning habits is often a powerful device for learning, but it may not be in other circumstances. Even in the scenario of digital learning, the strategies of teaching and learning will still have great impact. Powerful learning experiences can

be provided by the digital classroom which is inventive and interesting. There are some main strategies concerning about interactive digital devices which should be part of every teacher's classroom management repertoire. Thus, teachers need to have the skills and capabilities to read and analyze cultural communities, and to modulate their programs on students' changes, selecting and developing strategies that show observable changes in their learning outcomes. On one hand, "positive teachers" means those who can reinforce students' behavior through rewards and punishments; on the other hand, they are very good at using a great range of policies and strategies in the digital classrooms.

III. LANGUAGE LEARNING STRATEGIES IN A DIGITAL CLASSROOM

How to make language learning more effective in a digital classroom? A functional strategy to language learning in a digital classroom does not advocate teaching language by providing fixed recipes for language activities. Rather it is concerned with giving instruction about the development of effective language resources for particular purposes, and giving it at the point of need within the context of real, meaningful language use. Because in this way, students are able to adjust and modify their performance to better meet contextual demands and varying situations and eventually improve their learning standard. According to Unsworth (1993, p.351), what can be considered as knowledge and understanding in classrooms is mainly determined by the range of resources that are available to students, the status which is assigned to these resources in classrooms, and the kinds of learning activities undertaken in connection between students and resources. Taking teaching narrative language in a lower primary classroom as an example, fairytales can be the most interesting and stimulating content. Teachers are able to find a wide range of resources about fairytales from different media. In the classroom, students can watch a video clip related to the main theme and note down some details for the flowchart

of characters and plots. When finishing their flowcharts, students can examine the story on which the video was based to see how the video differed from the text. In this means, students will explore how the setting and characters were portrayed through language in the book, while in the video they were portrayed visually and differently. A successful instructional App or online game should be in some way responding to the fact that students in different communities come from different social and cultural contexts and are dramatically diverse. With the instructional Apps or online games, teacher should share the fairytales from different cultural backgrounds with students, and encourage students to discuss their stories with other group members and share their finished texts with classmates in other groups. In this means, students will have more opportunities to communicate with others and appreciate stories from different cultural backgrounds. Teacher should provide an environment that enables students to use language as often as possible in various situations with a wide range of people, and modify the classroom to make it a suitable place for learning. There should be a secure area of activity for students to engaged in a number of diverse digital tasks in classroom. Anstey (2004, p.136) argued that in order that students have models of language from which to generate their approximations and learning, it is seen as essential that they be immersed in a multimedia and language-rich environment. It means that classrooms should have extensive examples of digital texts, representing a variety of genres. Specific times should be set aside for students initiated interaction with digital texts as well as teacher initiated interaction. It is advisable to let students display their finished texts to the digital devices, as well as some pictures relating to the topics being taught. Some role-playing Apps or online games can assist students to adapt language for learning purposes: teacher will provide opportunities for students to put themselves in someone's position in a story and behave in an appropriate manner. By making students really "experience" language through

these activities, they will establish the sense of language and be able to master a language gradually.

Throughout the entire digital classroom instruction, the teacher need to be attentive to whether the students are following the instructions. During the instruction, the teacher need to move around the room to monitor and provide assistance to students. The instructions in a digital classroom should be at a navigating-level, for example, how to post your ideas online during the activity and how to acquire more resources. The different instructions about how to deal with the resources and use the features of the language, as well as understand the pattern are effective means of content scaffolding and structuring. With the intention to provide scaffolding for students' comprehension, a word list can be found in the text on their iPads, and students can use translation apps if necessary. In a digital classroom, as most students can access to their smart phones and instant translation apps easily, making such kind of word list could be used to discuss different interpretations. It is undeniable that this example of teaching is still very much attached to traditional classroom. In tradition, English teachers usually use wordlists and close work on vocabulary as a way of assisting students' comprehension. However, this procedure may serve as a way in the transition from a traditional to a digital classroom, until the potential of technology can be fully utilized.

In a digital classroom, online resources are always accessible and accessing different resources is possible at all times. However, teachers need to make clarifications about strategies for finding resources, which imply participating in the meaning of the language. Therefore, The instruction of the technology for useful resource searching becomes a crucial part for teachers' work, and it is the teacher's scaffolding of the language that becomes even more important. For beginners, teachers need to demonstrate how to take on the text when running into comprehension problems. For the resources, teachers should recommend to the students to download related app

and states that it is not the only option. In this way, teachers support a literacy activity involving the students in how they can utilize this in an out-of-school situation. During this practice, students are not only participating in the meanings of text, since the reading of the related apps is also a specific text that requires specific comprehension strategies, but also students are scaffolding how to use this specific text functionally.

IV. CLASSROOM MANAGEMENT IN A DIGITAL LEARNING ENVIRONMENT

Rule is still one of the most important universal prevention and intervention strategies. In his study of pupils' perception of rules, Cullingford (1988) argues that by the time children reach the end of their primary education they take the need for rules for granted. Sometimes, teachers may apply rules of behavior unfairly, but children are aware of the principle that schools must have rules, and they don't question those fundamental rules. In general, rule is based firmly in the systematic and consistent use of the various forms of reward and punishment in the classroom. On one hand, punishment serves as a powerful signal to students that they have crossed the line and that their behavior will not be tolerated. However, punishment should only apply to repeated and persistent misbehaviors, and only misbehaviors that "threaten student welfare or represent a serious ongoing barrier to student learning" should be strictly punished (Rinne, 1997). On the other hand, praise is one of the most common forms of positive reinforcement. According to Tony (1996), teachers can make effective use of praise to improve classroom atmosphere and reduce behavior disruptions, in order for all students to benefit from a positive educational experience. But sometimes, praise alone may not be sufficiently reinforcing to the student, teachers may need to initially pair praise with the use of a token economy or tangible reinforcement to make it effective. In this case, once the target behavior has stabilized at appropriate levels, the additional reinforcer should be gradually faded, leaving

only the praise (O'Leary, 1977). Apart from praise, there are many other tangible means by which teachers and supervisors can reinforce students' behavior. With the assistance of digital mobile devices, these strategies can include virtual smile stickers, special badges, merit points. Special certificates for specific behavior can also be granted from the virtual world in students' mobile devices. Having students self-monitor their progress is also a powerful strategy in teaching students how to behave in a digital classroom. Self-monitoring means that students are self-reliant and responsible not only because they are coerced by outside forces, but also because they feel impelled from within themselves. Rinne (1997) believes that the students can demonstrate responsibility by fulfilling their obligations to other people, as well as to themselves, without being asked or prompted. The Good Student Game is an example of how teachers can focus on promoting positive behaviors using a mobile device. Teachers teach and monitor positive behaviors (e.g., staying seated and working quietly) with their mobile devices and students learn how to self-monitor these behaviors. Over time, students will internalize the appropriate behaviors.

According to Jenson (1982), group contingency can also be used as a positive strategy to improve students' academic achievement. A group contingency is a system for the delivery of a contingency to an entire group, based upon the behavior of the individuals in that group. The effects of group contingencies on school behavior have been carefully examined for over twenty years. Several recent studies show that group contingencies are effective in reducing many difficult school behaviors, such as classroom misbehavior and aggression. One good example of using a group contingency to reinforce classroom behavior was presented recently by Speltz, Shimamura and McReynolds, describing individual contingency versus three different types of group contingencies. In this study, twelve learning disabled students ranging in age from seven to ten were included. The goal was to increase

practice time spent working problems, in order to improve proficiency. For the students, each problem resulted in one point. The points could then be exchanged for valued rewards. In this study, spontaneous peer helping behavior was reported, in which peers helped each other structure the task. As the result, each of the procedures was effective, with an average performance increase of 66%.

V. CONCLUSION

In conclusion, many students currently develop their language learning skills as much from interactive digital media as from traditional texts and classrooms. The result has been that an increasing number of students are responding more easily to interactive digital media or to digital compositions of image and sounds than they do to the traditional classrooms and texts. Another obvious effect on learning with the digital media is to help students understand media more effectively. With the assistance of digital media, it is much easier for students to visualize and grasp a concept, and also help them with their language skills. The implication is that classroom practices must pay immediate attention to the interactive digital media that students access and assist them to develop their language skills accordingly. Positive strategies with interactive digital media can and do make a difference in classroom behavior is undeniable, but their application are not rigid, and there are perpetual development and complement in their classroom usage.

The introduction of new teaching strategies requires a shift in the minds of both teachers and students. Teachers need to experiment with new strategies in the digital classroom. For those teachers who are willing to experiment these new models and designs for teaching, it is important that they give students more time to adapt to the new method of instruction and apply appropriate management strategies to maximize their teaching effectiveness. With the aid of new age digital tools, and through technology enabled classroom strategies, students will be more active in language learning and develop communication skills and

creativity.

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Anti-social elements in Telugu drama serials – A study on Godavari District's women

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Abstract— *Women are like a fortress to the culture of India. These women, who are supposed to be the protectors of the wealth of Indian culture, it is the women, who gave birth to great people that earned fame across the world. It is the women, who struggled a lot to lead her life with virtues. 21st century woman proved herself in all the fields. She maintains a home and manages an office. She is the very embodiment of love, care, honesty and chastity. This is the greatness of a woman. But the portrayal of woman in daily serials is quite different. Daily soap operas are showing women as a symbol of cruelty, selfishness and as an anti-social personality. Many studies revealed the impact of the serials but my attempt through this study analyses how women were portrayed in Telugu daily serials and the perception of the women especially who are living in Godavari districts.*

Keywords— *Anti-social elements in TV Serials, Telugu Drama, Godavari Districts women.*

I. INTRODUCTION

East Godavari and west Godavari are popularly known as Godavari districts. These are situated in coastal region and the largest districts in the state of Andhra Pradesh, India. Once successively ruled by Mauryas, Sathavahanas, Vishnu Kundins, Eastern Chalukyas, Cholas, etc., and then by the British. Both districts were rich in culture and heritage. Godavari districts are populated with 92.22 lack people as per the Wikipedia sources. As per the recent statistics 4,512,920 females are there in the districts. Indian women play an important role in forecasting the culture but Godavari districts women has special providence in fostering the culture, continuing the legacy of family ethics, maintaining the joint families without any conflicts. Even in marriage proposals also most of the bridegrooms and their families look for brides from Godavari districts. This is the importance given to these women here. Unfortunately the value of women gradually deteriorated because of daily serials. Woman became a symbol of cruelty rather than chastity. Mostly Godavari districts women are house wives they spend most of their time in front of the televisions

watching these Telugu drama serials. I want to elucidate the impact of these serials on their life style. Moreover what do they think by watching these soap operas constantly.

II. OBJECTIVES STUDY OF THIS STUDY

- To identify the casting of extra- marital affairs in Telugu drama serials.
- To find out that these serials are instigating anti-social behavior in women
- To examine the cruelty of women in serials.
- To know the influence of these serials in their day to day life
- To understand the socio-cultural values in the serials.
- To find out the cause for excessive romance in Telugu serials.

III. LITERATURE REVIEW

It has been observed that many studies have conducted globally and nationally to identify the effect of Television serials on our society irrespective of the age groups. They have studied extensively about these serials from different perspectives. Some have submitted their thesis on this very topic. But very few studied about Telugu drama serials.

Kaluvoya Anitha (2017) from St. Francis College for women from Hyderabad has studied about the Telugu serials content and the reason for addiction to these serials. Her study revealed that the government should interfere in this matter seriously and must appoint a regulatory body to monitor the content.

Humawon Sarkar (2016) researched on the Impact of Serials in our society: perception from different age groups. He found out that watching these serials regularly will have a bad affect on our values, beliefs, culture and on the total society.

IV. METHODS AND MATERIALS

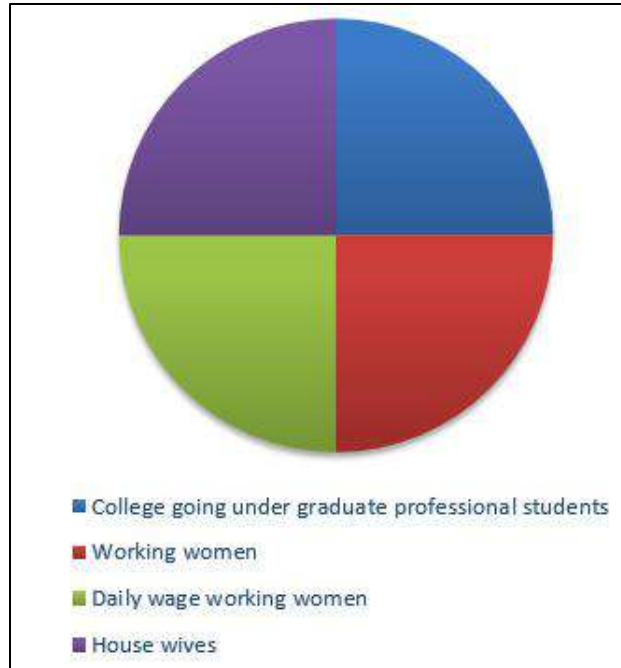
I collected the primary data by conducting a survey through questionnaire with in depth analysis and interviewed some of them personally for better understanding in the month of

May 2019. I browsed the sites, referred journals and publications for secondary data.

A survey was conducted on 100 women from Godavari districts

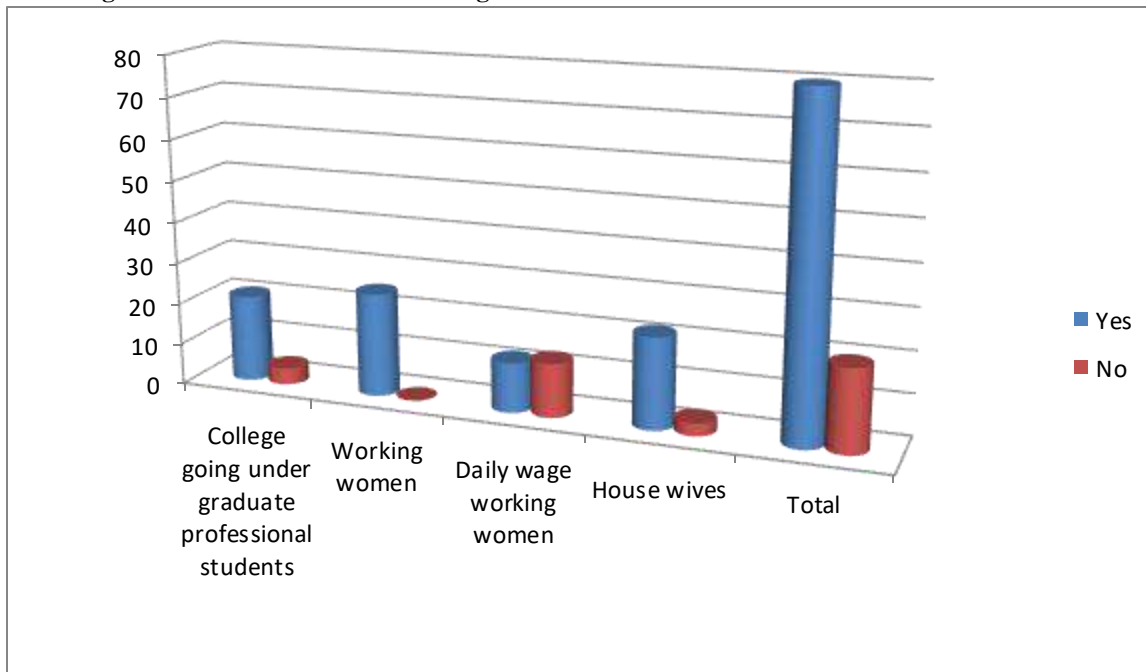
College going under graduate professional students = 25

Working women = 25
 Daily wage working women = 25
 House wives = 25



V. RESULTS AND DISCUSSION

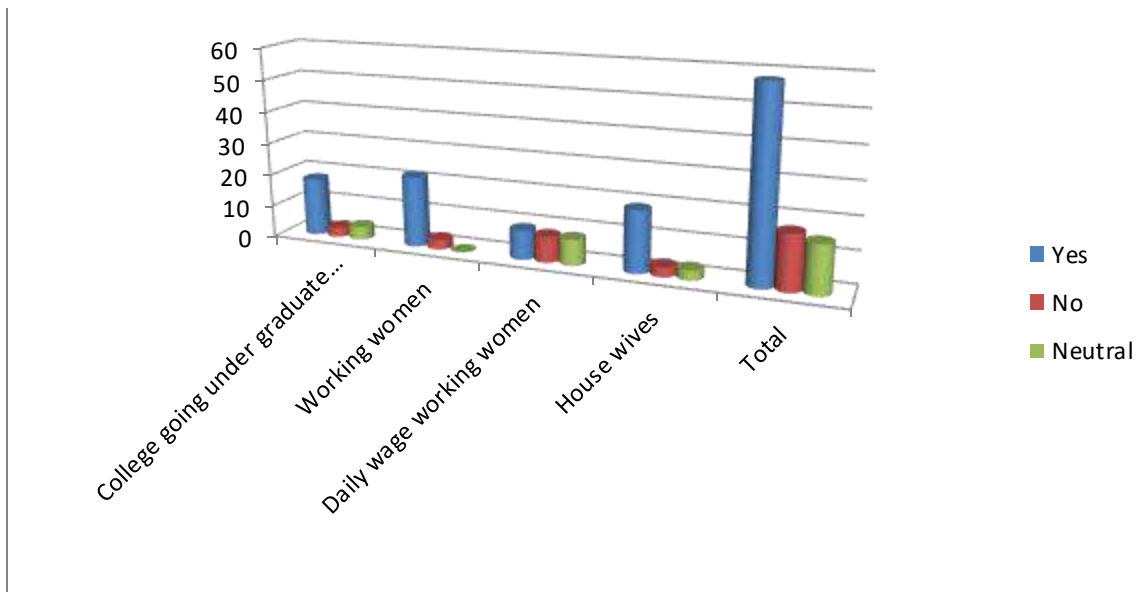
5.1 The casting of extra- marital affairs in Telugu drama serials.



In total 80% of the result shown that television serials are casting extra marital affairs. Especially woman in serials are attracted to the husband of another woman. These serials are lighting up an unethical concept of fall in love with a

married man. It is indeed a grave practice of inculcating bad thoughts into the minds of innocent rural women which ultimately destroys the family relations and societal conditions.

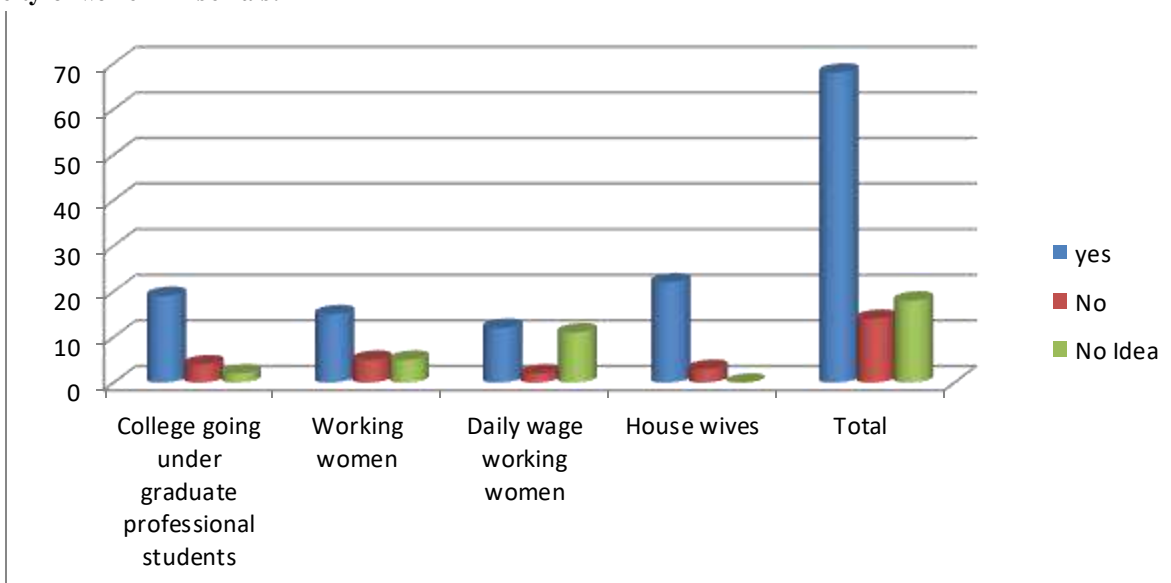
5.2 Anti-social behavior in women



Around 58% of the women are agreed that it was shown clearly in the serials that women are portrayed in a different way which is not real in our society. Society has a certain expectations on women as they manage everything with patience; they are kind, obedient and loving. More than

these qualities women role in a family plays a vital role but the contemporary serials were exaggerating the anti-social elements and making a woman is prime villain to another women.

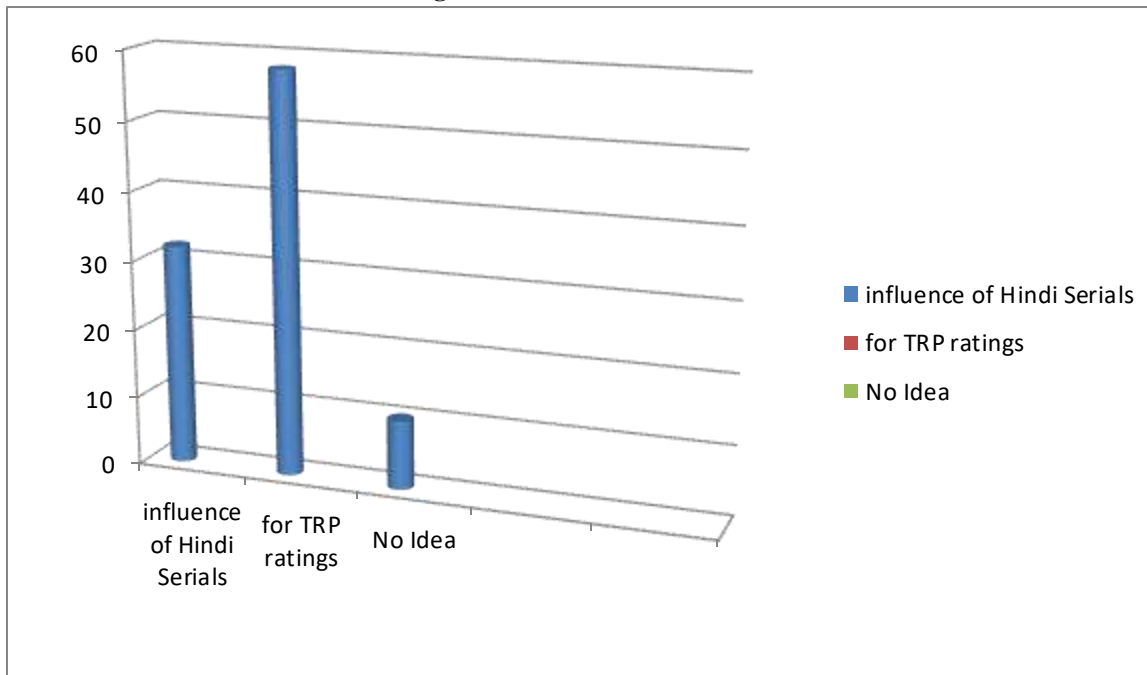
5.3 Cruelty of women in serials.



68% of the women agreed that women are shown cruel in the daily serials. Most of the women replied that a character named Monitha from Karthika Deepam, highest TRP rated serial in MAA TV is the example for this. Deepa, dark skinned lady is the main character of the serial karthika deepam wedded to Karthik whom was deeply loved by Monitha. Monitha get the couple separated with her evil

plans to marry him again. Director used soliloquies to depict the cruelty of Monitha and her plans to the audience. Monitha is the main villain of the plot though we have many male characters which shows that a woman is portrayed in a way that women cant even trust another women.

5.4 The cause for excessive romance in English



Around 58% of the women said that it is because of the Hindi Serials they are showing excessive romance in Telugu Serials. They even told most of the serials are copyrighted from Hindi serials automatically they are imitating the same which was shown in the Hindi serials. But they are objecting this kind of move in daily serials as these kind of scenes influence the youngsters and even children. Most of the women said AGNI SAKSHI is the example for excessive romance.

30% of the replies elucidated that Television channels are mostly concentrating on the TRPs rather than the influence of those on our society. They are concentrating on the content which can make the serial lengthy by adding negative shades to women.

VI CONCLUSION

Based on my understanding from the in depth interview techniques on 100 Godavari Districts women, I find out that

serials became a favorite pass time for many of the women and they opt HOTSTAR to continue watching if they miss the episode. This shows the influence of daily serials in the life of every woman. 68% out of all the women who watch serials regularly agreed that serials have all the elements which I have stated in my objective like cruelty, excessive romance, extramarital affairs, anti-social elements. My study revealed that these serials and the above said elements influence our families in a very bad way as Aristotle said **“what we do regularly is what our personality is”** this quotes says a lot even in this 21st century. Our mind is an empty vessel what we pour in that will reflect as our behavior and personality. These serials are imposing all unrealistic elements in the innocent minds of these Godavari district women.

RECOMMENDATIONS

The study needs extensive research on large no of people to recommend. My finding through this study would be used as a reference to study further in the same field.

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Main Theme of Feminist under Political thoughts

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Abstract— A large amount of feminist writing deals with different aspects of subordination of women and about the political rights for women. Feminist like Karla Marx and his voice for those women's who are under the control of men. That the main thing of these type of writers who portrait how women's will get equal rights in this world.

Keywords— Subordination, Political, Equal, Portrait.

I. INTRODUCTION

Feminist says woman marginalised peoples because women are coming under the men and especially the black women are suffering a lot. Mainly the political theme is used in Marxist feminism. That the initiator of Marxist feminism is Karla Marx. That he states "A man is more as an economic as as a political animal". Mainly we can state the class struggles in society.

II. AIM OF TODAY'S FEMINISM

The aim and political lexis of today feminism is related to the contraposition to the Standing rules, norms and dogmas in society. In this sense feminism is identified by the desire to acknowledge the women's rights and equality, as well the different attitude towards the perception of women. That the word Feminism is used for the first time in English in the end of the XVII century. During the particular historical period, the social states of women was unenviable many feminist writers points of intersection to other political ideologies ex these are Liberal Feminism, Marxist Feminism uses the views, ideas and beliefs of social development from other political ideologies.

III. WOMENS GET POWER IN MODERN DAYS

That in society as in Modern days women's get a power to get inside the circle of politicise that it's not only the rights which was given for women that all feminist were expecting much from the society as all women's need to get equal rights as equal to the men. Nowadays women's are going to job and those jobs are equal to men that the jobs are in factories, sweetshop. Olden days women should inside the home like a slave

but now women came out from that world because these feminist change the society by their writings. And still now also some of the men said that "womens are week".

IV. CONCLUSION

According to all the feminist that they talk about the rights for women's "defined as Feminism is getting equal rights in all sphere" like property rights, voting rights, etc. As same as that women's get a rights in political but there is still remaining the gender and class struggle in the society not only this. The women's are under the control of men by the race.

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Character Analysis of ‘*Mathilde Loisel*’ in the Maupassant’s “*The Necklace*”

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Abstract— *The present paper mainly discusses the characterization of Mathilde Loisel in Albert Guy de Maupassant’s “the Necklace” or “The Diamond Necklace”, a short story originally published on February 17, 1884 with an original title: “La Parure”. Story takes place in France, during the 1800s, and focuses on the lives of the Loisel family. During that time period, life was hard for the majority of people, who lived primarily in working-class households. Madame Mathilde Loisel, is a round and dynamic character. As a young, married woman, Madame Loisel is pretty and charming, but her vanity makes her feel entitled to more than what she has. In fact, because of her looks, she believes Fate has made a mistake, that she was destined for more. But her dissatisfaction and vanity lead to her downfall, causing her to lose everything she has, including her youth, beauty, and modest way of life, but at the same time, causing her to grow, accept, and respect herself. Essentially by the end of the story, she came to understand her place in life as a very different person.*

Keywords— *Debt, Life, Mathilde, Maupassant, Necklace.*

I. INTRODUCTION

Henri Ren Albert Guy de Maupassant (Aug 5, 1850 - Jul 6, 1893) was a popular French, World famous, short story master, who wrote under the pen name, *Guy de Maupassant*. He is considered as one of the fathers of the modern short story writers as well as one of its finest practitioners. His prolific and deeply admired body of work influenced a great number of writers including William Somerset Maugham, O. Henry, Anton Chekhov, Kate Chopin and Henry James. Maupassant was a famous French critical realism writer in the 19th century, as well and his stories not only have clever layout, but his writings embrace ups and downs, the endings are unexpected, and have a profound social significance. His characters are vivid and vibrant, and dynamically depicted, and the inner world of the characters is profoundly revealed with concise brushwork.

“The Necklace” or “The Diamond Necklace” is an 1884 short story and is a representative of Maupassant’s short stories and the classic of the world literature gallery. For more than 100 years since its inception, people have not stopped researching and discussing about it. In particular, the character analysis of the story’s heroine Madame Mathilde Loisel is still a burning topic of evaluation and debate.

“The Necklace,” tells the story of Mathilde Loisel, wife of a low-paid clerk of the Ministry of Education, who borrowed a so called diamond necklace from her friend Madame Jeanne Forestier, to show off her charm to everyone in the ball party. Unexpectedly, the necklace was lost on her way home, she had to borrow money to buy a new diamond necklace and return it to her friend. In order to repay the debt, Mathilde worked hard for ten years, moved away from the original apartment, and became an ostentatious woman in the eyes of others. When she finally paid off an enormous debt of 36,000 francs and re-experienced the sunshine of her life, she learned that the necklace she borrowed was a fake necklace worth only five hundred francs. Unexpected and intriguing ending filled us with a strong interest in the inner world of the heroine, Mathilde. Following is the character sketch/analysis of Mathilde Loisel before and after, an event of, losing “The Necklace” happens.

II. BEFORE THE NECKLACE

Mathilde reside in an era when the British bourgeois revolution in the seventeenth century set off a wave of revolutionary change in Europe. The French First Empire, founded by Napoleon, finally pushed the French bourgeoisie to the historical stage. In particular, the Franco-Prussian War that broke out in 1870 caused the French bourgeoisie to assume a dominant position, and France began the transition to a capitalist society from the primitive accumulation of imperialism. The process of urbanization not only brings advanced production methods and technologies, but also impact old systems and old ideas thus people's life concepts were changing. “Necklace” was created during this period.

At that time, the French government was corrupt, social morality was lost, the splendid life of the upper class and the moral concept of profit-seeking, influenced the various social classes, the vain and the pursuit of pleasure, became the prevailing social atmosphere at that time. People of different classes were trying to succumb to society, dreaming of living aristocratic life to change their status. The following quote--

"She danced with intoxication, with passion, made drunk by pleasure, forgetting all, in the triumph of her beauty, in the glory of her success, in a sort of cloud of happiness composed of all this homage, of all this admiration, of all these awakened desires, and of that sense of complete victory which is so sweet to woman's heart." symbolizes the typical 19th century woman. Which is "Madame Mathilde Loisel herself". As a product of this era, Mathilde's vanity and decaying thoughts have penetrated deep into her heart.

In Mathilde's mind women, who do not have class, wealth, and power, are next to nothing. The beauty, charm, and temptation of women are the tricks that ring the doors of the upper class. She is undoubtedly beautiful and attractive. What she lacks is the opportunity to reach to the upper class. When real life's "housing of the house, the faintness of the walls, the dilapidation of furniture, the ruggedness of clothing" versus "elegant and luxurious life" of the dream, create a huge gap, Mathilde suffers and suffocate. From Mathilde's "dream", we can get a glimpse of it. She "dreams of those quiet halls, decorated with oriental curtains, high-brass bronze lamps, *"She thought of the silent antechambers hung with Oriental tapestry, lit by tall bronze candelabra, and of the two great footmen in knee breeches who sleep in the big armchairs, made drowsy by the heavy warmth of the hot-air stove."* she dreams Those spacious living rooms, where ancient drapes are hung, with delicate woodwork and rare antiques; she dreams of those gorgeous aromas, where she is closest to peoples who chats with the most admired men whom most women admire. She dreams of those beautiful dinners, masterpieces of silver crystals; those hanging on the walls, embroidered Characters in costumes, gardens of wonderland, strange birds; dreams of delicacies inexpensive dishes; dreams of eating pink carp or grouse wings while listening to guests with a charming smile. She is eager to be envied by women and pursued by men. So when her husband gave her an invitation to the ball of the Ministry of Education, she realizes that such an opportunity has come. She might have to turn her dream into reality and become a figure of attraction, whom men admire and woman's envy.

In her heart, Mathilde regarded the ball as the key to opening the door to the upper class, thus, she wanted to show

others, perfect and charming side of her. Now she not only has beautiful clothes, but also a necklace of identity and symbol, because Mathilde has borrowed a string of diamond necklaces from her rich friend, Madame Jeanne Forestier, and opened the door to fate. Mathilde danced to the ball and was enchanted by the praises of men and the envy of women. These are her longings and needs. She wants to be compare with others because she is a beautiful and arresting girl, but her status is not high. Born in an ordinary way, unable to get close to the upper class but this dance made her dull life shine, she succeeded, and her vanity is most satisfied. It is the temptation of Mathilde and the strong vanity of the luxurious life of the upper class that led to the inevitable occurrence of her life tragedy.

III. AFTER THE NECKLACE-

Story tightly revolve around the necklace, and Mathilde's losing, of the necklace is the central event of the whole story, but also the turning point of her fate and soul. A symbol "fake necklace" is a strong symbol that represents Mathilde's desire to be something that she could not accomplish. The series of actions committed by Mathilde after the loss of the necklace allowed us to re-examine the French girl who loves vanity and advocates extravagant life. In the case of running around and inquiring about lost necklace with no result, Mathilde did not tell her friend that the necklace was lost, but chose to buy another identical diamond necklace to pay back to Madame Jeanne Forestier. Striving for a strong character and strong self-esteem made her rather burdened with huge debts and lost her dignity in front of wealthy classmates. Mathilde "showed heroism at once" and decided to "repay this terrible debt". She dismissed the maid, moved from the residence, rented a small attic to stay. She knew all the cumbersome things in the house and the nasty chores in the kitchen. She brushed the cups and saucers, and the greasy pots with her pink fingers. She washed the shirt with soap, washed the rag, and dried it on the rope. Every morning, she took the rubbish from the upper floor to the street and then the water from the downstairs to the floor. On the upper floor, she stood up and gasped. She wore like a poor woman, carrying a basket on her arm, going to the fruit shop, the grocery store, the meat shop, fighting for the price, over a copper piece, being mocked, tried to Save her hard money. After ten years passed, Mathilde repaid the debt, and she became a sole and hard-working woman of the poor family. Her hair was badly done, her skirts were awry, her hands were red. Speaking into the air and washing the floor with a large bucket of water.

If ten years ago, Mathilde had only knew that she will suffer like this in future, she would've lost the courage

to live, and even died. But ten years later, Mathilde bravely survived and shouldered the burden of life. She became a real hard-working woman. Once she was very beautiful, charming, and adoring. She once dreamed of powerful and luxurious life. Now she is fighting for bronze and copper and understanding the hardships and difficulties of life. After ten years of hard work, she learned to be diligent and thrifty, learned to work hard, become down-to-earth and has a calm mind. She no longer dreams, has no time and energy to grieve for the unfulfilled dreams and the unrealistic life. She became real and courageous, strong and resilient, and found the value and happiness of life in real and ordinary life. So when she met the still young and still beautiful Madame Jeanne Forestier in the park, she did not hesitate, did not leave though she became old and ugly, but greeted her friend happily and confidently. There is no such thing in her as self-sadness and self-deprecation, Madame Loisel was conscious of some emotion. "Should she speak to her? Yes, certainly. And now that she had paid, she would tell her all. Why not? She then walked over." How handsome and calm, What a peace of mind. Thanks to the necklace, because this long decade of debt years, Mathilde gained peace of mind and peace, she became real and clear. The cute, courageous, strong and resilient Mathilde's image is now echoing.

IV. CONCLUSION

The Necklace is an excellent masterpiece that represents a protagonist's materialistic approach towards life and her downfall and rise eventually. There are several symbols in the story as well, these symbols are "a diamond necklace", "a fake necklace", "Madame Mathilde Loisel herself" and "taxi". "taxi" also represents high social status, because in that time only people who had a high social status in society could use a taxi. "How strange life is, how fickle! How little is needed for one to be ruined or saved!" Maupassant wrote this at the end of the story. If there has been no incident of losing the necklace, Mathilde would've immersed in the pain and suffering due to the huge gap between her dreams and reality, for a lifetime; or perhaps became a close friend of a certain high-ranking social man, became a doll of others; or perhaps spent the rest of her life in the dissatisfaction with Mr. Loisel. Life is like a play, and drama is like life. Who can say that the loss of a necklace is a matter for Mathilde, it is not a loss of course, but a blessing in disguise. The hardships of life did not make Mathilde decadent. The material life and poverty made her spiritual world more fulfilling. She recovered the value and happiness of life which is more important than anything else, in this world. Ten years of hardship made Mathilde to ignore the forever lurking

hardships of life, she became confident, optimistic and strong. In fact, the last line "Oh, my poor Mathilde! Why, my necklace was paste. It was worth at most five hundred francs!" might hurt readers occasionally, but not to Mathilde for sure. This may be the tragedy and comedy of life.

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Gender Differences in Work Motivation of Public Basic Education in Metro Vigan and Caoayan, Philippines and Job Satisfaction

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Abstract— *The study wanted to determine the differences in work motivation and job satisfaction of male and female teachers and to determine the relationship between work motivation and job satisfaction. To carry out such purpose, related literatures and studies were reviewed to support the theory of the study and proper methodology was followed. The study used descriptive correlational method of research design and aided by fact finding inquiry. The population of the study were 263 teachers of basic public schools of Metro Vigan and Caoayan. Validated Questionnaires were used to gather the data and to treat the data statistically, mean, t-test and Pearson r were used. Mean was to measure the level of motivation and job satisfaction and t-test was used to measure the difference and Pearson r was used to determine the correlation. The study found that work motivation and job satisfaction of basic public schools in Metro Vigan and Caoayan is very high and there was no correlation between work motivation of both gender and job satisfaction. It also found that there was no difference between job satisfaction of male and female teachers and as whole, there was no difference between work motivation of both genders but taking it singly, there was a difference on work motivation of both genders in terms of integrated regulation.*

Keywords— *Gender differences, work motivation, job satisfaction.*

I. INTRODUCTION/ RATIONALE

Motivation and satisfaction are two most important factors that a manager needs to monitor among his/her employees. Improving the level of motivation of employees will help them improve job satisfaction and consequently organizational goals can be achieved. Worker's motivation and work satisfaction are interrelated. Both has causal

relationship because one can affect the other. Thus, improving motivation of employees causes job satisfaction. Most of the studies on work motivation and job satisfaction tend to generalize without distinction between male and female. However, the current study argues that male and female are two different kinds of human being. Their differences are not just in terms of physical structure or in terms of gender, but most importantly, its difference lies on how the brain works which affect how they work and their perception about the work. Male brain and female brain functioning are not the same and such differences can affect the way how they perform their job, and the way how they react to problems in their work.

It is also common that work motivation has been treated as a unitary concept without the distinction between intrinsic and extrinsic motivation (Deci and Ryan, 1971, 1975) and the extrinsic motivation is always treated as a unitary concept without the classification of external, introjected, identified and integrated regulation (Ryan & Deci, 2002). Therefore, the current study classifies the male and female work motivation and job satisfaction.

Recognizing the importance of work motivation and job satisfaction to the attainment of objectives of any industries which includes the schools, therefore the current study is conducted to determine the level of motivation and its differences among male and female teachers and job satisfaction of male and female teachers/employees of Basic Public Education in Metro Vigan and Caoayan in Ilocos Sur, Philippines.

The Significance of the Study

The study is intended to help the administrators of these schools to identify the factors that motivate employees, both female and male and improve factors that affect motivation of both genders. It is also intended to revise the existing

policies of the schools that tend to treat the employees the same and generalize the compensation and benefits given to all employees.

Theoretical Framework

Gender Differences Theories

Before going into determining work motivation and job satisfaction in women and men, it would be better to explain the gender differences because gender differences could explain the difference of work motivation and job satisfaction. There have been studies on motivation and job satisfaction but those studies treat motivation and job satisfaction as unitary concept applied to both gender. They have not explored into the differences of motivation and job satisfaction of both gender. The current study would like to see the differences because both genders are not the same in terms of how their brain works. To prepare us understand the difference between work motivation and job satisfaction of both genders, we select theories and researches that explain the gender differences, how the brain of man and woman works and how they affect the work motivation and job satisfaction of both.

We have been talking about gender equality in all forms, not only in any works, leadership, politics but even in sports but gender equality in this regard does not erase the fact about gender differences, that one is male and the other is female. Such differences bring with it differences in both aspects such as physical and mental differences (Romanes, 1887, Dovey, 2014) and such differences started in the womb. It is already programmed within the DNA from the moment of conception. Since then male's and female's physical and mental structure are different (Miller, 2007, pp. 3-9). Miller (2007) argued that physical differences are not just about the difference of sexual organs but there are many examples of differences, such as, physical structures. Miller (2007) pointed out that the average man is taller and heavier than average women, man has more body hair than woman do, especially on the chest and extremities, women is more sensitive to sound than men, men have larger hearts and lungs, and their higher levels of testosterone cause them to produce greater amounts of red blood cells. There are also differences in intake and delivery of oxygen. Such differences translate into some aspects of performance, for example, when a man is jogging, he needs about 50% of his capacity, while a woman will need to work at over 70% of her capacity to keep up with the man. In terms of skin, men's skin has more collagen and sebum, which makes it thicker and oilier than women's skin. Differences are also found in the amount of hormones. Men and women have different

levels of certain hormones. Men have a higher concentration of androgens such as testosterone, while women have a higher concentration of estrogens, etc (Miller, 2007). These differences definitely cause differences in many aspects of life including work motivation and job satisfaction.

However, the focus of our attention of differences in man and woman is not about physical differences only but mental differences. Mental differences originate in brain differences which cause how the brains works. (Romanes, 1887, Cool, n.d & Jantz, 2014) and such differences cause the difference between men and women in terms of work performance. As Cool (n.d) and Jantz (2014) argued that such differences can explain the reason why males outperform females on certain mental skills test, while females have the edge in others. Romanes (1887) pointed out that brain weight of women is about five ounces less than that of men, while Cool (n.d) pointed out that male brains are about 10% larger than female brains. Regardless of who is right in terms of the brain size, both point out the differences. Both, Romanes (2007) and Cool (n.d) have different explanations about the implication of the differences of brain size. Romanes (2007) argued that such differences cause male to have higher intellectual power than female. However, Cool (n.d), based on his research argued otherwise that there have been no differences in men and women's IQs. Cool (n.d) explained that bigger does not mean that man is more intelligent than a woman. Such explanation is supported by the finding of Miller (2007). Miller (2007, pp. 3-9) on his research found that there is no significant difference in the average intelligence level of men and women. Men and women have their edge and one is not better than the other. He elaborated further that women have more connections going left and right across the two halves of the brain. Such brain structure explains the edge of women over men that women have the capability to pull information together from different sources and drawing conclusions and at the same time women have better intuition than men. The left half of the brain then takes care of critical thinking while the right half of the brain takes care of the emotion.

According to Jantz (2014) such differences are more on processing, and chemistry. He explains that male brains utilize nearly seven times more *gray matter* or thinking matter (Cool, n.d), while female brains utilize nearly ten times more *white matter*. Gray matter is the information and action processing centers. In Jantz' view, such differences could explain that once man engages in a certain activity or game, he does not show much sensitivity to other people and the surroundings. The other side is white matter. White matter explains the networking of the brain. It is the networking grid that connects the brain's gray matter and other processing

centers with one another. This explains that women are faster in terms of shifting between two tasks than men. In terms of chemistry Jantz (2014) explains that both men and women have the same neurochemicals, but they work differently. Jantz (2014) identified four kinds of neurochemicals and these are serotonin which helps us sit still, testosterone, our sex and aggression chemicals, estrogen, a female growth and reproductive chemical and oxytocin, a bonding - relationship chemical. According to Jantz (2014), because of the differences in processing chemicals, male tends to be less inclined to sit long as female and tend to be physically impulsive and aggressive. Further, male is fast acting and therefore male is prone to risks, while females express their emotions more readily and experience a greater intensity of emotion (Miller, 2007, pp. 3-9).

Work Motivation Theory

According to Hartzell (n.d), motivation refers to the psychological processes that stimulate excitement and persistence of voluntary actions aimed at some goals. No body moves into action if nothing motivates him /her to go into action. It is the reason why a person works hard, and others do not. Those motivations can be physiological and psychological needs. It directs the behavior of the person. As Joday, et.al (2013) explained that motivation is viewed as one of the most important factors that inspire an individual person to move into action.

Maslow had structured the human needs into five categories which fall within physiological, sociological and psychological. These needs motivate a person to go into action. He summarized those human needs into what we call Maslow's hierarchy of needs (1954). It is generally accepted as a scheme to classify human motives (Pardee, 1990). He structured the needs into five stages that one must go through and these are physiology needs, safety needs, social needs, self-esteem or achievement and self-actualization. Physiological needs refer to the basic needs such as air, water, food, sleep, sex, etc. When these basic needs are not fulfilled, a person can get sick or die. After fulfilling the basic needs, the next level is safety needs which refers to stability and consistency in a chaotic world. All human beings need safety or security. Only when the security needs are fulfilled, then one can go to the next level which is social needs. This is the need in which people want to be loved and to belong. It is a fact that each human person has a strong desire to love and to be loved, to be accepted by other groups, to be associated with clubs, professional groups, and even churches and religious groups, etc. Next after these needs, a person moves to a higher level of needs which is self-esteem. This need is achieved when a person is given recognition

because of his/her achievement. A person wants to achieve something because he/she wants to be recognized by other people and by achieving the recognition, the person can achieve self-esteem. And the last level of Maslow hierarchy needs is self-actualization. At this level a person's motivation to works is to realize his full potential. Usually, this can include the pursuit of knowledge, peace, esthetic experiences, self-fulfillment, oneness with God, nirvana, enlightenment etc. (Hartzell, n.d).

If Maslow pointed out hierarchy of needs as source of motivation, Herzberg, et.al (1959) presented a two-factor theory to explain the human motivation. This theory is also known as Herzberg's motivation-hygiene theory and dual-factor theory. This theory argues that there are factors in the workplace that causes satisfaction and dissatisfaction. The presence and the absence of these factors can either cause satisfaction or dissatisfaction. These factors motivate people to work. He identified motivators such as challenging work, recognition, and responsibility and hygiene factors such as status, job security, salary, fringe benefits. According to him these factors (hygiene factors), if they are present, may not motivate but if they are absent resulting in demotivation. Therefore, Herzberg argues that job satisfaction and dissatisfaction are the product of motivating factors or satisfiers and hygiene factors or dissatisfiers. Satisfiers may include company policy, supervision, working conditions, interpersonal relations, salary, status, job security, and personal life (Pardee, 1990).

Another figure that we cannot just ignore in the motivation theory is Alderfer (1969). He presented ERG theory and this theory simplifies the hierarchy needs theory of Maslow. ERG theory stands for existence, relatedness and growth needs as a source of motivation. The existence needs are related to the basic physiological and safety needs of Maslow which are concerned with providing the basic material needs required for human existence such, air, water, food, sleep, sex, and security or safety needs. While the relatedness needs are related to the social needs of Maslow which is the desire people to belong to the society, or the group and the desire to be love and to be loved. Finally, Alderfer identifies growth need as an intrinsic desire for personal development. Growth need is the intrinsic component of Maslow's theory such as esteem need and the self-actualization needs. According to Alderfer when the higher needs (growth need) cannot be achieved, a person regresses or going back to satisfy the lower needs (Existence and relatedness). For example, if self-actualization or self-esteem cannot be achieved, then individuals go back and will invest more effort in the

relatedness need or existence need in the hopes of achieving the higher need.

If Alderfer synthesizes the theory of Maslow into three components of needs such as existence, relatedness and growth (ERG), while, McClelland (1961,1998) identifies only three kinds of needs and they are need for achievement, need for affiliation and need for power. McClelland argues that everyone has the urge deep within that pushes or motivates someone to excel, to achieve something within the standards or beyond the standards. Often time those who are called achievers tend to avoid low-risk because they want to be challenged and at the same time, they avoid high-risk venture because they want to be sure that they will achieve their goals. Therefore, high nAch individuals (achievers) prefer works that have moderate probability of success. While those who belong to nAff (need for affiliation), they prefer harmonious working relationship with other people and these types of people find ways how to be accepted by other groups. Persons belong to the group avoids conflict and follow the established norms and they prefer works that provide significant personal interactions. Finally, those who have need for power refers. This refers to persons who have the desires to control and direct others. People who belong to this category want to be given position through which they can control other people.

The above theories of motivation remind the managers or leadership that people have different needs and therefore, people who have different needs are also motivated differently. For example, for those who have high nAch needs challenging tasks and frequent feedbacks and the ones who have high nAff needs for cooperative environment and lastly those who have high need for power look for opportunity to manage others or to supervise others

Self-Determination Theory (SDT)

Self-determination theory argues that human beings have natural tendencies to work according to their individual interest. Children usually perform activities according to their inner direction. They perform activities for the sake of the enjoyment found in the activity. However, once the person grows up in the society, he/she is no longer acting according to his/her inner direction as he/she wishes but acting according to the demand of the society. External demands motivate him/her to perform certain job or activities. Therefore, Ryan and Deci (2002) argued that although psychological growth and integration tendencies are natural, but they are susceptible to social and environmental conditions which may support propensities for self-determination or disrupt them.

SDT motivation theory applies to activities that people find interesting, challenging and aesthetically pleasing. These are activities that people perform naturally without the external force. Intrinsically motivated persons perform activities for its own sake because one finds the activity inherently interesting and satisfying. However, it cannot be denied that not all activities are performed intrinsically motivated, there are many activities or work performed because of external motivation in which a person does the activity for a certain instrumental reason (Ryan & Deci, 2002).

Previous motivation theories (Maslow, Herzberg, Alderfer, and McClelland) presented above are now classified into extrinsic and intrinsic motivation. However, simple dichotomy between intrinsic and extrinsic motivation made the theory difficult to apply to work settings. Classifying extrinsic motivation into different types lead to Self-Determination Theory. Self-Determination Theory is a theory of work motivation. Under SDT, motivation is not treated as singular construct but divided motivation into intrinsic and extrinsic motivation with its classification (Gagne & Deci, 2005, pp. 331-362). Intrinsic motivation is defined as the inherent desire to seek challenges, to work and perform activities on one's capacities and finds enjoyment in such activity (Deci and Ryan, 2000). While extrinsic motivation is defined as the absence of inner excitement and find excitement in performing the job but perform the job to attain separable outcome. For example, employees do their job, not because they find enjoyment in doing their job but because of external pressures (Ryan and Deci, 2000). Within the SDT, OIT (Organismic Integration Theory), a sub-theory of SDT, classified extrinsic motivation into *external regulation, introjected regulation, identified regulation, and integrated regulation*. External regulation refers to motivation that is externally controlled and their actions have external locus of causality (deCharms, 1968). Introjected regulation means taking regulation but not fully accepting it as one's own. A person performs the job to avoid feeling guilty. He/she performs the job to maintain feeling of worth (, William, Grow, Freeman, Ryan & Deci, 1996). While identified regulation reflects a conscious valuing of a behavioral goal or regulation in which a person accepted that such action is important. Finally, integrated regulation means a person has evaluated certain action to be in congruence with their own personal values.

Job Satisfaction

Job satisfaction measures how satisfied a person is in his/her job. It is a feeling that a person has when he/she has completed a job. Having done the job well is what brings satisfaction to the person. The pleasure or joy of doing a job

is what is called as job satisfaction. It is the joy or the pleasure of working and it is the sense of accomplishment after having done a job-well done. Since it is a feeling, not all employees will have the same feeling, even though they are doing the same job and within the same environment. There might be few who get job satisfaction and there are also some who might not be satisfied. This is because satisfaction is not just caused by a single factor, but it is the output of different factors such as *training and development, supervision, compensation and benefits and working relationship.*

Training and Development

Training and development are defined as organization's effort to improve employees' performance. It can also be defined as educational development process of employees to sharpen their skills, concepts and improve their knowledge and attitude to enhance their performance (Qureshi, 2016). Training and development are always based on the organizational assessment. Through assessment, the organization identifies performance problems and determines the causes of those problems and then decides on what training and development are needed to improve the performance. Therefore, it is necessary for the individual development and employees' progress, which motivates him to work for the organization apart from just money. Training and development are one way of responding to the changes and development in the market place or market environment (Yip, 2018). Landy (1985) defined job training as an organized activity from the management to improve job knowledge, skills and to modify the attitudes and social behavior of its employees to be consistent with the objectives of the organization and as demanded by the job" (p. 306). Training is systematic development of the knowledge, skills, and expertise required by a person to effectively perform a given task or job (Patrick, 2000)

Supervision

Business Dictionary defines supervision as "the action of overseeing and managing employees in the workplace". It is also understood as guiding employees with specific instructions on the job to be done, monitoring the development of the work, reviewing the accomplishment of the work and holding them accountable for specific results (Jordan, 2017). Supervision is a day to day's work and therefore such supervision should be based on the established performance indicators agreed beforehand that reflect the critical success factors of an organization (StudyMode Research, 2013). Supervisor oversees the work of employees and establish controls to improve the work as well as the worker based on the pre-established standards of performance. It is the immediate guidance given to

employees in the performance of their work. It involves giving feedbacks to employees to ensure the quality of their work and to sustain or to improve quality of work output. It is the supervisor who provides parameters of the work, performance reviews, and help employees avoid, identify, and solve problems (Kleiman, 2004). It has been also argued that that perceived supervisor leadership style may contribute to employee well-being, job satisfaction and organizational commitment.

Compensation and benefits

Compensation and benefits are tangible and intangible rewards such as recognition, work-life and development. It can also be defined as all the rewards earned by employees in return for their labor. This includes direct financial rewards in terms of salary, bonuses, commissions provided at a regular basis. This may also be called guaranteed pay. Indirect financial compensation includes financial rewards that are not included in the financial compensation but form part of the social contract between the employer and the employees such as benefits, leaves, retirement plans, education, and employees' services. Nonfinancial compensation may include career development, and promotion, opportunities for recognition, and work environment conditions. This may be called benefits, (hrcouncil.ca, n.d).

The compensation and benefits are important because employees are not willing to work hard for the company when they feel that they are not taken care of. It is through compensation that employees are recognized. Compensation ensures that hard-working employees are rewarded fairly. This will satisfy and motivate them to contribute more to the company and sustain their performance. Good compensation benefits do not only aim at retaining employees in the company, but it is also important to attract the best talent to the company. For many people, the reason why they apply to a certain company is salary and incentive packages. Good compensation and benefits tend to attract best talents (allabout careers, n.d).

Working relationship

Working relationship refers to employer-employees and employee-employee relationship in the workplace. Maintaining good relationship in the workplace is very important for the attainment of the goals. It cannot be denied that employees are working for the business and the business needs the employees to carry out its work. In such relationship, there must be mutual interactions and mutual respect. Whatever kind of relationship allowed by the business, harmonious relationship is necessary. Both are mutually dependent on each other in which employer relies

on the employees to carry out the work and employees rely on the employer for the direction, resources and compensation and benefits. Thus, it is crucially important for the employer to build good relationship, while at the same time setting the boundaries are important to know the limits (Schreiner, 2018). Strong relationship between employer and employee is important because it is the key to ultimate success of the organization. It has been argued that if there is a strong relationship in the workplace, employees' productivity will improve, reduce conflicts and loyalty to the company will improve (O'Brien, 2014). While maintaining good relationship with the employer is important, it is likewise important to maintain good relationship with co-workers. It is important because by nature employees are not only individual being, but they are social being and they need other people to talk to, to share ideas with and to share their happiness and sorrows. It is argued that an isolated environment demotivates an individual and spreads negativity around (Yip, 2018).

II. RELATED STUDIES

On Work Motivation and Job satisfaction

Schmidt (2007) conducted a study on "The Relationship between Satisfaction with Workplace Training and Overall Job Satisfaction". The study focused on the relationship between satisfaction with employer-provided workplace training and overall job satisfaction of customer contact representatives. The study concluded that there is a significant relationship between job training satisfaction and overall job satisfaction. All variables of the study such as time spent in training, training methodologies and the content of training were all correlated to job training satisfaction. This finding is confirmed by other studies. Tella and Ayeni (2007) also pointed out the same result that there is a relationship between work place training and job satisfaction. Workplace training improve work motivation which contributes to job satisfaction. Such finding was also supported by Brown and Shepherd, (1997) who reported that motivation improves workers' performance and job satisfaction. Those findings are similar with the finding of Danish (2010), as he pointed out that certain motivational factors contribute to the prediction of job satisfaction. As to the motivational factors affecting job satisfaction, the study of Halici (2012) argued that employees give more importance to behavioral approaches.

Related to motivational factors, there are financial and non-financial rewards that can motivate employees to work. Motivational factors cannot be generalized. In other words, money or salary may not be the single factor causing

motivation and job satisfaction of employees but there are other non-financial factors that affect motivation and job satisfaction as pointed out by Bazan (2009) that employees' level of job satisfaction was not higher when motivated by rewards and pay. He pointed out that teachers do not have the highest paying jobs and he found that pay did not appear to be an important factor to most of the staff and teachers. Such finding strengthens the idea that there are non-financial rewards that affect job satisfaction as indicated by the finding of Tausif (2012) that non-financial rewards are the strong determinant of job satisfaction for the employees. Financial rewards and job satisfaction may not be generally applied to all people. His finding showed that the satisfaction increases with the increase in age. The old employees are more satisfied with job rewards than young employees. This is again emphasized by the finding of Abdullah, Teng and Bustaman (2014) on the financial and non-financial factors of motivation. Their study concluded that that non-financial rewards are positively and significantly associated with job satisfaction. However, among those rewards, it is still recognized that financial rewards have the strongest impact on job satisfaction than non-financial rewards.

The above finding may support the argument that not every place, not everyone, not every age or not every nation have the same factor of motivation. As shown, it is depending on the level of economic conditions. Countries that are poor may need financial support to motivate them to work as compared to wealthy nation as it was pointed out by the study of Aziri (2011, pp.77-86) that on certain places, financial compensation has a great impact on the overall job satisfaction of employees. This was proven by the study of Mustapha (2013) on the influence of financial reward on job satisfaction among academic staff of Public Universities in Kelantan, Malaysia. It manifested that there was a positive relationship between financial reward and job satisfaction. It was also confirmed by the study of Mehta in Pakistan that the increase in monetary rewards has affected positively on the employee performance and job satisfaction. However, the study still acknowledges that such impact may be different from one individual to other individual persons and from one place to other places. Some people, some countries are highly motivated by things other than financial rewards (Essays, 2013).

In short, there are many factors affecting the motivation and job satisfaction of employees and those factors are ranged from financial and non-financial rewards. Salaries, benefits and bonuses are still considered the most important variable for employee satisfaction (Singh & Jain, 2013, pp. 105-111). There are also many non-financial factors that change

employee’s performance such as worker and employer relationship, working conditions, job security, training and opportunity of development, and overall rewarding policies of the company (Priya, Eshwar, 2014). Whatever kind of rewards, the lesson is that rewards affect the motivation and job satisfaction of employees as emphasized by the study of Jehanzed, et.al (2012) that rewards have positive significance on motivation and motivation is positively related to the job satisfaction. Overall, rewards have a positive significant effect on job satisfaction.

On Gender Differences and Job satisfaction

ESSAYS (2015) went through review of literature to determine the gender differences in work motivation and job satisfaction. Based on the result of the literature review, it concluded that gender differences in job satisfaction has been found to have no conclusive evidence about the levels of satisfaction among men and women. This finding was already pointed by the previous study on gender differences on job satisfaction. Mabekoje (2009) had conducted a study on gender differences on job satisfaction among secondary school teachers in Nigeria and the study concluded that there are no gender differences existed in all the dimensions of job satisfaction as well as the overall job satisfaction of teachers. Azim, Haque, and Chowdhury (2013) supports the similar finding. They conducted a study on gender, marital status and job satisfaction among employees in Bangladesh and their study found that there is no statistically significant evidence is observed indicating differences in job satisfaction level between ‘male’ and ‘female’ or between ‘married’ and ‘unmarried’.

However, these findings may not be true everywhere. Kim (2005) studied on the gender differences in job satisfaction among public employees in Seoul, Korea and his study

revealed that women are more satisfied with their jobs than men. Among demographic variables gender was the only significant predictor of job satisfaction; women emphasized intrinsic rewards, whereas men emphasized extrinsic rewards. This finding is supported by the previous study of Rohrbeck (1988) on the relationship between gender and job- satisfaction in high school students employed part time. The study concluded that gender was found to be related significantly, but to a small degree, to job satisfaction. Such finding further strengthened the previous idea that female and male have different reasons to work. Females seemed to be more driven by intrinsic motivation that they work to learn new skills or gain work experience more than males were as emphasized by the study of Clark (1997). But in the context of Pakistan, male employees are more satisfied with their jobs as compared to female employees (Fatima, Iqbal, Akhwand & Suleman, 2015). This could be explained by the reasons why female and male go into work as Erat, et.al (2012) argued that career motivation has a positive correlation with organizational commitment and job satisfaction.

Those previous studies measured gender differences and job satisfaction, and there were no common agreements on the relationship between gender and job satisfaction. Further, they have not measured gender differences motivation and jobs satisfaction. The current study argues that gender and motivational differences may appear among men and women because it assumes that job satisfaction comes after motivation. Motivation level affects job satisfaction and motivation and satisfaction may vary from male to female workers (Burks, 2018). Therefore, motivation needs to be measured and to what extent it affects job satisfaction.

Conceptual Framework

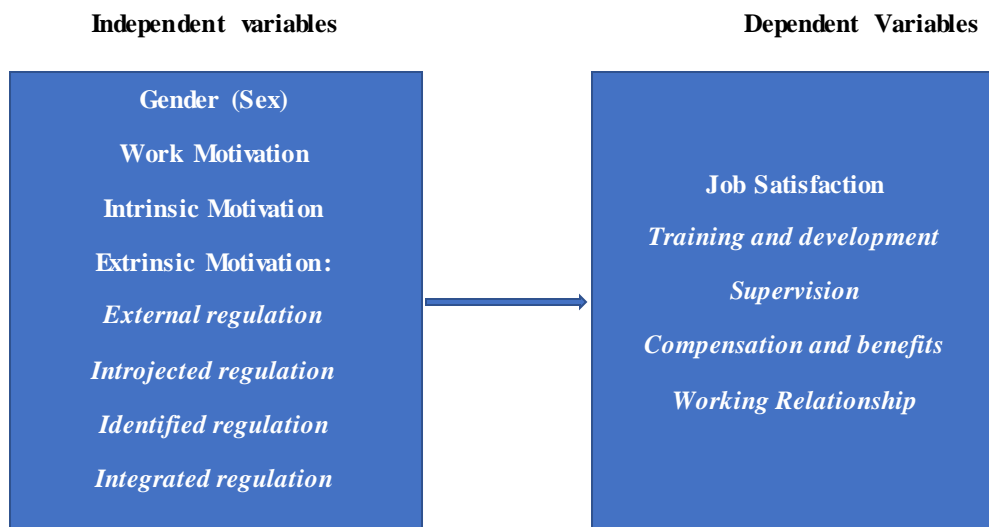


Fig.1: conceptual framework reflects the relationship between work motivation of male and female employees and job satisfaction.

III. STATEMENT OF THE PROBLEM

The study would like to determine the effect of work motivation of male and female employees of Public Basic Education in Metro Vigan, Philippines, specifically it seeks to answer the following questions:

1. What is the sex (gender) of employees of Public Basic Education in Metro Vigan and Caoayan, Ilocos Sur, Philippines?
2. What is the intrinsic motivation of male and female employees of Public Basic Education of Metro Vigan and Caoayan, Ilocos Sur, Philippines?
3. What is the extrinsic motivation of male and female employees of Public Basic Education of Metro Vigan and Caoayan, Ilocos Sur, Philippines in terms of:
 - a. External regulation
 - b. Introjected regulation
 - c. Identified Regulation
 - d. Integrated regulation?
4. What is the job satisfaction of male and female employees of Public Basic Education of Metro Vigan and Caoayan, Ilocos Sur, Philippines in terms of
 - a. Training and Development
 - b. Supervision
 - c. Compensation and Benefits
 - d. Working relationship?
5. Is there a relationship between work motivation of male and female employees of Public Education of Metro Vigan and Caoayan, Ilocos Sur, Philippines and their job satisfaction?
6. Is there a difference between motivation of male and female employees?
7. Is there a difference between job satisfaction of male and female employees?

Assumption of the Study

The study assumes that the questionnaires of the study are valid and work motivation and job satisfaction of male and female employees can be measured. The answers of the questions are honest.

Hypothesis

Kim (2005) found that there is a significant difference between job satisfaction of male and female employees and therefore the hypothesis of the study will be:

1. There is a positive relationship between work motivation and job satisfaction,

2. There is a gender difference on work motivation and job satisfaction.

Scope and Delimitation of the Study

The study is only to measure the relationship between work motivation of male and female employees of Public Basic Education of Metro Vigan and Caoayan, Ilocos Sur, Philippines and their job satisfaction. The study covers only to measure the relationship between sex, intrinsic motivation, extrinsic motivation and job satisfaction.

IV. METHODOLOGY

To carry out the study, an appropriate research methodology was utilized. Therefore, this part discusses research design, data gathering instruments, population, locale of the study, data gathering procedures and statistical treatment of data.

Research Design

Since the study is a quantitative research, thus, the study used descriptive correlational method research design and fact-finding inquiry to determine the level of work motivation and job satisfaction of male and female employees. It describes what is found in the data. It concerned with the data collected on a research sample. It describes the profiles, frequency distribution, characteristics of people, situations, phenomena or relationships of variables (Ariola, 2006). It merely describes "what is" about the data. Or it describes relationships that exist, practices that prevail, beliefs, processes that are going on; effects that are being felt or trends that are developing (Best & Kahn, 1993).

Locale of the Study

The locale of the study was Public Basic Education within Metro Vigan and Caoayan, in Ilocos Sur.

Population

The population of the study was composed of all employees of Public Basic Education within Metro Vigan and Caoayan, Ilocos Sur. The total number of employees are limited and therefore total enumeration or 263 employees are taken as the sampling design of the study.

Data Gathering instruments

The study utilized questionnaires. For the intrinsic and extrinsic motivation, the questionnaires were adapted from the study of Blanchard, Taylor, Pelletier and Villeneuve (2009). While questionnaires on job satisfaction were made by the researcher and validated by the expert on the subject matter.

Data Gathering Procedures

In the process of data gathering, the researcher sent letters to the Superintendent of Basic Public Education of Ilocos Sur Province and the different Principals or heads of the schools. The researcher personally met the Superintendent and the Principals and employees and requested them to answer the questionnaires.

The retrieval of questionnaires was arranged between the Principals and the researcher with the help of employees of different schools.

Statistical Treatment of Data

In consistent with the study as descriptive research, therefore descriptive statistics is used. The weighted mean was used to measure the level of motivation and the Pearson r were used to measure the strength of correlation between work motivation and job satisfaction of employees. T-test was used to measure the difference between motivation and job satisfaction of male and female employees. The following ranges of values with their descriptive interpretation will be used:

Statistical Range	Descriptive Interpretation	Overall Descriptive Rating
4.21-5.00	Very true (Very High)	Very satisfied (Very High)
3.41-4.20	True (High)	Satisfied (High)
2.61-3.40	Somewhat true (Moderate)	Somewhat satisfied (Moderate)
1.81-2.60	Not true (Low)	Dissatisfied (Low)
1.00-1.80	very untrue (Very Low)	Very dissatisfied (very Low)

Findings

The finding of the study is presented according to the statement of the problems of the study.

Problem 1: What is the sex (gender) of employees of Public Basic Education in Metro Vigan and Caoayan, Ilocos Sur, Philippines?

Table.1: The gender of Employees of Public Basic Education in Metro Vigan and Caoayan.

Gender	Male	%	Female	%
	41	15.59 %	222	84.41%

Based on the data collected, it shows that there are 41 or 15.59 % male and 222 or 84.41 female employees. It means that majority of the teaching force of Public Basic Education in Metro Vigan and Caoayan is female.

Problem 2: What is the intrinsic motivation of male and female employees of Public Basic Education of Metro Vigan and Caoayan, Ilocos Sur, Philippines?

Table.2: Intrinsic Motivation

Intrinsic motivation of male and female employees						
	Male		Female		As a whole	
	X	DR	X	DR	X	DR
1. Because I derive much pleasure from learning new things in my job	4.41	VH	4.46	VH	4.44	VH
2. for the satisfaction I experience from taking on interesting challenges	4.20	H	4.40	VH	4.30	VH
3. For the satisfaction I experience when I am successful at doing difficult task	4.34	VH	4.48	VH	4.41	VH
Overall	4.32	VH	4.45	VH	4.39	VH

Legend

4.21-5.00	Very true (Very High) (VH)
3.41-4.20	True (High) (H)
2.61-3.40	Somewhat true (Moderate) (M)
1.81-2.60	Not true (Low) (L)
1.00-1.80	very untrue (very Low) (VL)

As it is shown on the data, it reveals that overall basic public-school teachers' intrinsic motivation is 4.32 for male and 4.45 for female which are interpreted as very true or very high. From its mean rating, it shows that women are higher in term of intrinsic motivation than man. As a whole, intrinsic motivation of all public-school teachers in Metro Vigan and Caoayan is 4.39 which is considered very true or very high. It means that basic public-school teachers in Metro Vigan and Caoayan are doing their job because they want to learn new job, they love new challenges and they get satisfaction

from taking difficult task. They are doing it for pleasure in taking the job. Taking individual items, it shows that women have higher mean rating in all questions than man. Man has lower rating (4.20) than women (4.40) in terms of experiencing satisfaction from taking on interesting challenges.

Problem3: What is the extrinsic motivation of male and female employees of Public Basic Education of Metro Vigan and Caoayan, Ilocos Sur, Philippines in terms of external regulation?

Table 3a. External regulation

	Male		Female		As a whole	
External regulation	X	DR	X	DR	X	DR
1. For the income it provides me	4.37	VH	4.30	VH	4.34	VH
2. Because it allows me to earn money	4.27	VH	4.30	VH	4.29	VH
3. Because this type of work provides me with security	3.93	H	3.87	H	3.90	H
Overall	4.19	H	4.20	H	4.20	H

Legend

- 4.21-5.00 *Very true (Very High)*
- 3.41-4.20 *True (High)*
- 2.61-3.40 *Somewhat true (Moderate)*
- 1.81-2.60 *Not true (low)*
- 1.00-1.80 *very untrue (very Low)*

Comparing to intrinsic motivation, extrinsic motivation in terms of external regulation is lower than intrinsic motivation. As it is revealed on the table of computation, it shows that overall extrinsic motivation, in terms of external regulation of basic-public school teachers is 4.19 for male and 4.20 for female which are all interpreted as true or high. As a whole, extrinsic motivation in terms of external

regulation of basic public-school teachers is 4.20 which is considered as true or high. Such rating means that basic public-school teachers' extrinsic motivation in terms of external regulation is high but not very high. It means further that they are doing their job because of external pressures such as for money, and security.

Table 3b. Introjected regulation

	Male		Female		As a whole	
Introjected regulation	X	DR	X	DR	X	DR
1. Because I want to succeed at this job, if not, I would be very ashamed of myself	3.73	H	4.06	H	3.90	H
2. Because I want to be very good at this work, otherwise, I would be very disappointed	3.85	H	4.05	H	3.95	H
3. Because I want to be a winner in life	4.10	H	4.01	H	4.06	H
Overall	3.89	H	4.04	H	3.97	H

Legend

- 4.21-5.00 *Very true (Very high)*
- 3.41-4.20 *True (High)*
- 2.61-3.40 *Somewhat true (Moderate)*
- 1.81-2.60 *Not true (Low)*
- 1.00-1.80 *very untrue (very Low)*

As it is presented on the table, the data reveals that overall, introjected regulation of basic public-school teachers is 3.89 for male and 4.04 for female which all are considered as true or high. Taken them as a whole, it shows that extrinsic motivation in terms of introjected regulation is 3.97 which is interpreted as true or high. It means that they are doing their

job because they would be ashamed of themselves if they fail (3.73, 4.06), they would be very disappointed of themselves if they are not good at their work (3.85, 4.05) and they would like to be a winner in their life (4.10, 4.04). In such case, they are doing their job well but not fully their own yet. External circumstance is still part of the influencing factor.

Table 3c. Identified Regulation

	Male		Female		As a whole	
Identified regulation	X	DR	X	DR	X	DR
1. Because this is the type of work, I chose to do to attain certain lifestyle	3.95	H	4.05	H	4.00	H
2. Because I chose this work to attain my career goals	4.15	H	4.31	VH	4.23	VH
3. Because it is the type of work, I have chosen to attain certain important objectives	4.24	VH	4.24	VH	4.24	VH
Overall	4.11	H	4.20	H	4.16	H

Legend

- 4.21-5.00 *Very true (Very High)*
- 3.41-4.20 *True (High)*
- 2.61-3.40 *Somewhat true (Moderate)*
- 1.81-2.60 *Not true (Low)*
- 1.00-1.80 *very untrue (Very Low)*

As gleaned from the data, it appears that overall, extrinsic motivation of basic public-school teachers in terms of identified regulation is 4.11 for male and 4.20 for female which is interpreted as true or high. Taking it as a whole, it reveals that extrinsic motivation in terms of identified regulation is 4.16 which is considered true or high. It means

that teachers are doing their job because they believe that through such work they can attain certain lifestyle, career goals or to attain certain objectives. They have chosen teaching career because they value it important for their life and their objectives.

Table 3d. Integrated regulation?

	Male		Female		As a whole	
Integrated regulation	X	DR	X	DR	X	DR
1. Because it has become a fundamental part of who I am	4.24	VH	4.42	VH	4.33	VH
2. Because it is part of the way in which I have chosen to live my life	4.07	H	4.43	VH	4.25	VH
3. Because this job is part of my life	4.34	VH	4.62	VH	4.48	VH
Overall	4.22	VH	4.49	VH	4.36	VH

Legend

- 4.21-5.00 *Very true (Very High)*
- 3.41-4.20 *True (High)*
- 2.61-3.40 *Somewhat true (Moderate)*
- 1.81-2.60 *Not true (Low)*
- 1.00-1.80 *very untrue (Very Low)*

As presented on the table, it manifests that as overall, the extrinsic motivation of basic public-school teachers in term of integrated regulation is 4.22 for male and 4.49 for female

which is interpreted as very true or very high. Even as a whole, the extrinsic motivation in terms of integrated regulation is 4.36 which is considered as very true or very

high. It means that teachers have integrated external values to become their own because these values are in congruence with their own values. In this case, they do their job because it has become a fundamental part of who they are (4.33), it is part of the way in which they have chosen to live their lives (4.25) and such job is part of their lives (4.36).

Table 4. Summary Table?

Summary	X	DR
Integrated Regulation	4.49	VH
Identified Regulation	4.20	H
Introjected Regulation	4.04	H
External Regulation	4.16	H
Overall	4.22	VH

Legend

- 4.21-5.00 *Very true (Very High)*
- 3.41-4.20 *True (High)*
- 2.61-3.40 *Somewhat true (Moderate)*
- 1.81-2.60 *Not true (Low)*
- 1.00-1.80 *very untrue (Very Low)*

It is very clear from the data that overall, extrinsic motivation of basic public-school teachers of Metro Vigan and Caoayan is 4.22 which is understood as very true or very high. Taking it singly, it reveals that integrated regulation has the highest mean rating of 4.49 which is interpreted as very true or very high. It means that teachers have integrated external values to be their own values because those external values are aligned with their own values.

Problem 4: What is the job satisfaction of male and female employees of Public Basic Education of Metro Vigan and Caoayan, Philippines in terms of

Table 4a. Training and Development

	Male		Female		As a whole	
Training	X	DR	X	DR	X	DR
1. Enough training opportunities to allow me to perform my job well	4.49	VS	4.36	VS	4.43	VS
2. Availability of follow-ups training	4.20	S	4.26	VS	4.23	VS
3. Increase opportunities for advancement or professional growth	4.44	VS	4.35	VS	4.40	VS
4. Introducing seminar related to current job	4.39	VS	4.41	VS	4.40	VS
5. Empower me to participate in decisions that affect my work	4.41	VS	4.28	VS	4.35	VS
Overall	4.39	VS	4.33	VS	4.36	VS

Legend

- 4.21-5.00 *Very satisfied (Very High)*
- 3.41-4.20 *Satisfied (High)*
- 2.61-3.40 *Somewhat satisfied (Moderate)*
- 1.81-2.60 *Dissatisfied (Low)*
- 1.00-1.80 *Very dissatisfied (Very Low)*

As reflected on the data gathered, it manifests that overall, the job satisfaction of basic public-school teachers in terms of training and development is 4.39 for male and 4.33 for female which is considered as very satisfied or very high. Taken as a whole, it also shows that the job satisfaction of basic public-school teachers in term of training and development is 4.36 which means very satisfied or very high.

Teacher are highly satisfied with training opportunities (4.49, 4.36), availability of follow ups training (4.20, 4.26), opportunities for professional growth (4.44, 4.35), seminars related to the job (4.39, 4.41) and empowerment (4.41, 4.28).

Problem 4b: What is the job satisfaction of male and female employees of Public Basic Education of Metro Vigan and Caoayan, Philippines in terms of supervision?

Table 4b. Supervision

	Male		Female		As a whole	
Supervision	X	DR	X	DR	X	DR
1. Availability of immediate supervisor to answer your questions and to assist you to carry out your duties	4.37	VS	4.34	VS	4.36	VS
2. Frequent feedbacks and evaluations regarding your performance	4.17	S	4.21	VS	4.19	S
3. Recognition by my immediate supervisor for your accomplishment	4.32	VS	4.49	VS	4.41	VS
4. Fair treatment to all employees	4.12	S	4.22	VS	4.17	S
5. Supervisors monitor my work and often ask me about my work	4.00	S	4.16	S	4.08	S
Overall	4.20	S	4.28	VS	4.24	VS

Legend

- 4.21-5.00 *Very satisfied (Very High)*
- 3.41-4.20 *Satisfied (High)*
- 2.61-3.40 *Somewhat satisfied (Moderate)*
- 1.81-2.60 *Dissatisfied (Low)*
- 1.00-1.80 *Very dissatisfied (Very Low)*

As it is manifested on the mean rating, it appears that job satisfaction of basic public-school teachers in Metro Vigan and Caoayan in terms of supervision is 4.20 for male and 4.28 for female which is interpreted as satisfied and very satisfied respectively. However, taken as a whole, the mean rating indicates that job satisfaction in terms of supervision is 4.24 which is understood as very satisfied or very high. It just means that basic public school teachers in Metro Vigan and Caoayan are still very satisfied or very highly satisfied with the supervision in terms of the availability of supervisors to

answer and assist them in their difficulties (4.36), frequency of feedback regarding their performance (4.19), recognition from their supervisor for their accomplishment (4.41), fair treatment for all employees (4.17) and monitoring and asking questions related to the work of the employees (4.08).

Problem 4c: What is the job satisfaction of male and female employees of Public Basic Education of Metro Vigan and Caoayan, Ilocos Sur, Philippines in terms of compensation and benefits?

Table 4c. Compensation and Benefits

	Male		Female		As a whole	
Compensation	X	DR	X	DR	X	DR
1. Your rate of pay for your work	4.24	VS	3.95	S	4.10	S
2. There are enough benefits given to employees	4.17	S	3.90	S	4.04	S
3. Improve benefits such as sick leave, vacation leaves, dependent privileges and retirement	4.17	S	3.94	S	4.06	S
4. Provide further education assistance	4.07	S	3.99	S	4.03	S
5. Provides free uniform	4.07	S	4.35	VS	4.21	VS
Overall	4.49	VS	4.02	S	4.26	VS

Legend

- 4.21-5.00 *Very satisfied (Very High)*
- 3.41-4.20 *Satisfied (high)*
- 2.61-3.40 *Somewhat satisfied (Moderate)*
- 1.81-2.60 *Dissatisfied (Low)*
- 1.00-1.80 *Very dissatisfied (Very Low)*

Based on the computed data, it reveals that overall, the job satisfaction of teachers in terms compensation and benefits is 4.49 for male and 4.02 for female which is translated as very satisfied and satisfied respectively. It shows a different mean rating in which male teachers are very satisfied and female teachers are satisfied only. However, when taken, job satisfaction of teachers along with compensation and benefits

is 4.26 which is considered as very satisfied or very high. It means that as a whole, teachers are very satisfied with their rate pay, benefits, education assistance, and uniform.

Problem 4c: What is the job satisfaction of male and female employees of Public Basic Education of Metro Vigan and Caoayan, Ilocos Sur, Philippines in terms of working relationship?

Table 4d. Working relationship?

working relationship	Male		Female		As a whole	
	X	DR	X	DR	X	DR
1. Reduce conflict between employees and improve team building	4.00	S	4.22	VS	4.11	S
2. Improve supervisor – employee’s relations	4.17	S	4.29	VS	4.23	VS
3. Improve communications between supervisor and subordinates	4.10	S	4.23	VS	4.17	S
4. Reduce conflict with supervisor	4.07	S	4.25	VS	4.16	S
5. The employees are team players	4.12	S	4.34	VS	4.23	VS
Overall	4.09	S	4.27	VS	4.18	S

Legend

- 4.21-5.00 Very satisfied (Very High)
- 3.41-4.20 Satisfied (High)
- 2.61-3.40 Somewhat satisfied (Moderate)
- 1.81-2.60 Dissatisfied (Low)
- 1.00-1.80 Very dissatisfied (Very Low)

As it is indicated in the mean rating, it reveals that overall, the job satisfaction of teachers in terms of working relationship is 4.09 for male and 4.27 for female which is interpreted as satisfied and very satisfied respectively. It appears that female is higher than male in terms of satisfaction along working relationship. Though female is higher than male in terms of working relationship, however when taken them as a whole, both male and female have job satisfaction rating of 4.18 which is considered as satisfied or high only. In indicates that both are satisfied or highly satisfied with their working relationship between teachers and supervisors and between teachers.

Table 5: Summary table

Summary	X	DR
Training and development	4.33	VH
Supervision	4.28	VH
Compensation and benefits	4.02	H
working relationship	4.27	VH
Overall	4.23	VH

Legend

- 4.21-5.00 Very satisfied (Very High)
- 3.41-4.20 Satisfied (High)
- 2.61-3.40 Somewhat satisfied (Moderate)
- 1.81-2.60 Dissatisfied (Low)
- 1.00-1.80 Very dissatisfied (Very Low)

As revealed from the summary table, it shows that overall, the job satisfaction of basic public school in Metro Vigan and Caoayan is 4.23 which is considered as very satisfied or very high. Such rating indicates that teachers are very satisfied in terms of training and development (4.33), supervision (4.28), working relationship with supervisors and among employees (4.27). There is only one variable in which the teachers are not very satisfied which is compensation and benefits (4.02).

Problem 5: Is there a relationship between work motivation of male and female employees of Public Education of Metro Vigan and Caoayan, Philippines and their job satisfaction?

Table 6: Relationship between work motivation of male and female and job satisfaction.

Intrinsic regulation	0.0745
Integrated regulation	0.1482
Identified regulation	0.0439
Introjected regulation	0.0602
External regulation	-0.0187
As a whole	0.0616

*Significant at .05 level (2-tailed)

As shown in the data, it reveals that as a whole, there is no relationship between work motivation of male and female teachers and their job satisfaction. Even when taking them singly, all variables under intrinsic and extrinsic motivation does not correlate to job satisfaction.

Problem 6: Is there a difference between motivation of male and female employees?

Table 7: The difference between work motivation of male and female employees.

	t-computed	X1	X2	
Intrinsic motivation	-1.1728	4.32	4.45	not significant
Integrated regulation	-2.0245*	4.22	4.49	Significant
Identified regulation	-0.9099	4.11	4.20	not significant
Introjected regulation	-1.072	3.89	4.04	not significant
External regulation	0.2549	4.19	4.16	not significant

Significant at .05 level(2-tailed)

Based on the t-test computation, it shows that, as a whole, there is no significant difference between work motivation between male and female teachers of basic public school in Metro Vigan and Caoayan. Taking it singly, it reveals that there is a significant difference between work motivation of male and female teachers in terms of integrated regulation.

Problem 7: Is there a difference between job satisfaction of male and female employees?

Table 8: The Difference between job satisfaction of male and female employees.

	t-computed	X1	X2	decision
training	0.6462	4.39	4.33	not significant
supervision	-0.8503	4.20	4.28	not significant
compensation	1.9313	4.23	4.03	not significant
working relationship	-1.7351	4.09	4.27	not significant

Significant at .05 level (2-tailed)

As gleaned from t-test computation, the data manifests that as a whole, there is no significant difference between job satisfaction of male and female teachers. Even when taking them singly, it appears that all variables do not show a significant difference between job satisfactions of both genders.

V. CONCLUSION

From the findings, the study concludes that majority of teachers of basic public school in Metro Vigan and Caoayan is female (84.41%). Their intrinsic motivation and extrinsic motivation are very high and also their job satisfaction got a very high rating (4.23) and that there is no relationship between work motivation and job satisfaction. It is also found

that overall, there was no difference in terms of motivation but taking it singly, there was a difference in terms of integrated regulation.

The study also reveals that there is no difference between job satisfaction of male and female teachers in basic public school in Metro Vigan and Caoayan.

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“Building Bridges”: A Comparative study of “Anekantvada” of Jainism and Korzybski’s concept of transdisciplinary approach

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With General Semantics we can add to life values, because it is the science of values in life.

Alfred Korzybski

The present paper is an attempt to compare the *Anekantvada* of Jainism and Korzybski’s concept of transdisciplinary approach and its contemporary relevance. The paper is divided into two sections. The first section analyzes the philosophy of *Anekantvada* and second section evaluates Korzybski’s views about transdisciplinary approach and make the comparative study of both the concepts.

Human beings have invented language to express their emotions, thoughts and ideas about life. With the advent of civilization we have developed various branches of knowledge like art, philosophy, history, science, psychology, etc. All these disciplines though apparently look different are part of human behaviour. Since no discipline is singular they are interconnected or interdependent. This idea gave a birth to multi/transdisciplinary approach to life. Bruce Kodish observes:

Interdisciplinary approach requires going beyond the confining boundaries of any traditional field. By doing so, researchers can expand the concept of their studies and make use of the perspectives and tools of other fields. The multidisciplinary approach brings together individuals and knowledge of different fields in order to deal with a particular set of concerns. (Kodish . 39) .

Indian philosophy from the time of *vedas* and *Upnishadas* was multidimensional. As it is said in *Rig veda* “Ekam sad vipra bahuda vadanti (Truth is one , but scholars interpret it differently) even *Upnishadic* philosophy accept the co – existence of two opposite view points . *Taitriya Upnishad* mentions “Yato vachho

nivartance aprapyamansa saha “*Isha Upnishad* endorses multidimensional nature of reality by saying, “Ten taktayain bhunjitha ma gudh kayacit dhanm” *Isha upnishada* also accepts the co-existence of *vidya*(spirituality) and *avidya* (science) for the liberation of human soul. This acceptance of “many points of view about the perception of reality” or non-absolute view of reality paves the way for the systematic development of *Anekant* philosophy. Bruce kodish in his article, “The Unity of human problems through method” traces the origin of multidisciplinary approach in Jainism He says:

In India at least a couple of thousand years ago, Jain thinkers challenged the absolutism of overly sharp divisions among different areas of knowledge with the notion of *Anekant*(non-absolutism or the multisidedness of truth) as exemplified by their story of the blind men and elephant. (Kodish. 38)

Kodish considers Jain sages and people like Leibniz as the early formulators of interdisciplinarity.

Annekantvada as defined by Jain sages, “Is an art of wisdom, a science of rational thinking as well as analytical tool to understand the reality in its true sense. It is a psychological technique to train the mind for rational and scientific attitude in all walks of life”. (Shah, Navin.1)

At the time of lord Mahavira there were various schools interpreting reality in their own terms within their philosophical pursuits. An old canon *Sutrakrtng* mentions 363 different philosophical theories prevailing during Mahavira's time. They all defined reality as they perceived. But according to Jainism reality is multifaceted any absolute assertion about the reality will not cover its all the aspects simultaneously. To comprehend the true nature of reality Jain philosophes have invented *AnekantVada*. *AnekantVada* focuses on the following aspects of reality.

- (1) What is reality?
- (2) How reality is interpreted and expressed?
- (3) How different people perceive reality in various different valid ways?

Anekantvada's practical aspect *syadvada* is a linguistic expression in purview of viewpoints about the object. They may be called cognitive concept dealing with the construction of perception, conception of idea, expression, and interpreting someone's idea in the course of communication. The cognitive concept is an expression of variable viewpoints which are mainly objective rather than subjective. The main classification of the viewpoints are

- (1) Time dimension
- (2) Space dimension
- (3) Substance dimension
- (4) Form dimension

All these main factors or para-meters can be classified into further innumerable factors. According to *Anekantvada* not only one cognitive concept is valid but all the variable concepts are valid. The realistic attitude cannot be formed without comprehending multiple unilateral view points. When we accept the concept of multiple reality, it will be the model of synthesis of conflicting and contradictory viewpoints which makes *Ankentvada* a *Samanvayavada*.

While discussing about the expression of abstract reality *Anekantvada* focuses on the psychological process of converting abstract concept of meaning into concrete visible form or words. The visible form which has been given to abstract meaning is called language through which meaning or message is translated. Between meaning and words there are many permutations and combination for e.g.

1. One word has many meanings e.g. liberation.
2. For one meaning there are many words e.g. Sky.
3. Between any two similar words there is a distinction of shade and tone e.g. Compassion
4. Some words represent class or group of objects e.g. boy.

5. Some words represents a specific name of an object e.g. river.

Innumerable alternatives can be observed in expression of two persons who describe the same object. Object or Reality may be one but expressions by two person differs substantially. If a person wants to understand reality precisely accurately and validly s/he not only has to understand his/her way of realistic perception, interpretation and expression but also he/she has to understand the way of realistic perception, interpretation and expression of others. We can understand the point of view of others only if we overpower our *raga* and *dwesa*. The most significant aspect of *Ankantvada* is an enlightened approach to life that can be achieved through developing insight into reality and changing life style based on new insight. Mahavir advocated life style guided by the principle of non-violence. The principle of *Ahimsa* is based on tolerance, compassion and co-existence. *Ahimsa* can widen our mental horizon to incorporate all opposite conflicting views to perceive reality. The social harmony and progress of human civilization is only possible when we accept "others points views" democratically.

According to scholars of *Anekantvada* words are symbolic expression of reality and they are not reality itself. (Map is not territory) Words are pictures or images of an object as it seen and not accurately as it is. Words represent individual view points towards the particular object. They are formed to convey substance or meaning. The formation of language is a product of socio-cultural background. We perceive reality according to our environment. Reality can be divided in to three phenomena.

- (1) Reality as it actually exists.
- (2) Words and meanings which represent Reality.
- (3) Perception, interpretation and expression which grasp some specific aspect of reality.

Reality is one but perceptions are innumerable. It reveals differently at different times from different aspect to different people.

- The nature of reality is multi-dimensional.
- The search for gaining new insight of reality is endless.
- Reality of object and statement of object are not the same thing.
- Reality can be experienced statement about reality can be expressed within a particular Space, substance, time and form so both are not the same.
- Knowing object is knowing what it is not.

- Reality exists as it is but no human being can know reality from all its aspects.
- Reality does not cease to exist because you do not see it.
- Insight is process of seeing thing which was not previously seen due to mental block.
- Block is within and not outside.
- Things look similar but they are never same.
- Examine the subject in context with situation, reference of time, with relative aspect with all possible alternatives.

In short, *Anekantvada* perceives reality in its multi-dimensional form with reference to time and space. Its application in different fields of human behaviour can develop a broader outlook and open mindedness to resolve the mutual conflicts which ultimately leads us to world peace.

Alfred Korzybski the founder of General Semantics provide us new outlook to look into the nature of reality. He is against the narrow generalizations or fixity of meanings in language. Aristotelian system creates the world of fixed definitions which creates a world of boundaries. The system supports essentialist and absolute world view which limits our thinking process. Korzybski provides us an alternative model which is “inter disciplinary and multi-dimensional”. His concern about peaceful harmonious co-existence relates him to Jain philosophy of *Anekant*. Human beings as Time Binders have a unique and defining capacity each generation can start where the previous generation has left off. We have capacity to transmit our ideas, information and knowledge across time and space and thus we create the culture. According to Korzybski “science and technology if not use with wisdom can create devastating weapons”. His desire to understand the causes of war and safeguard the future of human civilization compel him to accept the multidimensional approach to the nature of reality. The desire to unify different theories and to connect the apparently disconnected phenomena is the strong motive of Korzybski’s outlook. He accepts the fact that no object exists in isolation. All objects are interconnected. On the basis of this notion he has developed non-elementalistic notion of evaluation which connect two opposite objects like mind and body, knowledge and values, emotion and intellect, Raga and dwesha, joys and sorrows.

Our perception about reality is not reality. The nature of reality is constantly changing. We impose our map definitions to territory but as Korzybski says “Map is not territory”. We always try to fit our map to the changing territory and in doing so we adjust our maps as

per the requirement of the territory. This according to Korzybski is an extensional attitude to life. Korzybski’s emphasis on unity of human problems creates a formula in which we cannot think about boundaries or divisions’. This holistic approach builds the bridges between different disciplines and creates an atmosphere of social harmony.

Korzybski’s concept of indexing accepts the uniqueness of each individual or object at the same time discusses the co-existence of all the object. We have to interpret object in relation to time place and situation.

The extensional device of dating put stress on interpreting reality in terms of time. We live in an ever changing world so we have to evaluate, reevaluate, and reinterpret the concept of reality as per the requirement of time and place.

The device of hyphens also put stress on unity of world view. For instance psychologist is not only concern with the mental health of the patient but he has to examine his mind, body, behavior to cure him completely.

By using
transdisciplinary
approach says
Kodish.:

“We can look behind the curtains of overly-restrictive disciplinary divisions and see the unity through method of problems and solutions. Putting ‘hyphen’ between the disciplines we can move among them and beyond them”.

(kodish.38)

Comparative analysis of Anekant vada and Korzybski’s views:

- *AnekantVada* and Korzybski’s views are scientific and rational
- Both put stress on accepting different points of view and holistic democratic approach to life.
- Both accept the views that there is nothing like “Fixed use of language”, words and meanings can change according to the requirement of time and place.

- *Anekantvada* put a stress on the concept of tolerance and non-violence attitude to life. Korzybski also in a different way desires to create peaceful harmonious co-existence.
- We as Time Binders are responsible for the development of human civilization and it is our duty to pass on positive value based knowledge for future.

The concept of non-absolution is accepted by modern scientists. Capra's *Tao of Physics* is a holistic system based approach extending to include important area of contemporary life-machines, Psychology, Economics, Political science as well as Physics. He finds a basic unity of the world-view which are very much akin and fundamental to Physics.

Capra writes:

The awareness of the unity and mutual interrelation of all things and events the experience of all phenomena in the world as manifestations of basic oneness. All things are seen as interdependent and inseparable parts of this cosmic whole as different manifestations of the same ultimate reality. (Capra.142)

The basic oneness of the universe is not only the central characteristic of the mystical experience but is also one of the most important revelation of modern physics. Quantum Theory has abolished the notion of fundamentally separated objects. It has come to see the universe as an interconnected web of physical and mental relations whose parts are only defined through their connections to the whole.

The one dimensional thinking is uncritical, rigid and uncatholic whereas multidimensionality is a creative principle and source of individual liberation and society's development. Multi vision is the epistemological basis of multi-dimensional reality.

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Journal Writing Errors of Senior High School Students

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Abstract— This study aimed to help senior high school students achieve deftness in writing in terms of grammatical correctness. Likewise, this study sought to find out the common journal errors of the students with the hope of designing instructional modules to improve the students' written ability. Error analysis method was used in this study. The journal entries of the total population of students enrolled in Reading and Writing classes served as the sources of data. The common errors in the areas of journal format construct, content and style, lexico- syntactic structure, and correct mechanics and punctuation, were noted and tabulated. Analysis and interpretation were then made based on these errors.

The results showed that the students used either meta-cognitive or reflective formats. With regard to content and style, outputs revealed the use of simple sentences in paragraphs and violation on the principles of unity and coherence. Majority of the students committed errors on the lexico-syntactic structure. Capitalization and spelling were the most frequent errors in the students' written composition; this only showed lapses in the observance of correct mechanics and punctuation.

The researcher concluded that the reading and writing students lack the writing competence expected of senior high school learners as shown on the errors in their journal entries. In fact, written entries were hardly comprehensible at times due to the varied lapses on correct writing conventions.

Keywords— Journal Writing Error, High School.

I. INTRODUCTION

Writing is, in many ways, a life process which is more superior to a lot of processes in life such as talking, walking, laughing, or crying. The tragedy of it is that many people get to college hardly convinced of the important part writing plays in life and living (Roldan , 2009). The worst case is, when they finally get to realize the significance of writing to achieve success, it would be too late for them.

Mater Dei College, as an institution of higher learning, faced the same dilemma that other schools experience- that of —equipping the students with all the necessary skills for them to become successful in their future fields of endeavor. Aside from the task of training the students on technical skills, educators are supposed to equip them with other needed skills. On top of these are the four macro skills of English, namely listening, speaking, reading, and writing.

Being one of the four macro skills of English, writing is an area of concern in the teaching of language. This research was also conducted based on the premise that among the four modes, writing seemed to be the least preferred activity by students and the least focused skill by teachers. Between the expressive modes of speaking and writing, the latter is, observably less favored. In fact, Locker and Kaczmarck (2003) stated that writing, as compared to speaking, can be seen as a more standardized system which must be acquired through special instruction. Mastery of this standard system is an important prerequisite of cultural and educational participation and the maintenance of one's rights and duties.

The senior high school level is said to be the ideal place where students are taught accuracy of language since fluency in language is presumably achieved in the elementary and junior high school levels. It is sad to note, however, that this presumption of language fluency among senior high school students often proves to be wrong. The students' writing skill, it seems, is at the mercy of the pages of their journals. This is not to underrate the use of journal writing; in fact, journal writing can be one of the best tools in achieving writing proficiency. Axelrod & Cooper (2001) conveyed the importance of keeping journals when they said that in the process of journal writing, students get to remember what is important, to identify with the characters of a story or film, to clarify and extend their ideas, to express their opinions and emotions, and to connect not only with themselves but also with their peers and mentors.

Writing in journals is creating a connection to the writer himself and extending this connection to other people.

The above-mentioned scenarios prodded the researcher to conduct this study in the hope that she will be able to come up with instructional materials which will not only guide the students in achieving deftness in writing in terms of grammatical correctness but will also challenge the learners to go beyond the printed page and make a connection within themselves and with others in the community.

II. THEORETICAL FRAMEWORK OF THE STUDY

This study is theoretically supported by the process approach to writing, the theories of structural grammar and transformational grammar, schema theory, and theory of whole language.

The Process Approach to Writing. The process approach to writing involves demonstrating and approving practice in cognitive strategies which student writers can use to manage the composition of a text and monitor its development. It is also based on the view that writing is the result of utilizing thinking strategies to manage the composing processes of idea generation, planning, translating, and reviewing (Araceli et. al., 1999: 70-71). As advocated by Flower and Hayes (1980), the process approach focuses on providing steps for students to be guided in the writing process.

Whole Language Theory. Another significant theory on which this research is anchored is the Whole Language Theory which emphasizes (a) the wholeness of language as opposed to views that fragmented language into bits and pieces of phonemes, graphemes, morphemes, and words; (b) the interaction and interconnections between oral language (listening and speaking) and written language (reading and writing); and (c) the importance, in literate societies, of the written code as natural and developmental, just as the oral code is.

Structural vis-à-vis Transformational Grammar. Structural grammar is an approach to the written and spoken languages that focused on the mechanics and construction of sentences. As such, structural grammar is not concerned so much with the implications of the words used to create the sentence, but with the construct of the sentence itself. This concern with sentence structure provides a basis for the creation of most written documents, and makes an assumption that what is seen on the surface is

also the straightforward meaning behind the words of the sentence.

The function of structural grammar can be contrasted with that of transformational grammar. Also known as TG grammar, the transformational approach to grammar looks beneath the surface of the words used in the sentence, and seeks to identify any implied as well as expressed meanings in the arrangement of words. TG grammar is also usually considered to be the logical progression in comprehension of the written and spoken word, taking the process of analysis one step beyond the boundaries of structural grammar.

There are many reasons for keeping a journal. Some people do it to keep a record of events that occur in their lives so they can look back on them later. Others do it because they plan to write a book and want to have a record of events as an outline. Journals can also be effective therapeutic tools. Writers often keep journals to write down anything that may come in handy for a story (www.ehow.com/way_guidelines-writing-journal-format.html). Among the common journal formats are reflective, double-entry, meta-cognitive, structure or guided, personal, and free style.

Reflective journal is often kept by people who like to analyze and make sense of the world going on around them. Reflective journals tend to be simple in format. It has a date heading followed by the descriptive passage of the topic the writer is reflecting upon. The writer's reflections on the subject take the bulk of each entry. This type of journal writing can help one gain a deeper understanding of events in one's life.

Double entry journal have two columns. Column one details an event or something the writer heard that held some particular meaning. The second column is where the writer details the purpose for the entry. This type of journal writing is ideal for keeping track of things you hear that you found particularly meaningful.

Metacognitive Journal is ideal for the writer who likes to learn. A metacognitive journal shows what the writer learned and how he learned it. Writers who keep a journal of this type do so typically to reinforce the knowledge they gain. Metacognitive journals can be written in two columns, detailing what one learned in one column and how in the other, or one simply writes linear entries detailing both elements together.

Personal Journal is free form. A writer may write about anything that interests him or has an effect on his life or anyone else's life. He may rant about your friends or

parents, allow his thoughts to flow on any topic without fear of repercussion. A personal journal is where one lets his thoughts run wild. A writer can format a personal journal in any way you want, even if he chooses no specific format at all.

Structured or Guided Journal. In this writing form, the journal itself provides the questions and topics, and the writer fills in the blanks and elaborates. This type of journal is used for recording special events such as weddings and baby showers. Writers add article clips, mementos or photos for a scrapbook feel. Pet journals are often guided, allowing pet owners to chronicle the lives of their furry friends. Gratitude journals are often guided as well, allowing the writer to give thanks in written form to anyone who has positively influenced his life.

The above readings provided the theoretical foundation for the present research.

The Problem

The main thrust of this study was to determine the journal writing errors of the Grade 11 Senior High School Students of Mater Dei College, Tubigon, Bohol, of school year 2017-2018 as basis for designing instructional materials for enrichment.

Specifically, this study sought to answer the following questions:

1. What journal format construct is used by the Grade 11 students?
2. Do the participants observe correct content form and style?
3. What are the common grammatical lapses committed by the students?
4. How are correct mechanics and punctuations observed?
5. What instructional materials may be developed based on the writing competencies of the students?

III. METHODOLOGY

This study made use of documentary analysis of the data gathered. Samples of students' compositions will be picked out by stratified sampling from the ten reading and writing classes of all Grade 11 Students enrolled in the second semester of academic year 2017-2018.

Mater Dei College, located at Cabulijan, Tubigon, Bohol, is the locale of this study. The school offers complete education from nursery, kindergarten, elementary,

junior high, senior high, college, and graduate school. To date, the school is among the biggest in the province in terms of senior high school student enrollees.

The 100 randomly-selected journal notebooks of students who took up reading and writing classes during the second semester of 2017- 2018 served as the source of the data in this study. Each journal notebook has five to ten journal entries for the whole semester. Sporadic observation of classes in an informal and unobtrusive manner towards the end of the second semester was also done for insight building on how the writing ability of these students can be improved.

Error analysis was used in this research. From the 100 journal notebooks of reading and writing students, common errors in journal writing such as journal format construct, content form and style, grammar, and mechanics and punctuation were listed. Common errors were grouped together under different headings to facilitate presentation, interpretation, and analysis of the gathered data.

IV. DISCUSSION AND ANALYSIS

Compositions taken from reading and writing students showed lack of competency primarily because their exposure to the process of writing is minimal. In fact, they never undergo the process of writing such as pre-writing which would have given them ample time to brainstorm and to plan ahead what they will write about and how to write about a given topic. The only step they do is writing itself. After they have written in their journal notebooks, they also do not bother to edit or revise their written output. This do not adhere to the process approach of writing which underscores the importance of giving students time to plan what to write before the actual writing process, and a time to revise the whatever was written before it is submitted for teacher's evaluation.

Journal Format Construct

All journal entries of the students fall on reflective journal or meta- cognitive journal. Most of the journal entries using the reflective format, however, did not have dates, headings, or any descriptive passage of the topic which the writers were supposed to reflect upon. Another thing which was noted by the researcher was that students often equate reflection with reaction. So, what was supposed to be reflective journal became more of a reaction paper.

The rest of the journal compositions which format fell into meta- cognitive journals do not, however, follow

the prescribed the two-column entry, or at the very least contain the two important components, that of the learning and how students learned. Students merely wrote what they have learned, but they failed to include how they learned the lessons as well as how they can connect this new learning to their old schema.

Though a personal journal would have improved the students' ability to write, and would have been a good avenue to express students' thoughts without focusing on any format, students do not usually keep a personal journal. In most cases, they only write journal compositions because these are requirements to pass the course.

Content Form and Style

The journal compositions of the students are generally structured or guided in form. Students merely wrote their answers to questions which were already prepared by teachers. They usually wrote a two to four sentence paragraph in response to guide questions. Although some would write a one very long run-on sentence or many short, choppy sentences or even fragments. Students were not given opportunity to write other forms or styles of writing such as narration, description, argumentation, and persuasion.

Most of the subjects had a simple style of writing, that is, they used simple words. Their sentences as well are of simple construction according to structure. The principles of unity and coherence were oftentimes violated by senior high students. These were made evident in the following samples. A short discussion of the errors also follows.

Entry 1. (In response to the question, "What characteristics have you imitated from your parents?")

The characteristics I have imitated from my parents is being a good example of my brother. My younger siblings are being responsible, respectful, God-fearing and act in a good way. And they are good models in my family.

The writer should have focused on his personal characteristics. In the second and third sentences, however, he wrote about his siblings. Obviously, there are errors in unity and coherence aside from the grammatical lapses.

Entry 2: (An answer to the question, "What is the most important insight you learned from the parable?")

The most important insight you have learned from the parable is that we should thank God for what we are. The pencil maker told the pencil to be good. So, the pencil should always be remembered these words. We, the people, can do many great things.

The writer failed to use the correct pronoun in the first statement and he also attempted to shift to the first person point of view by using the pronoun "we". In the following two sentences, the author wrote about the pencil maker and the pencil, while in the last sentence, he shifted again to the third person pronoun "we".

Entry 3. (Written output on the question, "What would have happened if Joseph died ahead of Pierre?")

If Pierre died ahead of Joseph, I think Joseph would be sad. Jacques was a good person I think. He would take care of Joseph as what Pierre did. It's not easy to witness the death of someone who mean so much to us. Joseph must continue living and move on.

The writer was clearly confused with the characters involved in the story. Like the first two entries, the writer kept on shifting his point of view. He also violated the principle of unity by mentioning ideas which were not related to the topic.

Grammar: Lexico- Syntactic Structure

With the end-view of understanding the ideas that the students want to express through their journal entries, the researcher noted down the common sentence structures used. The essentials of both transformational and structural grammar were taken into consideration through analysis of the common grammatical lapses with the purpose of correcting them. Moreover, errors in word usage and spelling were also noted as these aspects would show a writer's mastery of the language and facilitate reader's understanding.

The grammatical lapses were listed in order of the most frequent errors as gleaned from the journal entries of the reading and writing students. The errors in grammar as well as mechanics were painstakingly gathered from a total of 100 journal notebooks. Three samples of errors and

suggested corrected forms were presented to facilitate discussion and analysis.

Table.1: Subject Verb Agreement

Erroneous Form	Corrected Form
I didn't know those things <u>hurts</u> my mom's feelings.	I didn't know those things <u>hurt</u> my mom's feelings.
All things in the world <u>has</u> purpose.	All things in the world <u>have</u> purpose.
Even when they <u>goes</u> away,	Even when they <u>go</u> away,...
...	

Subject-verb agreement is a grammar rule that requires the verb to agree in number and person with the noun. So if the subject of a sentence is singular, the s-format of the verb must be used. If the subject of a sentence is plural, the verb must be in the plural or based form. Singular nouns, except for a few exceptions, do not end in s, while singular form of verb commonly ends in s.

Table.2: Pronoun- Antecedent Agreement

Erroneous Form	Corrected Form
If Joseph had a new owner, he won't follow <u>it</u> .	If Joseph had a new owner, he won't follow <u>him</u> .
Jason will not think of <u>itself</u> as something insignificant.	<u>himself</u> as something insignificant.
I scolded my niece because <u>he</u> wanted money.	I scolded my niece because <u>she</u> wanted money.

Pronoun- Antecedent Agreement. A pronoun usually refers to something earlier in the text (its antecedent) and must agree in number — singular/plural — and in gender –male/ female- with the thing to which it refers. In the first example, the pronoun should be him (or her) since its referent is the noun, owner. The reflexive pronoun itself is erroneous because its referent is the noun, Jason as shown in the second example.

Table.3. Verb Tenses and Forms

Erroneous Form	Corrected Form
They know how to <u>honored</u> their parents.	They know how to <u>honor</u> their parents.
You have <u>explain</u> to him the situation.	You have <u>explained</u> to him the situation.
I can <u>encouraged</u> him to go on living.	I can <u>encourage</u> him to go on living

Verb Tenses and Forms. Another common error gleaned from the journal entries of students were verb tenses and forms. Students usually make use of a base form after the auxiliary verbs “have”, “has”, and “had” and the state of being verbs instead of using the correct past participle form. On the contrary, they make use of past participle form after the infinitive “to” instead of using the base form. Modals like “might”, “must”, “can”, “could”, “would”, and “will” are often paired with the past form instead of the correct base form.

Table 4. Prepositions

Erroneous Form	Corrected Form
Joseph will not work <u>to</u> others.	Joseph will not work <u>with</u> others.
She has a presence <u>in</u> mind.	She has a presence <u>of</u> mind.
I learned <u>of</u> the character.	I learned <u>from</u> the character.

Prepositions. Though they are the littlest words in the English language, prepositions are among the most troublesome parts of speech. Mastery in the use of prepositions, however, can be achieved only through reading and exposure to the English language. Hence, students' exposure to stories, passages, and selections would be particularly helpful to make them learn how to use correct prepositions.

Table.5. Diction and Pluralization

Erroneous Form	Corrected Form
As humans, we have to be <u>greatful</u> .	As humans, we have to be <u>grateful</u> .
<u>Childrens</u> can easily follow.	<u>Children</u> can easily follow.
My life might be <u>ignorant</u> .	My life might be <u>boring</u> . (any appropriate adjective)

Diction and Pluralization. Other frequent errors which were highly observable among the journal entries were on diction and plural forms. Wrong choice of words is a sign that one has a limited vocabulary. It is also an indication that one needs to read more on that language so that he gains mastery on its vocabulary. Students also commit errors in forming plurals, especially of irregular nouns and verbs.

Table 6. Sentence Structure

Erroneous Form	Corrected Form
We will experience pain in life we have to move on. Pierre love Joseph he takes care of him. And making her the princes.	We will experience pain in life , but we have to move on. Pierre loves Joseph. He takes care of him. The king made her the princes.

Sentence Structure. Common errors in sentence structures include run-on sentences and fragments. Run-On. A run-on (sometimes called a "fused sentence") has at least two parts, (in other words, two independent clauses), but the two parts have been placed together instead of being properly connected. Moreover, another common sentence error is sentence fragment. A fragment fails to be a sentence in the sense that it cannot stand by itself. It does not contain even one independent clause. It needs to have a logical subject, or be attached to a complete sentence to be correct.

Table 7. Mechanics and Punctuation

Erroneous Form	Corrected Form
The <u>Foreman</u> of Provincale Company knows Pierre very well. I realized that <u>lazyness</u> is not good. I hurt other people_ feeling.	The <u>foreman</u> of Provincale Company knows Pierre very well. I realized that <u>laziness</u> is not good. I hurt other <u>people's</u> feeling.

Mechanics and Punctuation. In composition, mechanics refers to the conventions governing the technical aspects of writing, including spelling, punctuation, capitalization, and abbreviations. The most common errors in mechanics and punctuation as gleaned from the journal entries include capitalization, apostrophe, and spelling.

The observance of correct grammatical conventions may not be the end all and be all of writing, however, it proves beneficial to both the writer and thereader. The writer can convey his message clearly through correct grammar. The readers, on the other hand, can easily comprehend the message that the writer hopes to impart. This is in consonance with the theories of structural and transformational grammar. The structure of language provides the framework so that meanings, whether expressed or implied, are easily understood.

The Schema Theory was also seen as one of the factors that contributed to the knowledge on journal format,

style, grammatical structures, and mechanics of writing. Hence, lack of exposure on different types and format of journal led to the limited variety of journal writing styles.

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Camouflage Personae: A Case Study of Bapsi Sidhwa's 'The Pakistani Bride'

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Abstract— *The study is conducted to investigate Bapsi Sidhwa's novel 'The Pakistani Bride' in order to explore that how many kinds of defense mechanisms are used by the characters to evaluate the consequences of these defense mechanisms. Sigmund Freud's defense mechanism theory is used to sort out the answers of these questions. The research discloses that characters use defense mechanism and they show moral anxiety due to family background and society. The research finds out that Ziatoon uses defense mechanism that was connected to self-amendment. Ziatoon has faced many problems in life by virtue of fate and society but she never gave up and carried on her journey against the typical norms of the society. She presents certain examples how she faced conflicts and frustration from the society. Rationalization assists her to defeat anxiety and guides her to experience new things and new people. Like Ziatoon, people may use defense mechanisms in order to do something in life.*

Keywords— *Defense mechanism, Bapsi Sidhwa, Ziatoon, self-amendment, moral anxiety.*

I. INTRODUCTION

Sidhwa was born on August 11, 1938, in Karachi, Pakistan, then part of India. Her family belongs to the Parsi ethnic community which practices the Zoroastrian religion. Sidhwa served on the advisory committee on women's development for former Pakistani Prime Minister Benazir Bhutto (Powers 350). Bapsi Sidhwa is the author of four novels and one of Pakistan's most prominent English fiction writers. Sidhwa's first three novels focus on Parsi families and the Parsi community in the city of Lahore and outlying areas that were incorporated into the newly formed nation of Pakistan (Whitehead 231).

The Pakistani Bride is a novel written by her and she has presented a character named as Qasim, the protagonist, a tribal Kohistani from the Himalayan Mountains. The greatest drawback lies in his traditions, especially his concept of honor. After the deaths of his wife and children, he moved to the plains but never adjusted or was not

entirely accepted there. He continues to long for the mountains where he was born until his romanticized memories turn into an obsession, which eventually destroys the person he loves. Although described as a simple man, Qasim develops into a complex character, and he emerges as a sensitive, loving, and generous man who is misguided by his perverse sense of honor. Qasim grows nostalgic about his life in the mountains while his hopelessly romantic teenage daughter, Zaitoon, imagines Qasim's homeland as a region of tall, kindly men who roam the Himalayas like gods. Impulsively, Qasim promises his daughter in marriage to a tribesman, but Zaitoon's fantasy soon becomes a grim reality of unquestioning obedience and unending labor. "Bapsi Sidhwa's acclaimed first novel is a robust, richly plotted story of colliding worlds straddled by a spirited girl for whom escape may not be an option" (Srivastava and Singh 56).

"A defense mechanism is an unconscious psychological mechanism that reduces anxiety arising from unacceptable or potentially harmful stimuli. Sigmund Freud was one of the first proponents of this construct" (Schacter 11).

Defense mechanisms would result in healthy consequences depending on the circumstances and frequency with which the mechanism is used. In psychoanalytic theory, repression is considered as the basis for other defense mechanisms. Healthy persons normally use different defenses throughout life. An ego in defense mechanism becomes pathological only when its persistent use leads to maladaptive behavior such that the physical or mental health of the individual is adversely affected. Among the purposes of ego defense mechanisms is to protect the mind/self/ego from anxiety and/or social sanctions and/or to provide a refuge from a situation with which one cannot currently cope (Cramer "Evidence for Change in Children's Use of Defense Mechanisms" 235).

II. STATEMENT OF THE PROBLEM

Sidhwa's novel revolves around the assimilation and transformation of the characters in changing circumstances and her characters if examined closely use different mechanisms to camouflage their personalities. The study will show how these characters use different mechanisms to cope with bitter realities of life because defense mechanism is a strategy to cope with deplorable and undesired situation by the concealment of real identity with a new disguise. This is a form of camouflage which is helpful to reduce anxiety emerging from unacceptable circumstances. Defense mechanisms are normal part of our everyday lives because it is necessary to manipulate, deny, or distort situation in order to get some advantages and also to avoid the unpleasant realities of present life. Different people use different mechanisms throughout their lives according to their requirements. These mechanisms may result in fruitful consequences depending on the circumstances and frequency with which these mechanisms are used.

III. SIGNIFICANCE OF THE STUDY

This research paper establishes a new perspective of looking at the novel *The Pakistani Bride*. It is helpful to understand the human behavior, human choices and the consequences of these choices. The study also scrutinizes the psychoanalytical view point of the literary texts and shows how Sidhwa employs the psychology of her characters. The work may also be helpful for the new researchers or the readers of Sidhwa's work to understand the psychology of her characters and penetrate deep down into her art of characterization to relish the true essence of her work.

IV. OBJECTIVES OF THE STUDY

The study has the following objectives:

- To find out the purpose of defense mechanisms used by different characters in *The Pakistani Bride*.
- To show a variety of defense mechanisms through different characters in *The Pakistani Bride*.
- To evaluate the consequences of these defense mechanisms as they are used by different characters in *The Pakistani Bride*.

V. RESEARCH QUESTIONS AND HYPOTHESES

The research questions of this study are:

- What kinds of defense mechanisms are used by the major character named Zaitoon in *The Pakistani Bride*?

- How does this character Zaitoon use these defense mechanisms to camouflage her?
- Why do characters in *The Pakistani Bride* utilize defense mechanisms?

VI. LITERATURE REVIEW

Bapsi Sidhwa's novel *The Pakistani Bride* basically tells us about the study of the human behavior and their psychological impression of human in trouble. So by the context of Cramer "Seven Pillars of Defense Mechanism Theory" 1965, human behavior and their psychological impression directly linked with the defense mechanism. (Cramer "Seven Pillars of Defense Mechanism Theory" 1965).

There are some relevant studies which were conducted in different parts of the world. It was Sigmund Freud (1896/1966) who initially discovered the connection between psychopathology and the defense mechanism of repression. Only when used excessively are defenses likely to be linked with psychopathology. After the initial discovery of repression, additional defense mechanisms were identified (e.g., denial, projection, displacement, and rationalization). In fact, some 44 different defenses have been described (Bibring et al. 21).

This paper includes information from recent research in psychology named: Quantification of human defense mechanisms. With a close study of these texts in the light of psychoanalytical theory it can be seen that the major as well as the minor characters use these defense mechanism to camouflage their identities according to their core issues. For instance, Qasim has different core issues in the proceeding of the novel like the fear of intimacy, pride, fear of abandonment and insecure or unstable sense of self. These core issues stay with him throughout his life and determine his behavior and in the presence of these core issues he uses different defense mechanisms like Denial, believing that the problem does not exist or the unpleasant incident never happened (Tyson 79).

Defense mechanisms have been a source of both fascination and frustration for most personality researchers because they are conceptually intriguing but their assessment is often problematic. To aid personality researchers in integrating defense mechanism theory into personality research, we review and critique the major existing self-report defense mechanism measures: the Coping and Defending Scales (Joffe and Naditch 281). Bapsi Sidhwa's novel *The Pakistani Bride* deals with the repression of women in the patriarchal Pakistani society. The novel is based on a true story narrated to Sidhwa when

with her family; she stayed at an army camp the remotest regions of the Karakoram Mountains. *My Feudal Lord* is one of the extraordinary autobiographies that can ever be written. Durrani uses it as a means of exposing the hypocrisy of ruling elites in Pakistan generally and the cruel nature of her husband specifically. In this book she talks about social ethos of Pakistani marital life by citing her own marriage as an example (Srivastava and Singh 61).

VII. THEORETICAL FRAMEWORK

Defense mechanisms are cognitive processes that function to protect the individual from excessive anxiety or other negative emotions. Although past critics questioned the existence of defense mechanisms, recent research has supported seven basic tenets regarding defenses.

These include: (1) defenses function outside of awareness; (2) there is a chronology of defense development; (3) defenses are present in the normal personality; (4) use of defense increases under conditions of stress; (5) use of defense reduces the conscious experience of negative emotions; (6) defense function is connected to the autonomic nervous system; (7) excessive use of defenses is associated with psychopathology (Cramer "Seven Pillars of Defense Mechanism Theory" 1965).

Different theories of defense mechanisms by Sigmund Freud, Anna Freud, Carl Jung, Jacques Lacan and Otto F. Kernberg are checked for better understanding of defense mechanisms and it will be helpful to better understand human behavior and these literary texts also. The theoretical framework for the present research that is exploring A Study of Self Defense Mechanisms in Bapsi Sidhwa's *The Pakistani Bride*. There are several theories that support this concept that psychology is a study of human mind and behavior. What motivate the characters in the novels *The Pakistani Bride* to behave in a certain way? So, psychoanalysis is the guide which will help us to understand the characters and their reactions towards what is happening around them.

Sigmund Freud made some useful contributions to psychology, one of which is his list of common defense mechanisms. Freud never directly applied his defense mechanisms to self-esteem or ego; therefore, what follows is not to be considered to be endorsed by psychodynamic theories. Characters of the both novels have also faced hard struggles in their lives.

They face many problems to achieve their goal of life. Freud's defense mechanisms will now be applied to pride, ego, and self-esteem.

VIII. RESEARCH METHODOLOGY

The mode of this research paper is qualitative and descriptive in nature with the material that will be taken from primary source, the text book of the novels *The Pakistani Bride* by Sidhwa and also secondary sources will be utilized; for instance, the critical books, journals, online articles and critical essays. The research will also be exploratory and explanatory in its nature. This study will be limited to qualitative, exploratory and explanatory approaches only.

IX. ANALYSIS OF SELF DEFENSE IN PAKISTANI BRIDE

The Pakistani Bride is a story of women in marriage, women and sexuality. Interestingly, during the journey of life, Sidhwa portrays Zaitoon has to face a lot of problems which lead her to have anxiety. Sigmund Freud suggests that anxiety is an obstacle of personality development and defense mechanisms are psychological devices used to cope with anxiety. Sidhwa finely creates her protagonist to employ defense mechanisms to cope with her undesirable feelings. According to Kaplan, when a person has undesirable feelings, he/she will automatically use defense mechanisms. These responses can happen anytime in a person's life (166). Specifically, one might be anxious to know what devices of defense mechanisms are used by Sidhwa and what factors are related to her employment of defense mechanisms and whether the defense mechanisms that she used can develop her adjustment.

Bapsi Sidhwa got the inspiration to write *The Pakistani Bride* during her second honeymoon. She and her husband stayed in an army camp where the Pakistani army was building a road through the Karakoram Mountains to China. While staying there, Sidhwa heard the story of a Punjabi girl who had come by the camp on her way to be married off to a Kohistani tribal. After the wedding, she ran away but her husband and his relatives hunted her down. Later, her decapitated body was found in the river. This story made such an impact on Sidhwa that she felt compelled to write about the girl's fate, albeit with a different ending.

The Pakistani Bride has several plots and especially in the beginning it can seem quite fragmented. The novel can be roughly divided into four parts. The first part describes the Kohistani tribal Qasim's marriage and the death of his family and the accidental way in which he ends up adopting the Punjabi girl Zaitoon, who has lost her family during the violence of the Partition of British India into India and Pakistan. The second part deals with

Zaitoon's childhood, as she takes over the place as the protagonist of the novel. The third part tells the story of Zaitoon's marriage to the tribal Sakhi. A secondary protagonist is introduced: The American woman Carol, who is travelling around the country with her Pakistani husband. In the fourth and last part of the novel, Zaitoon runs away from her violent husband, who chases her through the mountains, and, in the end, she is saved.

Several defense mechanisms are used in different situations by Zaitoon because she has realistic anxiety which causes from her family and society. As the story develops, Zaitoon gradually reflects and employs defense mechanisms in her life. Repression is an unconscious process by which shameful thoughts or painful experiences are removed from awareness or forced below the level of consciousness, and the user will not feel that the undesirable feelings interrupt his life. However, the unpleasant feelings are still stored in the users' subconscious. Although, Zaitoon's character is a daughter who lives in the Himalayas, Sidhwa is required to face a lot of frustrating situations both inside and outside the home. As a result, Zaitoon has realistic anxiety, and she consequently represses it.

After a long trace on Zaitoon's life and marriage it is obvious that her anxiety is related to her family background. Apparently, Zaitoon cannot fulfill her desire for love which causes him to have anxiety. According to Bernard J. Lonsdale and Helen K. Macintosh, love from parents is important for a child. He should feel that his parents love, want, and enjoy his company (17-19). However, Zaitoon does not feel that her father loves her.

In addition, it is important to note that defense mechanism can be learned from an individual's experiences. Zaitoon suppresses her feeling because she may get more troubles if she fights back. As discussed above, it is ascertained that Zaitoon uses suppression to cope with her anxiety because she realizes that if she expresses her feeling or reacts to the in-laws, she was in more trouble. As a matter of fact that suppression is a conscious strategy; Zaitoon realizes her feelings all the time. Furthermore, at later stage when Zaitoon experiences other situations that lead her to anxiety, she uses rationalization to cope with her undesirable feeling.

When Zaitoon hears of Qasim's plans for her marriage to a boy of his mountain tribe, she is no longer the flirty and confident girl from the female world. She cannot recognize and even not accept that she is not able to survive in mountain tribe. She expresses a defense mechanism here

in which she denies her thoughts desires and needs. Her father tells her:

"Bibi, we talked of your marriage." Zaitoon felt her body tremble. She froze. Her father asks for her opinion, and: Zaitoon pulled her chaddar forward over her face. Her voice was barely audible. "Anything you say, Abba." She waited. "You saw the stranger I was talking to?" She nodded. "That was Misri Khan, my cousin. I've promised you in marriage to his son Sakhi." Zaitoon sat still. A blind excitement surged through her. "I think you'll be happy. We will set off for the hills before the month is over. Zaitoon sat, unable to move (95-6)."

In this scene, Zaitoon shows that she knows what is expected of her. But she consciously tries to push away all her thoughts, this is called suppression. This is also used as a defense mechanism to cope with undesirable situation. Both from romantic films where the heroine is beautiful and modest, but also from observing the behavior of other women in her community, she knows that she is expected to leave the decision to Qasim. So another device of defense mechanism used here by Zaitoon that is interjection. She is simply accepted her father's decision without any question. She should show no excitement or any sense of her own, even though the news comes as a shock to her.

Qasim quickly puts her back in her subordinate place and threatens that he kills her if she makes him break his word and thereby hurts his honor. In spite of that he is fully aware about the cruelty and hardship of this life he plans to marry her daughter because he is a part of this environment. He loves his land, people, customs, norms, traditions and misses them. He feels insecure in his new environment. Now he used rationalization, one of many defense mechanisms to justify his action that his decision is good for zaitoon's future life. She will be safe here with her husband and in-laws. So male characters also used defense mechanisms here in this novel *The Pakistani Bride* as Qasim used identification and rationalization here in this situation to reduce anxiety and cope with bitter realities of his life.

When Zaitoon arrives in the army camp, she becomes the Centre of attention for a little while, because the soldiers seldom or never see a woman in those areas. The soldiers 'were helpless in view of this apparition from

the Punjab' (102), since they have been away from their wives and other women for a long time. One of the soldiers, Ashiq, falls for Zaitoon, and through him, the reader gets the first proper description of her.

Her eyes were bold and large, contrasting roguishly with the dewy softness of her features. The skin of her full lips was cracked with cold. She kept flickering the pink tip of her tongue between them. Ashiq's lowered eyes stayed a moment on her small feet, encased in childish, buttoned shoes. No wonder she had seemed to fly when she ran. He imagined her bare feet, narrow, high-arched and daintily plump (102).

Ashiq, unlike some of the other men in the novel, does not try to possess or harass Zaitoon, even though he has been away from women for a long time. When Zaitoon crosses the river on her way to Qasim's village, Ashiq worriedly looks after her, and another piece of information on Zaitoon's body is given to the reader: It suddenly occurred to him that Zaitoon always seemed to have been poised for flight; even when she entered a room. It was a quiver in her supple body that started in the soles and high finely drawn arches of her feet (153). Ashiq is a young man from Zaitoon's own culture, with a simple background, like herself, and most importantly, he understands her reactions and her cultural background. Ashiq thus comes to represent the alternative to Sakhi as a mate for Zaitoon, the alternative that Nikka and Miriam tried to persuade Qasim into accepting.

It is not only Zaitoon that is being looked at with approving eyes. Carol also draws many looks when she comes to the army camp and as shown earlier by her thoughts on the repressed sensual atmosphere of Pakistan, she has passed up several sexual offers since she came to the country. In the army camp, she is drawn into an affair with her husband's friend Mushtaq. From the first scene where Carol is present, her attractive looks are mentioned frequently and the narrator focuses on her body to a much higher degree than with the other characters. She is mostly described through Mushtaq's male gaze:

'His eyes, barely glancing at her face, nibbled on the curves beneath her sweater' (115). Later, he is 'hungrily ogling the rich, flame-licked hues of her body' (178).

Mushtaq, who sees his wife very seldom since she does not want to live in the army camp, grabs the chance to enjoy himself and does not shy away from looking into Carol's looks.

When Zaitoon runs away, she is alone for the first time in her life. She is no longer defined in relation to others. Cut off from society, she is no longer a woman, but a female human, or an animal struggling to survive. Before, she has been a daughter and a wife. Her roles have been defined with basis in her being a woman and she has been raised to embody the characteristics and expectations that her society has of her as a woman. Released from, or bereft of, her roles, Zaitoon's culturally learned femininity is diminishing and her animal instincts take over her body. This transformation from woman to animal begins with Sakhi's violent treatment of her. His attitude towards her is described as that of an animal trainer. Later, he calls her a 'dirty, black little bitch' (185) and, with no feeling of female solidarity, the women of the village also call her a bitch after she has run away.

The image of Zaitoon as an animal is predominant in the last part of the novel. This is the section of the novel that is most heavily packed with imagery, and almost all are connected to Zaitoon, her body and how her body is turning animal:

'Like vermin in search of dim crevices, Zaitoon felt safe only in the dark' (194). 'Overcome by a sudden panic, she began to scramble across boulders like a crab' (195). It is, however, the image of Zaitoon as a bird that is most frequently used: 'She was a fledgling far from its nest' (195).

Later, Zaitoon comes upon a vulture, which she sees as mirroring herself:

Hating the bird, she sensed in a flash her own repulsive condition. A part of her perceived with painful clarity the vulturine length of her scrawny neck, her gaunt protruding shoulders, and the ragged blanket shrouding her hunched body as the feathers shrouded the bird's. Hands spreadeagled, holding aloft the wings of her blanket, Zaitoon looked like a bird about to fly yet permanently grounded (207-8).

This feeling of becoming animal and becoming one with nature is increased during Zaitoon's nine days in the wilderness. When she suddenly finds herself close to a snow leopard being hunted by a man, she feels 'an electric panic from the animal transferred to her' (209). In this situation she, the hunted runaway, identifies more with the hunted animal than the hunting human. In this part of the novel, nature is described both as healing and threatening. The mountains have been hostile, cold and Zaitoon is scared and nearly freezes to death when walking through them. When she enters lower lands, nature changes and takes on a friendlier face. It seems to want to help her and give her strength.

While Zaitoon is fleeing into the mountains, Carol gets to know what has happened, and she urges Mushtaq to do something to save Zaitoon. Mushtaq takes a laissez-faire attitude towards the tribals, and says that they can do whatever they want to do, as long as it is on their side of the river. If Zaitoon crosses the river, they might help her. Carol and Mushtaq get into a discussion about men's jealousy and the way women are killed or have their noses chopped off, because their men suspect them of infidelity. Mushtaq is amused at Carol's heated emotions. When he refuses to take her seriously Carol has a realisation: Suddenly a great deal became clear to her.

"So that's all I mean to you," she said. "That's really what's behind all the gallant and protective behaviour I've loved so much here, isn't it? I felt very special, and all the time I didn't matter to you any more than a bitch in heat. You make me sick. All of you." She stood up and walked slowly to the Mess door. Watching her, Mushtaq found her gait no longer provocative but crushed, subdued, and oddly touching" (224).

This is the last conversation between Carol and Mushtaq. Whereas before he found her sexually attractive, he now finds her touching. He and his culture have slowly crushed her. Carol's belief in human decency has taken a blow and her illusions about the people she has met and liked in Pakistan is shattered. She is no longer as self-assured and provocative as she was when she arrived. She has slowly been worked on to become more like the women that Mushtaq and Farukh are used to: A woman who knows her place. Mushtaq's sexual attraction towards her has ebbed out, and now he feels tenderness towards her. She has become more like his wife and thus she is no longer

interesting to him. Right after this, Carol has an experience that wakes her up for good from her sense of comfort. She and Farukh, in a moment of reconciliation, go down to the river for a walk and Carol sees something in the water:

A darkness swayed on the ripples, and, completing its rotation beneath the surface, the face bobbed up a young, tribal woman's face. Carol made a strangled sound and fell to her knees.

She knelt frozen in a trance that urged her to leap into the air on a scream and flee the mountains. "Probably asked for it," said Farukh. With a cry she brushed against his shoulder and, jumping over the rocks, clawed her way up the gorge (225-6).

When walking away with the bundle that is Zaitoon, Mushtaq starts planning Zaitoon's future and thinks of how he can dispose of her. Sending her back to Qasim is no option. Qasim's sense of honour would not permit him to hide Zaitoon in his house, and he would either kill her himself or send her back to Sakhi to be killed by him instead.

Mushtaq thinks:

"In a few hours he would quietly stow her away in the vehicle taking Farukh and Carol to Lahore. Let Carol take care of her! She could hide her in the States! Or perhaps Ashiq could propose marriage after a decent interval. She would be as securely hidden in his village" (245).

Zaitoon is at this point a woman with no name, no kin, no dowry or other property and, most important of all, she is a fallen woman. She has been married, she has disobeyed her husband, and she has been raped. Afzal-Khan, on the other hand, sums up the novel's core message, and core problem, like this:

In *The Pakistani Bride*, Sidhwa does not offer any radical solutions to the dilemma of being a woman in a patriarchal culture. Zaitoon, despite her heroism, must

remain an object in a culture whose history continues to marginalize women (274).

Despite the circular movement of the novel and the bleak future for women predicted in the end, *The Pakistani Bride* does touch upon a way for women to improve their situation, although it is not spelled out clearly. Carol has vague and conflicted ideas about a female understanding that reaches out across cultures. When she and Zaitoon meet, Carol at first feels ambivalent about the younger girl and feels irritation when confronted with her demure attitude. Then, as Carol unwittingly forces Qasim to reveal to Zaitoon that he is not her real father, she sees Zaitoon crying, and tries to comfort her.

In the instant their eyes met, the green and black of their irises fused in an age-old communion – an understanding they shared of their vulnerabilities as women. For an intuitive instant Carol felt herself submerged in the helpless drift of Zaitoon's life. Free will! She thought contemptuously, recalling heated discussions with her friends on campus. This girl had no more control of her destiny than a caged animal ... perhaps, neither had she, Carol sat back feeling drained of emotion (136).

The female 'communion' between Carol and Zaitoon gave Carol the chance to see and understand some of what frustrated her before. At the end of the novel, Carol sees the 'fateful condition' of the many girls in Pakistan. She can see how the women are trapped inside a role that does not give them much choice about how to behave and what to do. Carol also sees how female friendships become life-saving in this culture, and how the high importance put on the female world is the women's defense mechanisms when overpowered by the male society.

This is the nearest *The Pakistani Bride* comes to proposing a way out for the women who are oppressed in this culture. Women have to stick together and help each other, like Carol has tried to help Zaitoon, like Zaitoon's mother-in-law tried to defend her when Sakhi beat her and like Miriam tried to persuade Qasim to marry Zaitoon to a Punjabi. Most of these efforts are useless and are overruled by men. But the female world is there for support, and this support system will at least try to catch their sisters when they fall. Here identification mechanism used by these female characters because they are all a part of this

environment in which their condition is pitiable and they want to change it but they are members of these families, they are in group so they have to face difficulties of life and fight with them through different self defense mechanisms.

Rationalization is another device employed by Zaitoon. According to Kaplan, rationalization is a way that a person deals with undesirable feelings by providing plausible reasons for doing or not doing something so that the person does not feel that he loses face or self-esteem. It also gives a person a chance to learn new experiences.

From the above discussion, it is clear that Zaitoon uses defense mechanisms to cope with her realistic anxiety. Defense mechanisms are important for personality development. It is related to self-adjustment. Using defense mechanisms, a person can develop either satisfactory adjustment or maladjustment. For Zaitoon, defense mechanisms support her to have satisfactory adjustment in many ways.

Using defense mechanisms, Zaitoon has developed satisfactory adjustment in many ways. It is important to mention that defense mechanism has interpersonal value. In Zaitoon's case, it serves to protect her mind from bad feelings during her life. She does not feel that her desires for love, freedom and companion bother her life. Suppression and rationalization helps her to overcome the frustrating situations in life. To put in other words, defense mechanism eases Zaitoon's life.

However, since defense mechanism is important for personality development, Zaitoon learns and adjusts herself throughout the story. The character of Zaitoon has been developed from the beginning until the end. Zaitoon reaches both satisfactory adjustment and maturity. According to Richard S. Lazarus, a successful-adjustment person must have analytical thinking, sociability, stability, confidence, personal relation and home satisfaction, and these qualities can be seen through the development of Zaitoon.

Zaitoon develops her sociability and personal relation. According to the story, it is obvious that Zaitoon has difficulty adapting herself to other people at first because of feminine characteristic. However, when she learns from her experiences, Zaitoon develops emotional stability, personal relation and confidence after she faces a lot of unexpected experiences of mistreatment and mockery. According to Rattana Yantip, a person who has satisfactory adjustment will be able to control his feeling and emotion. Similarly, Zaitoon can control her feeling as it is seen when she is mocked by the outlaws and she learns from that situation. Besides, defense mechanisms help Zaitoon gain

more experiences. As Ernest R. Hilgard mentions, defense mechanisms can lead the user to have new experience. Actually, she has never had these experiences before. Moreover, rationalization allows Zaitoon to learn about simple life.

The ending, however, brings a quick stop to the wave of female experience and strength that has risen through the second part of the novel. The women's rebellion is stifled and the men assume control with the rape, the killing of the tribal girl, and Mushtaq taking total control of the situation. The women are silenced, and the men take charge of the planning of the women's further lives. Zaitoon will live, but what kind life she will live is highly uncertain. Carol has decided to go back to the United States, but Farukh gets the last word when he says that she might change her mind when they get back to Lahore. Despite Zaitoon's rebellion and Carol's realisation concerning her husband's culture, there is no real change in the women's lives by the end of the novel. The women start as dependent on male protection, and end in the power of men. Male dominance is perpetuated, and the rebelling women's wills are defeated and their bodies and pride are broken.

More importantly, Zaitoon reaches freedom and maturity. She escapes from the society for it. She learns for her own experiences and finally learns what is meaningful for her. She chooses to believe in what she judges by herself not to follow other people's rules. She reaches her physical and spiritual freedom. She is now free from her father, husband, in-laws, tribal brutality and hardship. So there is a hope that women will be able to stand up for themselves and try to change their lives.

X. CONCLUSION

The study of *Pakistani Bride* by Sidhwaread through the lens of defense mechanisms apparently illustrates that protagonist employs defense mechanisms to cope with their anxiety. Zaitoon encounters both realistic and moral anxiety. Similarly, Zaitoon has realistic anxiety. It is found that her anxiety force her to use defense mechanisms. Because of her effective defense mechanism's employment, Zaitoon consequently overcomes her undesirable feelings, threatening situations, and she has good adjustment and eventually reaches maturity. Zaitoon uses repression for three reasons. First, her father forces her to have anxiety, and she represses it. Zaitoon's father cannot fulfill her desire. Zaitoon quests for parental love, but her father cannot spend much time with her. As a result, she has anxiety. However, she has to repress it so that he can live

peacefully in her home. Zaitoon, a new bride, is desperately unhappy in her marriage and is contemplating the ultimate escape, the one from which there is no return.

This study showed that Zaitoon employs suppression to cope with their undesirable feeling. Zaitoon encounters social expectation. Zaitoon experiences difficult situations that causes her to employ suppression instead of fighting back. Additionally, Zaitoon uses rationalization for the same purpose. She has tried to provide reasonable reasons for her behavior when she has a conflict.

However, repression helps her to live peacefully in the society. In our society, sometimes children are expected to be something that adults want them to be even though they do not want to be. Like Zaitoon, children may repress their anxiety in order to live peacefully. It is important to keep in mind that defense mechanisms have both good and bad effects. According to Kaplan, the moderate use of defense mechanisms is good because they help protect users' mind. However, the overuse of defense mechanisms is bad because users will be dominated and lose self. Zaitoon uses repression moderately, so they can come back to the real world and understand themselves. Unlike Zaitoon, children as well as adults in our society may not be able to get back to the real world. They may be dominated by defense mechanisms and have mental illness. As important as repression, he emphasized the value of suppression. Zaitoon survives in bad circumstances because she knows how to suppress her feelings. Like Zaitoon, people may rationalize in order to do something. Sometimes people are not confident to do things so rationalization can ease their mind and supports them to experience and learn new things. Although they use defense mechanisms, they can come back to the real world and reach maturity.

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Analyzing Social Factors Influencing Religious Beliefs of Learners

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Abstract— *The purpose of this research is to examine the relationship between culture and religion on the other hand family and religion. A quantitative method used to analyses the present research. Multiple regression analysis used in this study, as seen in table (6), the coefficients analysis shows the B value for culture = .884 > 0.01, which supported the first research hypothesis which stated that there is a significant and positive relationship between culture and religious beliefs of learners, the B value for family = .884 > 0.01, which supported the second research hypothesis which stated that there is a significant and positive relationship between family and religious beliefs of learners. However, the findings proved that the heights value was found to be for culture factor influencing religious beliefs of learners.*

Keywords— *Cultural factor, Social factor, Religious beliefs of learners.*

I. INTRODUCTION

Religion means the style of life. Religion is a fact that has a considerable presence in life aspects and dimensions and it has woven in human's life. Human history started with divine direction and human being was never deprived from it. In each age, divine prophets announced God's message and the prophet, Muhammad, brought about the most complete religion for human beings and Islam became the religion of all humans and ages. Religion is a requirement originated from human nature. This need originates from inside of human being and it is required in direction of belief and faith and everybody requires this need. Individually human being feels secure and comfortable in light of belief in God and application of religious rules. This reality has been confirmed by psychologists. Religion is psychologically complex and includes a set of psychological categories such as emotions, beliefs, values, behaviors and environment. In another definition, Religion is a subject that we encounter daily, because we follow a specific faith and the rules established by it. Religion is not only "researchable," but it is also of essential

interest to clinicians, doctors, patients and health psychologists. Religion has the benefit of empowering the individual through connecting him/her to a community, and to a superior force, that might in turn give psychological stability. This ability to empower could be used by health workers to help those who struggle with a disease or to promote a healthier lifestyle. This empowering happens through consciousness of religious principles, such as the sanctity of human life, shared identity, meaningful roles in the community and society at large, a variety of spiritual, social and economic support, social networks, and even leadership for social change and protection in time of conflicts. The field of health sociology at large should move towards promoting culture as a means of understanding between health care providers and patients and in the interest of prevention, as well (Jamal & Sharifuddin, 2015). Herbert Spenser believes that religion is confession of this reality that all creatures are imaginary forces that are beyond our science and knowledge. James - Prat believe that religion is recognition, emotion or behavior that is made based on perceived information or interaction with transcendent essence and it is assumed to play important role in human's affairs. Teachers, chaplains, religious and priests can also be good role models for young people. Sometimes if young people have a good experience of Religious Education in school their belief in God can be strengthened. R.E. class can open their minds and hearts to the mystery of God and how faith can be lived. In schools they can be exposed to meditation, liturgies, opening year masses, graduation ceremonies etc. which involve them in a meaningful way. This can provide a sense of union with one another and with God. It can encourage them to continue to pray, worship and to live by religious moral values in their daily lives. Seeing adults such as religious sisters and clergy who have a vocation to follow Christ, and who offer their lives in service of God and one another, can be a living example of the love of God in the world and the importance of religious faith. It reminds young people that

religion has a valuable role to play in life (Jäckle & Wenzelburger, 2015).

Religion is a response to divine call. Kant stated that religion is the rule governed on our entity and its dominance is originated from legislator and judgment. Generally, religion is a set of beliefs, feelings, acts, and experiences people face in loneliness and it is a divine thing. Religion enhances the relationship between social members and social requirements that help their unity because values that are fundamental in social requirement are common among religious groups. The aim of religious negotiations is not to create belief in God in human being rather the main aim is to pay attention deeply to God and religion and to create a deep religious insight in human societies. It seems that involvement of children in religious affairs can lead to social unity in future. Our society is a religious one and youths will be its actors in future. The present research aims to study socio-cultural factors affecting religious beliefs. For this purpose, the role of family, professors and teachers, peers, media, cultural activities (congregational pray and religious sessions, camping, trip and Eids) on religious beliefs is studied.

Apathy and indifference also influence religious beliefs and practices. In a fast-moving world of instant gratification, fast food, ready meals and instant broadband access to multimedia, the very notion of religious belief, prayer, reflection, becoming still and silent, is not always appealing. Teens can feel that God and religion don't matter anyway because there is so much more to stimulate them. The culture in which we live promotes a selfish type of philosophy - "me, me, me". There is little room for God and religious rituals in such an outlook. Adolescents are left feeling like all that matters are here and now, and that life is for enjoying and not to be bothered about spiritual matters or the afterlife.

II. LITERATURE REVIEW

Family influencing religious beliefs of learners

Why the scientific study of religion has a lot to gain from paying attention to the family is not difficult to explain. The family is the place where the intergenerational transmission of religious beliefs and practices takes place and thus is of crucial importance for the persistence and continuation of religious traditions and communities (Cohen & Varnum, 2016).

Particularly, since success in the school milieu is valued by society and is seen as a principal determinant of adult success and independence, comprehending how parents socialize their children in the school setting promotes professional attention and research. In the literature,

nevertheless, only limited attention has been given to academic socialization as a recognized construct, and, if any, the research has encompassed how 5 certain parenting behaviors encourage favorable school experiences for children and how other styles of parenting hamper the academic success of the children. Strielkowski&Čábelková, (2015) explained that academic socialization includes the assortment of parental beliefs and behaviors that contribute to children's school-associated development.

Religion, however, is communal, particular and defined by boundaries. It is spirituality incarnated at the social and cultural level. Religion takes the boundless and binds it into the limitations of language and culture, even as it may also transform culture. "Religion" derives from religio, "to bind back or to tie." Like "spirituality," the term "religion" has suffered from a multiplicity of definitions. The term "religion" is increasingly used by scholars in the narrow sense of institutionally based dogma, rituals and traditions. Kenneth Pargament (1997), defines religion broadly as "the search for significance in ways related to the sacred," encompassing both the personal and social, traditional and non-traditional forms of the religious search. Pargament uses the term, "spirituality" to describe what he calls the central function of religion that is, the search for the sacred. Although still relatively sparse, behavior genetic research has been conducted on religious involvement, and the current literature suggests three broad trends. First, religious affiliation appears to be transmitted primarily via social and cultural mechanisms (e.g., family-based socialization, normative pressures, memes, etc.), not genetic ones. That said, at least one study has reported a small genetic effect on being a member of a conservative religious, but the majority of the variation on this outcome was nonetheless shown to be the product of shared and nonshared environmental influences (Pereira-Salgado, et al. 2018).

Three observations underscore the importance of the family in this respect. First of all, in the Netherlands and other countries in Western-Europe inter-denominational switching and conversion later in life is rare. Most people stick to the denomination they were brought up in or they abandon faith altogether. This indicates that religious preferences, beliefs and affiliation are determined early in life as a result of parental influences. Secondly, although parents are not the only factor in this respect, they are by far the most influential.

Currently, a variety of interfamilial and extrafamilial influences is known to function in molding children's development. Mathras, et al. (2016) ecological model of development represents the interplay of these influences, stressing the significance of the relationships among

settings, rather than a specific person or single setting. The significance of the dynamic interconnection of systems in shaping child development is likewise emphasized within the contextual systems model (Hoover, 2016), which focuses on children's academic functioning. According to this model, the child-family and school system act simultaneously to produce children's academic outcomes and overall school experiences. Understanding and augmenting relationships inside and between systems fosters children's school success.

Religious transmission may also occur in religious schools or in the religious community, but compared to the influence of parents, the influence of the religious school or the religious community is weak. Finally, religion is but one aspect of the value complexes parents may transmit to their children. Parents may for instance also transmit life style characteristics, sex roles, political party affiliation and general political orientation. However, parental influence is most noticeable in the field of religion. These observations clearly show that parents are crucial for the intergenerational transmission of religious beliefs and practices and thus for the persistence and continuation of religious traditions and communities. This makes the family a very important and interesting place for studying religion, as it is the most basic institutionalization of intergenerational relationships (Jiang, et al. 2015).

Culture Influencing Religious Beliefs of Learners

Culture can be defined as: "Behavior peculiar to Homo sapiens, together with material objects used as an integral part of this behavior. Thus, culture includes language, ideas, beliefs, customs, codes, institutions, tools, techniques, works of art, rituals, and ceremonies, among other elements." Beside individual differences between people, culture is the main driving force that separates humans into groups. Out of the many elements that define culture only two are readily observable: language and religion. Language is not only a means of communication; it also carries ideas, customs, and values. Religion may even be more influential for the human behavior. Many religious beliefs encompass rules for every aspect of daily life. For example, one finds rules on nutrition in nearly all world religions. Religious beliefs have also been highly influential in institution building. It is therefore only logical to conjecture that religious beliefs also impact economic exchange within and between religions. The questions that come to mind in this context are: Which religion is especially trade-promoting? Are there product groups for which religion has a more important role to play than for other product groups? Is there an influence when analyzing economic development? (Bell, 2017).

To establish (to the reader) the "cultural customs" as I witnessed and learned them from friends and contacts, I would like to talk about the idea that Hinduism is both a culture and a religion. This may seem obvious to many people, especially if they have lived in or visited. However, the concept needs emphasis since Hinduism forms a basis of a person's way of life, irrespective of his or her religion. If religion is a cultural tradition, is it possible to separate religion and culture? Can you belong to the Western culture and still practice Muslim religion? To this question must be added, can you be a white Christian in Africa without being labelled a colonist and oppressor? Can you be African without being labelled as primitive and prone to animism and magic? Has religion become a cultural identity marker in a South African context, demarcating the borders between people? Belonging to a particular religion implies belonging to a particular culture. From this position follows a crude generalization that to belong to a particular culture implies belonging to a particular religion. It is clear that religion and culture cannot be separated. However, maintains that Islam, for one, must not be viewed as a culture. The essence of Islam is religious. Many adherents of different religions will agree to this when applied to their own religious convictions. However, it cannot be denied that religion is a cultural expression. In this regard, culture and religion must be viewed as relatives. This has implications on how to study religion. If religion is seen as a segment of culture, studying religion becomes an anthropological and ethnographic exercise. The relation between culture and religion is an old and still on-going debate. Ever since Aristotle used the term *ethnos* to identify the groups of people living outside of the Greek polis, indicating them as primitive, people belonging to different cultures and religions could be labelled as 'outsiders, uncultured and irreligious'. During the Enlightenment period, Europeans took over this notion of Aristotle to label all non-Europeans as 'uncivilised'. The Enlightenment implication that all reality can be classified resulted in nations and people being hierarchically categorized. This classification was based on perceived natural mental physical and spiritual abilities (Dollahite, et al. 2018).

A cultural psychological perspective may offer some important insights for understanding how the influence of religion on secondary control and social affiliation may vary systematically by culture. For instance, people typically hold a more independent view of the self in more individualistic cultures, such as in North America. This view posits that the self is unique and separate from social surroundings and places a strong emphasis on personal choice and self-focused agency or control. On the other

hand, people commonly hold a more interdependent view of the self in more collectivistic cultures, such as in East Asia. According to this view, the self is inherently connected to others, and value is placed on obligations and harmony in social relationships more than on personal agency (Chandler,2019).

Religious and cultural pluralism has been a prominent feature in human societies and this became intensified with the impact of modernity. The phenomenon of such pluralistic experience presents opportunities as well as challenges, particularly, for religious traditions and cultures today. H. Byron Earhart states in his foreword to E. Thomas Lawson’s book Religions of Africa (1985) that one of the most fascinating aspects of our history is the richness and varieties of its religious traditions. This has tremendous impact on human relations in view of the resurgence of religion and its growing role in both public and private life. The social and political processes of secularization, which were thought to supplant religion and its influence, have, in fact, served to strengthen it. In the age of globalization, religious traditions and pre-modern cultural forms, which used to be localized, have now become global phenomena (Fogiel,2017).

III. METHODS

The purpose of this research is to examine the relationship between culture and religion on the other hand family and religion. A quantitative method used to analyses the present research. The questionnaire consisted of two units, the first unit comprised of participants’ demographic questions (respondent’s age and respondents’ gender. The second part of questionnaire consisted of 10 questions for culture affecting religious beliefs of learners, 10 questions for family affecting religious beliefs of learners and 10 questions about religious beliefs of learners. The sampling method used in this study was random sampling technique. The study was carried in education sectors in Duhok. The researcher distributed 90 questionnaires, only 71 questionnaires were received and being completed properly. The questionnaire is organized in multiple choice questions format. Five-point Likret scale used, the participants were asked to range from strongly disagree to strongly agree. The researcher developed two research hypotheses to be measured in order to analyze relationship between culture and religion on the other hand family and religion. Research hypothesis one: Culture as factor has a significant and positive relationship with religious beliefs of learners. Research hypothesis two: Family as factor has a significant and positive relationship with religious beliefs of learners.

IV. RESULTS

Table: 1 Background Information

Description	Range	Frequency	Percentage
Age	18-19	15	21.1
	20-21	20	28.2
	22-23	20	28.2
	24-25	14	19.7
	25 and more	2	28
Gender	Male	64	90.1
	Female	7	9.9

Table (1), shows learners demographic analysis contributed in this research. 15 learners were 18-19 years old, 20 learners were of 20-21 years old, 20 learners were 22-23 years old, 14 learners were 24-25 and only 2 learners were 25 years old and above. In terms of learner’s gender; 64 learners were male and only seven learners were female.

Table: 2 Reliability Analysis

Variables	Cronbach Alpha	Number of items
Culture	.742	10
Family	.795	10
Religious beliefs of learners	.740	10

Table (2), shows the reliability analysis for (culture and family) as independent variables and religious beliefs of learners as dependent variable. According to the reliability tests, the researcher found out culture’s Cronbach Alpha = .742 for 10 items which are greater than .6 this means that culture’s 10 items were reliable for this study, family’s Cronbach Alpha = .795 for 10

items which are greater than .6 this means that family’s 10 items were reliable for this study, and religious beliefs of learners’ Cronbach Alpha = .740 for 10 items which are greater than .6 this means that religious beliefs of learners’ 10 items were reliable for this study.

Table 3: Correlation Analysis

		Culture	Family
Religious beliefs of learners	Pearson correlation	.933**	.691**
	Sig (2-tailed)	.000	.000
	N	71	71

**Correlation is significant at level .05

As seen in table (3), the correlation between independent variables (culture and family) with religious beliefs of learners as dependent variable. The value R for the culture = .933** which indicates that family is significantly and positively correlated with religious beliefs of learners and the value R for the family = .691** which indicates that family is positively correlated with religious beliefs of learners.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std Error of the Estimate
1	.978	.957	.955	.075

As seen in the table (4), the value of R square = .955 which indicates that 95% of variables have been explained.

Table 5: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	8.281	3	2.760	491.418	.000
Residual	.376	67	.006		
Total	8.657	70			

- a. Dependent variable: Religious beliefs of learners
- b. Predictors (Constant), culture, family

As seen in table (5), the value of F for an independent variable and a dependent variable is 491.418>1 which indicates there is a significant association between two independent variables and dependent variable.

Table 6: Coefficients

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.
	B	Std Error	Beta		
(Constant)	.092	.124		.737	.463
Culture	.884	.033	.900	26.568	.000
Family	.725	.024	.730	24.526	.000

- a. Dependent variable: Religious beliefs of learners

Multiple regression analysis used in this study, as seen in table (6), the coefficients analysis shows the B value for culture = .884> 0.01, which supported the first research hypothesis which stated that there is a significant and positive relationship between culture and religious beliefs of learners, the B value for family=.884> 0.01, which supported the second research hypothesis which stated that there is a significant and positive relationship between family and religious beliefs of learners. However, the findings proved that the heights value was found to be for culture factor influencing religious beliefs of learners.

V. DISCUSSION

It is certain that religious development is a subject that requires multiple, comprehensive, deeply psychological, and sociological assessments. When approached in the context of religious education, it seems possible to rank

these processes which affect religious development as feeling of natural religion, feelings of affection and curiosity, need of faithfulness, religious awakening, religious socialization, and family. It is not possible to say that all of these processes on religious development are

effective at the same time. The family that an individual is born into and differences, the social interactions, the talents, and possibilities as well as the education taken, social and cultural values have also considerable influence on this process. Moreover, one or more of the dimensions listed here can be the source of religious development for individuals. In this respect, it cannot be said that these processes which are the source of religious development affect the individuals with the same power and motivation. But it can be said that it draws a general framework. On the other hand, this diversity observed in the dimensions of religious development also reveals and nourishes the differences in individual religious experience. This situation leads to the development of religious life through inextricable and interwoven ties. From a developmental point of view, it should be emphasized that the development of belief is shaped first by parents and family, then by school and friend environment, after that by the individual's self-perception and internal experiences, and finally by religious institutions. In this sense, it is essential that the religion education should be given to the individual who is in every stage of the life by considering his/her developmental expectations, competencies, limitations, and other psychosocial elements. In the common life between the family and religion, the child's religious abilities can easily emerge. Religious awakening in childhood is largely dependent on the adult's interest, encouragement, support, and being model. If a child can first live in a peaceful spiritual environment in the family, a strong religious awakening can be seen in him/her. But, there may be different results depending on the content of the religious life in the family and family structure, the religious interest degree of the family members and the methods and habits followed for religious education. Religious behaviors, beliefs, and experiences are also part of the culture and they are regularly handed down from one generation to another. Culture and the environment shape the child's religious perspective as well as contributing to other developmental aspects and influence the awakening and development of religious belief. All observations agree that the influence of relatives is the most obvious factor in the formation of religious attitude. While the child learns to be a social individual, he/she also needs a model that he/she will imitate. Imitation skills also contribute to determining what the child will believe and how to behave in the future. However, the warm relationship that parents establish with the child is highly influential on him/her in taking their thoughts, behaviors, and beliefs as an example. Again, displaying the religious behaviors in the family is very important for the child to adopt them. Expecting the child to

behave in a way that the parents do not do is pedagogically meaningless, and this can cause certain doubts about the value of behaviors in the child's mind. There must be consistency among family members in religious matters as in other issues. Displaying a common attitude in the religious life by the parents who are considered as role models by the child is very important in terms of both gaining stability by the child in his/her religious life and eliminating the ambiguities that may arise in this issue. The family has a wide range of responsibilities for the child's education, upbringing, preparation for life, religiosity, religious experience, and behavior.

VI CONCLUSIONS

Belief education in the first years of life is largely the task of the family. It is important for a healthy belief development that parents develop positive feelings of trust, affection, and loyalty in this period and successfully transfer them to religious concepts. In terms of religious development, childhood is a dynamic period of time. Multiple regression analysis used in this study, as seen in table (6), the coefficients analysis shows the B value for culture = .884 > 0.01, which supported the first research hypothesis which stated that there is a significant and positive relationship between culture and religious beliefs of learners, the B value for family = .884 > 0.01, which supported the second research hypothesis which stated that there is a significant and positive relationship between family and religious beliefs of learners. However, the findings proved that the heights value was found to be for culture factor influencing religious beliefs of learners. For a healthy religious development, it is needed to create an environment in which qualified cognitive stimulants, rich language interactions, positive social-emotional experiences are presented to the child, and the child's independence is supported.

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“Be I a devil, yet God may pity me”: Rereading Marlowe’s *The Tragical History of Doctor Faustus* from Islamic Perspective

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Abstract— Marlowe’s *Doctor Faustus* has kept on catching the consideration of modern and postmodern pundits. For a very long while Faustian commentators are isolated between those two who see the play reflecting intense and steady religious standpoint, and the individuals who see the play as antireligious. This sharp resistance between the standard and heterodox perspectives partially mirrors the clashed life of the writer himself, who started his concise adulthood as a philosophy student and finished it as a famous figure blamed for agnosticism. This paper holds the perspective of the prior gathering of commentators contending that the concentration of deciphering this play ought to be religious. This article will endeavor to dissect the play from the perspective of Islam. Islam has something critical to say in regards to human nafs (mind), the everlasting clash between good and evil; friendship, and repentance and salvation.

Keywords— Nafs, Ilham, Waswasa, Repentance, Salvation.

يَنْصُرُكُمْ اللَّهُ فَلَا غَالِبَ لَكُمْ وَإِنْ يَخُذْ لَكُمْ فَمَنْ ذَا الَّذِي يَنْصُرُكُمْ مِنْ بَعْدِهِ وَعَلَىٰ

فَلْيَتَوَكَّلِ الْمُؤْمِنُونَ ﴿١٦٠﴾

If Allah helps you, none can overcome you: If He forsakes you, who is there, after that, that can help you? in Allah, then, Let believers put their trust. (*The Quran* 3: 160)

I. INTRODUCTION

1.1 Background and Objective:

Previously I have worked with the textbook writing project of IIIT BD Chapter and contributed two chapters in the

book titled *Reading Shakespeare from Islamic Perspective*. In that book I have argued that European discourses affect not only our day to day activities but also our mode of thinking or interpretations. Muslim students’ familiarity with these Eurocentric modes of analysis ultimately results in intellectual mimicry (Ahmed, “The Turn to Islamic Ways” 3). Many students of English literature are unaware of the fact that Islam also has a complete worldview distinct from the European worldview. The Muslim *ummah* needs to be aware of this intellectual destruction and re/deconstruct their pedagogy of reading or teaching European literature.

We can do so by deconstructing the western construct of the meaning of the literary texts. In my earlier works I have proposed that Muslim readers require achieving *Islamic Critical Conscientization* which will help us to have an in-depth understanding of the Islamic worldview (Ahmed, “Islamic Discourse in Shakespearean Study” 17-18). This paper is a sample of what we mean by Islamic discourse and the place of western literature in it.

1.2 Research Methodology

Qualitative research methodology of Narrative analysis and Content Analysis were used in this research.

1.3 Research Questions:

The research addresses the following questions while analyzing the play:

- i. What does Islam say about nafs (mind)?
- ii. What is the Islamic notion of the cosmic battle between Good and evil?
- iii. How does Islam define friendship?
- iv. Is there any crime in Islam that is too big to be forgiven?

II. FAUSTUS: FROM A HUMAN TO AN ACCURSED CREATURE

A Wittenberg researcher, Faustus is traditional to start with, and after that he rejects all the religious lessons and winds up plainly radical. A prototypical renaissance man, Faustus

is negligible and battling against medieval expert. He is a sort of masterless man, however Faustus discovers his lord when he signs contract with Lucifer, the father of all renegades. *Dr Faustus* has been trespassed from three points of view – the wrongdoing of religion, of established belief system and that of logic; and has trespassed on pondering as a piece of the fiends design or plot. Evil powers know well the limit of wrongdoing and they induce Faustus to move well ordered from a human to an accursed creature. His obliviousness and the devils' cunningness pave the ways to his final damnation.

When we initially meet Faustus, he is a man who is disappointed with his examinations in rationalizations, law, medicine, and divinity. Despite the fact that he is the most splendid researcher on the planet, his investigations have not brought him fulfillment, and he is discouraged about the impediments of human learning. So as to fulfill his hunger for more prominent information, he chooses to try in magic. He needs to rise above the obligations of typical human life and find the statures past. One may state that he needs to have supernatural qualities.

Faustus will pitch his spirit to the demon under the terms of an agreement by which he will get twenty-four years of administration from Mephistophilis and, toward the finish of this time, will surrender his spirit to Lucifer. At first he is possibly an awesome man who wants to perform things useful for mankind, yet because of his eagerness to trade his spirit for a couple of years of delight, he starts to sink toward obliteration. He enables his forces to be decreased to performing absurd traps and to fulfilling his physical cravings.

At different circumstances all through the show, Faustus does stop and consider his difficulty and goes to the skirt of contrition. He regularly ponders apology, yet he intentionally stays lined up with Mephistophilis and Lucifer, and never finds a way to acquire absolution.

Before the ending of the show, when he is sitting tight for his condemnation, he justifies his refusal to swing to God. All through the show, inward and outer powers recommend that Faustus could have swung to God and could have been excused. In the last scene, the scholars need Faustus to make an endeavor to look for the absolution of God, however Faustus justifies that he has lived against the ways of God, and he tries to summon God's pardoning until the presence of the demons. By at that point, he can just shout out in distress and loathsomeness at his last destiny.

III. NAFS IN ISLAMIC DISCOURSE

Marlowe's famous work *Dr Faustus* is about a scholar's bargaining with the Lucifer in exchange of his nafs and the play leaves us with the protagonist's nafs's (soul) last night struggle which he goes in a discourse of anguish and yearning, amid which Faustus sees what paradise implies, however denies or can't swing to God. He is dragged shouting to hellfire naming his old confederate in a tone which may be perused as hatred, fear, acceptance, or every one of the three together.

Nafs has got two implications in Islamic discourse. First, it implies the powers of anger and sexual appetite in an individual and this is the utilization for the most part found among the general population of *tasawwuf* [sufis], who take "*nafs*" as the far reaching word for all the fiendishness.

The second importance of nafs is the spirit, the individual in all actuality, his self and his individual. It is depicted contrastingly as indicated by its diverse states. In the event that it expects serenity under charge and has expelled from itself the aggravation caused by the assault of enthusiasm, it is called "the fulfilled soul" (*al-nafs al-mutma'inna*). In its initial meaning the *nafs* does not visualize its arrival to God since it has kept itself a long way from Him: such a *nafs* is from the gathering of *shaytan*. Be that as it may, when it doesn't accomplish placidness, yet sets itself against the adoration for interests and questions it, it is called "the self-denouncing soul" (*al-nafs al-lawwama*), in light of the fact that it censures its proprietor for his disregard in the love of his lord... On the off chance that it surrenders all dissent and surrenders itself in all out compliance to the call of interests and *shaytan*, it is named "the spirit that urges insidious" (*al-nafs al-ammara bi al-su'*) which could be taken to allude to the conscience in its initially meaning. In *Dr Faustus* we perceive how the hero's *nafs* shakes like a pendulum frame the condition of *al-lawwama* to *al-ammara* and the other way around. Once being reprimanded by *al-lawwama* he says "Be I a devil, yet God may pity me/ Yea, God will pity me if I repent"; minutes after the fact he turns into a slave of *al-ammara* and finishes "I am resolv'd, Faustus shall not repent". This moving province of Faustus impels us to brood over the Islamic notion of the cosmic battle between good and evil.

IV. DIAGNOSING HUMAN NATURE AND THE COSMIC BATTLE BETWEEN GOOD AND EVIL

Dr. Faustus represents the constant battle between good and evil. Consistently, we are confronted choosing between the

two, regardless of the possibility that there appears as though there is no arrangement. Faustus speaks to those that stoop to a lower level so as to get what they need. The Good Angel and the Evil Angel are the morals that draw the Faust's spirit separated, constraining him to settle on a choice that can influence his future. The story *Dr. Faustus* is an awesome case of how one wrong choice can cause an everlasting burn.

The battle amongst good and evil is a perpetual clash that has been progressing all through mankind's history. It has

been unfurling from time of the first man and woman, Adam and Eve, as prove by the emotional standoff between their two youngsters, Abel and Cain. Abel was dependably in strife with his sibling, Cain. Both tried to love Allah, and both were made a request to render a yield. Be that as it may, affected by Satan, Cain picked as his blessing the most exceedingly terrible, most unhealthy sheep in his rush. Abel introduced his best yearling. Abel's give up was acknowledged, yet Cain's was rejected. Out of overpowering jealousy, Cain slew Abel. As to, Allah says:

﴿ وَأَتْلُ عَلَيْهِمْ نَبَأَ ابْنَيْ آدَمَ بِالْحَقِّ إِذْ قَرَّبَا قُرْبَانًا فَتُقْبِلَ مِنْ أَحَدِهِمَا وَلَمْ يُقْبَلْ

مِنَ الْآخَرِ قَالَ لَأَقْتُلَنَّكَ قَالَ إِنَّمَا يَتَقَبَّلُ اللَّهُ مِنَ الْمُتَّقِينَ ﴿٢٧﴾

لِيَنْبُسُطَ إِلَيَّ يَدَكَ لِتَقْتُلَنِي مَا أَنَا بِبَاسِطِ يَدِي إِلَيْكَ لِأَقْتُلَكَ إِنِّي أَخَافُ اللَّهَ رَبَّ

الْعَالَمِينَ ﴿٢٨﴾

Recite to them the truth of the story of the two sons of Adam. Behold! they each presented a sacrifice (to Allah): It was accepted from one, but not from the other. Said the latter: "Be sure I will slay thee." "Surely," said the former, "Allah doth accept of the sacrifice of those who are righteous. If thou dost stretch thy hand against me, to slay me, it is not for me to stretch my hand against thee to slay thee: for I do fear Allah, the cherisher of the worlds". (*The Quran 5:27-28*)

Through this one sees Abel's immaculateness of heart and his resistance for his sibling. All the more significantly, it demonstrates his acknowledgment. Acknowledgment is a significant idea, since it goes a long ways past unimportant resistance. When we say we endure somebody, we imply that we endure his weaknesses and flaws. To acknowledge somebody is to recognize his entitlement to act naturally, withholding both judgment and feedback. It speaks to a higher condition of accommodation to Divine Will and issues from a position of genuine love, making it an uncommon quality without a doubt.

The connection amongst good and evil has dependably charmed individuals, and it is one of the focal standards whereupon religious principle and conviction frameworks are manufactured. Religion assumes a focal part in revealing insight onto these unique ideas, and Islam is no exemption. Islam offers an entire picture in clarifying good and evil.

4.1 Ilham vs Waswasa

The dramatization of the unending conflict between good and evil has primarily been shown by the presentation of the Good Angel (what Islamic discourse terms as *ilham*) and Band Angel (what Islamic discourse terms as *waswasa*).

Imama Gazaly in his *Ihya Ulmuddin* opines that human musings that mix one's desire are of two sorts: praiseworthy, known as "inspiration" (*ilham*), and blameworthy, and that is known as "whispering" (*waswasa*). The heart is claimed commonly by a shaytan and a blessed angel. Gazaly proceeds with that the blessed messenger remains for an animal which God has made for the flooding of advantage, the bestowal of information, the uncovering of truth, the guarantee of reward, and the requesting of the great. Gazali wraps up that the shaytan signifies a creature whose dealing is to be against all this -*Waswasa* against *ilham*, *shaytan* against angel, success (*tawfiq*) against disappointment (*khidhlan*). Gazaly's analysis has a direct reference to a *hadith* that says:

The Prophet (s) said: "There are two impulses in the soul, one from an angel which calls towards good and confirms truth; whoever finds this let him know it is from God and praise Him. Another impulse comes from the enemy which leads to doubt and denies truth and forbids good; whoever finds this, let him seek refuge in God from the accursed devil." Then he recited the verse: "The devil shows you fear of poverty and enjoins evil upon you" (2:268) [qtd in Gazaly].

Hasan al-Basri said: "Two considerations meander over the spirit, one from God, one from the devil. God demonstrates benevolence on a hireling who settles at the prospect that originates from Him. He grasps the possibility that originates from God, while he battles against the one from his foe. To show the heart's shared fascination between these two powers the Prophet (s) stated: "The heart of a believer lies between two fingers of the Merciful" (*Sunan Ibn Majah* Vol. 5, Book 34, Hadith 3834). The fingers represent change and faltering in the heart. On the off chance that man pursues the directs of resentment and hunger, the domain of shaytan shows up in him through inactive interests [*hawa*] and his heart turns into the settling spot and compartment of shaytan, who benefits from *hawa*. On the off chance that he battles with his interests and does not give them a chance to overwhelm his *nafs*, impersonating in this the character of the holy messengers, around then his heart turns into the resting-spot of heavenly attendants and they land upon it. Abdullah b. Mas'ud reported that Allah's Messenger(ﷺ) said:

There is none amongst you with whom is not an attache from amongst the jinn (devil). They (the Companions) said: Allah's Messenger, with you too? Thereupon he said: Yes, but Allah helps me against him and so I am safe from his hand and he does not command me but for good. (*Sahih Muslim* Book 39, Hadith 6757)

The shared repulsing of the fighters of the holy messengers and the fallen angels is consistent in the fight over the heart, until the heart is vanquished by one of the opposite sides which sets up its country and settles there... Furthermore, most hearts have been seized by the warriors of shaytan, who fill them with the murmurs that consider one to adore this passing world and disregard the next.

We see the primary appearance of *ilham* and *waswasa* toward the beginning of the Scene 5, in which Faustus truly consents to his arrangement with Mephistophilis. They chat on the other hand, each putting one side of dispute. Here,

the Evil Angel (*waswasa*) allures Faustus with the power he is ensured by the Devil, while the Good Angel (*ilham*) causes him to recollect the dangers of his lead. When they return, at the beginning of the Scene 7, they continue in these parts, with the Evil Angel (*waswasa*) bracing Faustus' assurance.

The Angels appear, in a similar scene, at the point where Faustus comprehends that there are a couple of requests that Mephistophilis won't answer and that he has accomplished the limits of what he can get from his malicious arrangement. As on past occasions, the Angels are seen at a crucial moment, when Faustus is wavering:

Evil Angel: Too late.

Good Angel: Never too late, if Faustus can repent.

Evil Angel: If thou repent, devils shall tear thee in pieces.

Good Angel: Repent, and they shall never raise thy skin.

Exeunt [ANGELS]

Faustus: Ah Christ my Saviour, seek to save

Distressed Faustus'

soul.

Scene 7, 75-80

Faustus reacts to *ilham* at a phase when it is past the point of no return and he seems, by all accounts, to be debilitating to such a degree, to the point that Mephistophilis acquires Lucifer and Beelzebub to help Faustus to remember his deal; and he is constrained to surrender to *waswasa*.

Ilham comes to him as Old man as well, yet dismal to state, he doesn't regard to the old man. It is noteworthy to take note of that *ilham* does not come here as blessed messenger but rather as a kindred individual and one who has carried on with his life as per religious statutes.

Ilham in the appearance of the Old Man presents to Faustus various admonitions and messages :

the 'sweet path ...

That shall conduct thee to celestial rest (Scene 12, 36-37)

He helps Faustus to remember the foul idea of his transgressions:

thy most vile and loathsome filthiness,

The stench whereof corrupts the inward soul (Scene 12, 40-41)

Conversely, he also helps Faustus to remember the redemptive intensity of religion:

mercy, Faustus, of thy saviour sweet,
Whose blood alone must wash away thy guilt
(Scene 12, 44-45)

I see an angel hovers o'er thy head,
And with a vial full of precious grace,
Offers to pour the same into thy soul (53-55)

More than once he utilizes the word 'sweet', to allude both to God's effortlessness and to Faustus himself, whom he also addresses as 'great'. The sweetness is in direct difference to the revoltingness of Faustus' wrongdoings; and, when connected to himself, it shows that the Old Man holds his confidence in Faustus as a spirit who may yet be reclaimed.

Faustus, however, fails to respond to the Old Man's plea, and asks him to leave him alone "to ponder on my sins." (12, 50) Dismissing the earnest endeavors of *ilham*, he swings to "sweet Helen". He is cognizant that Faustus has played Judas on atonement. He is then assaulted by various devils, whom he resists by his turn towards God, underlining the quality that he picks up from his confidence:

Ambitious fiends, see how the heavens
smiles
At your repulse, and laughs your state to
scorn (Scene 12, 115-116).

As soon as the Old Man leaves, and Mephistopheles returns and threatens Faustus, Faustus regresses to his servitude to the devil:

Mephistophilis

Thou traitor, Faustus: I arrest thy soul
For disobedience to my sovereign lord.
Revolt, or I'll in piecemeal tear thy flesh.

Faustus

Sweet Mephistophilis, entreat thy lord
To pardon my unjust presumption;
And with my blood again I will confirm
My former vow I made to Lucifer.

* * *

Torment, sweet friend, that base and
crooked age
That durst dissuade me from thy Lucifer,
With greatest torments that our hell
affords. (12, 57-63, 66-68)

Mephistophilis' answer is to a great degree fascinating, in light of the fact that it accentuates his shortcoming when he experiences a genuinely trusting Christian:

His faith is great, I cannot touch his soul,
But what I may afflict his body with

I will attempt – which is but little worth
(Scene 12, 77-79).

The Old Man as *ilham* symbolizes the incorporated social result of faith in primary hypotheses. Christ and God symbolize the primary hypotheses themselves. The decrepitude of the Old Man – "that base and crooked age" – reflects Faustus's poor opinion of the chances of survival of the society for which the Old Man stands.

Therefore, Faustus does not appeal to the Old Man's Christ but to his own individualist, scapegoat Christ. In order to keep his pledge to the devil, Faustus asks Mephistopheles to bring him "That heavenly Helen which I saw of late". (12, 75) Helen's is that essentially destructive beauty which has "burnt the topless towers of Ilium"; (12, 82) the "immortality" she provides with her kiss is the absolute antithesis of all truth, morality, and religion. When Faustus says: "Her lips sucks forth my soul, see where it flies! / Come Helen, come, give me my soul again. / Here will I dwell, for heaven be in these lips, / And all is dross that is not Helena!", (12, 84-87) Faustus speaks of heaven, yet we know that it is really hell he speaks about, though unaware. He asks that Helen make him "immortal with a kiss," (12, 83) but in reality he is asking for the *coup de grace* that will irrevocably damn him. Helen is a devil in female guise, a succuba, and Faustus, in receiving her "immortal kiss," "commits the sin of demoniality".

The Old Man aptly describes Faustus as a "miserable man" (12, 101) because, "though a real heaven is 'all about him where to choose,' he seeks it rather in a phantasm". He also spends his last hour in prospection of damnation and phantasms of salvation which cannot be realized because he lacks the faith and trust in God necessary to achieve them. He is unavoidably unequipped for hearing the two sides of confidence's mystery; he can hear just the reason of Sin, not the conclusion of Redemption:

Faustus

But Faustus' offence can ne'er be
pardoned! The serpent that tempted Eve
may be
saved, but not Faustus. . . .

3 scholar

Yet Faustus, call on God.

Faustus

On God, whom Faustus hath abjured? On
God, whom Faustus hath blasphemed? Ah

my God – I would weep, but the devil
draws in my tears! (13, 15-16, 27-30)

McCloskey argues that Faustus cannot repent because of the sin of despair. It is his own Medusa, his Gorgon of Despair, lurking within the dark alleys of his ambition and pride which has changed his heart into stone and made him unable to repent and ask forgiveness. Faustus cannot see God as the merciful and benevolent creator and giver of life, but rather a vengeful deity bent on punishing him:

see where God
Stretcheth out his arm, and bends
his ireful brows!
Mountains and hills, come, come
and fall on me,
And hide me from the heavy
wrath of God. ...
My God, my God, look not so
fierce on me! (13, 76-77; 112)

The last discourse turns around the first. The glad researcher who had worried at the confinements forced by the human condition and yearned for the everlasting status of a divine being presently looks to evade an unending length of time of condemnation. Like a caught creature he lashes out against the work he has woven for himself, and turns out to be increasingly entrapped. To be physically consumed, to be 'an animal needing soul', 'some brutish monster', even, at the last, to be close to 'little water drops' – this is the last any desire for the pride of Wittenberg. The play closes with Faustus hauled to damnation alive by fallen angels.

4.2 “Half of him is of the angel and half of him is ass.”

An established view in Islamic discourse is that human instinct comprises of five components what Gazaly terms as the five fighters. The two officers of outrage/sense of self and sexual energy can be guided by the heart totally or then again resist and agitator against it totally, until the point that they subjugate it. In that lies the passing of the heart and the end of its voyage towards endless joy. Different warriors are: information (*ilm*), insight (*hikma*) and reflection (*tafakkur*) whose assistance a human looks for by appropriate, for they are the Party of God against the other two who have a place with the gathering of shaytan.

Faustus plainly ignores (*ilm*), (*hikma*) and (*tafakkur*) engaging his sense of self and sexual enthusiasm. Allah (swt) says: “Seest thou such a one as taketh for his god his own passion (or impulse)?” (*The Quran* 25:43) and “but he inclined to the earth, and followed his own vain desires. His similitude is that of a dog: if you attack him, he lolls out his

tongue, or if you leave him alone, he (still) lolls out his tongue. That is the similitude of those who reject Our signs; So relate the story; perchance they may reflect” (*The Quran* 7:176). The person who controlled the passion of his ego Allah swt says:

وَأَمَّا مَنْ خَافَ مَقَامَ رَبِّهِ وَنَهَى النَّفْسَ عَنِ الْهَوَىٰ ۗ

فَإِنَّ الْجَنَّةَ هِيَ الْمَأْوَىٰ ۗ

And for such as had entertained the fear of standing before their Lord's (tribunal) and had restrained (their) soul from lower desires, Their abode will be the Garden. (*The Quran* 79:40-41).”

During Christopher Marlowe's time and for centuries before then, “lechery,” or lust/desire, was considered one of the “seven deadly sins.” In fact, Lechery appears as a character in Marlowe's play Doctor Faustus in precisely that capacity. Lechery was traditionally defined as a selfish desire to use the body of another person to achieve self-centered pleasure. Lechery could also involve idolizing the body of another person and thus turning away from proper worship – the worship of God.

The clearest example of Doctor Faustus's own lechery appears when he asks Mephistophilis to revive and bring before him the beautiful body of Helen of Troy, the woman whose own lust and infidelity were traditionally blamed for the horrors of the Trojan War described in Homer's epic poem *The Iliad*. Interestingly, Faustus deliberately asks to see Helen so that he will not be distracted from his demonic commitments. An Old Man has just tried to win him back to the worship of God; Faustus tries to use Helen as an antidote to counteract the Old Man's persuasiveness.

When “Helen” appears, Faustus not only idolizes her but expresses lust for her:

Sweet Helen, make me immortal with a kiss:

Her lips sucks [sic] forth my soul, see where it flies!

Come Helen, come, give me my soul again.

Here will I dwell, for heaven be [sic] in these lips . . .

These lines are ironic in numerous ways. In the first place, only God can make Faustus "immortal." Secondly, Helen does not literally suck forth Faustus's soul; instead, Faustus himself has voluntarily sold his soul to Satan. Thirdly, Helen has no power to return Faustus's soul to Faustus; only God can do that if Faustus sincerely repents of his bad bargain with Satan. Fourthly, when Faustus says that heaven is in Helen's lips, he is either exaggerating or is deceiving himself. Heaven is where it's always been (with God), but Faustus's phrasing indicates just how much lechery is entangled with idolatry. Yet this kind of idolatry is ultimately rooted in self-love, not true affection for another person. It seems significant that Helen never has a chance to speak a word in response to Faustus's hyperboles. She matters to him only as a means of satisfying his own selfish desires.

Another narrative in Islamic discourse investigates that God made the angels from reason without animalistic want and He made people from the mix of these two. Therefore, whoever uses his reason above his desire is superior to the angels and whoever uses his desire above his reason is inferior to the four-footed ones.

Indicating this Jalāl ad-Dīn Muhammad Balkhī [ar-Rūmī] presents in this manner

It is related in the hadīth that the Majestic God
Created the creatures of the world (in) three kinds.
One class (He made) entirely reason and
knowledge and munificence;
That is the angel: he knoweth naught but
prostration in worship.
In his original nature is no concupiscence and
sensuality:
He is absolute light, (he is) living through (his)
love of God.
Another class is devoid of knowledge,
Like the animals (which lives) in fatness from
(eating) fodder.
It sees nothing but stable and fodder:
It is heedless of (future) misery and glory (felicity).
The third (class) is Adam's descendant and Man:
Half of him is of the angel and half of him is ass.
(qtd in Islami 27)

This is the condition of human presence. His common viewpoint guides him to the world while his divine side goads him to mission and development

The late Farīdūn Mashhūrī, a contemporary Iranian writer relates this status of man, subsequently:

A wise man said: A stubborn wolf
Is hidden inside every man.
Inevitably, there is a great conflict and
war
That takes place day and night between
the man and the wolf.
Men are at logger head with each other
And these wolves lead and direct them.
For, this man is ill and ill-fated;
As such, the wolves rule over them.
Those tyrants are together;
Thus, their wolves are friends to one
another.
The wolves are together while men are far
from one another.
To whom should we share this amazing
condition? (qtd in Islami 31-32)

Faustus's Wolf is his passionate or overmastering craving for intense sexual desire or appetite. At the point when Mephistopheles expresses that "I'll bring them every morning to thy bed", Faustus echoes this expressing "I am wanton and lascivious and cannot live without a wife." And he wants "sweet Helen", to "make" him "immortal with a kiss."

Faustus isn't a nonpartisan observer of his internal war with the 'wolf'; rather, he resembles an authority who, by the decision he makes, acts to the advantage of one of the sides in the war. Man does appreciate the privilege to pick, as well as obliged to pick. If there should be an occurrence of Faustus he picks the "stubborn wolf" to be his lord. Faustus neglects to fit in the Gazali's moral story that body resembles a town and the astuteness of the develop person resembles a ruler deciding that town. Every one of the powers of the outer and interior detects he can ace resemble his warriors and his associates. The sense of self that charges abhorrent (*nafs ammara*), that is, desire and outrage, resembles a foe that difficulties him in his kingdom and endeavors to butcher his kin. The body subsequently winds up noticeably like an army town or ocean station, and the spirit like its overseer posted in it. In the event that he battles against his foes and thrashings them and constrains them to do what he prefers, he will be applauded when he comes back to God's essence, as Allah swt says: "those who strive in the way of Allah with their wealth and lives. Allah hath conferred on those who strive with their wealth and lives a rank above the sedentary" (*The Quran* 4:95).

V. FRIEND: A POTENTIAL ENEMY

Fellowship and camaraderie are vital in Islam. A decent companion is one who acknowledges our deficiencies, however in the meantime aides and backings us. A decent companion is one who obliges our shortcomings however amends them where conceivable. A decent companion is one who will love and pardon you for God.

Faustus' punishment was tied down by his underhanded companions Valdes and Cornelius whom he terms as 'my dearest friends'. They are now honing performers and they have unmistakably had past discussions with Faustus, influencing him to 'practice magic and concealed arts' (1, 102). They show the advantages of their craft particularly as far as power and notoriety, particularly in Valdes' discourse starting: "Faustus, these books, thy wit, and our experience / Shall make all nations to canonize us" (1, 119-120). They plainly would like to enlist Faustus to build their own energy – there are a few references to what they may

accomplish together. The motivation of his companions and his unquenchable push for control move him to be "violated" by enchantment.

That is the reason Islamic discourse gives much significance on picking companions precisely. Prophet Muhammad (saws) cautioned the devotees about this as well. He said that a man would be affected by his companions, and he cautioned that everybody should take a gander at those they consider to be their friends.

What we can comprehend from this is it is anything but difficult to be affected by the general population around us. It is anything but difficult to go up against their idiosyncrasies and qualities without monitoring it. In the event that these are great qualities then it really is ideal however imagine a scenario in which the general population you consider companions have pushed you far from the recognition of God. This could be a debacle, and God cautions about it in the Quran:

وَيَوْمَ يَعَضُ الظَّالِمُ عَلَى يَدَيْهِ يَقُولُ يَا لَيْتَنِي اتَّخَذْتُ مَعَ الرَّسُولِ سَبِيلًا ﴿٢٧﴾

يَا وَيْلَتَى لَيْتَنِي لَمْ أَتَّخِذْ فَلَانًا خَلِيلًا ﴿٢٨﴾

لَقَدْ أَضَلَّنِي عَنِ الذِّكْرِ بَعْدَ إِذْ جَاءَنِي وَكَانَ الشَّيْطَانُ لِلْإِنْسَانِ خَذُولًا ﴿٢٩﴾

The Day that the wrong-doer will bite at his hands, he will say, "Oh! would that I had taken a (straight) path with the Messenger! Ah! woe is me! Would that I had never taken such a one for a friend! "He did lead me astray from the Message (of Allah) after it had come to me! Ah! the Evil One is but a traitor to man!" (*The Quran* 25:27-29)

Prophet Muhammad (ﷺ) also echoed this point when he told the story of the blacksmith and the perfume seller.

The example of a good companion (who sits with you) in comparison with a bad one, is like that of the musk seller and the blacksmith's bellows (or furnace); from the first you would either buy musk or enjoy its good smell while the bellows would either burn your clothes or your house, or you get a bad nasty smell thereof. [*Saheeh Al-Bukhari*, Vol. 3, Book 34, Hadith 314)

VI. IS ANY CRIME TOO BIG TO BE FORGIVEN?

Seeing that Doctor Faustus is a Christian play, it manages the topics at the core of Christianity's comprehension of the world. To begin with, there is sin, which Christianity characterizes as acts in opposition to the desire of God. In making an agreement with Lucifer, Faustus submits what is one might say a definitive sin: in addition to the fact that he disobeys God, yet he intentionally and even anxiously disavows submission to him, picking rather to swear

faithfulness to the fiend. In a Christian structure, in any case, even the most noticeably awful deed can be excused through the redemptive intensity of Jesus Christ, who, as indicated by Christian conviction, passed on the cross for mankind's transgressions. Along these lines, anyway horrendous Faustus' agreement with Lucifer might be, the likelihood of recovery is constantly open to him. All that he needs to do, hypothetically, is approach God for pardoning. The play offers endless minutes in which

Faustus considers doing only that encouraged on by the great blessed messenger on his shoulder or by the Old Man in Scene 12.

Each time, Faustus chooses to stay faithful to hellfire as opposed to look for paradise. In the Christian system, this getting some distance from God sentences him to spend an unending length of time in damnation. Just toward final stage of his life does Faustus want to apologize, and, in the last scene, he shouts out to Christ to recover him. Be that as it may, it is past the point of no return for him to atone. In making this minute in which Faustus is as yet alive however unequipped for being recovered, Marlowe ventures outside the Christian perspective so as to augment the emotional intensity of the last scene. Having occupied a Christian world for the whole play, Faustus spends his last minutes in a somewhat unique universe, where recovery is never again conceivable and where certain wrongdoings can't be pardoned.

Islamic discourse has something else to say about Marlowe notion of salvation. The essence of Islamic view of mercy and hope is "truly no one despairs of Allah's Soothing Mercy, except those who have no faith." (*The Quran*, 12: 87). While in Marlowe's universe some offences are at times unpardonable: "But Faustus' offence can ne'er be pardoned! The serpent that tempted Eve may be saved, but not Faustus. ..." (13, 15-16, 27-30), and "Accursed Faustus, where is mercy now?/I do repent; and yet I do despair:/Hell strives with grace for conquest in my breast:/What shall I do to shun the snares of death?", Islam on the other hand puts forward the question whether there is any sin that cannot be pardoned.

Islamic notion of God and God's *rahmah* (mercy) is quite unique. In a *Hadith-e-Qudsi*, Allah swt has said:

O son of Adam, so long as you call upon Me and ask of Me, I shall forgive you for what you have done, and I shall not mind. O son of Adam, were your sins to reach the clouds of the sky and were you then to ask forgiveness of Me, I would forgive you. O son of Adam, were you to come to Me with sins nearly as great as the earth and were you then to face Me, ascribing no partner to Me, I would bring you forgiveness nearly as great as it. (40 *Hadith e Qudsi*, Hadith no. 34)

Quranic God is described as the most Forgiving. There are many names of God given in the Qur'an which are related to His mercy and forgiveness. Some of them are: Al-Ghafoor, The Most Forgiving (this name occurs in the Qur'an more than seventy times); Al-'Afuw meaning "to release" "to heal", "to restore", "to remit" (this name occurs in the Qur'an five times); Al-Tawwab, the Acceptor of repentance (this name of Allah is mentioned in the Qur'an about 11 times); *Al-Rahman* and *al-Rahim*, the most Merciful and Compassionate (*Al-Rahman* is mentioned 57 times and *Al-Raheem* is mentioned 115 times).

Opposed to the unpardonable version of sin of the Faustian Universe where Faustus cannot see God as the merciful and benevolent creator and giver of life, but rather a vengeful deity bent on punishing him, Islamic version of God, Allah swt with an assurance of mercy has given a unique invitation to all the people to turn towards Him and seek forgiveness for their sins:

قُلْ يٰعِبَادِيَ الَّذِينَ اَسْرَفُوْا عَلٰۤى اَنْفُسِهِمْ لَا تَقْنَطُوْا مِنْ رَّحْمَةِ اللّٰهِ اِنَّ اللّٰهَ يَغْفِرُ
الذُّنُوْبَ جَمِيْعًا اِنَّهٗ هُوَ الْغَفُوْرُ الرَّحِيْمُ ﴿٥٣﴾

Say: "O my Servants who have transgressed against their souls! Despair not of the Mercy of Allah: for Allah forgives all sins: for He is Oft-Forgiving, Most Merciful. (*The Quran* 39:53).

Allah's Messenger (ﷺ) said:

When Allah created the creation as He was upon the Throne, He put down in His Book: **Verily, My mercy predominates My wrath** (bold added, *Sahih Muslim*, Book 37, Number 6626).

Allah's Messenger (ﷺ) again said:

Allah, the Exalted and Glorious, said: I live in the thought of My servant and I am with him as he remembers Me. (The Holy Prophet) further said: By Allah, Allah is more pleased with the repentance of His servant than what one of you would do on finding the lost camel in the waterless desert. When he draws near Me by the span of his hand. I draw near

him by the length of a cubit and when he draws near Me by the length of a cubit. I draw near him by the length of a fathom and when he draws near Me walking I draw close to him hurriedly. (*Sahih Muslim*, Book 37, Number 6610).

Faustus' assertion "I do repent; and yet I do despair" is what might drive towards uttermost frustration. Islamic discourse makes it pretty clear that after 'Shirk' no wrongdoing could be more noteworthy than to despair of Allah's (Swt) mercy and generosity. This frame of mind decreases an individual to a condition of absolute sadness. He envisions himself to be bound for Hell, and thusly he sees no advantage in doing great and staying away from shrewdness. Subsequently he endeavors to accomplish however much common delight as could reasonably be expected and along these lines gets additionally engaged with a wide range of wicked acts. Some other kind of miscreant could be acquitted on the off chance that he apologizes. Yet, the person who gives up does not have the right to be exculpated on the grounds that the psychological state of such an individual does not lead him towards apology, yet rather, initiates him to keep on submitting further demonstrations of transgression against Allah's directions.

VII CONCLUSION

Marlowe's *Dr Faustus* is about a scholar's bargaining with the Lucifer in exchange of his *nafs* and the play leaves us with the protagonist's *nafs*'s (soul) last night struggle which he goes in a discourse of anguish and yearning, amid which Faustus sees what paradise implies. The dramatization of the unending conflict between good and evil has primarily been shown by the presentation of the Good Angel (*ilham*) and Band Angel (*waswasa*). Throughout the play Faustus plainly ignores *ilm*, *hikma* and *tafakkur* engaging his sense of self and sexual enthusiasm. Faustus's Wolf is his passionate or overmastering craving for intense sexual desire or appetite. He failed to make a decent companion who will love and pardon him for God. Finally, in Marlowe's universe some offences are at times unpardonable: "Accursed Faustus, where is mercy now?/I do repent; and yet I do despair:", Islam on the other hand puts forward the question whether there is any sin that cannot be pardoned. The essence of Islamic view of mercy and hope is "No one despairs of God's soothing mercy except those who have no faith" (Quran, 12: 87)".

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The Model of Traditional Fisherman Empowerment at Buol Subdistrict, Biau, Buol Regency

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Abstract—The empowerment model has been increasingly known by the Indonesian people in the context of national development since the 1990s. This empowerment model is often considered as a manifestation of a community-centered development paradigm, because with this empowerment model, the community gets the highest possible chance to participate in development activities. The development approach using the empowerment model is a reaction from the previous development approach which tends to be growth-oriented and not on the aspect of equity. Nevertheless, this empowerment model has accelerated equity in development activities in our society. In Buol subdistrict since 2005, the empowerment model in community development has become one of the choices that is considered appropriate in answering the particular problems faced by traditional fishing communities in meeting the socio-economic needs of their family members. This study aimed to trace the model of empowering traditional fishermen to improve the welfare of family members. This study used a qualitative approach by determining the informants as many as 9 heads of traditional fishing families through a "purposive" technique with data collection techniques: (1). Observation of participants; (2). In-depth interview; (3). Focus Group Discussions (FGD). The results showed that the suitable empowerment models to improve the living welfare of traditional fishermen in Buol Village were a participatory model, collaborative model and partnership model, because in its implementation, the three empowerment models involved various elements including traditional fishing community members as empowered parties and all elements of the government, private sector and NGOs as empowering parties.

Keywords — Empowerment model, traditional fishermen.

I. INTRODUCTION

The empowerment model has been increasingly known by the Indonesian people in the context of national development since the 1990s.

The empowerment model has become a trend in national development especially in poverty alleviation after evaluating various failures in the previous development concept which emphasized on the "top down planning" approach (Arsiyah, 2009).

This empowerment model can be seen as a manifestation of a community-centered development paradigm, because with this empowerment model, the community gets the highest possible chances to participate in development activities. The development approach using the empowerment model is a reaction from the previous development approach which tends to be growth-oriented and not on the aspect of equity. Nevertheless, that empowerment model has accelerated equity in development activities in our society (Sulaeman et al., 2016).

The main assumption used as the basis for realizing the community development approach is by using an empowerment model, because people are the ones who know the problems they experience and what their needs are. That is precisely the case, in Buol Village, since the 2000s the empowerment model in community development has become one of the choices considered appropriate in addressing various problems faced by traditional fishing communities, especially in meeting the socio-economic needs of members of the traditional fisherman families (Ibad, 2017 ; Sulaeman et al., 2016).

It seems, however, that the model of traditional fishermen empowerment that was occupied by the Buol

District government is not optimal yet. This is caused by the existence of empowerment activities that are less relevant to the root causes faced on the one hand; and on the other hand they have not fully been able to fulfill the real needs of the traditional fishing community (Parr, 2006).

This condition illustrates that the aspirations, interests and needs of the traditional fishing community, have not been adequately accommodated in policy making by the government as an empowering party. Consequently, there is little result in the empowerment of traditional fishing communities that cannot answer the root of the problem and fulfill the real needs in the lives of members of the fisherman family; and the most erroneous ones are the existence of empowerment activities that are not well targeted and ineffective (Susan & Budirahayu, 2017).

Based on these basic assumptions, the model of community empowerment especially for traditional fishermen in Buol Village can be assumed to be related to various elements of the community around it as empowered parties on the one hand, and on the other side connected with the system and government policies or other parties as empowering parties.

II. LITERATURE REVIEW

Community empowerment is essentially a series of activities carried out rationally, systematically, directed and planned in the form of a program that is on target. Ideally in every community empowerment activity, it must carry out a mission to give certain abilities or power to each individual or group in an incapable or powerless society. Every empowerment effort aims to empower the community in the sense that community members can fulfill various needs and can overcome various problems faced in social and economic relations every day (Arsiyah, 2009; Ibad, 2017).

Etymologically, empowerment comes from the basic word "power" which means strength or ability. Hence, empowerment can be interpreted as a process towards empowering, or a process to obtain power or strength or ability, and / or the process of giving power or strength or ability from a party that has power to those who are lacking or powerless (Department of Agribusiness, FEM IPB, 2002).

The definition of "process" refers to a series of actions or steps that are carried out in a chronological manner that reflects the stages of efforts to change the society that is lacking or powerless towards independence or empowerment. The process will refer to a concrete action carried out gradually to change the condition of a weak society, both knowledge, attitude, and practice

(KAP) towards mastering knowledge, conscious attitudes and good skills (A. Rahim, 2018).

The meaning of "acquiring" power or strength or ability refers to the source of initiative in order to gain or increase power, strength or ability in order to have empowerment. The word "obtain" indicates that the source of initiative for empowerment comes from the community itself, the people who seek, make effort, do, create situations or ask others to provide power or strength or ability. This condition will only be created if the community is aware of incompetence or powerlessness or lack of strength, and at the same time is accompanied by awareness of the need to gain power or ability or strength (Sofianto, 2018).

The word "giving" indicates that the source of the initiative is not from the community. The initiative to divert power or ability or strength is the other parties who have the power and ability, for example the government or other development agents. In line with this understanding states that: empowerment contains two meanings. The first definition is to give power or authority, the second is to give ability to or enable. The first meaning includes giving power, diverting power or delegating authority to those who are lacking or not yet empowered. The second meaning is to provide ability or empowerment and provide opportunities for other parties to do something useful in supporting people's lives (Amanah, 2010).

Empowerment is actually a typical Indonesian term than the West. The term in the West is translated as empowerment, and the term is true but not correct. In this sense, empowerment means giving strength, not power rather than empowerment itself. Perhaps the most appropriate term is energizing or saying giving energy. Empowerment is the provision of energy so that the person concerned is able to move independently (Indarti & Kuntari, 2017).

Regarding these two opinions, it can be understood that for the Western context what is called empowerment is more of giving power than giving strength. This understanding is very reasonable, given the concept of empowerment in the West is a reaction or struggle of power, whereas in the Indonesian context what is called empowerment is an effort to provide strength, or increase strength and ability to a person or group of people so that they can live independently. Regarding the meaning of the concept of community empowerment, Winami revealed that the core of empowerment is covering three things, namely: enabling, strengthening potential or power (empowering), and creating independence (Wibowo, Bahri, & Harto, 2016).

III. OBJECTIVE, APPROACH AND METHODOLOGY

This research was qualitative research with a descriptive approach, a research that aims to provide a description and descriptive analysis of the subject matter and the object under study. This qualitative research aimed to provide an overview and explanation of the empowerment model for traditional fisherman communities in the Buol Sub-District, Biau District, Buol Regency.

Data were collected through: (a) literature research, literature books, documents, applicable laws and regulations as well as other scientific works that are considered to support the processing and analysis of data obtained from further research locus. (b) Field research, aimed to capture all data, both those derived from primary data and secondary data. In order to collect the data in question, it is necessary to do this technique of collecting data through: (1) Observation of Participants (2) In-depth Interviews (3) FGD.

Data techniques that were successfully captured and collected both primary and secondary data were analyzed using qualitative descriptive techniques trying to provide a clear picture and describing the data systematically about how the survival strategies of poor fishermen in the Coastal Area of Buol Village.

IV. RESULT AND DISCUSSION

The fact showed that the income of traditional fishermen in carrying out fishing activities is still relatively low so that it is not sufficient to meet the life needs of family members. With respect to socio-economic life of the traditional fishing community in the Buol Village, it can be seen from the main aspects, namely the level of education and the level of income obtained by the traditional fishermen, which only reaches Rp. 2,000,000 - 2,500,000 / household / month.

The low level of income obtained by the traditional fisherman community in Buol Village is caused by several factors, including; the equipment owned and used for fishing is only in the form of: small-sized outboard motorized boats that have limited range of power, and the fishing gear used is only a traditional fishing line (manual). Even though ideally, the more modern equipment used by traditional fishermen in fishing, the more catches they get.

The low income earned each month has an impact on their lack of ability to meet the education costs of family members. This is evident that the education level of members of traditional fishing families on average only graduated from elementary school (SD) and only a small proportion graduated from junior high and high school.

The most alarming conditions during the transition season or the wave season (large and high sea waves), rain and tofan winds blow so that traditional fishermen cannot carry out fishing activities in the sea.

Understanding these conditions, the socio-economic perspective the empowerment of traditional fishermen in Buol district is indispensable because the empowerment of fishermen can improve the welfare of family members, which in turn can bring members of the fisherman family to a certain level of independence.

For members of the fisherman community in Buol Village, it is assumed that empowerment is an effort to create an atmosphere or condition that enables the potential of the traditional fisherman community itself to be able to develop. The importance of empowering members of the traditional fishing community is so that they can be empowered (have certain abilities) in dealing with various problems of daily living. Members of the fishing community must be in decent and prosperous living conditions. Or in other words, members of the traditional fishing community in Buol Village after being empowered are no longer poor (helpless), but all of them are already in a prosperous or independent condition.

Progress in terms of prosperous life (independent), indeed becomes the ideal of every member of the traditional fishing community in the Buol Village, because by living in prosperity (autonomous), it is easy to access various means of satisfying needs. This is as the affirmation of the informant Abdul Hamid, the head of the fishermen group, said that:

My goal in working as a traditional fisherman is to improve the welfare of family members. If our lives are prosperous, it is easy to obtain various tools for fulfilling needs. That is why my efforts in pursuing daily activities as a traditional fisherman have been maximized. The only problem that I face is that the limited fishing equipment that I have is still very simple, only a boat with outboard engines with low capacity (on average only 9 PK) so that the coverage is very limited and eventually has a huge effect on the results I get which is relatively low" (interview results, April 27, 2018).

The fact stated by the informant showed that the importance of empowerment activities must be done to the fisherman community so that they can overcome the problems they have experienced so far. On the one hand traditional group fishermen have extraordinary potential in the form of high morale, but on the other hand are not supported by adequate asset ownership. Therefore, assets or facilities need to be provided according to the needs. The same thing was stated by the 9 informants in this study which were explored through the FGD method. In the FGD activities all informants revealed about the

conditions they experienced in carrying out activities as traditional fishermen that:

"So far, we have had problems in carrying out activities as traditional fishermen, especially the problem of fishing equipment that we have is still very simple, which is only fishing rods and boats measuring 7 meters long and 1 meter wide equipped with 6 PK or maximum 9 PK outboard engines. Because of the small capacity of the boat and the outboard engines that we have, the range we can reach is very limited. It cannot reach up to areas with a lot of fish, especially if there are high winds, heavy rain and large and high sea waves, then we have to go back to land even though we haven't got the catch yet" (results of FGD, April 28 2018).

If the confirmation of the 9 informants during the FGD was taken into account carefully, then in principle the traditional fisherman community in the Buol Village experienced the same problem, namely "the low ownership of assets or fishing equipment used in carrying out daily activities as traditional fishermen (Hadi, Mulyatno, Wibawa, & Santosa, 2015).

There are contradictory phenomena in the life condition of members of the traditional fisherman community in the Buol Village in carrying out fishing activities. On the one hand, the condition of the sea cannot be predicted because at any time the tofan wind, heavy rain and large and high sea waves suddenly came over to the fishermen who were doing their activities. While on the other hand, the ability of fishermen to deal with and survive is inadequate because the equipment they use is still very limited, especially boats and the machines they use are only small in size. These two conditions have become challenges as well as the problems faced by the traditional fishing community which have not been adequately resolved yet (Bene & Neiland, 2004; Indarti & Kuntari, 2017).

If it is understood carefully the actual empowerment process, in principle the empowerment that has been taking place in the traditional fisherman community in Buol Village has not given a tremendous influence to generate resources, has not provided adequate capacity to obtain the right assets and equipment the needs of members of the traditional fisherman community itself. These were the reasons why the members of the traditional fisherman community have not been able to improve their abilities and capacities in carrying out activities as traditional fishermen (Handajani, Relawati, & Handayanto, 2015; Hauzer, Dearden, & Murray, 2013).

The facts showed that the empowerment efforts carried out by the Buol District government to traditional fisherman communities have not been on target. This is

partly due to a lack of opportunities and involvement given to the fisherman community in the empowerment process itself. Even if the government wants to succeed in empowering the traditional fisherman community, the fisherman community must be given the largest opportunity to be directly involved in the whole process of empowerment activities carried out (alfian Zein, 2006; Pesisir et al., 2017; Purbathin Hadi, 2015).

The author meant empowering parties (the local government of Buol Regency) must provide the widest possible space for members of the traditional fisherman community to actively participate, starting from the decision-making process, carrying out activities to the maintenance / utilization of the results of empowerment.

The fact showed that what has happened so far is still dominant, the decision of the local government as the empowering party and the involvement of traditional fisherman community members is still relatively low. This illustrates that the application of aspects of democracy and participation with a focal point in the locality of members of the traditional fisherman community still needs to be greatly improved, because this is a strong foundation for achieving success in these empowerment activities.

This has become the principle in the empowerment of traditional fishermen which is focused on strengthening individuals and members of traditional fisherman communities along with the values in their daily lives. This empowerment model is known as the "participatory model", which places members of the traditional fisherman community not only as objects but at the same time becomes the subject of every empowerment process carried out by any party.

The participatory empowerment model has not been carried out optimally in the lives of traditional fishermen in the Buol Village, because in the empowerment process the members of the traditional fisherman community have not been fully involved. This was explained by the 9 informants in the FGD that:

"The empowerment process in our community has not fully involved members of the fisherman group, because we were initially only asked to form groups with 5 members in each group. Then each group was asked to make a proposal provided that each group member was confirmed to have a boat. If you do not fulfill the conditions, you will not get assistance in the form of an outboard engine. For group members who have already received the outboard machine assistance, the government is no longer facilitated in its use, and so far it has not been evaluated to what extent the benefits of any assistance in the empowerment of traditional fishermen in

Buol Sub-District are beneficial "(FGD results, 29 April 2018)".

Regarding to the empowerment process that has taken place so far in the traditional fisherman community in Buol Village, it has not yet described the participatory empowerment model, because members of the fishermen community are still not involved in the empowerment activities. This condition is one of the factors that led to the ineffectiveness of empowerment activities carried out by the regional government so far.

The Buol District Government through the Fisheries and Marine Service in conducting empowerment activities still tends to be nuanced top down planning for achieving the annual "project" target. For the government, the importance of outboard engine assistance has been distributed to the fisherman community, meaning that the project activities have been completed on each budget year. Whether members of the fishing community are involved or not involved in the whole series of empowerment activities, that is not the goal. However, the important thing is that the ongoing budget has been carried out and reached the traditional fishing community, so that the empowerment activities have already been considered completed.

Ideally every empowerment activity for traditional fishermen must prioritize the element of participation, namely how is the strategy so that members of the traditional fishing community can be actively involved in the ongoing empowerment process, therefore they feel ownership, care and responsibility for the results achieved in each empowerment activity.

If the members of the traditional fisherman community have been fully and comprehensively involved in empowerment activities, then a high morale will be born in fishing activities which in consequently will have a positive impact on achieving the empowerment goals themselves, namely improving the welfare of traditional fishermen families, through increasing income and high appreciation for the work they have done (Blomkvist et al., 2008).

In addition to the participatory model, there also seems to be another model that has not been implemented optimally, which was a "collaboration and partnership model". The Buol Regency government in this case the Department of Fisheries and Marine Affairs in carrying out empowerment activities still impressed "one man show". That is, each agency as the empowering party is carrying out empowerment activities on its own, especially in the case of the Buol Regency Fisheries and Marine Office, which has not coordinated or invited other agencies or parties to empower traditional fishermen in the Buol Village.

The Government of Buol Regency, represented by the Office of Fisheries and Marine Affairs, should involve the relevant institutions or agencies in the empowerment process by clearly dividing their roles, tasks and functions. With the collaboration or partnership between government institutions / agencies and private institutions and NGOs, the real goals in the activities of empowering traditional fishermen can be achieved optimally.

The goal to be achieved in each activity of empowering traditional fishermen is to form individuals and traditional fisherman communities to become independent. Such independence includes independence of thinking, acting and controlling what they do as traditional fishermen. Independence for traditional fishermen is a condition experienced in families characterized by the ability to think, decide and do something that is deemed appropriate in order to achieve solutions to problems faced in everyday life (Hauzer, 2011).

This process employes the power and ability consisting of cognitive, conative, psychomotor abilities, by mobilizing the resources possessed by the living environment of traditional fishermen themselves. It must be realized that in order to achieve the objectives of the independence of the traditional fishing community, it is necessary to support capacity in the form of intact human resources with cognitive, conative, psychomotor and affective conditions, and other material physical resources in the form of adequate fishing facilities and infrastructure (Sofianto, 2018).

The model of empowering traditional fisherman should lead to better cognitive formation of the community. Cognitive conditions of members of the traditional fisherman community is thinking skills based on knowledge and insight in order to find solutions to problems faced. While the affective condition of the members of the traditional fisherman community in question is a sense that they have that is expected to be intervened to achieve empowerment in attitudes and behavior. While psychomotor ability for members of the traditional fisherman community in Buol Village is a skill that should be obtained as an effort to support the community in carrying out fishing activities in the sea.

The realization of empowerment in these three aspects (cognitive, affective and psychomotor) can contribute to the creation of the independence aspired by the members of the traditional fishing community, thus in everyday life there will be sufficient insight that is equipped with the adequate skills reinforced by a need to a better change and conscious behavior to meet the needs of traditional fishermen family members in order to

achieve the level of independence of members of the traditional fishing community itself.

Through the learning process in each empowerment activity, the members of the traditional fishing community in Buol Village will gradually and at a certain time acquire the ability or independence. Through this learning process, adequate capacity will be accumulated, which in turn will ensure the independence of life and life of the members of the traditional fisherman community in the Buol Village (M. Rahim, Basri, & Fauzi, 2019)

V. CONCLUSIONS

Substantially the most appropriate empowerment model to improve the living welfare of traditional fishermen in Buol Village is a participatory model, collaborative model and partnership model. The considered the most appropriate because in its implementation it involved various elements including the traditional fishermen community itself as empowered parties and all elements of the government, private sector and NGOs as empowering parties. Nevertheless, the three models have not been maximally carried out, so the results achieved from empowerment activities are still relatively low.

Based on the facts of the results of this study, it is recommended to all elements involved as empowering parties, especially to the Department of Fisheries and Marine Affairs of Buol Regency, to actively involve traditional fisherman communities in every empowerment activity as parties empowered on the one hand and invite (coordinate) with institutions / other institutions including the private sector and NGOs as the main actors in each empowerment activity.

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Power Discourse: An Analysis of Zulfikar Ghose *Collection of Poems* in perspective of Michel Foucault's *Bio Power Theory*

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Abstract— The present research study is an analysis of Zulfikar Ghose' poetry who is Pakistani poet writing in English. The researcher aims at analyzing his collection of poetry *50 Poems: Selected and New Poems* in the light of Michael Foucault's *Biopower theory*. Ghose' collections of poetry are embedded with the elements of *Diaspora, exile, alienation, loneliness, strangeness and search as well as quest for his own identity and cultural values*. The study has investigated the language phenomenon of his poems under the framework of Foucault's theory. Hence, few of the poems from the collection have been analyzed from the perspective of notion of power and biopower to argue the notion that Ghose poetry talks about power and negotiates power ideology. The colonial burden of the subjects in his poetry, the cultural erosion and identity crisis and supremacy of language has been pointed out under the canopy of power matrix. The study positively contributed to Pakistani literature and modern literary theory.

Keywords— *Power, Biopower, Diaspora and Identity crisis, Pakistani Literature.*

I. INTRODUCTION

The researcher in this study aims at analyzing Ghose collection of poetry *50 Poems: Selected and New Poems* in the light of *Biopower theory* of Michael Foucault. The research study investigates the language and style of Ghose' poetry contributing to power ideology. Most of the works of Zulfikar Ghose is an attempt to find identity and homeland. His works are tangled with the themes of *Diaspora, memory and homelessness*. He has used powerful terms and language in his poetry to convey his messages. His poems are based upon powerful meaning with powerful discourse. So, by applying the idea of governmentality or biopower upon his poetry, the

researcher has negotiated the power domain and underlying meaning of his poetry. Michael Foucault was a French philosopher and historian, he draws a relationship between power and knowledge. He said that Biopower is having power over other bodies, as Foucault quotes in his book *History of Sexuality* about this: "an explosion of numerous and diverse techniques for achieving the subjugations of bodies and the control of populations"(140).

Foucault further elaborates this concept by introducing the terms of discourse, power, knowledge, discipline, Governmentality or Biopower. In *Discourse* he defines the idea of reality, social world, people, and the things that happen in this world through the phenomenon of Discourse. It is simply a way or medium of expressing reality and truth. He describes the relationship between Power and Knowledge by saying that knowledge is an exercise of power on the other hand power is the function of knowledge. While Discipline is a mechanism of power that rules and regulates the mind and behavior of society. He said that governmentality does not mean the art of ruling in state instead it deals with governing upon persons, thoughts and at a micro level with any abstract idea. So, biopower gives the idea of management, understand policies and work upon them.

1.1 Research Methodology:

This study is descriptive and qualitative research study. Besides, Michel Foucault's concept of *Biopower theory* has been taken as a theoretical framework of this research work. Ghose selected poems have been analyzed in light of his power notion. Furthermore, it is textual analysis and is interpretive in nature.

1.2 Significance of Research Study

This research study is a fruitful addition in field of Pakistan literature, South Asian literature and modern

literary theory and this research study would be helpful for the students and researchers who will select Ghose's poetry for their research area in the future. This is textual analysis and study is interpretive in nature.

1.3:Theoretical background: Michel Foucault's Concept of Biopower

Michel Foucault was a French philosopher and historian. He has had strong influence not only in philosophy but also in a wide range of humanistic and social scientific disciplines. His best known works are *Discipline and Punish*(1991)and *The History of Sexuality*(1978). Michel Foucault has influenced the study of politics. This influence has mainly been analyzed through his concepts of; *Governmentality* and *Biopower*.

Michel Foucault has been greatly influential in promoting understanding of the concept of power. His theory of *Biopower* has received much popularity in recent years. Biopower, a term coined by Michel Foucault, literally means to have power over others. It is actually "an explosion of numerous and diverse techniques for achieving the subjugation of bodies and the control of populations" (140). Foucault contrasts his concept of *Biopower* with traditional mode of power which was based on the threat of death from a sovereign. *Biopower* emphasizes the protection of life rather than the threat of death. It focuses upon the regulation of the body and the production of other technologies of power. Foucault argues that "power is everywhere diffused and embodied in discourse, knowledge and regimes of truth"(n. p).

The fundamental idea emerging from all his works is that the privileged place to observe the power in action is the relation between the individual and the society, especially its institutions. While presenting analysis of power, he elaborates that how various institutions exert their power on groups and individuals, and how the latter affirm their own identity by resisting to the effects of power.

In opposition to the classic understanding of power Foucault defines power as positive rather than a negative force. It is limitative and akin to censorship. The most significant feature of Foucault's ideology is his stress on the productive nature of power's modern exercise. His main aim was to turn a negative concept upside down and points out the production of concepts, ideas, and the structures of institutions by the mere exercise of power in its modern forms. Foucault argues in this regard:

We must cease once and for all to describe the effects of power in negative terms: it 'excludes', it 'represses', it 'censors', it 'abstracts', it 'masks', it 'conceals'. In fact power produces; it produces reality; it produces domains of objects and rituals of truth. The individual and the knowledge that may be gained of him belong to this production (194).

To reinforce this idea, John Gaventa states about Foucault in *Power after Lukes: A Review of the Literature* as:

"His work marks a radical departure from previous modes of conceiving power and cannot be easily integrated with previous ideas, as power is diffused rather than concentrated, embodied and enacted rather than possessed, discursive rather than purely coercive, and constitutes agents rather than being deployed by them" (01).

Foucault thinks that it is wrong to consider power as something that the institutions possess and use oppressively against individuals and groups. He tries to move the analysis one step beyond viewing power as the plain oppression of the powerless by the powerful. He talks about the positive aspect of possessing power. John Gaventa remarks in this context:"Foucault is one of the few writers on power who recognize that power is not just a negative, coercive or repressive thing that forces us to do things against our wishes, but can also be a necessary, productive and positive force in society" (02)

Furthermore, his theory aims to examine how power operates in day to day interactions between people and institutions. In the first volume of *The History of Sexuality* he argues that we must overcome the idea that power is oppression, because – even in their most radical form – oppressive measures are not just repression and censorship, but they are also productive, causing new behaviors to emerge.

Foucault is concerned less with the oppressive aspect of power. He is more concerned with the resistance of those the power is exerted upon. Foucault proposes that power relations dissipate through all relational structures of the society. This enables him to build a model of the everyday manners in which power is exerted and contested. It is an analysis which centers on the human individual as an active subject, not as a simple object for the power.

Usually, power is understood as the capacity of an agent to impose his will over the will of the powerless, or the ability to force them to do things they do not wish to

do. In this sense, power is understood as possession. It is taken as something owned by those in power. But in Foucault's opinion, power is not something that can be owned. It is rather something that acts and manifests itself in a certain way. It is more a strategy than a possession. Foucault further states; "Power must be analyzed as something which circulates, or as something which only functions in the form of a chain . . . Power is employed and exercised through a netlike organization . . . Individuals are the vehicles of power, not its points of application" (98).

This way of understanding power has two key features. First is that power is a system, a network of relations encompassing the whole society, rather than a relation between the oppressed and the oppressor. Second is that individuals are not just the objects of power, but they are the locus where the power and the resistance to it are exerted. Foucault argues in *The History of Sexuality* that: "Power is coextensive with resistance, it is productive – i.e., it causes positive effects –, and it is ubiquitous – i.e., it can be found in any type of relation between the members of society, being a possibility condition for any relation" (142).

Considering power as strategy and not as possession means to think of it as something that has to be exerted and not something that can simply be acquired. It is not restricted solely in certain institutions or individuals. It is rather a set of relations dispersed throughout society. Foucault argues that;

"I am not referring to Power with a capital P, dominating and imposing its rationality upon the totality of the social body. In fact, there are power relations. They are multiple; they have different forms, they can be in play in family relations, or within an institution, or an administration" (38)

Foucault thinks that power must be understood differently than repression, which simply forces individuals to obey. He further states that power is "coextensive with resistance; productive, producing positive effects; ubiquitous, being found in every kind of relationship, as a condition of the possibility of any kind of relationship" (38). Foucault states further that "where there is power there is resistance" (38). Resistance on the part of oppressors means whenever oppressors are oppressed they fight back to challenge power exercised on them. This means that the power relations between individuals cannot be reduced only to master-slave or oppressor-victim relations. They are productive relations

because they imply resistance without which no power relation can be conceived: "where is power, there is always someone who resists it" (Foucault n. p).

For Foucault, the state is not mainly something that owns power. But it is rather something which builds a system of relations between individuals so that the political system works. In *Discipline and Punish: The Birth of the Prison*, he reviews the ways in which power was exerted in various stages of European history. He shows how the monarchic power system was replaced by the democratic one. He uses the punishment imagery in an expressive way.

Foucault argues that "power produces; it produces reality; it produces domains of objects and rituals of truth" (194). The institutions use various types of power enforcement with specific mechanisms and techniques. Foucault shows how the hospital, the clinic, the prison and the university share some of these disciplinary techniques and practices. Discipline is a concern for control. It is internalized by every individual, referring to temporal bench-marks, bodily posture and functions, sublimation of wishes and immediate emotions.

In case of political power, Foucault studies power relations related to government questioning as who can and should govern. Who is to be governed and how should we devise the appropriate strategies to govern. Fundamentally, he thinks that political power relations are doomed to fail in reaching their goals. Most frequently they do not reach their final goal of absolute domination. Foucault further argues that relations between parents and children, between lovers, between employers and employees – all are power relations. In every human interaction, power is subject to negotiation. Each individual has his place in the hierarchy no matter how flexible it would be.

Foucault analyses the relations between individuals and society without assuming that the individual is powerless compared to institutions, groups or the state. He doesn't minimize the restrictions imposed on individuals, but thinks that power is not concentrated, but diffusing throughout the whole society. This shows that the concept of power is taken as a volatile, an unstable element, which can always be contested. So power relations must be permanently renewed and reaffirmed.

II. DISCUSSION: ZULFIQAR GHOSE' POETRY AS POWER DISCOURSE

This section of the paper aims at the analysis of Zulfiqar Ghose's selected poems where the concept of power is dominated. His poetry presents the post colonial impact and the relation between the colonizer and the colonized. This section aims at the discussion of few of his poems from selected text *50 Poems: Selected and New Poems* in perspective of Michel Foucault's concept of biopower. Biopower, a term coined by Michel Foucault, literally means to have power over others. It is actually "an explosion of numerous and diverse techniques for achieving the subjugation of bodies and the control of populations" (140). Out of several terms introduced by him, the notion of bio power and power will be taken to analyze his poetry. The word biopower gives the idea of management, understanding policies and work upon them.

A memory of Asia is one of the most important poem by Ghose which can also be analyzed in context of power notion. The poem presents a scene of Indian culture steeped into Indian mythology. Here the poet has mentioned Ganpati, the Hindu God, which according to me is the object of power if analyzed in the present context.

Pot bellied Ganpati, the Hindu God, garlanded with Marigolds and jasmine and with his elephant head painted the red they used for post boxes, small brass hanging from the ceiling to his shoulders and at his feet, brass trays heaped with mangoes, papayas and jackfruit.(37)

Ganpati is the Hindu god with elephant trunk in Indian mythology but here in the festival he was being carried away and being worshipped. Different fruits (mangoes, papayas and jackfruit) and flowers (marigolds and jasmine) are being offered to him and have been placed in his honour. Bells are there to ring. In Indian mythology, there are different Gods, God of knowledge, God of festivity etc. Similarly in Greek mythology also, there are different Gods: God of love, God of beauty, God of wine etc. These gods are actually harbingers of power. It means they have power to control that domain which has been given to them. People worship them because of the powers they possess. Ganpati is also being worshipped because of his power. Power is not only negative it is also positive.

Foucault talks about the positive aspect of possessing power. John Gaventa that "Foucault is one of the few writers on power who recognize that power is not

just a negative, coercive or repressive thing that forces us to do things against our wishes, but can also be a necessary, productive and positive force in society"(02).

One chooses a language is another important poem to discuss in case of power. In this poem, the poet has talked about the superiority of a language: positive and negative power. The poet has co related memory with language and talked about the importance of language in memory. He says that when reading alphabet A it is not just a but t also brings to mind a for apple which we should to read in our childhood.

The English alphabet dangled it's A
for apple when I was eight in Bombay
I shuttered and chewed almonds for a cure
my tongue, rejecting a vernacular,
for a new language, resisted utterance.
alone, I imitated the accents of English soldiers',
their pitch and their tone.

they were the tongues to my mouth's
microphone.(35)

In these lines, Ghose has talked about the idea I have mentioned above but there is another fact which has been mentioned that is the colonizing impact of English language. English is the language of colonizers, this fact strengthen the idea of power given by Foucault. We need to go into the history of this notion to talk about English as a power language. In sub-continent, before partition, when colonizers came to have political and economic control of subcontinent, they tried to implement their own language on the masses. The 1867 Urdu Hindi dispute was also the result of this language power game when it was declared that Hindi would be the official language of the state. It was a step to attack on the Muslim identity through language. Language bespeaks of your identity. But Muslims stood against that act. As Foucault states further that "where there is power there is resistance"(Foucault 38).

English was considered once the language of power and supremacy which was the language of Raj once but now it has emerged as a language of power with positive impact: a lingua franca. Since then nations have been striving hard to learn it, and to flourish it. A powerful nation exploits underdeveloped nations through its language. As Foucault says that power operates through different sources and channels, so colonizers also take their language as a tool to empower other nations. In the above written lines, the poet has talked about that phenomenon when he said that he was trying to imitate

the accent of English solidier. It was probably the same time of partition and political authority which he was facing when he was of eight years old only. So language as a power phenomenon appears in this poem.

Another fact which has been pointed out by the poet in the poem is when he states "People go elsewhere learn the strange tongue to make a new living"(35). Here again the colonizing impact of language of the country can be noted where the people migrated to. In order to make their living possible there, they have to learn that language which becomes the language of power at that time. The researcher has presented the positive impact of second language here by taking about the dominance of the language of the time. Hence, language also fits into the idea of biopower as it appears as a system which has political understanding.

Language has such a powerful impact that sometimes we try to recall phrases and words of a particular poet and the writer, but we are unable to recall its author's name. Those words and phrases come back to our consciousness, it means they have powerful impact on our memory.

Attack on Sialkot is one of the famous poems of Ghose where this concept of power, domination and misuse of power is prominent. The poet is recalling his early days in Sialkot and his grandfather who was an epitome of cultural values and cultural heritage. He has narrated the incident of bombing in Sialkot.

Gunfire made Sialkot a kiln to fire
Pakistan's earthen-pot faith.
An arrow pointed at Sialkot(11)

The poet says that on the map an arrow was pointed at Sialkot meaning by that Sialkot is going to be the target of exploitation and power game. His grandfather is an epitome of sacredness and religious values as he used to offer prayers five times. And he was also killed in this massacre, in this game of blood and power. He states:

From the east and the southeast, from
the air,

the jets converged all month on Sialkot
in a massive pilgrimage, bloodier than the annual
sacrifice of goats and sheep.

Grandfather, the landmarks are falling.(11)

In the above written lines, the vocabulary is worth noticing as the words 'jets' and 'blood' tell the readers that the poet has presented the destruction of the city and the mosque in result of attack on Sialkot in 1965 when a war stuck between India and Pakistan which according to

him would be the downfall of Islam and its Islamic values. This war and death imagery hints towards colonizing mission of the colonizers. This poem is the fine example of the notion of power which makes it a power discourse. It presents a war between powerful and powerless where powerless are toppled down physically by the dominated ones. The poet is recalling the dominating personality of his grandfather and his association with Islamic culture. His death and colonization has been co related. Colonization which in itself is the game of power. The poet has used powerful colonizing and war imagery in the poem which supports this notion I have negotiated. The notion that power is the system can be negotiated through this concept of colonization.

The next poem is *This Landscape, These people*, where the poet has again talked about his childhood in India. He recalls:

My seven years in India I swarm
along the silver beaches of Bombay
pulled coconut from the sky (08)

The poet is in foreign land but he is recalling his homeland and childhood days spend there and is analyzing the situation of his country. He has presented the internal situation of India which is the hub of people belonging to different religions and races. India promotes racism based on cultural and religious differences and Ghose has acknowledges this:

India halted as suddenly as a dog
Barking, hangs out its tongue, stifles his
cry,

An epic turned into monologue of death
The rope lay still across the country
All fires were eaten, swallows were all
the swords

The horizon paled, then thickened and
then blackened with crows.(09)

These lines are of prime importance in analysis of notion of power ideology. Here the writer has used the metaphor of dog for India, who stiffens his tongue, sometimes it starts barking then he stops for sometimes. The idea of internal racism strife also appears in the poem which continue to exist there. In the previous verses, he has talked about different prevailing cultures in India. There is reference to bamboos snake charmer and jugglers which represent the rural culture in Indian villages. When we analyze this poem from the power perspective as the researcher has to point out the elements of power in perspective of Foucault's concept of power, so the notion

of exploitation is also present in this poem but the poet has talked about, the internal strife and disputes. In these lines, "this landscape, these people bound by their own fire/ Born here, among these people, I was a stranger"(09). Not only he has talked about his double identity but he has also shed a light on the fact that India has his own fire: fire of disputes, racism, exploitation and religious differences. Because of which it is losing its strength as these people are actually its strength but all exploitation is done on power game. Fredrick Ruban states:

This Landscape, These People is an epitome of reminiscence surfacing diasporic consciousness and reminiscence is explicated...it is one of the landscape poems of Zulfikar Ghose which has England as its one setting and India as the other. The poem has an autobiographical tone in which he realizes his state of excitement and makes distinction between his life in Indian and England. (p.40)

The next poem *Remove* is also a beautiful example of this power ideology which presents the partition scenario in sub-continent. What was partition after all. It was just a game of power from both sides. When one nation kills other it is on the basis of power of religion, ideology and physical strength. The poem narrates the history and literature lessons when there was mutual respect and brotherhood among people of all religions. The time came when everything dispersed. In the following lines the poet this scene presents:

Mr Iqbal has come to London to teach English
To Punjabi Sikhs and Muslims

And his pinned up in his class pictures of
Gandhi and Jinnah, Nehru, and Ayub

in case the parents come to ask in Punjabi
how the kids are doing in English.(17)

In these lines the reference to all religions can be noted but in the coming verses the poet has presented partition scenario.

And the Punjab became east Punjab,
And west Punjab, and the Sikhs did not like it
And the Muslims did not like the Sikhs
Not liking it that they killed each other
Not by the hundreds nor by the thousands
But by the hundred thousands.(18)

Very beautifully, the poet has mentioned the partition of multi cultured and multinational country into two countries as Sikhs, Muslims, Hindus all were in their power circles in that country but with riots when

everything fallen apart, it was on the basis of notion of power as Foucault states that "power produces; it produces reality; it produces domains of objects and rituals of truth"(194). On this power idea, every nation thought it was the most powerful and it could show its power in snatching its right from others. All this exploitation, massacre and bloodshed, according to the researcher is power based act. It is rather a set of power relations dispersed throughout society. Foucault says that:

I am not referring to power with a capital P, dominating and imposing its rationality upon the totality of the social body. In fact, there are power relations. They are multiple; they have different forms, they can be in play in family relations, or within an institution, or an administration.(38)

In light of this statement this partition act is analyzed which has started game of power and exploitation and the result of that partition has been presented by the poet beautifully:

Here then is Iqbal with the remove class
of twenty Punjabis

Some Sikhs and some Muslims,
In a secondary modern school in London,
all of them trying to learn English.(18)

All the characters belonging to different nations and religions present in the poem are trying to learn one language, English, which is powerful language as it is the language of colonizers, language of supremacy and dominance. All are keen to learn this powerful language for their survival in the worlds. This idea of learning English in one school promotes power ideology in Ghose poetry which he has communicated through powerful language. As Foucault states that power creates chains of relations and a system around it, the analysis of few of the poems from Ghose' poetry confirms this idea. He has shown the effect of power and the powerful on the people in the society whether that is colonizer's power or the power of language.

III. CONCLUSION

The researcher has selected poetry of Zulfikar Ghose, who is one of the most important Pakistani poet writing in English, from his collection of poetry in this research study to analyze one of its aspect. The poetry of Zulfikar Ghose presents themes of exile, homelessness, survival, hope, memories and deviation from roots. Michel Foucault's concept of *Biopower* has been taken by the

researcher to analyze his poetry. Foucault's concept of power is of the prime importance in that theory where he has stated that power is not only negative but it also has positive force. It comes as a chain because it continues from one person to another and gradually from top to down hierarchically and finally it steep into the system. He said that the concept of Biopower is having power over other bodies. He postulates in his book *History of Sexuality* about this: "an explosion of numerous and diverse techniques for achieving the subjugations of bodies and the control of populations"(140). The terms of *Discourse, Power Knowledge, Discipline, Governmentality or Biopower* has been presented in this framework. He describes the relationship between power and knowledge by saying that knowledge is an exercise of power on the other hand power is the function of knowledge.

In this research study, Zulfiqar Ghose's few poems have been analyzed among which two three are about language where the concept of language as positive and negative power has been discussed here. His few poems are about partition scenario and multicultural background of India, in them partition has been taken as a game of power. An Attempt has been made to justify the research notion taken by the researcher to negotiate the power ideology propagated by Michel Foucault in language and themes of Ghose poetry. In the present research study the researcher has strengthen the concept of Ghose's poetry and his ideas by applying and critically analyzing his usage of language in the light of Foucault's *Biopower Theory*

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Patterns of pipe-borne water supply in the Buea Municipality: Challenges and way forward

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Abstract— A growing quest in the mind of man today is to establish a balance equation between his activities and the available freshwater. Trillion of dollars have been spent worldwide to reduce water shortages, but governments and stakeholders ubiquitously have failed to empower the city dwellers and to ambush the challenges to pipe borne water supply. In many parts of developing countries including Cameroon, population growth, urbanization and water demands are rising rapidly, whereas water availability, quality, reliability, frequency and distribution are decreasing rapidly due to planning deficiencies, inefficient management and deterioration. This study aimed at examining the patterns of pipe borne water supply in the Buea Municipality, challenges and municipal response. A sample size of 120 inhabitants was taken to represent the entire population in the study area. Simple random sampling technique was then used to identify the most appropriate respondents and locations. Findings were analyzed using Statistical Package of Social Sciences (SPSS), Microsoft excel and represented in the form of tables and figures. Findings revealed that, there is limited water supply reliability, access and distribution in the Buea Municipality attributed to physical and anthropological influences such as inadequate water supply, degradation and poor water management by the municipal authorities. The study look forward to giving recommendations of the use of water storage devices such as water tanks as a short term strategy and the extension of pipes distribution lines to be in direct proportion with population growth among others.

Keywords— Water supply, water management, urban area, water availability and accessibility, Buea municipality.

I. INTRODUCTION

One of the most valuable natural resources on the globe is water. Water is use for domestic, industrial, agricultural and recreational purposes. Access to freshwater resources is therefore, essential to sustain life and critical for human

health and wellbeing (Moyo, 2011). Water is not a viable good per say but, rather an inheritance which must be safeguarded and protected as such (European Commission, 2002). However, due to increase demand and use for water, the availability, reliability and quality of water are crucial. There is a direct association between water, water delivery and water management (Fonjong and Fonkem, 2017). The water crisis in the 21st Century is multi-dimensional, dynamic and above all classified among the host of problems to be faced by many societies and the world. While some authors relate this crisis to poor management (Rogers et al, (2006) and (Tuner et al, 2011), others relate it to a set of environmental problems aggravated by economic and social development quandaries (Gleick, 2000). Yet, Tuner et al. (2011) observed that the deepening intricacies of urban water supply are due to candid difficulties of availability, reliability, distribution of water supply and increased demand and to a sectorial management process that responds to problems without a logical methodology that tries to predict them.

Whatever the faculty of thought, it is imperative to note that, urban water supply has become a serious urban development quandary in many developing countries unlike the case in most developed countries where there are adequate managerial skills and government policies to salvage the situation. Although, there is no global water paucity as such, an increasing number of developing regions including Sub Saharan Africa (SSA), Middle East and North Africa (MENA) and South East Asia are chronically short of water supply (FAO, 2007). Population growth rates and rapid urbanization in most urban centers in Africa for example are leaving infrastructure service provisions such as pipe borne water supply, electricity and so on severely stretched (Pastore, 2015). As a consequence, urban water supply production, distribution and coverage have actually declined in many areas and neighborhoods in the continent. Moreover, Africa's water shortages are related to under-development of hypothetically available resources, their uneven

distribution and mismanagement in time and space. This is coupled with an unrelenting population growth rate of 4% per year which is a major factor in on-going pipe borne water supply challenges in many urban centers. In such cases therefore, the resultant gap created by inadequate pipe borne water supply is filled by lower rate alternatives such as bore holes and wells both of which are expanding at a much faster rate than improved alternatives such as piped water and stand post. In Nigeria, Ikelegbe and Okaruwa (2007) observed that there exists an uneven distribution of pipe borne water supply among commercial, government establishments in high and low income residential areas. Also, densely populated lower income zones are served with few and widely spaced stand pipes which flow intermittently. The authors further cited the fact that, poor distribution, lack of planning and management of resources accounted for these phenomenon leaving the population with no choice but to rely on alternative water sources of poor quality wells and boreholes.

In Cameroon, water scarcity is common virtually in all urban and rural areas. In urban areas however, major constraints to pipe borne water supply include: power failures, inadequate water supply infrastructures and sources, uneven distribution, poor planning and management (Andrew et al, 2010). The water utility company (CAMWATER) is unreliable, intermittent and in most cases inaccessible to majority of the neighborhoods in major town of the country, thus giving rise to a high dependency on unsafe supplementary sources of pipe borne water supply by the population which are susceptible to water borne diseases. The patterns of pipe borne water supply in the Buea Municipality vary widely from one settlement to another within the same town due to spontaneous residential development, level of incomes, degradation, misallocation and mismanagement and population growth. Molyko neighborhood that has experienced rapid residential development and population increase in the last four decades in the Buea Municipality faces inadequate water supply as a major challenge unlike other settlements like Federal Quarter and GRA where the severity of water scarcity is minimal due to misallocation, mismanagement, rationing by the water utility company (CAMWATER) and high demands by different domestic, economic and social activities. Whatever the case, the catchment's ability to supply pipe borne water to the various settlements at a right quantity and time continue to be a major night mere for the municipal authorities and stakeholders to solve. Therefore, the Buea Municipality residents are in dire need of adequate, accessible and reliable good quality and quantity water supply sources and facilities to sustain

their domestic, industrial, recreational and agricultural needs amidst these growing challenges.

II. THE PROBLEM

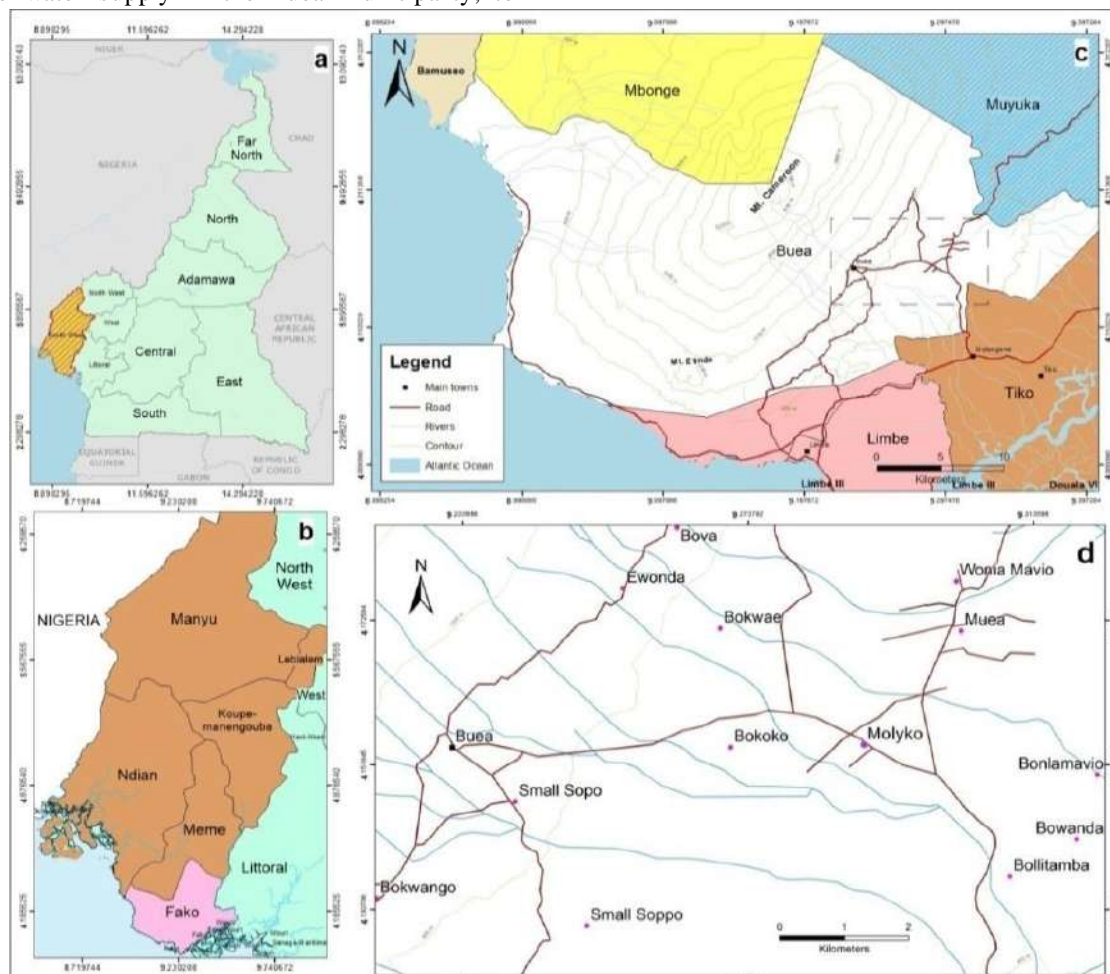
Buea Municipality of the South West Region of Cameroon is composed of diversified residential settlement patterns, economic activities, population growth and income levels (Buea Council, 2008). Majority of economic activities, population, low class individuals, informal settlements are concentrated in the lower part of the Buea Municipality while administrative and high income residents and standard houses are concentrated in the upper part of the Buea Municipality. Like most towns and cities in Cameroon, Buea Municipality has experienced an immense increase in uncontrolled residential development and population growth in recent times (Balgah, 2009; Kimengsi, Gwan & Elinge, 2016) thus, straining the ability of CAMWATER to adequately supply pipe borne water facilities to the different residential neighborhoods. Figures from Census Bureau of the Regional National Institute for Statistics (NIS), population studies (BUCREP, 2005) as well as United Nations (UN) growth rate for African cities put the population of the Buea Municipality at approximately 200,000 inhabitants. For instance, Molyko being the most populated residential neighborhood of over 22,000 (20%) inhabitants in the Buea Municipality is being supplied with just 8000m³ of water daily (less than 20 liters per person per day). This implies that there is a pressure on pipe borne water supply by the ever expanding population of students, commercial activities and hotels as well as decongestion and depletion of water sources in some neighborhoods. This is a clear indication that the demand for water for domestic, industrial agricultural and recreation purposes are not met by the water supply authorities in the Buea Municipality thereby posing a challenge to urban planners and municipal authorities. Water is not equally supply on a daily basis except in high residential settlements of Federal quarters and Government Residential Area (GRA) where majority of government officials and high income citizens resides. These settlements are considered as government priority areas in terms of service provisions in the Buea Municipality. However, in the other residential neighborhoods, water it is actually supplied after every two days and in some cases it does not flow at all due to rationing (distribution of water to different zones at different time intervals). Worse enough is the fact that in Most parts of Molyko, pipe borne water flow just for a few hours and stops when most people have not fetched water thereby pending domestic, industrial, commercial and agricultural activities.

These quagmires in pipe borne water supply in the study area have therefore affected not only the socio-economic activities operations but also the health and wellbeing of the population as they turn to unsafe water sources like streams, wells, boreholes and rivers. In recent years however, the authorities in charge of water supply have made efforts aimed at increasing the pipe borne water supply from 13,000m³ to 15,000m³ per person per day. Despite all these efforts, the challenges of pipe borne water supply continue to persist in the Buea Municipality. Consequently, this study seeks to examine the access to pipe borne water supply by the Cameroon Water Utility Company (CAMWATER), to examine the patterns of pipe-borne water supply in the Buea Municipality, to

examine the challenges to pipe borne water supply and proffer possible solutions for the effective pipe-borne water supply in the Buea Municipality.

III. STUDY AREA

The actual location of the Buea Municipality is on the Eastern foot slopes of Mount Cameroon (Map. 1): It covers a surface area of above 36,000 hectares (Conrade, 1970). It is the former capital of German Kamerun (1901/1919), Federated State of West Cameroon (1922-1948), Southern Cameroon (1949-1961) and is currently the Regional Capital of the South West Region of Cameroon.



Map 1: Location of Buea Municipality in Fako Division of Southwest Region in Cameroon

Source: Kedia (2015)

The Municipality is about 915 meters above sea level. Upper elevations neighborhoods of the town like in Federal Quarters and Government Residential Area (GRA) tend to be cold and cloudy, while lower elevations like Molyko tend to be much warmer and less humid. Like in most parts of Cameroon, the Municipality experiences dry and wet seasons. Rainfall in the study

area is on average much more than the rest of the country although this rainfall cannot be highly relied upon for the provision of adequate water supply in the area of study. The average temperature is mild, between 23°C and 25°C and it has an annual rainfall that varies between 114mm to 1,053mm per month (Meteo.com, 2013). The population of the study area is also estimated at about 200,000

growing at more than 5% per annum (BUCREP, 2005) cited in (Baba and Ndi, 2017). It is also among the first five fastest growing cities in Cameroon (Baba and Ndi, 2017). Due to its historical background and location, the town forms a link for people accessing administrative, touristic, educational establishments and fertile soils for agricultural activities. These have attracted more people in the area thus, straining most of the available public utilities including pipe borne water supply.

IV. MATERIALS AND METHODS

This study is a descriptive survey aimed at assessing the patterns of pipe borne water supply in the Buea Municipality, challenges and the way forward. To achieve this objective, both quantitative and qualitative data was collected. The quantitative data was used to obtain information such as the perceptions of the population on the distribution, reliability, frequency and availability of pipe borne water supply. Qualitative data also encompassed the observations made on the quality and quantity of water supply and infrastructures like the number of stand taps in the study area. With the view of achieving the objectives of this study, data from primary and secondary sources were used. The primary sources consists of interviews with the individuals and the administration of questionnaires and field observation while secondary data sources consists of published and unpublished information including reports, journals, books, internet and libraries on pipe borne water supply in the various institutions. It was from the background of the study that the study was developed and the areas that needed improvement identified. Questionnaires were administered to the area residents who were selected randomly. For instance, five streets were randomly selected from each zone and five houses were interviewed and the household head present at each time of arrival at each house were interviewed. The design of the questionnaire was such that they met the objectives of the study. Simple random sampling was used to select zones taking into consideration the housing patterns and income levels. Molyko and Federal Quarters were selected from upper and lower Buea respectively in order to assess their patterns of pipe borne water supply in relation to their residential patterns and income differences and one hundred and twenty questionnaire (120) were administer sixty in Molyko and Federal Quarters respectively. Data elicited were analyzed with simple percentages and Wilcoxon Signed Ranks Test. The results were presented using tables and figures.

V. LITERATURE REVIEW

This study was designed to explore the patterns of pipe borne water supply, challenges and the way forward in the

Buea Municipality. Consequently, the following are reviewed works in the following sections: patterns of water supply, accessibility, reliability, challenges and the way forward.

Tundis et al.; (2008) indicates that there is an uneven distribution of volumes of water supply and availability in Brazil. Despite the abundance of water resources in the country, estimated at about 14% of the entire planet's freshwater resources, freshwater supply and provision continue to be a challenge in many metropolitan regions of the country. For example, while the per capita water available for residents in the Amazon metropolitan region is 700,000 m³, residents in São Paulo metropolitan region received only 280 m³. This is grossly inadequate and a major constraints for the region's water demands for social, economic and human health which need high water demand and availability. Hence, restoration of water supply infrastructure and sources, improvement in hygiene, sanitation and sewage treatment, recuperation of water infrastructural systems and of water sources are vital components in meeting the demand for water by different activities especially in one of the largest peripherals metropolitan regions (São Paulo) of Brazil. The importance of potable water in the daily lives of urban residents in Cameroon cities and towns has been noted. According the Ministry of Water Resources and Energy of Cameroon (MINEE, 2012) since the last few decades, the government has intensified its efforts in improving and managing potable water supply infrastructures and sources especially in major urban centers and towns in the country in order to meet the raising demand from population and economic activities. Therefore, the financial allocation in the water supply sector has increased significantly in bit to meet up with this objective both in the long and short terms (MINEE, 2012). The is also in line with the end of year message (2018) of the President of the Republic His Excellency Paul Biya who indicated his intentions towards raising the living conditions of the citizen in the country through the provision of basic services like pipe borne water supply to all. After the Democratic Republic of Congo, Cameroon is second as far as good quantity of available water resources is concerned in Africa, estimated to be three folds the world's average of 7,000 m³ (Ako, Eyong, & Nkeng, 2009), however, the issue of pipe borne water supply especially reliability, accessibly and quality continue to remains a major problem facing urban planners and managers including the stakeholders in Cameroon. Mismanagement and authorities' inability to understand the patterns of urbanization for effective planning account for these (Mafany & Fantong, 2006). These situations have left many areas within the cities and

towns in the country unserved with adequate water supply. Fonjong and Fokum (2017), opine that peri-urban areas in Cameroon emerge spontaneously due to deficiency in planning and urbanization, and are difficult to delimit. Although their inhabitants are diverse, most are urban poor who cannot afford the cost of living in the city, and rural people who have been engulfed by urban sprawl. According to them, although peri-urbanism may have potentials for urban development and sustainability, the absence of planning leaves its inhabitants with a number of social deprivations like pipe borne water supply, making living and commuting in these areas thought-provoking. Ayoade (1975) cited in (Ikelegbe and Okaruwa 2007), indicates that the main challenges to the development of water resources in Nigeria include: haphazard, uncoordinated and irrational national policies. The author indicates that water resources in Nigeria have been chaotic, uncoordinated and above all not based on a sound national policy. These have left each state in the country to implement different water development structures that are usually sub-standard and unconventional with merger financial resources. The authors suggest a holistic and integrated approach to water resource management and planning in Nigeria. According to WWR(2004), there is no potable water crisis today, instead the crisis is not about having too little water to satisfy our need but the crisis is about water management so badly that billions of people especially in developing countries suffer badly. Wyndham (1956) on his part opine that the main reason behind water shortages in some American cities is water requirements. Water requirement for domestic and industrial purposes to the author have increased significantly since the end of WW2 due to extension of water supply services to large portion of the population. However, increase in demand caused by water using devices like washing machines, dish washing or air conditioning have not yet taken place to a material extent in smaller communities due to limited finance. The main challenges to pipe borne water distribution in Nigeria today is attributed to inadequate planning and mismanagement in order to ensure full coverage of water supply in relation to each community's demands (Ikelegbe and Okaruwa 2007). Turner et al.; (2011) also indicates that there are several factors which have led the city of Bulawayo in Zambia to experience water problem but the most seemingly overbearing factor had been population increase, increase in the demand for water and drought. The situation has also been worsened by the failure to harness and preserve available water. However, uneven distribution, poor management of water supply and water resources in general are the major causes of water crisis in many areas in developing

countries including the Buea Municipality of Cameroon. Therefore, an evaluation of water supply systems and infrastructures continue to be important factors in ensuring that limited water resources availability meet the need of the growing population of the Buea Municipality.

VI. RESULTS AND DISCUSSIONS

The Evolution and Diversified Uses of Pipe-borne Water Supply in the Buea Municipality

Prior to the introduction of pipe-borne water supply in Cameroon and in the Buea Municipality in particular by the colonial masters, the main sources of water for domestic consumption was mainly from rain-fed, nearby springs, streams/rivers and wells. The construction and upgrading of water supply, which included, gravity pipeline and boreholes with head works (as pipe-borne water) for improving the quantity and quality of water, began in the early 1900s by the Germans, then the British in 1920s and the State of West Cameroon in 1960s. Since the 1960s, little was done to improve or rehabilitate the infrastructure left during the colonial and post-colonial eras (The history of water politics and the politics of water history in the Anglophone Cameroon). It was only in 2008 that an additional catchment was developed at small Soppo to augment the water supply whose demand exceeded the rate of supply by the population. More so, 2 billion FCFA in 2012 was donated by the Chinese Government to the Buea Municipal Council for the construction of twenty five (25) boreholes so as to meet up with the increase deficit from the CAMWATER supply in some neighborhoods within the Buea Municipality (Buea Council, 2015). Their distribution involves the treatment of water supplied using chemical and biological substances to enable safe and less turbidity of water for drinking.

The origin of water scarcity in the Molyko neighborhood can be traced right back in the early 1990s just after the creation of the University of Buea in 1993. This was the only Anglo Saxon University in Cameroon and as such influences the influx of many students into this area and this eventually led to population increase and other multiplier effect. Unfortunately, increased in population has not matched the quantity of water supplied to the population over the years by CAMWATER in this neighborhood resulting in the use of alternative water sources like streams and bore holes. Despite the historical evolution of pipe-borne water supply in the study area, the supply of water continue to be a challenge as pipe-borne water is not evenly distributed among the different neighborhoods. While some neighborhoods are over served with pipe-borne water, majority of the neighborhoods are under served. Moreover, the use of

pipe-borne water supply by households for their domestic, industrial, recreation and agricultural activities turn to be unrivalled from the uses of other sources in the Buea

Municipality. This is clearly evident as indicated by how improved pipe-borne sources usage is unrivalled by 94.2% as indicated on Fig. 1.

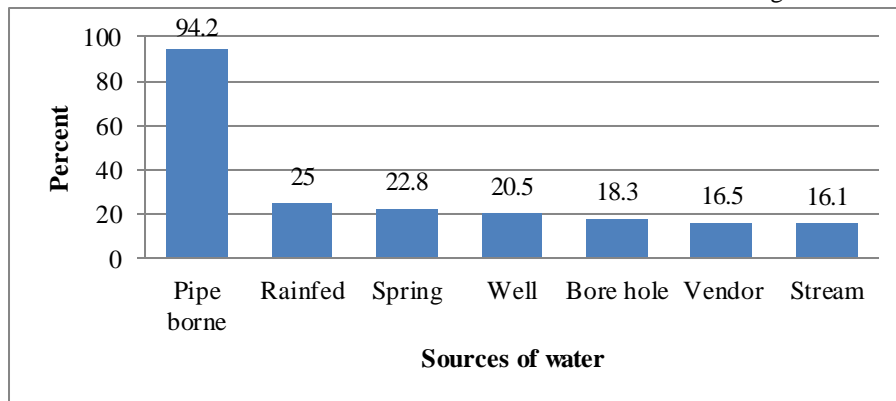


Fig.1: Respondent Views on the Usage of water Sources in the Buea Municipality
Source: Field work, 2018

From Fig 1, pipe-borne water is the most water source being used (94.2%). Over 90% of the sampled households in the Buea Municipality use pipe-borne water because of its good quality (improved source) unlike other water sources like streams, wells and even springs which are unimproved or polluted. The usage of improved water sources is high in areas of high population and areas void of springs and streams as the case of Molyko neighborhoods and Federal Quarters respectively. The water utility company (CAMWATER) is forced to extend pipe borne water supply to these areas at all cost despite its policy of rationing in order to keep its customers.

Water is a key element of human and dignified life. It is directly or indirectly consumed by humans to sustain their livelihoods and also for their economic improvements. Over the years, water use has become diversified in the Buea Municipality against the back drop of population increase, changing life styles of the people and diversified socio-economic activities. During the colonial period, the Buea Municipality witnessed the introduction of a reservoir tank at the German Spring in the upper section of the town where the colonial masters resided. This reservoir supplied improved water to the population for domestic uses. Due to population pressure and increase in socio-economic activities, there has been the high demand for pipe-borne water for domestic, industrial, commercial, agricultural, recreational and institutional uses.

Despite the water scarcity in the Buea Municipality, typical households in the study area use water for broad range of purposes, from small quantity needed for drinking, cooking and bathing to large quantity needed in cleaning and washing dresses, car washing at home, gardening or watering animals. Moreover, if development is to be sustained, adequate quantity of water must be available and use, in fact as development increase, in

most cases, the demand for water will also increase on per capita bases for personal, commercial, agricultural, industrial, institutional and recreational purposes. This has been the case in the study area where increase in socio-economic activities has resulted to increase in the demand and use of water. The analysis of the field survey on Table 1, indicated that majority of the households in the sampled neighborhoods in the Buea Municipality use water for domestic uses (50%), followed by 25% for industrial uses and the least, 15% for agricultural uses and 10% for institutional uses.

Table.1: Diversified Uses of Water in the Buea Municipality

Uses	Percentage(%) of Total used
Domestic	50
Industrial	25
Agricultural	15
Institutional	10
Total	100

Source: Field work, 2018

Patterns of Pipe-borne Water Supply in the Buea Municipality

This section looks at the patterns of pipe-borne water supply in the Buea Municipality. The quantity of water supply is measured from the statistics obtained from CAMWATER on the quantity of water supplied in the study area as well as from the responses of the population from the questionnaires and interviews. The evolution of water supplied for the two neighborhoods in the study area as indicated on Table 2 reveals that there is an increase in the supply of pipe-borne water in the study area from about 8000Cu³ liters in 2015 to 10000 Cu³ in 2016 and 15000Cu³ Litres in 2017. The perpetual increase in the supply of water is due to the

rehabilitation works carried out in 2013, privatization SNEC and the construction of a new surface water catchment at Small Soppo which increases the quantity of water supply considerably despite the high demand from population increase and economic activities in these neighborhoods.

Table.2: Evolution of Water Supply in the Selected Neighborhoods in the Buea Municipality (2015-2017)

Buea Municipality	Year		
	2015	2016	2017
Water Supply	Cu ³	Cu ³	Cu ³
	Liters	Liters	Liters
	8000	10000	15000

Source: CAMWATER, 2018

Unfortunately, the increased population of the study area over the last decades has not matched the quantity of water supplied in the two neighborhoods over the years by CAMWATER. Majority of the residents of Molyko (more than 90%) of the population of the neighborhood do not have access to taps/pipe borne water on daily basis as against 69% for Federal Quarters, causing the people to cover long distances to fetch water from other neighborhoods, streams or rivers to compensate their shortage. Water shortage in Molyko is due to poor water rationing and degradation. For instance, in the Native Fence Street of Molyko neighborhood commonly called 'Malingo Street', water flow only for 4 to 5 times in a week even though the number of flow times is not constant at times, water flow just for about 5 hours on the day water is supplied and this prevent many people from fetching the quantity of water they require for their different needs. Sometimes, even 5 hours are not of a sustained, the water could flow for 2 hours, cease and flow again for 1 hour 30 minutes and ceases before flowing again for 1 hour 30 minutes. This variation

increases the number of times people have to wait in order to fetch a satisfactory quantity of water. Even those with private connections in the two neighborhoods complain that, the water no longer flows in their houses. As such majority of them fetch water from alternative sources or buy water from vendors on a daily bases. Moreover, there is little or no maintenance of public taps in most cases. Hence, the number of public taps has decrease over the years in the selected neighborhoods in the study area due to poor management. The situation has been worsening by the fact that over 48% of the population depends on public taps alone in the Buea Municipality for their pipe borne water supply. As a result, frequent fighting and quarrelling abounds this led to the destruction of stand taps. Table 3 shows the trends in the number of stand pipe in the selected neighborhoods.

Table.3: Trends in the Number of Functional Stand Taps in the Selected Neighborhoods

Neighborhoods	2000	2005	2017
Molyko	10	5	7
Federal Quarter	3	0	2
Total	13	5	9

Buea Council (2008)

From Table 3, the number of functional stand pipe in the selected neighborhoods has reduced significantly over the years from 10 and 3 in 2000 in Molyko and Federal Quarters to 5 and 0 in 2005 and 7 and 2 in 2017 in Molyko and Federal Quarters respectively. The average number of person per stand tap has decreased drastically over this periods and this has increase the pressure on the limited pipe borne water supply infrastructures as well as forced some of the population to fetch water from alternative sources which are doubtful to their health. The average number of person per stand post in the selected neighborhoods is presented on Table 4.

Table.4: Average Number of Person per stand Pipe in the Selected Neighborhood

Periods	Population		N° of stand taps		Average person/stand tap	
	Molyko	Federal Quarters	Molyko	Federal Quarters	Molyko	Federal Quarters
2000	11,000	1,313	10	3	1,100	4,38
2005	13,864	3,093	5	0	2,777	3,092
2017	22,000	6,329	7	2	3,143	3,166

Source: Buea Council and Field Work, 2018

From Table 4, there is a clear indication that the average number of person per stand tap in the selected neighborhoods has increased from 1,100 and 4,38 persons per stand tap in 2000 to 2,777 and 3,092 in 2005 and to 3,143 and 3,166 persons per stand tap in the two

neighborhood respectively in 2017. This increase however, does not march with the increase in population growth of the selected neighborhoods because of high rate of congestion of people experience at water points like commercial bore holes especially in Molyko. This has

force the inhabitants to search for more accessible and reliable sources such as wells and bore holes or buy from vendors.

Table.5: Respondent Accessibility to Various Types of Pipe-borne Water Supply in the Selected Neighborhoods in the Buea Municipality

Type of Access	Molyko	Federal Quarters
House connection	32 (74%)	39 (81%)
Public Standpoint	6 (14%)	1 (2%)
Boreholes	4 (9.3%)	-
Wells	1 (2.33%)	-
Spring/Stream/Others	-	8 (17%)
Total	43	48

Source: Field work, 2018

The uninterrupted streams of drinkable (fresh) water that flow from the urban consumer faucet, water connections or taps are message of warnings to the different stakeholders including the council, government and CAMWATER on how the local inhabitants recognize the reliability of water supply in the Buea Municipality. Consumers and costumers in the Buea Municipality preserve the inadequacy of water supply as the absent of reliable water supply to the community. In either case, water supply reliability has become an expected part of urban existentialism and people are getting more and more use to it. Water supply reliability is a complex term that either refers to shortages that result from failure of physical components of water supply systems or the likelihood that a systemsuch as water supply system does not fail, or conversely or better still it is the likelihood of a system failure subtracted from one that fails (Hawk, 2003). Whatever the case, all systems including water supply break down, and they do so for some reasons be itfundamental inadequacy, natural and anthropogenic causes like floods and population growth which raises the water supply infrastructures and sources demand above their capacity (Hawk, 2003). The unreliability of pipe-borne water supply is evident and common in the Buea Municipality. An analysis of respondent’s views of the reliability of the pipe-borne water supply shows thatthe frequent failures in supplies tend to be higher in Molyko (34%) than in Federal Quarter(26%) as indicated on Table 6.

Table.6: Perception of Respondents on the Reliability of Water Supply in the Selected Neighborhoods in the Buea Municipality

Response	Molyko	Federal Quarter
Never Fails	3(4%)	4(9%)
Fails occasionally	25(58%)	20 (20%)
Fails frequently	15(34%)	13 (26%)
Never flows	2(4%)	8(17%)
Not applicable	-	3(6.25%)
Total	43	48

Source: Field work, 2018

Unreliability of pipe-borne water supply often than not forces the urban households in the Buea Municipality to depend on other alternative water sources like bore holes, wells, springs and streams. Analysis of findings on the perception of pipe borne water supply reliability in the selected neighborhoods indicated (Table 6) above shows that residential pipe borne water supplies are mostly achieve through the use of alternatives water sources as indicated on Table 7. However, the use of wells and boreholes as alternative water sources to supplement improved pipe borne water supply is uncommon in Federal Quarter, unlike what obtains in Molyko due to the topographical characteristics of the area in terms of geology, soil and relief. The area has scacious rock particles, steep relief which does not favour infiltration but rather facilitate runoff after downpours. This tends to limit the amount of underground water supply. The populations continually use these water sources in order to meet up with their daily needs in terms of domestic, industrial and commercial, agricultural, institutional and recreational uses.

Table.7: Alternative Sources of Water Supply by Respondents in the Buea Municipality

Alternative Sources	Molyko	Federal Quarter
Storage tanks	10 (16%)	14 (23%)
Wells	2(4%)	-
Water vendor	11(18%)	8 (18%)
Boreholes	35(58%)	-
Not Applicable	2 (3%)	32(69%)
Total	60	54

Source: Field work, 2018

The increase in the number of standards housing has also been very remarkable in the construction of multiple story or floors with water demand and use amenities like showers, flush water systems and birth tubs, dish washing, gardening and car washing in the study area. 75% of the story building in the Buea Municipality is built in the last two decades with majority in Molyko because of high demand for student hostels and hotels.

Inhabitants who live in standard houses pay more water bills than those living in sub-standard houses void of water systems facilities like showers and flush toilets or washing machines. The inhabitants of such houses depend on water from public taps located outside their premises

or buy water from vendors. The consumption patterns in relation to bills paid in the two neighborhoods in the study area is indicated on Table 8 shows that majority of bills are paid by residents in Molyko 31% than in Federal Quarters 23% for those who pay between 1-5000 FCFA.

Table.8: Consumption Patterns in Relation to Bills in the Selected Neighborhoods in the Buea Municipality

Neighborhood/Amount Paid (FCFA)	1-5,000 (%)	6-10,000 (%)	11-15,000 (%)	16,000± (%)
Molyko	31	16	9	20
Federal Quarter	23	14	10	12
Total	54	30	19	32

Source: Field work, 2018

Furthermore, majority of the households in the Buea Municipality because of unreliability of pipe-borne water supply are forced to buy water from vendors in order to meet with their daily demands. Vendors are individuals involve in the sale of water to the population that are without access to pipe-borne water supply in the different neighborhoods. It is not a type of water source as misconceived by people, but rather as an agent of water supply. This activity is increasingly becoming an important part of the daily life of some individuals in the Buea Municipality especially those who cannot be employed in other income generating activities as well as school dropouts. As indicated on Table 9, majority of the respondents in Molyko purchase more water per day (38%), unlike the households in Federal Quarter who purchase less amount of water per day (33.33%).

Table.9: Purchase of Water by Households per day in the Selected Neighbourhoods in the Buea Municipality

Number of 20 Liter Jerry cans	Molyko	Federal Quarter
1 – 3	19 (38%)	6(33.33%)
4 – 6	16(32%)	8(44.45%)
7 – 9	8(16%)	2(11.11%)
10 and Above	6(12%)	2(11.11%)
Not Applicable	1(2%)	-
Total	50	18

Source: Field work, 2018

Moreover, the reliability of water supply by CAMWATER is highly inadequate and ineffective. Analysis indicates that

only 10% and 5% of the sample residents in Molyko and Federal Quarters respectively indicate that water never flows. The rest of the sampled population indicates that water either water does not flow occasionally, frequently or it never flows at all as indicated on Table 10. These variations in the reliability of water supply show a high variation of unreliability by CAMWATER in meeting the needs of the population of the study area. The study also determined the seasonal variability of water supply in the study area. The results indicated that there is unreliability of water supply in the dry and rainy season as represented by 6% and 10% of respondents view in Molyko and Federal Quarters respectively.

Table.10: Respondents Views on the Reliability of Pipe-borne Water Supply in the Selected Zones in the Buea Municipality

Response	Molyko	Federal Quarter
Never Fails	2(5%)	5(10%)
Fails occasionally	25(58%)	20 (20%)
Fails frequently	14(33%)	12 (25%)
Never flows	2(4%)	8(17%)
Not applicable	-	3(6.25%)
Total	43	48

Source: Field work, 2018

Some parts of Molyko and Federal Quarters experience the absent of water flow in the dry season. However, irregular flow of water is more common in Federal Quarters as indicated on Table 11.

Table.11: Respondents Views on the Seasonal Variability of Pipe-borne Water in the Selected Neighbourhoods in the Buea Municipality

	Rainy Season	Dry Season

Reliability of water supply	Molyko	Federal Quarter	Molyko	Federal Quarter
Regular	9 (21%)	36 (75%)	7 (16%)	30 (61%)
Irregular	32 (75%)	4 (8%)	31 (72%)	13 (28%)
Never Flows	1 (2%)	3 (6%)	5 (12%)	5 (10%)
Unable to Connect	1(2%)	5(10 %)	-	
Total	43	48	43	48

Source: Field work, 2018

To further illustrate the unreliability of pipe-borne water supply in the Buea municipality, water supply data were obtained or collected from the Ministry of Water Resources and Energy MINEE (2018). The data indicated that, the unreliability of water supply in 2015 at the level of the German spring was catastrophic, whereby the per capita supply per day of 3000 m³ during the rainy season reduced from 650m³ per day to 200m³/ day during the dry season as a result of rainfall variability as illustrated on Table 12. The situation in April 2015 was so severe that the production of water was halted as any attempt to supply water to the population of the town would have resulted to the drying off of the water table and water in the reservoir tank. This seasonal fluctuation of water supply or unreliability situations impacted severely on the population living around the Mosole catchment with Federal Quarter inclusive.

Table.12: Variation in daily water production in the rainy and dry seasons at the level of German Spring in 2014 – 2015

Month	Year	Daily Water Production (m ³ /day)	Drop in Daily Water Production (m ³ /day)
March	2014	3000	700
March	2015	3000	600
April	2015	3000	100

Source: MINEE, 2018

The population growth statistics was correlated with the water supply statistics for the respective years in the different neighborhoods of the study. The results reveal that there is a fluctuation in the level of water consumption per capita as a result of population growth and fluctuation in water supply due to inadequate water management by the water supply authorities. The amount of water consumption by the population per capita in 2015, 2016 and 2017 is decreasing rapidly due to population increase and fluctuation in water supply due to inadequate management by the water supply authorities with very little initiative to address the situation. These figures show that the increase in water supply especially

in 2012 following the president visit in which a new catchment at Small Soppo was established to augment water supply has not been able to match with the increased demand for by the population. The actual demand for water per household was on at average of 35.085 Liters/day (95% CI: 28.587-42.400), significantly (Wilcoxon Signed Ranks Test: Z=-7.480; P<0.001) higher than what was effectively consumed which average was 27.506 Litres/day (95% CI: 24.060-35.668), therefore implying that the demand was not really met as indicated on Table 13.

Table.13: Perceived water consumed and demanded per household in the Selected Zones in the Buea Municipality

Statistics	Average water consumed per household per day	Average water demand per household per day
N	223	182
Mean	27.506 (24.060-35.668)	35.085 (28.587-42.400)
Median	20.0000	25.0000
Std. Deviation	35.79497	46.55477
Minimum	5.00	0.17
Maximum	500.00	600.00

N.B (Measurements are in liters)

Source: Field work, 2018

The actual water demand per household as well as actual water consumption average indicated on Table 13 are all less than the required standards of 40 liters per capita per day recommended for urban residents by the (UN, 1992). The population has to resort to other alternative water sources in order to meet their urban water demand.

Problems of Pipe-borne Water Supply in the Buea Municipality

To fine out residential perception of the challenges of pipe (fresh) water supply in the Buea Municipality, respondents were initially asked if they experience water supply challenges. The result shows that 72.8% and 70% responded to the affirmative, while 27.2% and 30% said they do not experience any challenges of water supply in the two

neighborhoods of the study area. This indicate that there are challenges as far as water supply situations are concern in the Buea Municipality as evidence by poor water management, leakage of pipes and so on are concern.

Several challenges therefore accrue to the water supply situation in the Buea Municipality. These include both physical and anthropogenic factors ranging from inadequate water supply, leakage of pipes and mismanagement by appropriate authority and lack of government intervention. It is therefore, difficult to derive a definitive explanation for the problems of water supply in the town over the past decades. In some neighborhoods for instance, the main challenge to water supply result from poor management of urban infrastructures by the stakeholders; in others factors such as increase in inadequate water supply and leakages of pipes are the main challenge to water supply. Based on multiple response opinions from the questionnaire indicates the shortfall in water supplies to leakage of pipes as indicated by 7% in Molyko and 15% in Federal Quarter, mismanagement by appropriate authority is indicated by 25% in Molyko as against 18% in Federal Quarter, lack of government intervention 43% in Molyko as against 30% in Federal Quarter and inadequacy in the availability of water as indicated by 25% in Molyko as against 11% in Federal Quarter as indicated on Table 14.

Table.14: Respondents Opinions on the Causes of Shortfall in Water Supply in the Selected Neighborhoods in the Buea Municipality

Causes of Shortfall in Water Supply	Molyko	Federal Quarter
Leakage of pipes	4 (7%)	8 (15%)
Mismanagement by Authorities	15(25%)	10(18%)
Lack of Government Intervention	26 (43%)	30 (56%)
Inadequate availability of water supply	15 (25%)	6 (11%)
Total	100	100

Source: Field work, 2018

The ineffectiveness in the supply of pipe-borne water supply has been adduced to certain factors affecting the local population in the study area such as the following:

There is a limited amount of money allocated to the provision of water supply and maintenance of infrastructures in the municipal council budgetary allocations and even in the country as a whole as compared to other sectors despite the increasing urgency and reiteration by government authorities and the president of the Republic His Excellency President Paul Biyato increase the number of people with access to

adequate water supply and sanitation in rural and urban areas in order to increase the living standards of Cameroonians.

There is limited or no of up-to record on population growth rate, operational economic activities, water demand and supply, water quality standards and land use land use change that could contribute to sustainable water management in urban planning in urban centers. Since water management enhancement is directly or indirectly related to these indicators. Successes or failure in them also affects water management.

There is absent of a sound of organization structure at the same and different levels of government as far as the management of water supply in the Buea Municipality is concern. The stakeholders including the council, the government and CAMWATER do not carry out their supervision and maintenance functions in water supply effectively and efficiently due to the absent of adequate finance, cooperation and collaboration in decision making processes, partnership between different department of the same institutions and different institutions as well as setting up standards for water management and supervising the private water vendors, private borehole and community water schemes that augment water supplies in the town. There is also the lack of cooperation between different department and institutions. For instance, collaboration between the energy supply company ENEO and CAMWATER is very timid and week. This has affected the water supply and production in the study area significantly especially during the dry season in many areas as the water authorities have to stop water production of do water rationing.

Poor management of water supply is also noticeable in situations where authorities misuse funds located for water projects or for rehabilitation. Some people pay money for water supply but yet, they do not have water or it takes a long time before they are being connected. When such inconveniences occur, they are forced to go for weeks or even more without adequate water supply.

Most of the water supply infrastructures are out-of-date and absolute due to lack maintenance, negligence, limited finance, insufficient trained officials, electricity failures and irregular checks of equipment and replacement. This is the case with the water supply tank for the whole town which has remained unchanged since its establishment by the Germans during the colonial periods while population increase has continued to exert pressure on this unexpanded source of water supply. The negative effect of poor water infrastructure include: linkages of pipes and water contamination from rust pipes and infiltration of dirt and polluted substances through joints into the water which not only affect the health of the population

but also result to high operational cost and expenditure. In situations where breakage occurs on the main pipe that channels water to other neighborhoods, it leads to unreliability in the supply of water in the affected neighborhood especially with delays in repairs which take weeks or months.

Inadequate finance by the government and municipal authorities limits the extension of water supply networks to peri urban areas and new layouts in the Buea Municipality. It's also limits the development of new catchment areas, alternative water sources like bore holes and springs as well as the procurement of equipment and employment of trained personnel. Limited finance of water supply infrastructure in the study area is also attributed to the failure of consumers to pay for water they consumed because of over rating of their consumption units as well as the nonpayment for water at public taps. The population of the Buea Municipality considers water as a free rider unlike their counterpart in others cities and towns Douala, Yaoundé and Bamenda where the urban population pays for water at public stand taps.

Geological factors including relief, soils and drainage have contributed to ineffective water supply distribution in the study area. Empirical evidences by Lambi and Kometa (2009) and Baba (2016) for instance shows that in the Buea Municipality, the geological structure of the underlying rocks are very poor in forming good aquifers for water supply especially in the upper section of the town. This means that the groundwater reservoirs are found at great depth in upper part of Buea including Federal Quarter areas but shallow in others including Molyko, thereby making the harnessing and supply of groundwater an enormous task.

Rapid urbanization process within Buea has led to the destruction of natural vegetation. Many paved surfaces have been realized thereby restricting the normal circulation of the hydrological cycle. Also, there has been massive construction of settlements for human habitation. This has destroyed the natural vegetation; exposing watersheds which automatically lead to intense solar radiation especially during the dry season. This has led to water sources drying off while others like wells and springs has noticed a drastic drop in their volumes as was confirmed by field observations in Federal Quarters and Molyko.

The failure by stakeholders especially policy makers to plan, fund, and manage mechanisms to deliver water in proportion with the rate of urban growth represented one of the most serious threats to the future of sustainable development in the Buea Municipality. The town had also been expanding with the southern section of the town having high density in terms of population growth and

socio-economic activities such as the construction of modern structures and businesses (Bea Council, 2008). Neighborhoods such as Molyko, has become one of the fastest growing neighborhoods in the town. This massive rate of population growth and rapid urbanization are the epitome of the water supply problems that the town is facing today. This explained why water scarcity were being felt more in high density neighborhoods in the southern sections of the town (Molyko-30,000 inhabitation) than northern sub section of the town (Federal Quarter) because of population density.

The pollution of streams resulting from sewage, fertilizers, chemicals and solid waste materials from households, industrial and agricultural activities are an increasing threat to water sources in the Buea Municipality. The inhabitants attested to the fact, most of the streams such as River Ndongo and Mosole are no longer suitable for drinking or for domestic use. This claim was verified through field observations. It was found that most of the stream courses were littered with solid and household waste which reduces the reliability of these streams to the population for water need and more importantly some individuals use them as bathing and faecal sides.

VII CONCLUSION AND RECOMMENDATIONS

Water is the most important natural resource whose supply, distribution, quality, quantity and management influence the rate of socio-economic development of any community and their livelihoods. The inadequate and poor distribution of water in the Buea Municipality is attributed to degradation of sources, population increase and poor management which has triggered the spread of diseases as well as increase distance to water source and cost. It has also handicapped the economic sector of the Buea Municipality thus, greatly reducing the general standard of living of the inhabitants. As the pace of urban development aggrandize, the growth of the urban environment is imminent. This growth, along with the associated pressures on local populations, increase urbanization and poor management among others will continue to introduce a number of challenges with respect to the provision of water supply to the population both now and into the future. Despite the considerable attention paid to water demand and use over the years, inadequate water supply remains one of the major challenges to the population in the Buea Municipality. From the foregoing therefore, the paper suggests the way forward:

The Government should spell out pliantly, a water management strategy that will be holistic involving all actors and stakeholders including the local community. The strategy should cover all aspects of water demand and supply management as well as infrastructures. For instance, all

stakeholders including the NGOs, the local council, government and the local community should be actively involved in decision making process as well as participate in the management of water supply in the study area.

Municipal authorities should ensure that water supply by various actors complement each other. Community water schemes should be encouraged through subsidies to such communities. The number of public stand pipes and private water connections should be increased and more proximal to neighborhoods to avoid a situation of congestion at the few available pipes during periods of prolonged water cuts. Also the CAMWATER water storage tanks and reservoirs should be increased to store more water for the growing population of the Buea Municipality as well as the extension of water supply infrastructure to new settlements.

The municipal authorities should ensure that there is effective controlled of private water providers and those who utilized water sources for industrial, domestic and agricultural uses through control of water quality standards, location specification and activities, regularization, standard charges to consumers or costumers and payment of royalties, subsidies and taxes.

Pipes should always be monitored and in case of leakages, the population should immediately report to the authority to resolve the problem. More so, pipes should be laid right deep into the ground so that vehicles and other activities like grading of roads should not get to the pipes and burst them. Government, the municipal authorities and stakeholders should make an assessment of population growth, water needs and demand as well as water quality standards so as to be able to make projection in the future, the water needs and requirement of the population and the different economic activities in the study area. Moreover, the water supply sources and infrastructures need to be upgraded in order to the growing need of the population today and in the future.

The use of rainwater harvesting can be introduced by stakeholders to augment pipe-borne water supply through reservoirs which will hold back huge volumes of water during the rainy season which could be treated and released for use by other activities in periods of scarcity. Moreover, catchment restoration could also be done through re-forestation scheme. The government should ensure effective management of water supply in the Buea Municipality in order to reduce the stress from the people from using alternative water sources in order to reduce the rate of water borne disease which affects the population.

The population should also be educated on the different water demand management practices such as water conservation, reuse so as to minimize the wasteful us of water. Moreover, education should be at all levels of the community where by water managers are prepared with new

approaches and skills necessary for the development for water resources management in the 21st Century.

Agricultural activities around water bodies should be monitored and controlled to prevent chemical seepage and other farming activities which take place around catchment points to infiltrate into the water sources and exposed water sources should be limited. Similarly, solutions to water supply challenges in the Buea Municipality should target the issue of developing new catchments, harnessing new sources of water and enhancing catchment rehabilitation so as to increase the volume of water needed to supply the entire population.

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The Science Novum as Metaphor

Analysis of Philip Dick's 'do Androids Dream of Electric Sheep?'

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Abstract—*Science fiction is a tale of futurity which narrates the unique world of science and technology foregrounding the human element in the text. Philip Dick's Do Androids Dream of Electric Sheep? (1963) is a science fiction on postwar nuclear communities on earth caught in the quagmire of techno andys. The study analyses how science and technology acts as a metaphor in the text for narrating the impact of technology on humanity. It utilizes the concept of Novum as a broad framework and takes into account the notions of SF theorists, Dark Suvin, Robert Scholes and Damien Broderick which serves us with appropriate approaches towards the text. The study analyses the alternate realities of our existence which dangles between human intelligence and artificial intelligence succinctly exemplified in the text. The novel raises the question of 'what makes us human' in the world of man-machine symbiosis.*

Keywords—*Nova, Structural Fabulation, Cognitive Estrangement, Imaginative Difference, Kipple.*

Science Fiction has always flourished as the stories of farfetched imagination of techno culture foregrounding human element in the text. Right from the fantasy elements in the Epics, ancient technologies in One Thousand and One Nights, Flying chariots in Ramayana, Alien worlds in Gullivers travels, Time machine in Wells' fiction, scientific creed in Frankenstein, these fiction of fantasy has firmly rooted its presence over centuries.

The twentieth century was characterized with intense attraction for science and technology. The flying saucers, Space shuttle, rocket ships, humanoid robots, techno andys, alien invasion and travel to Mars were identified as elements of scientific folklore. These tales represented the 'history of humanity's perspectives over space and time', the conflict of the natives and the aliens and the position of the human species in the universe. These tales are narrated with the nova as metaphor in a serious scientific language of suggestive richness.

Science fiction uses cognitive narrative strategies to unfold the tales of love and hatred in the ambience of the Android world. These scientific fabula are stories of such oeuvre of weird and wondrous, fantastical and factual,

estranged and yet satirical of the postmodern existence. Philip Dick's Science Fiction, Do Androids Dream of Electric Sheep? (1963) mediates between the psychic space of the characters and technological space of the world. The diegetic involvement of the postmoderns, their parasocial relationships, fantasy escape are dealt with intense seriousness in the text. It places a vital question of what makes a humanity? Philip Dick places the Nexus -6 Andys to counteract the concept of humaneness with the humans on earth.

SF texts expresses the 'cultural logic of postmodern human society' and raises the question about the posthuman subject. Dick sees humaneness as an ideology or cultural construction by the society. Being a postmodern, he presents the pluralisation of fictional world by juxtaposing the present world and the future human-posthuman world. Mc Hale describes SF as one which 'creates ontologically heterogenous world by interrupting into the world of beings of different ontological order'. Thus Science Fiction as a genre of popular culture presents a vision of alternate realities. The Proposition takes the perspectives of the three major SF critics Darko Suvin, Robert Scholes and Damien Broderick with three significant terms - Nova", Structural fabulation and cognitive estrangement which serves as the guideposts to analyse the SF texts .

Novum' signifies an innovation or a hypothetical new thing which has a scientific base but fictionalised by the writer. This novum becomes the defining concept which brings in what Darko Suvin calls as the Imaginative difference. The world represented by the SF writers focuses on the deployment of this difference. This novum attributes not only to the difference but to the symbolism in the text and hence technology is metaphorical. Adam Roberts in his book on Science fiction as a critical idiom presents a fine conceptual definition of nova as "one grounded in a discourse of possibility, which is usually science or technology, and which renders the difference to a material .The emphasis is on difference, and the systematic working out of the consequences of differences, of novum or nova, renders framework for SF". (7)

Dick presents a world of humans who are on earth and about humans who migrated to Mars due to Mars colonization programme. These sites are infested with Androids simulating the humans which act as a novum in the text. The key symbolic function of the SF novum is precisely the representation of its encounter with difference, Otherness and alterity. It is important to understand the three representational terms difference, Otherness and alterity. SF challenges all assumptions to think through how things might be different in the future. On the other hand, For Adam, the radical alterity of human diversity, is something we need to train ourselves into accepting as it presents the caricature version of ourselves. (183) SF represents otherness, the paradox of reality and virtual reality by metaphorically representing the world through their fiction.

It was Robert Scholes who defined the metaphorical aspect of Science Fiction with the term structural fabulation. It suggests that 'Structural fabulation is neither scientific in its methods, nor a substitute for actual science. It is a fictional exploration of human situations made perceptible by the implications of recent science'. Adam in the book *The History of Science Fiction* quotes Broderick who observed SF as that which is the result of culture undergoing the epistemic changes implicated in the rise and supercession of technical-industrial modes of production, distribution, consumption and disposal. It is characterised by metaphoric strategies and metonymic tactics. (1)

One could conclude that 'the 'novum' of SF is a part of the imagined world that stands in for the process of a whole environment; whereas the whole SF text operates metaphorically'. (13) The analysis of Dick's text will focus on this aspect of how the scientific mode of presenting the premise is important for conveying the message. At the time of writing the text, Dick foresaw the future when we will be living with the human andys. This alterity is what he wants everyone to accept and Suvin calls it as cognitive estrangement. Adam Roberts explains Suvin's conception that 'Cognition', with its rational, logical implications, refers to that aspect of SF that prompts us to understand, and Estrangement refers to that element of SF that we recognise as different, that 'estranges' us from the familiar and everyday life. (8) This feature of SF makes it realistic and fictitious giving way to metaphorical mode of expression.

In Philip Dick's text, Rick Deckard, a bounty hunter is employed to retire the rebellious human andys who wreak vengeance against the cops on earth. One meets Rick in the atmosphere bound by vid phones, television, synthetic animals, mood organs and empathy box into which humanoid robot enters. This robot has killed the master and challenges the entire humanity on earth. By

masquerading as real humans, a group of human andys enters the earth to exemplify themselves as superior race on earth. Suvin describes the scientific novum as that which dominates as a hegemony throughout the text. (10). These andys are nova which present us with a symbolic vision of our human existence. The novel deals with the metaphorical use of technology like mood organ, empathy box, Voigt Kampff scale and Television.

The text deals with the humans craving for real animals as a status symbol. Animals have disappeared after the radioactive pollution on earth. Those who could not afford real pets are looking for artificial pets to maintain their status symbol. For example, Rick Deckard has a mission in his life and that is to secure a real animal. Isidore who works in the Van Ness Pet Hospital which repairs artificial animals accidentally murders the real cat. He was shocked to learn his inability to decipher the real from the unreal. The text shows the seems to be electric cat which is symbolic of human existence that masks the real for the unreal. Also it implies that the world has become so disillusioned to misapprehend the real as unreal. On the other hand, there is subversion of the traditional notion and hence technology becomes real and supreme while the real is slowly deteriorating and doubtful of its validity. The mastery of the production of fake animals and absolute power of technology are exemplified. The rage of the humans to possess the available few real animals, the ensuing depression of the ordinary humans unable to possess them and the status assigned by the society for the animal possessors are enough fodder for us to think about the ecology of the future.

The novel begins with Rick Deckard conversing with his wife about setting the Penfield mood organ which will help them in dialing the proper phthalamic suppressant or dialing for inducing range of emotions. This enables them to move to alternate realities and shows how humans are dexterous in resorting to the fantasy world with the aid of technology. The use of Penfield mood organ in the text shows how technology creates paranoia and also suffragates the trauma of the human psyche. As the story moves, we understand that dialing 3 is for cerebral cortex, 594 for pleased acknowledgement of husband's superior wisdom in all the matters, 382 for despair and 481 for awareness of future possibilities. Rick says 'I know the 481,' he interrupted. He had dialled out the combination many times; he relied on it heavily. (9) As described by Iran, it breaks her emptiness instead of rage and though outwardly it appeared peaceful, it is not so. She describes her experience that 'although I heard the emptiness intellectually, I did not feel it. Later, She

claims having a Penfield mood organ as a privilege ' but then I read how unhealthy it was and was sensing the absence of life...and not reacting. They call it as absence of appropriation effect.(4)

The existence of this man-machine symbiosis signifies how humans are becoming part andys with their programmed existence. The substitution of the human body with technoorganic bodies again proves our robotic existence. The use of prostheses, the synthetic support by medical technology makes the humans to reassess their capabilities in maintaining the body and mind. This implies how humans are slowly but certainly becoming invalid unless technology helps them. Further the programmed existence nullifies the worth of the humans. If 'What ifs' are questions on human capabilities, one speculates on humans creating the technoandys which slowly surpasses the humans who are turning more and more inhuman.

Andys challenge the assumptions of humans as the superior race on earth. Human ingenuity has led to greater advancements in the field of Medical technology but on the cold equation of human validity. This raises the question of how this could be felt as advancement in the history of humanity. Dani Cavallaro makes the following observation in his Preface: The consensus produced by contemporary technoculture is the product of contingent trends and is accordingly open to ongoing redefinition. (10)

On one hand, SF offers the familiar but also desires newness which brings imaginative difference in the text. In the text, Rick Deckard uses the Voigt Kampff testing apparatus to measure the quality of empathy in order to check the identity of the Andys. Andys are sure to fail as empathy is felt as a feeling of the humans. But the notion of empathy as the unique quality of humans is questioned by Dick. This dialectic ends up as the dialectic on nature of language as we see in the example of Luba Luft. If language is going to be the manipulator of thoughts and truth, then how ingenuous is the humans' capacity on creation of language for communication?

Also, the text revolves around two major influences Wilbur Mercer and Buster Friendly who manipulate the minds of millions through their languages. These two are the arms of the media to keep the otherwise insane chaotic postnuclear world. The authenticity of Empathy, the defining quality of the humans is questioned throughout the text. Both Rick and Iran listen to Wilbur Mercer who was projected as a humanitarian, a savior through the empathy machine. He brings millions of people to share their grief through the empathy box. But Isidore reflected that Mercer isn't a human being; he

evidently is an archetypal entity from the stars, superimposed on our culture by a cosmic template.(32)

The empathy box shows Wilbur Mercer as an old man who ascends the mountain with the stones darting at him. This metaphorically implies humans' vision of progress in spite of very many hurdles that hinder their elevation. He invites millions to participate in this, in order to feel the collective responsibility for the present depraved world. By experiencing the piercing stones and the ensuing pain, they atone for their sins. This was seen as a spiritual exercise to keep them sane through the illusory world of Wilbur Mercer through the machine. By being participatory, he makes millions to feel that empathy is a great virtue which will hold them as a community. Empathy box" is the most personal possession you have! It's an extension of your body; it's the way you touch other humans, it's the way you stop being alone. But you know that. Everybody knows that. Mercer even lets people like me - (31)

Mercerism strengthened the feeling of righteousness in the otherwise guilty Rick who retired the Andys. Rick Deckard kills all the Androids but when his own goat was killed, he becomes disillusioned. He starts walking over the mountain and says, 'I had the absolute, utter completely real illusion that I had become Mercer and people were lobbing rocks at me. (106) The difference is I wasn't with anyone; I was alone.' This is the certainty that humans are left with in their endeavour to find fulfillment through the media or any material things. On the other hand, we see humaneness of Rick when he starts sympathizing for animals, androids like Luba Luft when he says 'we could have used her'. But for character like Phil Resh, andys are disposable consumer commodities. Dick parodies the postmodern world culture with several isms which has been projected as the ideal constructs of humans. This illusory life is shattered when later Buster Friendly counteracts the Mercer philosophy by exposing how fraudulent are the ways of Mercer.

Mood management is the most significant emotional gratification of media use. Merson calls it as 'Affective disposition'. Media has to satisfy the cognitive needs but it encourages affective needs and leads to fantasy escape. The writer portrays how the nuclear war 'no one remembered today why the war had come about or who' has ransacked the earth with radioactive pollution. The people were immediately sent to Mars with free andys which could support them. People who were already affected by radioactive pollution were classed as biologically unacceptable. We find Isidore as such 'chicken heads' who has been socially isolated and lives in the dilapidated apartment with no human contact. Further he has failed in the IQ test and hence he is ill-

fated to live on earth and not on Mars. Television becomes the social surrogate for him. As highlighted in the text, Isidore did not own a working clock, he depended on TV for time signals. The human interaction has become very less as we can see the characters of Iran and Rick who never engages in emotional attachment. Rather they are shown as empathetic towards the animals. The questionnaire Rick uses to find android robots and the behavior of the humans are testimonials of the unhealthy existence shared by the humans. This brings us to the question of how Andys could be differentiated from humans who have no sympathy for each other. Their attachment towards the animals whether synthetic or natural are mere commodities sought as a matter of prestige. Rick does not find meaning for his life other than fixing his ambition on breeding animals. The text satirises on the absurdity of pinning our ambitions on what is expected by the world. Dani in *Cyberpunk & Cyberculture on Science Fiction and the Work of William Gibson* remarks that they create a 'curious notion of commonality, based on the assumption that belonging to a culture amounts to desiring the same commodities desired by virtually any other individual inhabiting that culture. In this illusory community, people are often little more than anonymous strangers to one another: all that connects them is an abstract network of representation sense, supported by the idealization of science and technology as unproblematically rational discourses...'(10)

Ecoconsciousness has been the serious concern of science fiction which Lawrence Buell identifies as 'the growing malaise about modern industrial society's inability to manage global risk society which its unintended environmental consequences that Ulrich Beck calls as 'reflexive modernization' meaning in particular the fear of the privileged classes of the world inhabit a world whose hazards cannot be anticipated, calculated and controlled much less escaped.(5) The text highlights the digital junk which accumulates beyond imagination. The entire planet had begun to disintegrate into junk, and to keep the planet habitable for the remaining population the junk had to be hauled away occasionally and it is foreseen that Earth would die under a layer, not of radioactive dust but of kipple. (35) But we hear the alert that 'But eventually I'll die or go away, and then the kipple will again take over. It's a universe principle operating throughout the universe; the entire universe is moving toward a final state of total, absolute kippleization.'" (31)

The text revolves around how human minds has been capsized by the android world and media. The whole conversation in the text is worth quoting: Why did Buster Friendly always chip away at Mercerism? No one else

seemed bothered by it ; even the U.N. approved. And the American and Soviet police had publicly stated that Mercerism reduced crime by making citizens more concerned about the plight of their neighbors. Mankind needs more empathy, Titus Coming, the U. N. Secretary General, had declared several times. Isidore conjectured. Sure, that would explain it; he and Wilbur Mercer are in competition. But for what? Our minds, Isidore decided. They're fighting for control of our psychic selves; the empathy box on one hand, Buster's guffaws and off-the-cuff jibes on the other. (34)

The text presents different models of subjectivity to portray the expanse of human faculties. After all, this is the world of human intelligence and artificial intelligence which are created by the humans. But this is not just fantasy stuff but heavily foregrounds and questions such traits with which we identify humanity. Thus in the text, Technology acts as the nova to deliberate the invasion of earth by andys from Mars, transformation of human bodies by technological manipulation, media power on earth, alarming digital junk and most important of all the humans' struggle to be humane.

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Political Repression: A Comparative Study

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Abstract— This paper analyzes the differences as well as similarities between Pinter's "One for the Road" and Abd Sabur's "Night Traveller" that deal with the theme of suppression within the critical framework of the "Theatre of the Absurd". I argue in my present research that the two plays named above are necessarily oppressive, enriched with an oppressor-oppressed dynamic. In such cases, the suppressor uses all available resources to keep the oppressed quiet. Nonetheless, if both plays are viewed through a "theatre of the Oppressed", then they may be able to revolt Against Systematic suppression.

Keywords— *oppression, Theatre of the Absurd, oppressor, oppressed, psychological, political.*

I. INTRODUCTION

Since oppressive regimes are now recreating themselves in the form of different practices, art possesses a crucial power, allowing the masses to resist such regimes. This is especially true to the field of theatre productions. Although a theatrical performance is often used as a form of entertainment, it can also be applied to encourage resistance or to document and criticize a community or communal event. Various works including Pinter's *one for the Road* and Salih's *Night Traveller* use a theatrical political platform to explore oppression, which can even sometimes motivate oppressed audience members to engage in resistance activities instead of merely falling to submission. It is often through such plays that they are given the power to initiate positive changes.

Oppressive perspective:

Although suppression is naturally immoral and destructive, it is important to study the psychology of oppressors. Through this, we are afforded a deep insight into the mindset and characteristics of the oppressors, and this can ultimately allow for the empowerment of the oppressed. Wendell points out that oppressors primary objective is to use their power to quash the hopes and dreams of the oppressed, as she states "oppression reaches into our psyches and undermines our ability and our very desire to oppose it. It can blind us to the choices that remain to us and to our own

strength to make them" (Bushnell 1995, 44). The actions used by oppressors to silence their victims are external political and can ultimately cause psychological oppression. Such strategies allow the playwright to show oppressors thoughts through the physical treatment of his subjects, as well as indicating what the suppressor is hoping to achieve. Meaning that such a destructive effect is only possible if specific external factors are involved, which influence the minds of the oppressed both directly and indirectly. Wendell (1990) explores these abuse practices "Seeking causes of oppressive actions and situations in those who are oppressed by them is often called 'blaming the victim'. It does not necessarily involve blaming or even assigning responsibility to victims. It does focus attention on characteristics of the victims and away from other people's responsibilities, such as the oppressive actions of individuals who are harming them or the more general social causes of the victims' oppression, including institutions, laws, or economic conditions"(20).

This gives the suppressor complete power to enjoy witnessing the suffering and ignorance of their victims. The suppressor is very much aware that the oppressed will do or believe anything to please those in possession of power. Moreover, if the oppressed rebel against the authority, they may be subjected to torture, arrest and other actions aimed at depleting their moral and destroying their identity (Prilleltensky and Gonick 2007, 127). This nodal point is applicable to literary characters. When creating Nicholas, an ambiguous political investigator who resorts to a number of interrogation techniques on his subjects, Harold Pinter very much took into account the oppressor's perspective. The focal point Pinter plays significantly in his socio-political perspective is exactly the objective of this perspective upon his narrative and characters: how dictatorship humiliates the human abilities to control and to understand life in their own way. When interviewed, Pinter explains that an oppressor is offended by the mere existence of his subjects, and not by a specific action that they carry out. He states that "there is no such thing as an offense, apart from the fact that everything is their very life is an offense, as far as the authorities go. Their very existence is an offense

since that existence in some way or another poses critical questions or is understood to do so” (Kane 2004, 42).

Inan (2000) states that Pinter’s plays “reached beyond the world of the theatre and became part of the starkly politicized 1980s social and cultural scene. Above all, his work established a ‘theory of power’ and articulated the abuse of the political power of language. Pinter’s work has obviously met the needs of the contemporary theatre” (19). For example, Pinter’s *One for the Road*, Nicholas as a political power degrades his subjects (Victor, Gila, and Nicky), subjecting them to physical, psychological, and sexual oppression. This political genre seems to be running theme in Pinter’s plays. Nonetheless, this one, in particular, serves as a textbook example of political oppression. Political suppression is shown in the in Pinter’s *One For the Road* (1986) through unsettling ambiguity, and can be felt from the outset when Nicholas addresses Victor in the first scene by saying: “Hello! Good morning. How are you? Let’s not beat about the bush. Anything but that. Daccord? You’re a civilized man. So am I. Sit down.” (Pinter 1986, 31). From the very outset of the play, when Nicholas is conversing with Victor, the former abuses complete power over the latter. A further explanation from him regarding who is he? or what his position? is not needed since his mere evasiveness terrifies his victim.

From the outset, the suppression is evident and is demonstrated through unsettling ambiguity. At the first scene of the *One for the Road* (1986), Nicholas asks: “What do you think this is? It’s my finger. And this is my little finger in front of your eyes. Like this. And now I do the same with my little finger. I can also use both...at the same time. Like this. I can do absolutely anything I like. Do you think I’m mad? My mother did” (33). This portrays a sense of tension to the audience, and the purpose of using this tone is to make Victor feel fear, as well as the audience. In his interview, Pinter states that Nicholas “has all the power within those walls. He knows this is the case, he believes that it is right, for him, to possess this power because as far as he’s concerned, he’s acting for his country legitimately and properly. When he refers to the country’s values, those are his values. And because of those values, he will kill; allow rape, everything he can think of. And torture” (Francis and Adler 2008, 144). This portrays Nicholas as a politician who completely understands and abuses his power, and will use it to exert control over his subjects.

Abd Sabur’s *Night Traveller* (1995) is a small cast play for three characters, namely the narrator, the passenger, and the conductor. The passenger is a man, who is oppressed

by the Conductor. The Conductor is an oppressor, resorting to the continual psychological trauma of the passenger. The conductor uses any means necessary to psychologically attack the passenger. Moreover, the Conductor, when introducing himself to the passenger, calls himself “Alexander the Great!” to be invasive and imposing on the passenger. At the same time, dramatic events are conveyed to the audience through the narrator. Sarhan (2017) states that the “History, as a paper usually divorced, or usurped by such despots represented by the conductor, is a process in which both moral law and human identity are lost...it [history] becomes in Salih Abdel-Saboor’s play a tool in the hand of the conductor dictator to dehumanize the common run of people” (87).

The play begins with the narrator setting the scene and describing the characters. The conductor appears suddenly in front of the passenger. He has a strong presence, and continually manipulates, degrades, and torments the passenger throughout the play. The latter is petrified of the conductor and is completely obedient to all demands. The conductor’s oppressive behavior culminates in him killing the passenger on the grounds of a completely false accusation, namely that he killed a god and stole his identity. As *the Night Traveller* (1995) commences, the passenger portrays a feeling of worthlessness and hopelessness, offering his services as a slave for the conductor. He is in total belief that he has to serve his “Lord” (24). He vows to serve the conductor in order to save his life, and even begs and pleads for his life, however, the Conductor shows no mercy on him. Through such obsequious behavior, the passenger portrays himself as being inferior, which the conductor uses to his advantage.

The uncertainty of identity is a theme that runs throughout the play and is the very first issue to think about. The audience has to witness the hero who does not win, or essentially the clown who provides. There are two types of suppression and violence that the passenger is subject to, namely the verbal language and the physical aggression carried out by the conductor, and which can be seen on stage. Double suppression is thus inflicted on the passenger, namely the suppression of the conductor, and the self-suppression that he exerts on himself. The conductor employs the history to terrorize the passenger and the narrator describes the passenger as feeling ‘feverish with fear, with a facial expression that changed like traffic lights. Constantly, Abd Sabur implies in his play the *Night Traveller* that the powerless of the people, encourage the imperial project to take away their power without showing resistance,

However; In a case of disobedience of any character, this character will face psychic and physical exclusion to leave them in a state of hopeless despair of any way of political reform.

The *Night Traveller* narrator(1986) compares the story to Alexander the Great, orders his soldiers to move and that the passenger deals with a threat by surrendering without resistance. The passenger's submission shows his internal crisis, which ultimately leads to his demise and the following statement is obvious evidence to his submission: "Give me your orders, and I'll be quicker than your shadow" (26). The Conductor uses abused language to express his annoyance by the Passenger's attendance. Moreover, the Conductor who has absolute power vanishes and destroys the Passenger's identification cards, (Abd Sabur 1995, 47).

The oppressors have a series of actions that they inflict upon the oppressed, and such practices have to be degrading and dehumanizing so that a high level of control can be achieved. These are known as external factors. In *One for the Road*, Nicholas demoralizes his victims in all sorts of ways, using psychological torture to crush their internal strength or desire to revolt. Physically, they are deprived of sleep, tortured and raped, with some eventually resorting to suicide. Nicholas does not believe that he should be remorseful or guilty for any of his actions. Likewise, in the *Night Traveller*, the Conductor claims to be different historical figures in order to manipulate the passenger and to control the latter's thoughts and logic. The suppressor does these things because he believes it will allow him to maintain order within the community and ultimately, preserve his own authority. Pinter states that the suppressor "knows this is the case, he believes this is right, for him, to possess this power, because, as far as he's concerned he's acting for his country's values, those are his values. In order to protect the realm, anything is justified. It is also, however, true that many of the natural sadistic qualities, which we all possess, are given free rein in the play" (Francis and Adler 2008, 144). The suppressor believes that he has a patriotic duty to do whatever it takes to uphold the status quo of the ruling system.

Successful oppressors must employ demeaning psychological tactics since they enable the oppressors to take away any guilt, responsibility or remorse from themselves for the victimization of individuals. Alice asserts that "Blaming the victims can be an important psychological strategy for violent and coercive individuals who were themselves victimized in the past. They are afraid of seeing that they were not responsible for the victimization they

suffered; if they saw their past innocence clearly, they would have to experience the rage, grief, and humiliation they felt at being victimized" (Bushnell 1995, 51). She indicates that blaming the victim is a crucial tactic used by oppressors to exert power. With reference to his audience's response to the play, Pinter acknowledged the level of the shock and fear present in a majority of his audience. Nonetheless, he believed that this as much as fear of identifying with Nicholas and self-identification as an interrogator as it was a fear for the victims.

Despite the fact that Nicholas's occupation is never declared in the play, the audience can sense his air of political authority, since he tells his armed men to detain his victims. Pinter gives Nicholas character ambiguity, as his victims are never aware of his identity and position. However, his incredible knowledge of the lives and histories of his victims is evident. He knows the whole history of their family, including personal information about Gila's father. In the room, he is the primary figure of authority and control. Nicholas is the only person who seems to reveal important information regarding the characters to the audience.

In 2005, Pinter gave a Nobel Prize acceptance speech, in which he described Nicholas as being the epitome of a tyrannical politician. In this speech, he describes politicians are being powered hungry and more concerned with power than truth, and for this reason, they strive to uphold the state of ignorance amongst the people: "But as I have said, the search for the truth can never stop. It cannot be adjourned, it cannot be postponed. It has to be faced, right there, on the spot" (Billington 2009, 749).

It is evident here that Nicholas is a politician who thrives on the ignorance displayed by the oppressed since it allows him to possess complete power over what happens to them. On the whole, the knowledge-ignorance relationship between antagonist and protagonist is a running theme throughout Pinter's works. This allows for the creation of a dynamic enabling the antagonist to destroy the protagonist. Ruby Cohn questions the true identity of the characters in Pinter's plays, with the response being that "these nondescript villains and victims, acting out their drama in dilapidated rooms? Victims emerge from a vague past to go to their ineluctable destruction. Villains are messengers from the mysterious organization-- as in the works of Kafka or Beckett" (Ganz 1972, 78).

Likewise, the conductor uses his knowledge in opposition to render the passenger ignorant. He does not divulge his true identity to the passenger or the audience until the very end. Instead, a variety of aliases and positions are

used to define his identity, and this identity is continually changing. In the play, Alexander the great is a historical character that performs the conductor's role. He has all kinds of arms and tells the passenger what happens to man when he disobeys him: "Conductor: Forgive me! this has killed my dearest friend! I gave the rope to my friend, just to play with it you know"(Abd Sabur 1995, 31).

A mysterious setting like this, of which the passenger is part, allows the conductor to have full power and control. This ultimately creates a blindly obedient servant out of the passenger. There is a tragic irony in the play in that the dominating political party believes that by engaging in war and dissent and destroying individuality, it is carrying out God's will. As a result, Nicholas (an elitist) consistently makes arguments to justify the actions of the soldiers who kill, steal and ruin civilian homes and families based on pure hatred and callousness. He justifies the destroying of civilian homes and families as a means of upholding the political status quo. The sole purpose of referring to God is to subjugate them. Nicholas states that "God speaks through me"(1986) and consider himself as a pious man sent by heaven: (40). His relationship with the divine here automatically allows him to have full control over Victor. Similarly, the conductor in *the Night Traveller* claims to be related to the divine the left the helplessness of the everyday man, who resides in a mysterious and hostile world that he has no power to control, thus he cannot change his situation or defend himself from tyranny and abuse. He is simply waiting to die. In both plays, death is a major theme. In *One for the Road*, Nicholas(1986) states his love of death to Victor, indicating that he loves the death of others. To torture Victor saying: "Death. Death. Death. Death. As has been noted by the most respected authorities, it is beautiful. The purest, most harmonious thing there is" (Pinter 1986, 45). The political significance of the play confirmed by repeating the word 'death' to repression the opponents(Victor).

Comparing the Narratives of *The Night traveller* and *The Birthday Party*.

The *Night traveller's* first Narrator refers to death when discussing the yellow coat of the conductor. He states that: "Some believe it is the color of glittering gold; others believe it is the color of sickness, of a swallow complexion, the color of death"(Abd Sabur 1995, 31). The conductor preys on his victim fear of dying in order to mentally destroys the latter. So, he refers to death to frighten him into becoming a submissive slave. He clearly indicates to the passenger the necessity of obeying every single order made by the

conductor. "Passenger: Let me heat the water for your bath. Let me take care of your rosy towels. Let me carry your golden slippers around for you. But don't kill me... please!"(Abd Sabur 1995, 25). Furthermore, as the play commences, the conductor displays his arsenal of weapons to inflict his power on the passenger(Abd Sabur 1995, 26). The *Night traveller* ends with the victim being executed and the conductor flaunting his arms in the face of the passenger, showing the passenger that he could be killed with any of the weapons(Abd Sabur 1995, 56). The hypothesis that the "colonist oppressor" will always show off his power to the victims of his self-suppression was previously made by Fanon.

Pinter attacks the abuse of language as a tool of integration, "Do the structures of language and the structures of reality move along parallel lines? Does reality essentially remain outside language, separate, obdurate, alien, not susceptible to the description? Is an accurate and vital correspondence between what is and our perception of it impossible? Or is it that we are obliged to use language in order to obscure and distort reality to distort what is, to distort what happens - because we fear it? We are encouraged to be cowards"(Rabey 2014, 58); Moreover, the verbal/nonverbal interaction of the characters in both plays shows certain evidence of oppression. Both Nicholas and the Conductor use language to create obedient slaves out of their victims, with both Victor and the passenger blindly obey orders. For instance, Nicholas(1986) boldly demands from Victor to be obedient, stating that:

"VICTOR (quietly)

I don't know you.

NICHOLAS

But you respect me.

VICTOR

I don't know you.

NICHOLAS

Are you saying you don't respect me?

Pause

Would you like to know me better?

VICTOR

What I would like ... has no bearing on the matter."

(38)

Likewise, the conductor also views the passenger as inferior by stating that "nobody dares disobey my orders, do you"(Abd Sabur 1995, 23). Both Nicholas and the conductor believe they must learn in quietness and full submissiveness. As far as verbal self-suppression is concerned, Fanon's theory of dehumanizing the oppressed should be discussed,

particularly since he compares the “colonized” to animals. The oppressors in both works talk in a condescending manner to their subjects. Nicholas uses a degrading zoological term to address Gila “Fuckpig”(Pinter 1986, 65). The use of dehumanizing language from the antagonists to the protagonists in a majority of Pinter’s works is a running theme. However, degrading language is used by the conductor to the passenger, “Why do you cower like a frightened mouse?”(Abd Sabur 1995, 25). The conductor, like all oppressors, resorts to dehumanizing language to make the passenger appear less human.

Likewise, through the use of non-verbal language (including pauses, postures, gesticulates, and costumes) (Nicholas and the conductor) as oppressors can effectively degrade the victims. The array of silent moments and pauses creates a sense of tension and also a power dynamic between the characters. The only pauses Nicholas makes are to pour a drink(Pinter 1986, 34–41). Similarly, the only pauses made by the conductor are to remove pieces of clothing. These pauses ultimately generate a sense of anticipation and tension that make the victims terrified. This ambiguity and evasiveness can ultimately cause the oppressed subjects to despise the way in which they are treated and could lead them to resist.

II. CONCLUSION

The plays of both Pinter and Abd Sabur have a lot in common, particularly in that they both convey the oppressors’ abuse of power and a lack of knowledge that the oppressed possess. In literature and theatre, individuals in society viewed as being responsible for creating their own history and future, without being influenced by any hegemonic power. This means that the alternative of freedom would elitist domination of the masses, with the elitists enjoying the hopelessness and ignorance of the people. The works of both Pinter and Abd Sabur are absurdist, demonstrating oppression, injustice, ignorance, fear, and victimization. Such works have to be absurdist, and to do this they must employ undefined and individualized characters, an ambiguous setting, and unjustifiable plot developments.

Furthermore, a variety of vivid factors enhance the oppressive representations of the works. Nonetheless, the oppressive factor of ignorance is largely dominant in both plays. All protagonists in the place are in total oblivion, even as the end of the play. The antagonists, however, display much knowledge, particularly regarding their victims. As previously stated, Nicholas has full knowledge of the family he was interrogating, and likewise, the conductor was fully

aware of the innocence and goodness of the passenger. He knew it was not possible that the passenger carried out the crime in question. Their knowledge of their victims’ was not gained throughout the plot, but already known at the onset of the play. Furthermore, the protagonists in both plays had no need to use violence, since their subject hardly resisted. Consequently, their fate of death was ultimately determined by their submission, with the other characters remaining powerless.

Both of the plays critically bring to light different methods of oppression, in which the voices of both the victim and the dictator are heard. Both plays show understanding self-suppression is important, however, they also show subtextual solutions to the oppressive dynamic portrayed. In conclusion, it could be said that to counteract oppression, it is crucial to study and identify with the suppressor and to use the information to encourage people to act and to take a more active role in their communities. Moreover, given the inspirational nature of art, the transformation of such knowledge into a “conscious” theatrical performance could largely encourage oppressed masses to resist and revolt. Those who have the knowledge and determination could successfully resist oppressive rule and help their communities.

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Unchecked Man's Devious Will: US Age of Common Man and Gilded Age Versus Recent Iraq

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Abstract— *Bewildered by the wave of terror and ongoing political corruption in Iraq, one feels compelled to dig deeper into the history of prosperous nations in an attempt to help eliminate the loss of time and human souls. In this endeavour, the study finds out that the current bleak circumstances in Iraq look in so many ways like the bloody events and widespread corruption during the 19th Century in the States, specifically in the Age of Common Man and the Gilded Age. Bleak ages, were eventually followed by a culture of peace and time of order and prosperity in the States.*

Keywords— *Gilded Age, Age of Terror, Mankind, Iraq, United States.*

I. INTRODUCTION

The factors behind human conflicts for a time became the preoccupation of several philosophers interpreting variously the causes and effects of the everlasting bloody conflicts. Their interpretations vary from one to another, yet they all agree that Man's innate Will is the chief cause. The will is an impulse innately existing in human beings, and a motive influencing the actions and conducts of all creatures. Not only man, but also all other living creatures have a will: every beast has got a will like man, and so do the soulless birds. Among others, Man's will is blind, ruthless, and wicked. On one hand, in a culture of violence, the will-to-power remains unchecked, and entails only bloodshed, destruction and miseries. On the other hand, in a peaceful environment, Man's evil will is more likely kept in check, as thoroughly reiterated in the following;

What distinguishes man from animals is the insight into the advantages that can be derived from cooperation under the division of labour. Man curbs his innate instinct of aggression in order to cooperate with other human beings. The more he wants to improve his material well-being, the more he must expand the system of the division of labour. Concomitantly he must

more and more restrict the sphere in which he resorts to military action. Human cooperation under the division of labour in the civil society "bursts asunder," whenever citizens turn into warriors and resort to war (Von Mises, 1998).

It is true that peace of civil society bursts asunder, when citizens are mobilized to carry muskets, and the instinct of aggression vigorously prevails and sets loose the devil in Man. As a consequence, Keats' Tyger would be unleashed to crush mercilessly the defenceless lamb. The tiger-like corrupt politicians, enslaved by their innate will, insidiously invest devious tactics to mobilize the multitudes in an attempt to exploit and manipulate helpless nations. Many historical events reveal that most politicians, regardless of time or place, are more Machiavellian in their felony than the Prince of Machiavelli himself. They gilded the real motive with thin layers of false gold, yet they insidiously constitutionalize their whims and use their armed apparatus to achieve their inhuman goal. Might makes Right is constantly the bewitching credo embraced by corrupt politicians. Without any doubt, such a credo arouses to action selfish struggle among humans.

The Concept of Man's Will

The concept of Man's will has been debated by several philosophers such as Marx, Engels, Hegel, Schopenhauer, Hartmann, Nietzsche, Darwin, Freud, and Jung. They all deem Man's innate Will-to-Power as the determining factor behind his action, and its fulfilment cannot be attained but by a blind ruthless struggle against others. For instance, in his controversial work, *The Will to Power*, Nietzsche sees life as an endeavour to maximize one's own feelings of power over other people or things. Grappling with any such relation, Nietzsche maintains that the idea of will could result in such extremes as dictatorship, asceticism, self-punishment or sadism, if not checked by other convictions (Childs, 55-56). Schopenhauer sees *the will as a force, underlying all*

phenomena, living and non-living, animating the universe and would ever lead meaninglessly to all sufferings and miseries, for the will is never sated (Warburton, p. 150). To Schopenhauer, the will is not intelligence; it is blind, directionless striving, and thus condemns most humans to lives of suffering (Warburton, p. 149).

Von Hartmann, the rather optimistic philosopher, sees the Will as an unconscious mental energy he calls interchangeably the Will and sometimes the Unconscious. The consciousness has developed in higher animals, including man, as an accident of evolution and the thrust of the unconscious toward self-realization. This may gradually prevail throughout the universe and then the innate wickedness of Man would be contained (Smith, 1981). Such optimistic views are unfortunately deflated by the ongoing gruesome events that keep smudging the face of earth with human blood.

Charles Darwin, in his book *On the Origin of Species*, infers that the Will is the main motive behind men's and beasts' activities. His ideas were more influential as compared to others', reaching beyond the subject of biological evolution and moving into the social arena. Darwin's idea of survival of the fittest is applied to majority of human activities. Survival of the fittest thus has become the social byword, and life becomes similar to a contest among ruthless contenders. Man can hope to prosper only by defeating his competitors. Unfortunately, the struggle among men has become ruthless and cutthroat. Only by defeating their competitors could man foolishly hope to prosper. Grappling with any such common conviction, the survival goes not only to the fittest, but also to the wildest, the most crooked, and most corrupt enterprises. Corrupt politicians eventually create a Darwinian environment where the wicked will of man is set loose, and in turn roams randomly and crush without mercy whoever stands against its fulfilment. Schopenhauer agreed that the Will of man ruthlessly propels the evolutionary struggle for survival among living creatures (Brown, 2001).

Making of a New Nation

While paging the American history, the European settlers had been engaged into hundreds of battles and wars since the very beginning. After landing on the shores of America, the new settlers, a mixture of headstrong gentlemen-idlers or work-shy never-do-well, the off-scouring of English society came full of hope to a land the English poet Michael Drayton called Earth's Paradise,

Where nature hath in store
Fowl, venison, and fish
And the fruitfulest soil,

Without your toil,
Three harvests more,
All greater than you wish (McMichael,
p.13).

The settlers engaged first into a number of skirmishes with the natives of the land particularly after they showed trends to trespass the Indians' lot. However, their aggression was approximate to their plain weaponry and capacities. More possibly, for being strangers, scarce in number, and less capable, they resorted to trade with the Plains Indians instead of raid, and hence their will-to-power was kept in check. Out of necessity, they maintained good relationships with the natives to the point of blood mixing, marriage. Some learned the Indian languages, others mingled peacefully with the so-called savage tribes. *No one can doubt that Captain John Smith's story of capture and rescue has become an authentic American legend that filled the popular imagination with exotic vision of deliverance in the arms of a dusky princess of the forest* (McGinnis, 1966).

Things had drastically changed after the American Independence. The new capable and mighty Republic eyed the vast lands of the continent westward, yet the expansion could not be attained but by confiscating the lands of the natural owners, the Plains Indians. In this context, the infamous Jackson's Bill came into existence demanding the removal of Indians out of the south-eastern states to new lands in the west. This Bill passed and was terribly used by most States to legitimize aggressions against Plains Indians, and in turn accelerated the process of pushing them westward. Jackson's justification was worse than his intent. Arrogantly he boasted that Indians had no intelligence, no industry, no moral habits, nor the desire of improvements (White, 1991), as if advocating the idea of Nietzsche: the strongest and fittest have the right to exploit and abuse the weakest. Ironically, before the actual implementation of the removal policy, a systematic process of demonizing the target nation began and replaced the romantic adulation and celebration of the Noble Savages, as was common during the Age of Reason and Revolution.

Militarized Communities

Civil societies in the States, during the Age of Common Man were held hostage by the grip of armed factions, and history is being repeated nowadays. The selfish thrust of politicians toward supremacy had created a culture of violence, the appropriate environment for the prevalence of Man's Will-to-Power. The American societies turned totally militarized, before the Civil War and however more after. A citizen was forced to carry

weapons and enlist in some militarized groups, resulting in almost the whole nation to become a de facto military zone. There were hundreds of local militias, volunteers, and vigilantes' throng beside the national army. The excuse for the show of power was always to defend communities against aggression, be it the British forces, royalist sympathizers, or the anti-Christ savage forces, as the first European settlers labelled the Plains Indians.

Exploitation of the Weakest Indian Nation

By 1837, the Indian Removal Act was put into practice, and inevitably allowed the will-to-power to ardently advance at the expense of peaceful trends. The infamous Bill of Andrew Jackson theoretically provided for voluntary removal and had safeguards for the rights of Indians, but in real the removal was involuntary, brutal and ignored safeguards, and terribly used by greedy multitudes and corrupt politicians to confiscate the lands of Plains Indians (Cave, 2003). Investing smartly in the fiction of Manifest Destiny, corrupt politicians easily mobilized not only professional armed forces, but also greedy settlers to carry muskets and move eastward and westward to crush, destroy, and exterminate whoever stood against the fulfilment of their mission, be it Indians, Mexicans, French or British. Ironically, the vast multitudes were in favour of their politicians' whim and the reason was not really hard to discern. For the common run, it was more alluring, since violence and raid harvest more gain, than does mutual trade and peaceful coexistence. By violent means, one may acquire all what he seeks; whereas, through peaceful means one may get half or less than what he desperately desires. Soon a culture of violence was created, and military traditions prevailed.

Even the most civilized activity, election, was strongly affected by military life and traditions. Political parties in the 19th century thought of themselves as armies — as disciplined, hierarchical fighting organizations whose mission was to defeat a clearly identified opponent, and most elections of the 19th Century became realigning elections (Dinkin, 1989). Theodore Roosevelt explains how the political machine worked:

The organization of a party in our city is really much like that of an army. There is one great central boss, assisted by some trusted and able lieutenants; these communicate with the different district bosses, whom they alternately bully and assist. The district boss in turn has a number of half-subordinates, half-allies, under him; these latter choose the captains

of the election districts, etc., and come into contact with the common healers (Coleman, 2000).

In comparison, in Iraq many political leaders had experience as military officers or engaged into violent events. This affected to a great deal the structuring of their parties and followers. After elections, most government jobs are also distributed on a patronage basis to party members and followers, whereas the qualifications of the candidates matter the least. Nepotism and cronyism are widespread in the practices of most Iraqi politicians, who usually distribute the most prestigious and sensitive jobs to followers and relatives, pending they defend for good or ill their patrons. As a result, classes of unqualified opportunists hold sensitive posts that fall way beyond their expertise; regardless they would enjoy unprecedented support of their backers in case of failings or corruption.

The Trail of Tears

As mentioned before, the infamous Act of President Jackson set loose the offensive will of militants and allowed it to ruthlessly reveal itself outwardly. By the power of the Indian Removal Act, the American government began forcibly relocating East Coast Indian five tribes across the Mississippi River towards a new designated land named the Indian Territory in Oklahoma State. Ironically these tribes were known as civilized tribes, unlike what Jackson had labelled them as less intelligent, less industrious, less principled, and less ambitious. Before the implementation of the Removal Act, Indians maintained moderate relationship with authorities and lived peacefully in autonomous communities. After, all must leave their ancestral lands. For an Indian to avoid removal, he had to utterly surrender ancestral heritage and submit to the Will of his oppressor. And worse, the events revealed that many natives who took the offer were defrauded by ravenous speculators; they stole their claims and sold their land to whites (Baird, 1973). The exodus of Plains Indians explicitly showed the brutality of man against man, when the dictates of man's blind will take the lead. About 17,000 Cherokee Indians, along with approximately 2,000 Cherokee-owned black slaves, were unjustly removed from their homeland, for no reason but to implement the Indian Removal Act (Grenke, 2005).

Historians such as David Stannard and Barbara Mann noted that the militants deliberately routed the march of the Cherokee, the largest tribe among the rest, to pass through areas of known cholera epidemic, such as Vicksburg, perhaps to double the fatalities among the

target nation, and then to erase native Indians from the face of earth, if it was possible (Stannard, 1993). The atrocities of the American militants bring to mind the letters of British commander Jeffery Amherst in which he authorized the deliberate use of disease-infected blankets as a biological weapon against Indians during the Pontiac's Rebellion in 1763. Amherst instructed his subordinates, *you will Do well to try to Inoculate the Indians by means of Blankets, as well as to try Every other method that can serve to Extirpate this Execrable Race, and maintained, I need only Add, I Wish to Hear of no prisoners should any of the villains be met with arms* (Henderson, 1999; Fenn, 2000). In the same fashion, the brutality of Man against man was felt when smallpox swept the northern plains of the U.S. in 1837. The U.S. Secretary of War Lewis Cass ordered that *no Mandan along with other Indian tribes be given smallpox vaccinations, which were provided to other tribes in other areas* (Kotar, 2013; Washburn, 2006; Valencia-Weber, 2003). The intent is not hard to discern; it is simply to exterminate the real possessors and confiscate their land.

More atrocities could be seen during the march of pains. The Trail of Tears of Cherokee Indians began during a bitterly cold winter in Red Clay, Tennessee, the last Eastern capital of the Cherokee nation, and headed north till they found a place to cross the giant river. After crossing the river, they would be taken south, backward, to the State of Oklahoma. Furthermore, the evacuees were treated like sick beasts because of epidemic diseases spread among them. Their military escort did not allow them to go into any towns or villages along the way, so their superiors, the white settlers, would not be contaminated. After crossing Tennessee and Kentucky, they arrived at Ohio River across from Golconda in southern Illinois about the 3rd of December 1838. At the crossing bank, they were not allowed to take the ferry, until all white settlers and black slaves wishing to cross were serviced. Exhausted Indians took shelter for more than three long weeks under Mantle Rock, on the Kentucky side, waiting for their oppressive escorts to give consent to take the ferry. Many died huddled together at Mantle Rock waiting to cross. After 23 days of waiting, they crossed southern Illinois, on December 26. The pitiable plight of Indians can be seen in the heart-felt testimony of a witness.

There is the coldest weather in Illinois I ever experienced anywhere. The streams are all frozen over something like 8 or 12 inches [20 or 30 cm] thick. We are compelled to cut through the ice to get water for ourselves and animals. It snows here every two or three days at the farthest.

We are now camped in Mississippi [River] swamp 4 miles (6 km) from the river, and there is no possible chance of crossing the river for the numerous quantities of ice that comes floating down the river every day. We have only travelled 65 miles (105 km) on the last month, including the time spent at this place, which has been about three weeks. It is unknown when we shall cross the river (Adams, 1973).

The death toll of Indians as a result of the Trail of Tears (in Cherokee Nunna dual Tsuny) The Trail Where They Cried) has been variously estimated (Mooney, 2007). A doctor and missionary Elizur Butler, who made the journey with one party, estimated 4,000 deaths (Carter, 1976). Stannard estimates that 8000 Cherokee died, that was about half of the total population, during the forced removal. It seems that most concerned officials had a share in the Indians' plight and this may explain the idea that neither the legislatives nor the jurisdictional authorities raised an eyebrow, though the exodus was bitterly disdainful.

West Mississippi River Wars

The exodus of Plains Indians to the eastern states did not end their struggle. The bloody campaign continued westward. As the Civil War halted, the fiction of Manifest Destiny gained more momentum. More than 40 wars were mercilessly waged against Plains Indians throughout the western regions especially in the states bordering Mexico, Texas, New Mexico and Arizona as Michno states (Michno, 2003). Those wars had cost the lives of about 19,000 white men, women and children, including those killed in individual combats, and the lives of about 45,000-55,000 Indians. Several Indian tribes in Texas, such as the Karankawan, Akokisa, Bidui and others, were extinguished due to conflicts with white settlers. Ironically, all the atrocities committed against Indians went unnoticed or ever tried, simply because corrupt politicians themselves mobilized militants as to the slaughtering of indigenous population.

Civil War Luminaries

As aforementioned, wars provide a generation of professional warriors whose mission in life is to neutralize and exterminate opponents, and the American Civil War did the same. It fostered a number of war luminaries who continued the same ruthless thrust, they experienced against the Southerners, in their campaign against the Plains Indians. One of the deadliest campaigns against the Indians was the Snake War in 1864-1868, in the states of

Oregon, Nevada, California, and Idaho. In this war, the will-to-power showed its worst form of barbarism. As common, this bloody campaign was accelerated by the American road of The Great Pacific Railway from the east coast to the west coast. The politicians for being big investors in the giant project urged militants to make room for the railway by clearing the surrounding areas from natives (Hyde, 1968). General Carson, born and raised in a culture of violence and war, took a significant part in the infamous campaign. Totally blinded by the dictates of his wicked will, he did everything in his capacity to accomplish the merciless mission assigned by superiors. He resorted even to scorched earth policy in the Navajo Campaign, burning Navajo fields and homes, and capturing or killing the Plains Indians, men, women, children, and even their livestock (Capps, 1975).

Second to General Carson, the name of Colonel Chivington stands out among the rest as an emblem of Man's Will-to-Power. Chivington superseded others in barbarism and ruthlessness. On November 29 (1864), he committed one of the most vicious massacres, a real genocide against indigenous peoples known as The Sand Creek Massacre. Puffed with false pride and led by the bastard spawns of his blind will, Chivington boasted,

Damn any man who sympathizes with Indians! ... I have come to kill Indians, and believe it is right and honorable to use any means under God's heaven to kill Indians. ... Kill and scalp all, big and little; nits make lice. (Col. John Milton Chivington, U.S. Army (qtd in Brown, 2007).

Chivington once led a 700-man force of Militia in a massacre of 163 peaceful Cheyenne and Arapaho, about two-thirds of whom were women, children, and infants. Chivington's troops began *a full day given over to bloodlust, orgiastic mutilation, rapine, and destruction, despite the display of the U.S. flag and white surrender flags by the Indians to the side of their tents* (Miles, 1973). They murdered as many as they could, plundered the teepees, and took the horses. Most Indians were killed by cannon fire, especially by those firing from the south bank of the river at the people retreating up the creek. Among Chivington's force, 24 soldiers were killed and 52 were wounded, mostly because some of Reverend Chivington's men were drunk and that many of the soldiers' casualties were due to friendly fire (Brown, 2007). However, mere killing was not enough revenge for Chivington and his hounds. After the smoke cleared, Chivington's men came back and finished off many of the wounded, cut them all into pieces, and worse mutilated the corpses of the victims. They also scalped

indiscriminately many of the dead, men, women, children or infants, and dressed their weapons, hats, and gears with scalps and other body parts, including human fetuses, and male and female genitalia. Furthermore, they publicly displayed these battle trophies, more than one hundred drying scalps, around Denver. Without regret, the displayers were acclaimed conquering heroes, who once again covered themselves with glory as the announcement by a Republican Party newspaper stated (Mann, 2009). A glory, yet with no denial, was tainted with the blood and drying scalps of innocent people, as illustrated by one of the witnesses;

Fingers and ears were cut off the bodies for the jewelry they carried. The body of White Antelope, lying solitarily in the creek bed, was a prime target. Besides scalping him, the soldiers cut off his nose, ears, and testicles-the last for a tobacco pouch (Russell, 2002).

A more detailed account of the Sand Creek Massacre, based on U.S. Army records, biographies, and firsthand accounts, exposes a heinous barbarism and madness of Chivington and his soldiers. For instance, John Smith's testimony before a congressional committee of eyewitnesses exposed further what Man has done to Man when his ruthless will was unleashed and backed by corrupt politicians. Smith describes this gruesome scene as follows;

I saw the bodies of those lying there than any I ever saw before; the women cut all to pieces ... With knives; scalped; their brains knocked out; children two or three months old; all ages lying there, from sucking infants up to warriors ... By whom were they mutilated? By the United States troops.

A more graphic version of the carnage was given by Robert Bent, another eyewitness of the massacre,

I saw one squaw lying on the bank, whose leg had been broken. A soldier came up to her with a drawn sabre. She raised her arm to protect herself; he struck, breaking her arm. She rolled over, and raised her other arm; he struck, breaking that, and then left her without killing her. I saw one squaw cut open, with an unborn child lying by her side (Godfrey, 1986).

And the most unbearable form of savagery of the supposedly civilized raiders can be seen in the testimony of Major Anthony;

There was one little child, probably three years old, just big enough to walk through the sand. The Indians had gone ahead, and this little child was behind, following after them. The little fellow was perfectly naked, travelling in the sand. I saw one man get off his horse at a distance of about seventy-five yards and draw up his rifle and fire. He missed the child. Another man came up and said, 'let me try the son of a b-. I can hit him.' He got down off his horse, kneeled down, and fired at the little child, but he missed him. A third man came up, and made a similar remark, and fired, and the little fellow dropped. (Major Anthony, New York Tribune, 1879) .

The pristine voices, that condemned the massacre of helpless people, had no effect in the scuffle. The carnage went unnoticed by politicians or legislatives. Nobody was tried or convicted however the despicable atrocities. On the contrary, the wicked will of man remained unchecked, and the indiscriminate slaughter of Indian men, women and children would continue west of Mississippi River to the end of the 19th. Corrupt politicians encouraged such extermination campaign and worse strove to eliminate the possibility of any peaceful relations with Indian tribes, as though the strongest was bent to subjugate others to his will. Corrupt politicians unleashed Man's will-to-power and let it advance outwardly with no restrictions.

Wounded Knee Massacre

Despite the lapse of time, the will to overpower others remained the dominant drive that geared the movers and shakers in American politics. The campaign against Plains Indians never ceased. A duplication of Sand Creek Massacre took place at Wounded Knee Creek in 1890. On December 28 (1890), the records stated that a detachment of US troopers led by Samuel M. Whitside intercepted a band of Indians near Porcupine Butte and escorted them 5 miles westward to Wounded Knee Creek, where they made a camp. Later that evening, Colonel James W. Forsyth and the rest of his men arrived, bringing the number of troopers to 500. In the Indian camp, there were around 350 Lakota: 230 men and 120 women and children. The troopers surrounded the Indians' camp and positioned around the encampment four rapid-fire, Hotchkiss mountain guns. At daybreak on December 29, Forsyth ordered the surrender of weapons and the immediate removal of the Lakota from the zone of

military operations to awaiting trains. While the search for weapons went on, a deaf tribesman was reluctant to give up his rifle, claiming he had paid a lot for it (Russell, 2002; Parsons, 2011).

In the scuffle, the gun went off, and indiscriminate killing started on the camp. Other soldiers used the Hotchkiss guns against the tipi camp, and sent to death foes and friends. Forsyth's officers had lost all control of their men. Some of the soldiers grew berserk and finished off even the wounded. Others leaped onto their horses and pursued the Indians (men, women, and children), in some cases for miles across the prairies and killed them there. In less than an hour, at least 150 Indians were killed and 50 wounded (Bateman, 2008). Historian Dee Brown mentions an estimate of 300 of the original 350 had been killed or wounded; for after the carnage, the soldiers loaded only 51 survivors out of the 350 inhabitants (4 men and 47 women and children) onto wagons and took them to the Pine Ridge Reservation. Twenty-five army soldiers also died, and 39 were wounded (6 of the wounded later died). It is believed that many of the soldiers were victims of friendly fire by the Hotchkiss guns that opened fire at random on the battleground. Several accounts of eyewitnesses shed further light upon the atrocities of civilized men against what they labelled as the savages when the former adhered blindly to his wicked will. Captain Edward Godfrey, one of the American Force, gave pathetic account of the carnage;

I know the men did not aim deliberately and they were greatly excited. I don't believe they saw their sights. They fired rapidly but it seemed to me only a few seconds till there was not a living thing before us; warriors, squaws, children, ponies, and dogs... went down before that unaimed fire (Green, 1994).

After three days, the burial of the dead Indians was carried out by civilians hired by the military. It was reported that the deceased were frozen after a three-day blizzard. It was also reported that four infants were found alive, wrapped in their deceased mothers' shawls (Prucha, 1995).

General Nelson A. Miles who visited the scene of carnage, following a three-day blizzard, estimated that around 300 snow shrouded forms were strewn over the countryside. He also discovered to his horror that helpless children and women with babies in their arms had been chased as far as two miles from the original scene of encounter and cut down without mercy

by the troopers.... Judging by the slaughter on the battlefield it was suggested that the soldiers simply went berserk. For who could explain such a merciless disregard for life? As I see it the battle was more or less a matter of spontaneous combustion, sparked by mutual distrust (Childs, 2016).

Regardless of Miles' conclusion that Wounded Knee was a deliberate massacre rather than a tragedy caused by poor decisions, the commander of the raid, Forsyth was exonerated, and all allegations later whitewashed (Josephy, et al, 1990). Furthermore, around twenty soldiers were awarded the Medal of honour (Ehle, 2011) for the disdainful killing of innocent people.

The attitude of American public, deceived by both the fiction of Manifest Destiny and the systematic process of demonizing the targeted nation was mostly malevolence: the only good Indian is a dead Indian. Some held that Indians live in 'inferior' societies and by assimilation into white society they can be redeemed, and very few believed that Native Americans and settlers could co-exist in separate but equal societies, dividing up the remaining western land. Clearly the vast majority of settlers, led by the feeling of white supremacy, justified the extermination of Indians, or at best to give willing Indians a chance to avoid killing by assimilating into white societies and abiding by the rules and regulations of their oppressors; the third attitude seemed less effective and totally ignored by ruthless politicians.

Devious Acts of Man's Ruthless Will in California

In California and other neighbouring states, the wicked Will of man remained the leading drive and caused the same atrocities committed elsewhere. In fact, the U.S. colonization of California started in 1849, and resulted in a large number of state-subsidized massacres against the Plains Indians. In one such series of conflicts, the so-called Mendocino War and the subsequent Round Valley War, the entirety of the Yuki tribe was brought to the brink of extinction, from a previous population of some 3,500 people to fewer than 100. According to (Andrews, 2016), the estimates of the pre-Columbian population of California was at least 310,000, and perhaps as much as 705,000. By 1849, due to Spanish and Mexican colonization and epidemics this number had decreased to 100,000. But from 1849 and up until 1890 the indigenous population of California had fallen below 20,000, primarily because of the killings (Jackson, 1994). At least 4,500 Californian Indians were killed between 1849 and 1870; while, many more perished due to disease

and starvation. Moreover, 10,000 Indians were also kidnapped and sold as slaves.

Culture of Violence in Iraq

It might be considered coincidental to see that the terrible consequences the American nation suffered during the second half of the 19th Century, have their counterparts in Iraq during the second half of 20th Century and after. Furthermore, the current turmoil in Iraq has been caused by almost the same factors that stood behind the bloody events in the States. Corrupt politicians, and a series of wars created a culture of violence and in turn produced generations of fierce warriors with one goal in mind- to crush ruthlessly their opponents and attain superiority. In both cases, the culture of violence unleashed devilish trends in man and set loose his wicked will regardless of time, race, or faith. With no doubt, the bloody events in Iraq, during the second half of the 20th Century till the present time are the offspring of a culture of violence created by corrupt politicians, insomuch as the case in the States during most of the 19th Century. Striking analogies do exist, and thus validate the comparison of this relatively small country to the American States.

The analogies may press the idea that Iraq can be seen as a microcosm of the States regardless of size and time. As the American society was born out of a series of wars, Iraq has been also engaged into a series of bloody events and wars during its most recent history. Modern Iraq especially after the overthrow of monarchy in 1958 suffered repeatedly troubling times. The sudden change from a peaceful monarchy to an unstable republic was drastic and extremely violent. In 1958, a military coup left the royal family and supporters slaughtered, mutilated, and worse corps burned and drawn round the streets by thugs and rebels. Ever since, the curse of the royal family never abated. Four years later, in 1963, the new leaders of the republic faced the same ordeal of the Royalists, ruthlessly slaughtered and thousands of supporters neutralized or at best suffered horrible terms of confinement in torture chambers. Another violent division took place within only a few months, and the targets suffered the same bloody fate. Furthermore, in less than three years (1966), the aircraft of the self-appointed President was blown off in the air, and the President and attendants were burned to death. In 1968, the new President was ousted, fortunately with no bloodshed. In 1979, another internal coup took place and hundreds were hastily executed. In 1980, Gulf War I erupted and lasted for years. The war halted in 1988 and soon followed by Gulf War II in 1990-1991. Immediately after the ceasefire and the humiliating withdrawal from Kuwait, a bloody

uprising broke out in the South and North of Iraq, and left ten thousands of fatalities on both sides. Soon after, Iraqis suffered a horrendous 13-years of sanction and embargo, by which people turned into wild hungry beasts.

After the occupation of Iraq in 2003, the coalition authority gave the rein to opportunist expats with no substance, thus terribly mismanaged the whole situation and made it worse than ever. Thousands of impoverished refugees and fugitives came back from exile and all of a sudden found themselves rulers of the wrecked nation, yet done nothing except deepening the wounds of the broken nation. The whole situation became anarchic and chaotic. The chaos took a bloody turn soon, hence the loss of thousand innocent souls especially after the wave of terrorism.

Wave of Violence and Terror in Iraq

The new rulers waged a violent campaign on the dissembled apparatus of the old regime, seeking revenge for the long years of persecution, despotism, and injustice they suffered at the hands of their executioners. Thus, the whole nation fractured into two vengeful factions: one is poised to seek revenge and another is bent to fight back to regain what he has lost. In such a chaotic contest, man's will-to-power found an appropriate environment to escalate. Corrupt politicians snatched the broiling sectarian and ethnic sentiments to align supporters, especially at the times of national or municipal elections. Each politician raises the flag and banners of his religious sect or ethnic group. As a result, the united country fragmented into three major contenders, the Shias, the Sunni Arabs, and the Kurds, beside many subdivisions.

Hostile retaliations gave birth to fiercer resistance that disregarded the basic rules of war. Die-hard groups and fanatics of all sorts took the lead. New weird version of Islam prevailed and succeeded to recruit thousands of brain-washed young desperate losers ready to retaliate and sacrifice themselves for the sake of their new religion, yet the insidious motivation is hard to conceal. It is mainly the injured pride and loss of privileges, for most insurgents were part of the dissolved security forces of the ousted regime. Killing, slaughtering, burning, raping, enslaving women of other faiths became a daily practice. Some lunatic factions, such as ISIS and the like, committed the most despicable crimes which the earth has never witnessed, and the blood of ISIS' crimes has not dried yet.

American Congress and Iraqi Parliament

The three-fold entities of Iraqi authorities, the executive, the juridical, and the legislative are corrupt insomuch as were the American authorities during the

19th Century, in particular during the Common Man Age, and the Gilded Age. It seems also quite coincidental to see the current Iraqi Parliament look in many ways like the American Congress during the second half of the 19th Century. During the Gilded Age, 1876-1900, the Congress was known for being rowdy and inefficient. It was not unusual to find that a quorum could not be achieved because too many members were drunk or otherwise preoccupied with extra-governmental affairs (Politics in the Gilded Age, 2018). The above words totally apply to the Iraqi Parliament, which has been classified as the most corrupted institutional body ever, full of opportunists, and wicked schemers who mind nothing but the gain they accumulate. Before the election, each candidate feeds his audience with lip services and sugar-coated rhetoric. After election, the logo, doctrines, and all election rhetoric would disappear. Winning a seat at the Parliament is a time of harvest as most MPs conceive and practice. It is quite known that the Iraqi parliamentarians privilege themselves with the highest salaries in the world, despite the idea that more than 35% of Iraqis living below the poverty line.

Forming of Accorded Government

After election, no faction wants to play opposition. All press hard to obtain ministerial portfolios approximate to their seats at the Parliament, each ten seats are equal to one portfolio. To distribute posts, the heads of winning blocs would be engaged into a long process of bargaining. After settlement of posts among blocs, a new bargain within the winning blocs would take place. Against all odds, the position in the new cabinet would go to the ones who pay more than others. Some wealthy people made good use of their financial power to buy their way into high offices insomuch as it was in the American state governorships and States Senate. Depending upon the expected gain, the price of some ministries in Iraq would go higher than 25 million US dollars. The bargain may last at least two to three months to settle on the names of the new cabinet members, and the portfolios usually go to highest buyers. Ironically enough, the gain the minister makes must be also shared with others, and the loyalty remains to the head of the bloc not the Prime Minister. The other positions at the ministry would be then filled in with the supporters and relatives of the minister with the least regards to qualifications or potentials. The Presidents, the deputies of Presidents, the PM, and the Ministers usually install several dozen of their relatives in lucrative posts especially at their offices. The posts are often filled by people with less experience in city government and less understanding of the state politics.

Infamous Scandals

The Gilded Age was known an unprecedented era of political corruption and infected with many scandals. To name but a few, the Crédit Mobilier scandal, Whisky Ring Scandal, Teapot Dome Scandal, Veteran's Bureau Scandal, yet all the schemers managed to escape punishment, or at best judged to pay insignificant fines. For instance, Forbes stole over \$250 million worth by confiscating supplies and then selling them at discount rates, yet he was fined only \$10,000. Iraqi politics is also plagued with political scandals, which rocked the Iraqi nation. However, all go without any disciplinary measures. The worst among so many was the scandal of Oil Ministry in which Iraqi high-ranking officials including senior officials at the oil ministry are involved. The officials have been accused of receiving bribes from large corporations in return for winning business. An investigative report, published in 2016 by several large media outlets including Fairfax Media, the Huffington Post, and the Age, revealed that the Monaco-Based company Unaoil had allegedly served as an intermediary between large oil companies such as British Rolls-Royce, US giant Halliburton, Australia's Leighton Holdings and Korea's Samsung and Hyundai to win \$ billions of government contracts.

The other scandal involved the former Minister of Electricity, who signed two huge contracts in July 2011 with Capgent (Canada) and MBH (Germany), worth a total of \$1.7 billion. The investigation showed that the Canadian company (which won a \$1 billion contract) was a fictitious entity that existed only on paper, and that the German company (which won a \$700 million contract) had filed for bankruptcy six month prior to signing the contract with Iraqi authority. The case ended only with the Prime Minister sacking the Minister of electricity. Ever since, the case has remained closed, and no criminal charges were filed. Another was known as the Fake Bomb Detectors used by security services. The Parliament also failed to hold the government accountable for purchasing those fake devices, despite having acknowledged that the devices are defective, and caused the loss of thousand innocent souls. It is said that MPs' attempts to preserve their privileges made it easier for the government to escape accountability. Soon after, neither the government nor the Parliament ever refers to this case regardless of its high sensitivity and the horrible damage the fake detectors caused. The matter was concealed for good, and most high-ranking officials continue to make a killing out of their sycophancy and schemes.

II. CONCLUSION

The American Age of Common Man and the Gilded Age witnessed widespread political corruption and violence; however, those troubling ages would be followed by order and rapid advancement. In the wake of the 20th Century, the trends of Machiavellianism and social Darwinism have retreated and given way to relatively more peaceful inclinations. Political corruption and violence have been also contained and eliminated. It could be said that after long years of conflict, the Will of man or the unconscious mental energy, has inevitably evolved toward self-realization, hence the American consciousness has developed gradually and prevailed throughout the continent. In other words, the unconscious Will, as Von Hartmann calls, has become conscious, and then the innate wickedness of Man has been kept in check. Considering the bleak past events which American endured, one might anticipate that the current troubling situation in Iraq would be inevitably replaced by a conscious era, an era of peace and prosperity. In spite of the corruption detected in the three forms of authority: the executive, the legislative, and the jurisdictional and the widespread bloodshed, things might change, and Iraq would rise out of the ashes as the States had done. Machiavellianism and social Darwinism in practice of politicians and unfortunately great portion of the public would by time decline, and hopefully followed by peace and prosperity. The unconscious would inevitably change into positive consciousness and miseries would be wrapped for ever.

Furthermore, one may remind that settling disputes by arms delivers only despicable consequences as shown in the body of this study. In time of war, contenders more likely turn into wild beasts striving to attain superiority. Violence and wars produce only generations of warriors whose human heart might lose its pristine nature and yield completely to a hysterical high spirit and murderous seriousness that might bring a total destruction to our planet. Trends for violence should be continuously monitored in a peaceful environment and it is quite possible that man's innate wickedness would be eliminated.

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Analysis of the Impact of Industrial Pollution Control Investment on Industrial Growth-Taking Shandong Province as an Example

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Abstract— The historical data of industrial value added and industrial pollution control investment in sample area of Shandong Province from 2005 to 2018 were selected as the measurement samples, and the long-term investment in industrial added value and industrial pollution control was tested by co-integration test, error correction model and Granger causality test. Equilibrium relationships and short-term dynamic effects are studied. The results show that the investment amount of industrial pollution control investment for treating wastewater and waste gas has a long-term equilibrium relationship with industrial added value; for every 1% increase of industrial pollution wastewater treatment investment, industrial added value increases by 0.09%; industrial pollution waste gas treatment investment For every 1% increase in the amount, the industrial added value will decrease by 0.03%. Granger test results show that industrial added value and industrial wastewater treatment investment, industrial waste gas treatment investment are independent of each other, there is no Granger causal relationship.

Keywords— industrial development; industrial pollution; co-integration test; Granger causality.

PREFACE

With the rapid development of the industrial economy, the problem of environmental pollution has become more and more serious. About 75% of the pollutants in nature are produced by industrial enterprises^[1], the issue of environmental pollution control has received increasing attention. Shandong Province is China's economic province. In the past two decades, the total amount of GDP in Shandong Province has been at the forefront of the country. However, due to the large number of industrial enterprises in the province, the total industrial output value of Shandong Province has accounted for 40%-50% of the total GDP every year for the past ten years. Between 2005 and 2008, the proportion of Shandong's industrial economy exceeded 50%, and in 2006 it reached the highest level of 52%. In 2007, Shandong's industrial added value reached 134.127

billion yuan, and the total industrial output value exceeded that of industrial developed areas such as Jiangsu and Guangdong, ranking first in the country. The proportion of industry is so large, and the problem of industrial pollution in Shandong Province is also becoming increasingly prominent. Taking industrial wastewater discharge as an example, the data of wastewater discharge between 2000 to 2018 are analyzed. The results show that, except for individual years, the discharge of wastewater has decreased, such as: from 2001 to 2002, it decreased from 235.271 million tons to 230.709 million tons. The discharge of wastewater in other years has increased year by year. The development of circular economy is the goal of our long-term development. In order to ensure that industrial economic development does not come at the expense of environmental pollution, investment in industrial pollution control in Shandong Province is also increasing year by year. In 2005, the investment in industrial pollution control in Shandong Province was 402.53 million yuan, reaching 1465.64 million yuan in 2014, and by 2015, the investment fell back to 1,264.63 million yuan. Although the investment in industrial pollution control has declined in some years, overall, the investment in industrial pollution control in Shandong Province has been increasing with the increase of pollutant emissions.

Domestic scholars' research on industrial pollution is currently focused on the relationship between economic growth and pollution emissions. Zhu Jianhua^[2] and others have studied the relationship between environmental protection investment and economic growth by establishing an error correction model, and concluded that environmental protection investment has a significant pulling effect on GDP. Environmental investment is the reason for GDP growth in the long run. Wu Yongchao, Xie Zhengjuan^[3] Based on the state space model, using the industrial pollution control investment data from 2000 to 2014, it is estimated that the fluctuation coefficient of the elasticity coefficient of investment output of domestic

industrial enterprises is 0.099, which is mainly positive effect on economic growth. Fully fortunate^[4] Analyze China's industrial pollution control investment based on the experience of industrial pollution control in Japan that year, and clarify the necessity of industrial pollution control investment for the development of industrial enterprises. Lan Minghui^[5] et al. By studying the relationship between industrial pollutant emissions and governance investment data and industrial output value, it is concluded that industrial economic development has higher requirements for industrial pollution control, and investment in industrial pollution control based on end-of-pipe investment is improved. Structure is the top priority of the business. Liu Tao^[6] evaluated the investment efficiency of industrial pollution control in Fujian Province, pointing out that the overall investment redundancy rate of industrial pollution control investment in Fujian Province in 2011 was 8.81%. Nie Hualin and Chen Shaoqi^[7] The investment efficiency of industrial pollution control in the western region was evaluated. The results showed that the investment waste rate of industrial pollution control investment in the western region was 32.6%. According to panel data of 10 provinces and cities, Chen Shihong^[8] et al. studied the relationship between China's industrial pollution control investment and economic growth, and concluded that when the investment growth of industrial pollution control is less than doubled and more than doubled, the pulling effect on economic growth is completely different.

The current research mainly regards the total investment in industrial pollution control as an indicator of the impact of research problems, and lacks a comprehensive consideration of the ratio between the various parts of the total investment and the contribution to the research questions. As a result, the conclusions obtained cannot fully reflect the real situation of the research problem, and have certain limitations. Based on the above considerations, this paper uses co-integration theory to analyze the industrial value added and industrial pollution control investment data of sample area in Shandong Province from 2005 to 2018, and study the industrial added value sequence of Shandong Province with industrial wastewater, waste gas, waste solidification, noise and other industrial pollution. The co-integration relationship between governance investment sequences reveals the interrelationship between industrial development and industrial pollution control investment.

I. VARIABLE SELECTION AND MODEL INTRODUCTION

1.1 Cointegration analysis and error correction model

Most scholars used regression analysis to study the

relationship between two variables or multiple variables in the previous research on the relationship between industrial pollution control investment and economic growth. Since the sequence of economic variables in real life is mostly non-stationary, if you directly perform regression analysis, it is highly probable that "pseudo-regression" phenomenon^[9], thus getting the wrong conclusion. In order to satisfactorily solve this problem, RFE and Cointegration theory in 1987. Co-integration refers to the linear combination of two or more non-stationary time series variables, forming a stable time series. At this time, these non-stationary time series variables are said to have a co-integration relationship or a long-term equilibrium relationship. The purpose of the co-integration test is to test whether there is such a long-term relationship between two or more variables, thereby preventing pseudo-regression. The economic significance is that although different variables have their own long-term fluctuation laws, if there is a co-integration relationship between them, there must be a long-term stable relationship between them. On the contrary, if the long-term fluctuation laws between different variables are different and there is no co-integration relationship, then there is no such long-term stable relationship between them.

In reality, most of the variables that have a co-integration relationship will evolve from an equilibrium state to a short-term equilibrium state in many cases. When we want to return it to the equilibrium state from the short-term deviation from equilibrium, we need to use error correction model.

1.2 Variable selection and data source

This paper selects the industrial added value as a variable to measure the level of industrial development. Industrial added value is a new added value in the process of industrial enterprises' production activities, which can more accurately reflect the relationship between industrial enterprise development and industrial pollution control investment. Since industrial pollution is mainly composed of waste water, waste gas, waste residue and various noises generated during the production process, the industrial pollution control investment studied in this paper is divided into investment in wastewater treatment, waste gas, waste solidification, noise and other pollution control. The investment data of Shandong Province Statistical Yearbook and the National Statistics Bureau of China in the period of 2005-2018 and the industrial pollution of different types of industrial pollution in Shandong Province were selected as the research basis. The industrial added value is in units of 100 million yuan, and the industrial pollution control investment is in

units of 10,000 yuan.

Since the original data is logarithm, it does not change their original co-integration relationship^[10], and can effectively eliminate the heteroscedasticity in the time series and the case where the order of magnitude of the independent variables is very different, so the industrial

added value (iav), industrial wastewater treatment investment (iwt), industrial waste gas treatment Investment (iwg), industrial solid waste management investment (iws), industrial noise control investment (inc) and other industrial pollution investment (opi) logarithm, ie ln*iav*, ln*iwt*, ln*iwg*, ln*iws*, ln*inc* and ln*opi*.

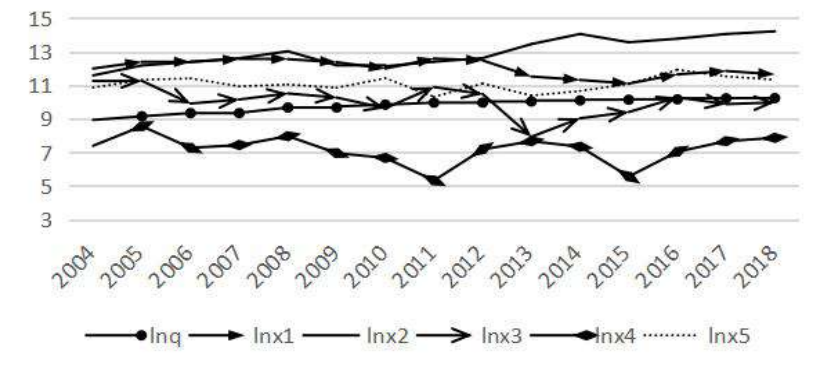


Fig.1: Timing diagram

It can be seen from the trend of the fold line in the time series diagram (Fig.1) that some variables are relatively stable, while some are obviously non-stationary, and the non-stationary variables have very similar periods of change, which is a typical feature of long-term equilibrium relations. Co-integration analysis can be performed on it.

1.3 variable unit root test

Unit root test for each time series variable before co-integration test of industrial added value and industrial pollution control investment sequence^[ki]. The common methods of unit root test are DF test, ADF test, etc., but because the DF test can not guarantee that the residual term in the test equation is white noise, Dickey and Fuller expand the DF unit root test method to generalize it to more general. The situation is the ADF (Augmented Dickey-Fuller Test) test. The ADF (Augmented Dickey-Fuller Test) test is the most commonly used test method in the current stationarity test.

The adf unit root test consists of the following three scenarios:

Case 1: A situation without an intercept term:

$$\Delta x_t = (\rho - 1)x_{t-1} + \sum_{i=1}^k \theta_i \Delta x_{t-i} + \varepsilon_t \quad (1)$$

Case 2: A situation with only intercept items:

$$\Delta x_t = \alpha + (\rho - 1)x_{t-1} + \sum_{i=1}^k \theta_i \Delta x_{t-i} + \varepsilon_t \quad (2)$$

Case 3: A situation with both an intercept and a time trend term:

$$\Delta x_t = \alpha + \beta t + (\rho - 1)x_{t-1} + \sum_{i=1}^k \theta_i \Delta x_{t-i} + \varepsilon_t \quad (3)$$

Using the ADF unit root test, the t statistic is constructed first, and the value of the t statistic is calculated. Then find the critical value at a given level of significance from the ADF threshold table and make a hypothesis test: $H_0 : \rho = 1; H_1 : \rho < 1$ The test begins with the third case, then with the second case, and finally with the first case. If the value of the test result t statistic is greater than the critical value at a given significance level, accept the null hypothesis H_0 , rejecting alternative hypotheses H_1 . That is, there is a unit root in this sequence, which is a non-stationary sequence. Conversely, if the value of the t statistic is less than the critical value at a given significance level, the null hypothesis with the unit root is rejected, and at this time, there is no unit root of the sequence, which is a stationary sequence. In order to make the residual term white noise, k lag variables are added to the model. When the time series is non-stationary, the stationarity of the first-order difference or the second-order difference is checked. If the first-order difference is a stationary sequence, then this variable asks for a first-order single-order sequence, denoted as I(1), and so on. When using EG co-integration test, we must first test the stability and unity of the variable. If both variables are non-stationary variables and the single order is the same, then the co-integration relationship may exist, but it is stable for itself. Sequences and sequences with different single orders cannot be co-integrated. The results of ADF test for each variable using Eviews software are shown in Table 1:

Table.1: Variable sequence unit root test results (ADF test)

variable	Adf value	Threshold (1%)	Threshold value (5%)	Threshold value (10%)	result
LNIIV	3.8666	-2.7719	-1.9740	-1.6029	unstable
LNIWT	-0.2855	-2.7719	-1.9740	-1.6029	unstable
LNIWG	1.2715	-2.7719	-1.9740	-1.6029	unstable
LNIWS	-4.8604	-5.1249	-3.9334	-3.4200	smooth
LNINC	-3.6718	-4.2000	-3.1754	-2.7290	smooth
LNOPI	0.3670	-2.7922	-1.9777	-1.6021	unstable
DLNIIV	-6.0432	-5.5219	-4.1078	-3.5150	smooth
DLNIWT	-3.0223	-2.7922	-1.9777	-1.6021	smooth
DLNIWG	-3.0314	-2.7922	-1.9777	-1.6021	smooth
DLNOPI	-5.5335	-2.7922	-1.9777	-1.6021	smooth

Note: D indicates first-order difference

Through the ADF unit root test, it is found that under the 5% significance level, the sequences *lniiv*, *lniws*, *lninc* and *lnopi* have the unit root hypothesis, while the *lniws*, *lninc* and first-order difference sequences *dlniiv*, *dlniwt*, *dlniwg*, *dlnopi* are rejected. Root hypothesis. This shows that the time series of waste and noise is inherently stable, and the investment in industrial added value, wastewater, waste gas and other industrial pollution treatments is a first-order single sequence. It can be seen that the industrial added value and the waste and noise pollution control investment do not belong to the same order single sequence, and the non-same order single sequence does not meet the requirements of co-integration test. The industrial added value and the investment of wastewater, waste gas and its industrial pollution are all first-order and single-conformity, which are in line with the preconditions for co-integration test, and further test whether there is a co-integration relationship between them.

1.4 Co-integration test of industrial added value sequence and investment sequence of wastewater, waste gas and other pollution control

It is determined whether the industrial added value has a long-term equilibrium relationship with investment in wastewater pollution control, investment in waste gas pollution control and other industrial pollution control investments. This paper uses Engle-Granger co-integration test to test it separately. First, the OLS regression analysis of the sequence *LNIIV* with the sequence *LNIWT*, the sequence *LNIWG* and the sequence *LNOPI* yields the following equation:

$$LNIIV = 14.8778255296 - 0.425199207626LNIWT + e_{t1} \tag{4}$$

$$(5.842305) \quad (-2.018216)$$

$$R^2 = 0.370228 \quad DW = 1.260753 \quad F = 4.073195$$

$$LNIIV = 4.19781512078 + 0.434114640333LNIWG + e_{t2} \tag{5}$$

$$(2.953963) \quad (3.907997)$$

$$R^2 = 0.581310 \quad DW = 1.477848 \quad F = 15.27244$$

$$LNIIV = 10.5831469399 - 0.0762251457276LNOPI + e_{t5} \tag{6}$$

$$(3.322524) \quad (-0.264057)$$

$$R^2 = 0.006299 \quad DW = 0.129123 \quad F = 0.069726$$

From the regression equation of OLS, we can see that in equation (6) R^2 The value of 0.006299 indicates that the equation has a good goodness of fit. The *dw* value is 0.129123, indicating that there is a strong autocorrelation of the residual sequence. It can be seen that the correlation between industrial added value and other industrial pollution control investments is weak, and it is likely that there is no co-integration relationship, and the residual root sequence can be further tested by unit root test.

The regression residual sequence estimation model is as follows:

$$e_{t1} = LNIIV - 14.8778255296 + 0.425199207626LNIWT, \tag{7}$$

$$e_{t2} = LNIIV - 4.19781512078 - 0.434114640333LNIWG, \tag{8}$$

$$e_{t5} = LNIIV - 10.5831469399 + 0.076225145728LNOPI. \tag{9}$$

The unit root test results of the regression residual sequence are shown in Table 2:

Table 2 Unit root test results of residual sequences (ADF test)

variable	Adf value	Threshold (1%)	Threshold value (5%)	Threshold value (10%)	result
et1	-2.7981	-2.7719	-1.9740	-1.6029	smooth
et2	-3.1135	-2.8473	-1.9882	-1.6001	smooth
et5	-0.4556	-2.8473	-1.9882	-1.6001	unstable

At the 5% significance level, the null hypothesis is rejected when the t-test statistic values of the residual sequences et1, et2 are less than the corresponding threshold. That is to say, there is no unit root in the residual sequence, which is a stationary sequence, indicating that there is a co-integration relationship between industrial added value and industrial wastewater and industrial waste gas treatment investment. The t test statistic of the residual sequence et5 is greater than the corresponding critical value, accepting the null hypothesis, indicating that there is a unit root of the residual sequence, which is a non-stationary sequence, that is, there is no agreement between the industrial added value and other industrial pollution control investments. The whole relationship further proves the inference made by the ols regression coefficient in equation (6).

1.5 Error correction model for industrial added value and investment co-integration test for industrial wastewater and waste gas treatment:

There is a co-integration relationship between industrial added value and investment in industrial wastewater and waste gas treatment, which means that there is a long-term dynamic equilibrium relationship between the two, but in the short term, there may be imbalances. In order to solve this problem and improve the accuracy of the model, the errors et1 and et2 of the co-integration regression equations (4) and (5) can be regarded as the equilibrium error, and the short-term behavior of industrial added value is linked with the long-term change by establishing an error correction model. stand up. According to the AIC, SC information guidelines, the error correction model is determined as follows:

$$\Delta y_t = \beta_0 \Delta x_{t-1} + \beta_1 \Delta y_{t-1} + \gamma ecm_{t-1} + \varepsilon_t \tag{10}$$

among them, ecm_{t-1} It is an error correction term, that is, the residual of the previous period is used as the correction of the current period, and the error correction term is regarded as an explanatory variable in the estimated regression model:

$$\Delta LNIAV_t = 0.1549 + 0.0911 \Delta LNJWT_{t-1} - 0.3804 \Delta LNIAV_{t-1} - 0.1483 ecm_{t-1} \tag{11}$$

0.0092 0.2142 0.2351 0.1678

$$R^2 = 0.4086 \quad DW = 2.1406$$

$$\Delta LNIAV_t = 0.1347 - 0.0332 \Delta LNJWT_{t-1} - 0.2469 \Delta LNIAV_{t-1} - 0.1483 ecm_{t-1} \tag{12}$$

$$0.0255 \quad 0.6404 \quad 0.4892 \quad 0.2463$$

$$R^2 = 0.3100 \quad DW = 2.1555$$

In the above estimation, the independent variable in the model (8) $\Delta LNJWT$ The regression coefficient is 0.0911, indicating the investment level of industrial pollution wastewater treatment ($\Delta LNJWT$) for every 1% increase in industrial value added ($\Delta LNIAV$) a corresponding increase of 0.09%. Independent variable in model (9) $\Delta LNJWT$ The regression coefficient is 0.0332, indicating the investment level of industrial pollution and waste gas treatment ($\Delta LNJWT$) for every 1% increase in industrial value added ($\Delta LNIAV$) a corresponding decrease of 0.03%. This is mainly because industrial wastewater can be used for the re-production of enterprises after treatment, and has obvious positive externalities. Industrial waste gas treatment will only increase the intermediate consumption and operating costs of the production process, and will not bring any benefits to the enterprise. The elastic coefficient of the error correction term is negative, indicating that there is an error correction mechanism in the above test. The change of industrial added value depends not only on the changes of industrial pollution wastewater and waste gas treatment investment, but also on the industrial value added to the equilibrium level of the previous period. Deviation.

1.6 Granger causality test of industrial value added sequence and investment sequence of industrial wastewater and waste gas pollution control

The Granger causality test of two variables presupposes that one of the following two conditions is satisfied: one is that both variables are stable; the other is that there is a co-integration relationship between the two non-stationary variables. The Granger causality test can only be carried out if one of the two is satisfied. If both conditions are not met, the results obtained by the Granger causality test are invalid. The research conditions in this paper satisfy the above second case, and the

Granger causality test can be performed. Since there is no long-term equilibrium relationship between other industrial pollution control investment sequences and industrial value-added sequences, there is no need to conduct a Granger causality test. It is only necessary to test the industrial added value and the investment in industrial wastewater and waste gas pollution control. Granger causality. In this paper, the FPE optimal lag criterion proposed by Hsiao (1981) is $FPE = (T+K) * SSR / [(TK) * T]$ (where T is the sample size, K is the number of estimated parameters, and SSR is the difference squared of the residual). And) to determine the lag order.

Table 3 Granger causality test of variables

variable	Null hypothesis	Lag order	F-statistics	p value
LNIIV	LNIIV is not the Granger reason for LNIWT	3	0.9239	0.525
	LNIWT is not the granger reason for LNIIV			0.568
LNIWG	LNIIV is not the Granger reason for LNIWG	3	0.3686	0.783
	LNIWG is not the Granger reason for LNIIV			0.223

It can be seen from Table 3 that the sequence lniiv has no Granger causal relationship with lniwt and lniwg and is independent of each other. This indicates that the industrial added value of the current period cannot be predicted by the lag period of industrial wastewater and waste gas treatment investment, nor can the current investment amount of industrial wastewater and waste gas be predicted through the lag period of industrial added value. The amount of industrial enterprises invested in the treatment of industrial wastewater and waste gas pollution should be based on the current pollution situation. The total amount of input management should be determined according to actual needs. The amount of investment in the past for the treatment of pollution is not the current industrial added value. Significantly affected. The continuous trend of industrial added value cannot determine the pollution status of industrial wastewater and waste gas, thus determining the investment of enterprises in the treatment of wastewater and waste gas.

II. CONCLUSIONS AND RECOMMENDATIONS

Research conclusions: Through the research on the

long-term dynamic equilibrium relationship between the industrial added value of the sample interval of China's industry in 2005-2018 and the added value of industrial wastewater, waste gas, waste solidification, noise and other industrial pollution, industrial added value and industrial wastewater and waste gas can be obtained. There is a co-integration relationship between pollution control investments. In the short term, industrial pollution wastewater treatment investment ($\Delta LNIWT$) For every 1% increase in level, industrial added value ($\Delta LNIIV$) The level is increased by 0.09%, and the investment in industrial pollution and waste gas treatment ($\Delta LNIWG$) For every 1% increase in level, industrial added value ($\Delta LNIIV$) The level drops by 0.03%. This shows that in the short term, industrial wastewater pollution control investment has a positive pulling effect on industrial added value, while industrial waste gas pollution control investment has a negative pulling effect on industrial added value, which is consistent with objective reality. There is no co-integration relationship between industrial added value and industrial waste, noise and other industrial pollution control investments. The Granger causality test shows that there is no Granger causality between industrial added value and investment in industrial wastewater and waste gas pollution control.

Research implications: Based on the above analysis, it can be seen that the effect of the investment funds invested in different types of industrial pollution on industrial added value is also different. In the short term, industrial wastewater treatment investment has a positive pulling effect on industrial added value, while industrial waste gas treatment investment has a negative effect on industrial added value. In addition, there is no co-integration relationship between waste, noise and other pollutant treatment investments and industrial added value. However, in terms of investment in wastewater treatment with a positive pull-in effect on industrial value added, the return on investment is also very low. Under the "three simultaneous" conditions, China put forward the idea of "who pollutes and who governs". The internal capital of enterprises is more than 85% of the annual investment in industrial pollution control. As the investment demand for industrial pollution control is constantly expanding, it is difficult to reach the environmental governance investment demand by relying solely on internal funds. Moreover, it is difficult to mobilize the enthusiasm of corporate governance for the use of internal funds for pollution control, which requires the joint efforts of the government and enterprises as well as social groups. The corporate governance funds generally include internal funds and bank loans. In order to improve the enthusiasm of corporate governance

investment, the Shandong provincial government's special preferential policies for enterprises should continue to be increased. The most important thing is that the principle of "who pollutes and set up governance" has little effect on the reality. Based on the actual situation in the province, it is urgent to set up a special government agency to be responsible for the related business of industrial pollution control investment, so that it can be better. The various preferential policies for government investment in corporate pollution control will be implemented. The most important thing is to integrate social resources and absorb social capital through this institution. Because environmental governance relies solely on the power of government and enterprises, it is necessary to use the power of the whole society to decompress government departments and enterprises, and let industrial enterprises control pollution. Investment from passive to active, will make pollution control effective.

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Emerson's Conception of Nature Embodied in *The Rhodora*

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Abstract— *The Rhodora* is Emerson's shortest and favorite poem, in which Emerson presents a very vivid depiction of the obscure rhodora and shows his great esteem for it. In Emerson's eyes, the rhodora as a natural object represents nature in its entirety. It is converted into spirit and thought, and is always educating humans. This article is a tentative analysis of the poem in terms of its artistic form and Emerson's conception of nature embodied in it in order to provide a new perspective for the appreciation of the poem.

Keywords—Emerson, *The Rhodora*, conception of nature.

I. INTRODUCTION

Ralph Waldo Emerson (1803-1882) is a well-known American Transcendentalist, essayist and poet. In China Emerson and his works has been very popular with literary critics and many common readers for far too long. So far there have emerged a great number of research results of Emerson's works, especially his essays, for example, *Nature*, *The Oversoul*, *Self-Reliance*, *The Poet* and so on. However, all the time in China few people set foot in the research of Emerson's poems. Hence less research results of his poems have emerged. Some researches are only limited to the general introduction to Emerson's poems, compiled selected poems, and some translations. Recently in China there has appeared a good tendency to pay close attention to Emerson's poems and conduct research on them. Through all his life Emerson wrote a lot of poems of nature, among which *The Rhodora* is the shortest one,

which is also acknowledged to be one of the greatest American poems, memorized by generations of American students who has never seen a wild azalea.

This short poem was written in May 1834, and first published in the *Western Messenger* 7 (July 1839). Later it was collected in Emerson's 1847 *poems*. A month earlier, Emerson had visited Mount Auburn Cemetery in Cambridge, Massachusetts, and experienced a deeply spiritual communion with the natural setting there^{[1][62]} As Emerson noted, the rhodora grows in the wild at lower elevations, usually in swamps, bogs, and hammocks blooming pink-purple in early spring, and in the mountains it is found growing in moist soil in exposed locations. Though an obscure and inconspicuous flower, in Emerson's eyes, the rhodora is of its "intrinsic value", and the hidden and incomparable beauty. In the poem Emerson presents a vivid depiction of the beauty of the rhodora, and its positive influence upon the existence of other things, including the nook, the desert, the brook, the pool, the black water, and the red bird. In this sense, the rhodora represents the natural and spiritual beauty. *The Rhodora* reflects Emerson's preference for nature. This paper provides an tentative analysis of The poem mainly in terms of Emerson's perception of nature.

II. AN OVERVIEW OF EMERSON AND HIS PERSPECTIVE OF NATURE

Emerson was born into a priest's family in 1803. At the age of 8, his father died, and then he was brought up by his mother and aunt. When he was 14 years old, Emerson

entered Harvard University and was appointed freshman representative. During his schooling, he read a large number of works by British Romantic writers, enriching his thoughts and broadening his horizons. In 1821 Emerson graduated from Harvard University. From 1821 to 1825, he taught at Boston Women's School opened by his brother. In 1829 he became a pastor of Boston's Second Church, and resigned from the post of minister in 1832. In 1833, he traveled to Europe, visited Coleridge, Wordsworth, Carlyle, and was deeply influenced by Kant's transcendental philosophy. In September 1835, Emerson and other like-minded writers founded the Transcendental Club. In 1836 he published his first important work, *Nature*, which focused on his transcendentalist views, and was called the Declaration of Transcendentalism. In 1840, Emerson became the editor-in-chief of the Transcendentalist magazine *The Dial*, further advocating Transcendentalism. From then on Emerson and Transcendentalism was inextricably linked until his death in 1882.

As is known to all, one of the major features of American Transcendentalism is that Emerson and other Transcendentalists offered a fresh perception of nature as symbolic of the Spirit or God. According to Emerson, "The universe is made up of Nature and the Soul. Strictly speaking, therefore all that is separate from us, all which Philosophy distinguishes as the NOT ME, that is, both nature and art, all other men and my own body, must be ranked under this name, NATURE"^{[2]96}. Here nature is not just a kind of matter. It is the symbol of the Oversoul or the Spirit, a garment of immanent God. Emerson's Transcendentalism belongs to the category of idealism. In his eyes, every natural fact is a symbol of some spiritual existence. The physical world is the terminus of the spiritual world, or rather, the spiritual world is contained in the phenomenal world. Every natural object, if observed properly, demonstrates a kind of spiritual power. According to Emerson, nature plays a very important role

in the man-nature-God relationships. Among the tree, he highly values the function of nature. Take an excerpt from *Nature* for instance: "Standing on the bare ground, my head bathed by the blithe air and uplifted into infinite space, all mean egotism vanishes. I become a transparent eyeball; I am nothing; I see all; the currents of the Universal Being circulate through me; I am part or particle of God"^{[3]29}. Here "I" stands for humans, "the bare ground" stands for nature, and "the Universal Being" stands for God. Emerson places nature in the central position among the man-nature-God relationships. Apparently nature acts as a medium or a carrier, through which man can get a direct spiritual communion with god. Emerson holds that nature is symbolic of God, and mediates between man and God.

III. THE STRUCTURE AND ARTISTIC FORM OF THE POEM

This 16-line short poem is unanimously acknowledged as the best among Emerson's short poems. Structurally speaking, the poem can be divided into 4 sections. The first 4 lines form a stanza, in which the speaker tells us when the rhodora blooms, and where it grows. The next 4 lines constitute the second stanza, in which the speaker tells us the influence of the presence of the flower upon other things around, and their reaction to the beautiful obscure flower. From line 9 to line 12 is the third stanza. In this stanza appears the poet's voice, which is regarded as the communication of the inner mind between the poet and the rhodora. The last 4 lines constitute the fourth stanza. In the first line of this stanza the speaker raises a question to the rhodora "why thou wert there", and then he, instead of the rhodora, answers the question, which is a response to the subtitle of the poem "On being asked, whence is the flower?"

Artistically, this poem is exceedingly good in terms of its structure, rhyme scheme, rhythm, imagery, lyricism and rhetorical devices. As for structure, stanza 1 is similar

to stanza 3, with the same rhyme scheme aabb(4 heroic couplets). Stanza 2 is similar to stanza 4, with the same rhyme scheme abab(2 quatrains). As for rhythm, the poem is written in iambic pentameter, which is the most common meter in English poetry. The symmetrical structure, the appropriate foot rhyme and the proper use of iambic pentameter make the poem sound rhythmic, therefore generating a kind of musicality. One of the major features is the use of imagery. For instance, the poet uses such images as “damp nook”, “desert”, “sluggish brook”, “black water” to highlight the beauty of the rhodora. Besides that, colour imagery such as “purple”, “red”, “black” are used, which presents a kind of visual impact upon the readers. As Mularam Joshi said: “Emerson describes the titular rhodora mostly through the sense of sight by focusing on color, particularly its vibrancy in contrast with the dark pool, though he ignores other senses like smell and sound”^{[4][5]}. Another point which is impressive to the readers is lyricism embodied in the poem. As is known to all, lyricism constitutes the artistic life of poetry. It is meaningless to talk about poetry without lyricism. In the poem the speaker expresses his ardent love of the rhodora, and he even calls it “dear”, so in this sense, the poem is actually a lyrical one. One more feature of the poem is the use of rhetorical devices. For instance, the capitalized Rhodora is the use of personification, that is, the flower is personalized by the speaker, who even “might the red-bird come his plumes to cool and court the flower that cheapens his array”, and at the same time, the rhodora itself symbolizes nature in its entirety. The method of contrast is also used in the poem. The vibrancy of the rhodora forms a striking contrast with the lifeless nook, the spiritless desert, the sluggish brook, and the black water in the stagnant pool. Last but not the least, it is the proper use of metaphor. The speaker compares sea-winds to a kind of positive force which boosts the growth of the rhodora, array to the red-bird’s plumes, and the rival of the rose to

the rhodora. All in all, all these artistic forms add a lot to the content of this poem.

IV. EMERSON’S CONCEPTION OF NATURE REFLECTED IN THE POEM

In the beginning of the poem the speaker mentions the sea-wind which pierces our solitudes. The spring sea-wind coming from the sea is fierce and full of vitality and spirituality. Just as Emerson once said in *Nature*: “Spirit primarily means wind”. So wherever the spring wind goes, everything is full of vitality. When it blows into the solitudes of humans, the wind even awakens those living in seclusion. Awakened by sea-wind, the speaker walks into the woods and comes upon the fresh pink-purple rhodora. As is known, Emerson has a complex of woods, that is, he has a preference for woods. Emerson writes in *nature*: “In the woods, a man casts off his years, as the snake his slouth...In the woods, is perpetual youth...In the woods, we return to reason and faith. There I feel that nothing can befall me in life---no disgrace, no calamity”^{[3][29]}. For Emerson, the woods stand for nature. They are also the symbol of spirit. Entering the woods, man can immediately be evoked to feel calmed down and inspired. On seeing the rose-like rhodora growing in a damp nook, the speaker is all at once evoked and inspired by her beauty. Then he finds that the presence of the flower produces a favorable effect on her surroundings such as the desolate land, the sluggish river, the black water and the unwholesome pool. Even the red-bird, on seeing the beautiful rhodora, might come to cool his plumes and courts the flower. All these things around are in high glee on account of her company. At the same time, seeing that, the speaker can’t but feel delighted. As for the function of the rhodora’s effect, it is not hard to understand this because Emerson has already formed his ideas about nature’s beauty, influence and power. Here it is clear that he has made the rhodora transformed into a certain spiritual state. Emerson recreates the image of the humble

and obscure rhodora, so a new and fresh image emerges in readers' mind, which arouses the readers' association and introspection. In *Nature*, Emerson writes: "the beauty of Nature reforms itself in the mind, and not for barren contemplation, but for new creation"^{[3]34}. This reminds the readers of Emerson's three spiritual principles: awareness, transformation and introspection. Emerson expects the readers not only to be aware of the external beauty of the rhodora, but also to see her inner beauty which is regarded by the poet as the spiritual meaning and value of nature. Emerson asserts that nature is a transforming agent, and is of inherent power. He thinks that everything in nature corresponds to a certain spiritual state, and natural facts can be transformed into thought. In this sense, the rhodora has been transformed into a spiritual state with great energy. Through the depiction of the beauty of the flower, Emerson wants his fellow countrymen to introspect their excessive and crazy pursuit of the practical value provided by nature. As a liberal, learned, forward-looking and reform-minded man, Emerson, just like the rhodora, intends to awaken those who are obsessed with pursuit of wealth. He, like the sea-wind in May, wants to pierce his native country. So in this sense, the rhodora is the incarnation of Emerson.

In the third stanza, the speaker personalizes the rhodora through the use of the affectionate term "dear", seeing the flower as his sweetheart. Here Emerson transforms the rhodora into a talking creature with spirituality. According to Emerson, Nature has its own language, and can even speak. Emerson writes: "Nature says-- he (adult person) is my creature, and maugre all his impertinent griefs, he shall be glad with me"^{[3]29}. One more example is his 1863 journal: "I cannot, like them, make lofty arguments in stately continuous verse, constraining the rocks, trees, animals, and the periodic stars to say my thoughts ___for that is the gift of great poets; but I am a bard, because I stand near them, and apprehend all they utter, and with pure joy hear that which

I also would say, and moreover, I speak interruptedly words and half stanzas which have the like scope and aim"^{[3]526}. This shows a harmonious relationship between nature and humans. "The Rhodora expresses a spiritual connection with a primitive, deified nature and that man can share a kindred relationship with God through Nature"^{[5]100}. However, some people are indifferent to that. Even the sages wonder why the rhodora wastes her charm "on the earth and sky", because they keep a very long distance away from nature, and therefore not aware of nature's "intrinsic value". Here Emerson plays off those including the sages who are deaf to nature's utterances and blind to nature's inner beauty. So he asks the rhodora to tell them that "if eyes were made for seeing, then beauty is its own excuse for being." In Emerson's view, eyes and ears constitute the external elements of human sense of beauty, and man should use their eyes and ears as a channel to make their souls introspect different forms of things. In this connection, "beauty is in the eye of the beholder", and the beauty of nature exists for its own sake, no other excuse. The business left for man to do is to find the beauty of nature with their own eyes and souls. In the last stanza, the speaker calls the rhodora "rival of the rose", showing his appreciation and respect for the flower. As for the beauty and the value of the rhodora, the speaker already has an insight into that. He clearly knows why the rhodora grows in the woods, so he thinks it unwise to ask that question, though he says "I never knew". The speaker uses "simple ignorance" to satire those who ask the rhodora silly questions. The last line of the poem is correlated with the subtitle. The word "there" in the last line refers to nature. It is the power of nature that brings both the rhodora and the speaker together there. So "the selfsame power" may refer to God. "In the Rhodora a poem replete with the language of Romance, the 'Power' that motivates the blossom and the observer, traditionally thought to be God"^{[6]225}. Now both the rhodora and the speaker are nurtured by nature and gain

great strength from nature, because nature is the symbol of the Universal Being or God.

V. CONCLUSION

Artistically, *The Rhodora* is altogether 16 lines long, which is Emerson's shortest poem and is also his favorite one. Though terse and pithy, it is exquisite in form, and thought-provoking in content. "The Rhodora uses a sophisticated form of purposeful symmetry combining octaves, quatrains, and heroic couplets"^{[7]B2}. Structurally speaking, the poem is made up of 4 stanzas, and each stanza constitutes a quatrain. Rhetorically speaking, the poem skillfully uses personification, metaphor, symbolism, rhetorical question, question and answer, contrast and comparison, understatement and other techniques to depict vivid images, to draw readers' attention, and to make them get deep thoughts, lessons and aesthetic edification of the poem.

In terms of its ideological content, *The Rhodora* is impregnated with implied message. Throughout the poem, Emerson shows his great esteem and deep appreciation for the ordinary flower. So evidently the obscure rhodora represents nature in its entirety. Though obscure, the rhodora is of "intrinsic value", and of great power. Therefore, Emerson ardently asserted that humans must see the beauty in nature and show their great respect for its inherent power. As a Transcendentalist, Emerson holds that nature is emblematic of the Spirit or God. In Emerson's view, the rhodora as a natural entity is converted into spirit and thought, which forms his new perception of nature.

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Representation of Political Ideology in Advertising: Semiotics Analysis in Indonesia Television

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Abstract— This study aims to analyze the meaning and symbols in the political party's advertising on Indonesian television. Towards the presidential election, political parties use advertising as a means of marketing communication. As the form of persuasive information, the Perindo Party's television advertisement was analyzed by using Charles Sanders Peirce's Triangle of Meaning for the semiotic method. According to Peirce, the signs in the picture can be classified into the types of signs in semiotics. Peirce divides the signs into: icons, indexes and symbols. The research results show that Perindo Party's Nationalist ideology upholds pluralism in Indonesia. It has special message that Indonesia does not belong to a particular religious, cultural or racial group. The meaning of contemporary nationalism in this advertisement is tried to raise particularly for young people with the aim of developing potential for a better life.

Keywords— *advertisement, semiotics, political ideology.*

I. INTRODUCTION

The year 2019 is a political year for Indonesian society who will elect president, vice president and parliamentarians. Through the political parties, it can provide opportunities or hopes for Indonesian citizens to be able to participate or contribute in building the Indonesian nation (Baswedan, 2004). We also know that political parties are the representations of ideas or the reflection of ideals of a country and society (Johnson Tan, 2012). It means that in the present context political parties are media or means of citizen participation in fighting for the ideals of the state and society. Their struggle can be through the process of making and implementing public policies (Mietzner, 2013). The political parties also determine who can be responsible for becoming state administrators working in public institutions at all levels of government from central government to regional ones (Tanuwidjaja, 2010).

Through political parties it can also be a means of national integration (Ufen, 2008). In the political party membership it is open to all citizens, and therefore, their

members can come from various provinces, customs, backgrounds and beliefs (Ufen, 2008). Therefore the ideology, vision and mission of political parties should be formed according to the dream or aspiration of the Indonesian State and its people. In other words, it can be main motivation and drive for the activities of political parties (Sen & Hill, 2006). Political parties are media or means of citizen participation in fighting for the ideals of the state and society (Gazali, Hidayat, & Menayang, 2009). For this reason, it is indisputable that political parties will be developing. On the other hand, for political actors it is an opportunity to establish a new party (Baswedan, 2004). With the emergence of new parties, the election process in Indonesia has resulted in sharp competition between political parties. When a political party's main task increases, it will focus on taking people's hearts with "frills" or the reason that "all this time the political parties care about people's problems" (Tanuwidjaja, 2010).

In order to create a conducive political atmosphere and make the people of Indonesia disappointed, the process of selecting the political parties to be able to take part in the general election will be increasingly tightened (Ufen, 2008). The selection has been regulated in the Laws and Regulations of the Republic of Indonesia, i.e. Law Number 8 Year 2012 concerning General Elections of The Members of the House of Representatives, People's Representative Council and Regional House of Representatives (or it is usually called as Election Law).

According the laws and regulations having been made, it does not reduce the motivation of the political parties to struggle particularly picking up people's heart as many as possible (Honna, 2013). Particularly if a new political party has the main task of introducing its party, people can get to know, know and "who knows" they want to participate as members of the new political party (Gazali et al., 2009). Therefore, the founders and party administrators are required to be smart in making strategies, one of which is a strategy to increase public awareness, i.e. through advertisements (Holtz-Bacha &

Kaid, 2014). The installation of political advertisements in the mass media is one easy way to introduce the new political party to public (Morissan, 2016).

Advertising is one of the promotional media that can be used as a tool for sending messages (Kotler, Kartajaya, & Setiawan, 2016). It aims to shape and change consumer or societal behavior. One function of advertising is social function. The advertising brings influences in such a manner on emerging new cultures such as creating consumerism, new social status, pop culture and others (Kaid & Holtz-Bacha, 2006). It is also one of the media that is able to construct people's minds.

Media content is definitely the result of reality construction with language as its basic device (Bungin, 2008). "The language use (selected words) expresses choice, attitude, tendency of communicators and it is intended to send messages to senders and recipients (McMillin, 2016). In advertising, language is used as a means of exchanging messages and it becomes a communication tool between producers and consumers (Elliott & Wattanasuwan, 1998). Through pictures or photos and words or texts, an advertising produces a sign (Richards & Caywood, 2014). In the advertising, it contains a signifier and signified (McIlwain, 2007). Moreover, it forms a denotative meaning with explicit meaning and it only deliver information and a connotative meaning that involves feelings, emotions and cultural values (Solík, 2014). In other words, the signifier is "meaningful sound" or "meaningful streak". All of this forms a communication process and it has important strength as a marketing means in a form of persuasive information (Najafian & Ketabi, 2011b).

Based on the research background, the researchers will analyze the advertisement of a political party in Indonesia, i.e. the PERINDO party version of "Who is Indonesia" in the period 2019 on RCTI television by using semiotics from Charles S. Pierce.

II. CONCEPTUAL FRAMEWORK OF THE STUDY

Meaning of Signs in Communication

In communication there is a process of delivering messages or goals from the giver to the message recipient (Solík, 2014). Moreover, in the process of communication it sometimes use signs or symbols as a means of delivering information (Najafian & Ketabi, 2011b).

Construction in principle is the process of interpreting or giving meaning to messages (Freire, 2014). Before the messages are delivered, the communicator selects and process the message whether the communicant will easily accept the messages or not. Moreover, the communicant will interpret the messages

having been delivered to him/her (Harvey & Evans, 2001). If the meaning that the communicator intends through the messages is the same as the communicant's intention, communication can be stated successful, i.e. the meaning equation (Sendjaja, Rahardjo, Pradekso, & Sunarwinadi, 2014).

Signs are throughout human life (Fiske, 2012). If the signs is on human life, the signs can also be in human culture and these become a sign system used as a regulator of their lives (Fiske, 2012).

The messages conveyed to the communicant have signs. Each sign conveyed in the messages has meaning. In the explanation of Umberto Eco, the meaning of a sign (vehicle-sign) is a cultural unit that is exhibited by other signatures and therefore, semantically it shows the dependence on the vehicle and the previous sign (Eco, 1986).

Eco (1986) states that we can only think with the medium of sign. Humans can only communicate through means of sign. Noth explains that signs in human life can be signs of motion or gesture (Eco, 1986). A wave of the hand can be interpreted as calling or nodding of the head up and down can be translated as agreement (A. Berger, 2010). Sound signals are among others whistle blows, trumpets, genders, human voices, telephone ringing. The sign of writing includes letters and numbers. It can be a sign of picture in the form of traffic signs and others (Holland, Warwick Blood, & Thomas, 2015).

The efforts to understand meaning is actually one of the oldest philosophical problems in human age (Morley, 2003). The concept of meaning has attracted the attention of communication science, psychology, sociology, anthropology and linguistics (Morley, 2003). It is why some communication experts often refer to the word meaning when they formulate the definition of communication (Holland et al., 2015).

Construction of Reality in Advertising

The study of social reality in relation to advertising is not a mirror of honest reality. The mirror tends to distort, exaggerate and select the signs. The signs or images do not reflect reality but these say something about reality (Bungin, 2008).

According to Peter L. Berger and Thomas Luckman, reality construction is a social process through actions and interactions in which individuals are continuously creating a reality that is owned and experienced together subjectively (Berger & Luckmann, 1991).

The reality construction of advertising mostly takes material from daily life. This will definitely determine that the display of advertisements can be read in the right way (Berger & Luckmann, 1991). However,

the taking of reality itself is carried out through a selection process and it will determine which ones to take and which ones to eliminate. Furthermore, the taken reality is integrated into the system of advertising meanings and finally it emerges the reality of advertising (Bungin, 2008).

With the construction of social reality, people are interested in selecting a particular brand despite other brands hit them around the head (Briandana & Dwityas, 2018). They do not switch to other brands. As a matter of fact, they tend to build loyalty to the brand (brand royalty) (Bianchi, 2011).

Advertising does not claim that what is depicted in advertising is the reality as it is but it is the reality that should be. It tries to equal or exceed the value of life. Advertising presents characters, and it is only as the incarnations of larger social categories (Harvey & Evans, 2001).

The phenomenon of something that happens in society is the result of advertising construction (Freire, 2014). Like the standard of beauty delivered through advertising, it becomes a benchmark for beauty standards in society. If according to advertisements the standard of beauty in society changes, the special reality construction of beauty will change as well. In other words, advertising create and direct the standard of public beauty (Najafian & Ketabi, 2011a).

The Semiotics of Charles S. Peirce

Peirce says that the sign itself is an example of the first, the object is the second element and the interpreter is the intermediary element that acts as the third (Fiske, 2012). The three exists in the context of creating signs and these evokes infinite semiotics, as long as an interpreter (idea) reads the sign as a sign for another (ie. the representative of a meaning or sign) can be captured by other interpreters (Sobur, 2001). This interpreter is an element that must exist to associate the sign with the object (induction, deduction and capture [hypothesis] form three important types of interpreters). In order to exist as a sign, the sign must be interpreted (and means to have an interpreter) (Sobur, 2001).

For Peirce, the sign "is something which stands for something in some respect or capacity" (Morley, 2003). It means that when something is used to make sign function, Peirce calls it ground. Consequently, sign or representamen is always found in the triadic relations, i.e. ground, object and interpretand. On the basis of this relationship, Peirce makes a classification of the sign. For Peirce, the sign associated with ground becomes qualisign, sinsign and lesign (A. Berger, 2010). Qualisign is the quality that is on the sign, for example harsh, hard,

weak, soft and melodious words (A. Berger, 2010). Sinsign is the actual existence of objects or events that are on the sign; for example the word fuzzy or murky which is in the word order of murky river water, it indicates that there is rain in the upstream (A. Berger, 2010). Lesign is the norm contained in the sign, for example traffic signs that indicate things that human may or may not do (A. Berger, 2010).

Peirce's theory frequently refers to as a 'grand theory', i.e. a theory that explains all social life, history, or human experience (Sobur, 2001). It is more because Peirce's ideas are comprehensive, structural descriptions of all sign systems. Peirce wants to identify basic particles from the sign and recombine all components in a single structure (Sobur, 2001).

Referring to Peirce's theory, the signs in the picture can be seen from the types of signs classified in semiotics (A. Berger, 1997). Peirce divides signs into some types: icons, indexes and symbols. Peirce considers that this is a very useful and fundamental model of sign characteristics. A sign is something that represents something. Something can be in the form of experience, thoughts, ideas or feelings (A. Berger, 2010). If something, for example A, is black smoke that billows in the distance, it can represent B, for example a fire (experience). Such a sign can be referred to as an index which is between A and B there is a contiguity. The sign can also be symbol or symbols. Pigeon is believed as a sign or symbol of peace; the pigeon cannot just be replaced with other birds or animals (A. Berger, 2010).

Icons are the relationship between signs and objects or references that are similarity (showing a resemblance), this is frequently clear in visual signs such as a person's photo can be called an icon; a map is an icon; the picture taped to the door of the men's and women's restroom is an icon. Basically an icon is a sign that can describe the main characteristics of something despite something that is commonly referred to as a reference object is not present. An icon is a physical object (two or three dimensions) that resembles what it presents (Eco, 1986). An index is a sign that has a causal relationship with what it represents. Or a sign is called as proof. For example: smoke and fire, smoke will indicate the presence of fire around it (Eco, 1986). The footprint on the ground is an index sign of people passing through the place. A signature is an index of the presence of someone who has incised the signature. Symbols are signs on the basis of conventions, regulations or agreements that are mutually agreed upon. New symbols can be understood if someone already understands the meaning agreed upon. A new symbol can be understood if someone already understands the meaning that has been

agreed before. The relationship between icons, indices and symbols is confessional (Eco, 1986).

The relationship between the symbol, thought of reference (mind or reference) and referent (reference) can be illustrated through the following semiotic triangle:

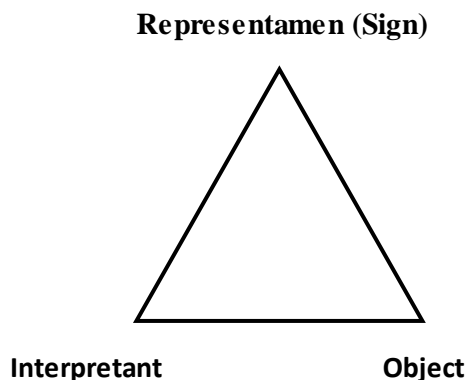


Fig.1: Triangle

Source : Alex Sobur (2001:159)

Based on the picture at above, it can be explained that mind is the mediation between symbol and reference (Sobur, 2001). On the basis of the thought results it also produces reference, i.e. results of the depiction and conceptualization of symbolic reference. Therefore, the reference is a description of the relationship between linguistic signs in a kind of words and sentences with a reference that produces a certain understanding (Sobur, 2001). Symbols are different from signs. The symbols have a deeper meaning. These are a sign on the basis of conventions, regulations or agreements that are mutually agreed upon (Sobur, 2001). A new symbol can be understood if individuals already understands the meaning that has been agreed previously. Triangle theory from Pierce explains the concepts of sign, object, and interpretant. In the sign stage, the researchers will observe every sign that appears. These will be captured by using the five senses which are object references. Objects are social conditions that occur, and it enters into the interpretant stage (A. Berger, 2010).

III. METHODOLOGY

This research uses Charles Sanders Pierce's semiotic methods. The semiotic method is basically a method that focuses on the signs and texts as the research object, and how the researchers interpret and understand the meaning behind the signs and the texts (Creswell & Miller, 1997). The reason the researchers use the semiotic methods from Charles Sanders Pierce, i.e.: The first reason bases on the purpose of the research. This research aims at providing an overview of the signs that include

the meaning of icons, indexes, and symbols of the PERINDO party's advertisement version of Who is Indonesia on RCTI television media in 2019.

Unit of Analysis

The unit of analysis in this research is the scene by scene or picture pieces in the PERINDO party's advertisement version of Who is Indonesia on RCTI television in the period of 2019. With the research goal, the researchers want to provide an overview of the signs that cover the meaning of icons, indexes, and symbols on the PERINDO party's advertisement version of Who is Indonesia on RCTI television media in the period of 2019. There are 23 scenes.

Data Collection Techniques

Primary Data

The data collection technique used in this research is through observation and analysis of the data of PERINDO Party's advertisements in the version of Who is Indonesia on RCTI television media in the period 2019. Furthermore, the researchers conducted examination to the three objects through observation and analysis to the signs visualized in the advertisement.

Secondary Data

Secondary data in this research are data that the researchers obtained from the existing literature (books, magazines, internet and literature) and it can support primary data and relate to the research problem that the researchers have discussed (Jankowski & Jensen, 2002).

Table.1: Identification of signs in the text of PERINDO Party's Advertisement

Types of Sign	Explanation	Unit of Analysis
Icons	(signs connect to the objects due to some similarities)	Pictures of figures, words or sentences, the clothes they wear
Indexes	(Proximity between the signs and the objects or the existence of a causal relationship)	Atmosphere displayed in the advertisement, music instruments, sound displayed.
Symbol	(The types of signs that a number of people or society have agreed upon)	Logo, slogan text, headline text, body copy text.

The signs that have been identified and explained in Table 2 have been adapted from the semiotic triangle of Charles S Pierce as follows:

Table.2: Analysis of Meaning of Sign Types (Icons, Indexes, Symbols)


No	Objects	Signs (Icons, Indexes, Symbols)	Interpretants
1	(objects that become target to be interpreted by interpretants)	(signs that have been identified to be icons, indexes and symbols)	(make meaning of the signs that have been identified)

Source: (Sobur, 2001)

IV. FINDINGS AND DISCUSSION

The identification and classification of signs in this research were carried out by adapting the types of signs between the object's relationship and the sign from Pierce. So, after researching and paying attention the picture parts contained in the PERINDO party's advertisement version of Who is Indonesia? on RCTI television media in the period of 2019. Finally, the researchers identified a sign that would become the analysis unit in this research. It sorted out the picture parts of the PERINDO party version of Who is Indonesia? on RCTI television media in the period 2019 as follows:

Table.3: Analysis of PERINDO Party's Advertisement in Scene 2

Scene 2

<p>Picture Description</p> <ul style="list-style-type: none"> - A woman figure who wears <i>kebaya</i> (Indonesian dress). - The audio visual says "Are they born from Javanese women?" - Background in the picture is full black.
<p>Analysis</p> <ul style="list-style-type: none"> - Icon. It is shown a woman figure wears Indonesian dress (<i>kebaya</i>). <i>Kebaya</i> is a type of dress that Javanese women wear particularly in the cultural environment of Yogyakarta and Surakarta, Central Java Province. For a Javanese woman, <i>kebaya</i> is not only a dress but also it has its own philosophy. A philosophy that contains the values of life. The philosophical value of the <i>kebaya</i> is obedience,

refinement, and the act of the woman who must be very gentle. Its simple form can indicate a form of simplicity from the people of Indonesia. Wearing a *kebaya* will make the woman graceful and full of personality. It is why Javanese women are always synonymous with graceful personality. And, it is why the first Javanese tribes is mentioned in this advertisement? Javanese tribe is the largest in Indonesia and right now there approximately 95,000,000 people who live in this country.

Indexes.


Firstly, the *kebaya* color is: Green, and the audio visual says "Do Javanese people bear them?".

- 1) The use of green *kebaya* in this advertisement, can give the impression of being striking, and green can also make you look more fresh and beautiful.
- 2) The audio visual says "Do Javanese people bear them?". The spoken sentences are the question sentences. That is, PERINDO or the producer of this advertisement intends to attract the attention of readers or audiences. Usually the individuals are asked, they will give an answer and try to find the answer.

Secondly, the question sentences in the advertisement, "Do Javanese people bear them?" are the rhetorical question style. The question is actually not intact to answer or does not require an answer because it aims to achieve a good effect and a reasonable emphasis on an object. The use of this language question will attract the attention of the audience. Usually individuals are asked they will give an answer and try to find the answer. Therefore, thus the advertiser can attract the attention of the readers or audience.

Symbol. In this matter, it is black background. Black itself has meaning and it gives the impression or symbolizes protection, and strength. The strength here means that it wants to highlight other colors and it make the other colors stand out or have strong impression. Therefore, people's attention will be attracted to the opponent colors of black color itself.


Table.4: Analysis of PERINDO Party's Advertisement in Scene 3

Scene 3

Picture Description
<ul style="list-style-type: none"> - The male figure wears typical Dayak clothing. - The audio visual says "Dayak" - The background in the picture is full of black color.
Analysis
<ul style="list-style-type: none"> - Icon. In this matter, a male figure wears traditional Dayak clothes. The Dayak tribe is one of the indigenous tribes in Indonesia. They live in various hinterland regions in Indonesia. Dayak tribe can be found in West Kalimantan, East Kalimantan, Central Kalimantan, and South Kalimantan. But now Dayak tribe has spread to other regions in Indonesia. Dayak tribe has unique cultural characteristics. Dayak traditional clothes are unique. Dayak traditional clothes differ from women and men. For women it's called <i>Ta'a</i> and for men it's called <i>sapai sapaq</i>. Dayak tribal traditional clothes have their own characteristics. The traditional clothing style reflects the life of God's creatures. Some styles are the patterns of animals, plants and humans. This crown is usually made of <i>Ruai</i> fur or it can use feathers of <i>Anjungan Merah</i> fur. There is also a loincloth and it is made of woven fabric called <i>Kapoa</i>. The style of indigenous tribal clothing must have a deep meaning and reflect the tribal life. The distinctive Dayak tribe style is made up of a multicolored array of beads and it contrasts with black cloth. It is used as a base for dayak traditional clothes. Therefore, it shows the meaning of Dayak tribes who use nature wisely in their daily life. It is very important to know the characteristics of tribal traditional clothes including its ethnic groups in Indonesia. - Index. In this matter, the audio visual says "Dayak". The Dayak greeting is a continuation of the previous saying, "Who is Indonesia?" "Do Javanese people bear them?" "Dayak". This speech gives the impression of an answer from the two previous questions. This answer or greeting get strengthened when it highlights or shows a man who wear Dayak

tribal clothes. With this direct answer, it gives the impression that some audiences agree what the advertiser or PERINDO has given.

- **Simbol.** In this matter, background has black color. Black itself has a meaning that it gives the impression or symbolizes protection, and strength. The strength here means that it wants to highlight other colors and it makes them stand out or has a strong impression. Therefore, people's attention will be attracted to the opponent color of black itself.

Table.5: Analysis of PERINDO Party's Advertisement in Scene 4

Scene 4

Picture Description
<ul style="list-style-type: none"> - A male figure wears traditional clothes of Papuan tribe - The audio visual says "Papua" - The background of the picture is full of black color.
Analysis
<ul style="list-style-type: none"> - Icon. In this matter, the male figure wears traditional clothes of Papuan tribe. Papuan traditional clothing is one of the unique and interesting traditional clothes. If other traditional clothing uses soft clothing materials or similar ones, the traditional clothing of Papua tribe is very different. In accordance with the region where they live, i.e. mountainous areas, their traditional clothing is clothes made from nature around them. Moreover, the Papuan traditional clothing is unique. The subordinate clothing only uses skirts, and therefore, their body parts are not covered. Papuans are very creative they paint their entire bodies so that they are not too clear. They also paint their face from the paintings. Usually they do not forget to hold spears or arrows and shields in the hand of Papuan males. It adds the impression of the richness of Papuan customs. Usually they also do not forget to hold spears or arrows and shields in the hand of Papuan male. It also adds the impression of how brave they are to fight against the natural resilience. The nature remains natural and it also gives the

impression of how grateful they are to nature.

- **Index.** In this matter, the audio visual says "Papua". The phrase "Papua" is a continuation of the previous saying, "Who is Indonesia?" "Do Javanese people bear them?" "Dayak" "Papua". This speech gives the impression of answers from the previous two questions. This answer or greeting get reinforced when the advertisement highlights or displays Papuan male who wears his traditional Papuan clothes. With this direct answer, it gives the impression that some audiences agree with what the advertiser or PERINDO has given.
- **Symbol.** In this matter, the background has black color. Black itself has a significant meaning. It gives the impression or symbolizes the protection, and strength. The strength here means that it wants to highlight other colors and it makes them stand out or has a strong impression. Therefore, people's attention will be attracted to the opponent colors of black itself.

derives from the habit of Chinese men who use Tui khim clothes. These were common clothes they wore at that time.

- **Index. Firstly,** the sound or audio visual says "Are they Muslims?" The said question sentence has the meaning that PERINDO or the producer of this advertisement intends to attract the attention of readers or audiences. Usually individuals are asked, they will give an answer and try to find the answer. And the mention of Islam as the first answer, fact shows that Muslims in Indonesia are the majority. According to the 2010 census, there are 87.18% of 237,641,326 Indonesians who were Muslims, 6.96% were Protestants, 2.9% were Catholic, 1.69% were Hindu, 0.72% were Buddhists, 0.05% were Kong Hu Cu, 0.13% of other religions, and 0.38% were not answered or not asked.
- **Secondly,** the question sentence contained in the advertisement is "Are they Muslims?" It is the style of language rhetorical questions. The question does not get answer totally or it does not require an answer. It aims to achieve a good effect and a reasonable emphasis on the object. The use of this language question will attract the attention of the readers. Usually individuals are asked they will give answer and try to find the answer. Therefore, the advertiser can attract the attention of the readers or audiences.
- **Symbol.** In this matter, the background has black color. Black itself has meaning. It gives the impression or symbolizes the protection, and strength. The strength here means that it wants to highlight other colors and it makes them stand out or has a strong impression. Therefore, people's attention will be attracted to the opponent colors of black itself.

Table.6: Analysis of PERINDO Party's Advertisement in Scene 7




Scene 7

Picture Description
<ul style="list-style-type: none"> - A man figure is a Muslim who wears very well - The background in the picture is full of black color - The audio visual says "Are they Muslims?"
Analysis
<ul style="list-style-type: none"> - Icon. In this matter, the figure of Muslim man dresses firmly. The dress is called Koko clothes. It is very synonymous with Muslim fashion. Muslim men in Indonesia commonly wear it. The trend of wearing koko clothes for Muslim men seems to have become a necessity in their daily religious activities when they participate in large religious activities or go to mosque. JJ Rizal also expresses a similar opinion. The history of koko clothes in Indonesia very closely relates to the customs of the Chinese Indonesians when they blend in with the indigenous people. Therefore, it is widely adapted in various tribes in the archipelago. It is believed that the initial design of the koko clothes we know today

Table.7: Analysis of PERINDO Party's Advertisement in Scene 8

Scene 8

Picture Description
<ul style="list-style-type: none"> - The male figure wears white cloth with cross necklace and he is Catholic

<ul style="list-style-type: none"> - The background from the picture is full of black color - The sound or audio visual says "Catholic"
<p>Analysis</p> <ul style="list-style-type: none"> - Icon In this matter, the man figure wears white dress with cross necklace. The cross is a symbol of Catholic belief. The spread of Catholicism began since the arrival of the Portuguese in Indonesia. There were several missionaries when Portuguese arrived in the 16th and 17th centuries in the East, i.e. in Maluku and Flores, NTT. New Catholicism entered Java during the reign of Herman Willem Daendels in early 19th century in Batavia. Daendels established the first church there in 1807 and the Vatican recognized it. In 2010, there were 6,907,873 people (2.9%) of Indonesia's total population of 237,641,326 people whose religion were Catholic (Central Statistics Bureau, 2010). White clothes are the symbol of bright colors, candlelight, colors for the role of God's angels, saints and colors for the glorified Christ. The color symbolizes holiness and cleanliness. Therefore, this color is used in the Christ-related feast, for example Christmas, Easter, the Ascension of the Lord Jesus, and a favorite time for example in the ministry of Baptism and Holy Communion. - Index. In this matter, the sound or audio visual says "Catholic" This sentence is a continuation of the previous sentence, i.e. "Who is Indonesia" "Are they Muslim?" "Catholic". This sentence means that PERINDO or the producer of this advertisement, intends that PERINDO wants to attract the attention of the public, and it also wants to inform that there is Catholicism in Indonesia. - Symbol. In this matter, the background has black color. Black itself has meaning that it gives the impression or symbolizes the protection and strength. The strength here means that it wants to highlight other colors and it makes them stand out or has a strong impression. Therefore, people's attention will be attracted to the opponent color of black color itself.


Table.8: Analysis of PERINDO Party's Advertisement in Scene 9

<p>Scene 9</p> 
<p>Picture Description</p> <ul style="list-style-type: none"> - The male figure wears black cloth like a toga with white collar and his religion is Catholic - The background in the picture is full of black color. - The sound or audio visual says "Catholic"
<p>Analysis</p> <ul style="list-style-type: none"> - Icon In this matter, The male figure wear black shirt like a toga with white collar. Most Christian churches in Indonesia are familiar with such official clothes. They take over them from their partner churches in the West. The shape is almost the same as a black toga (dress) and it uses "bef" (white tie) with or without a stolla (cloth or wide and long ribbon). A priest is easily recognized when he wears a black or white robe in the worship service. If outside of worship or in the field of service a priest will be easily recognized when he wears priest shirt or collar shirt. In Indonesia when someone wears a collar, the wearer is identified as a priest. The wearer of collar clothes in Indonesia in general is a protestan priest. These clothes have such meanings: showing the identity of the pastors as well as showing their closeness with God through surrendering themselves to the ordination call they have received. The pastor also shows his obedience to imitate Jesus in material poverty. And it remind a pastor to keep his speech and behavior in order to be appropriate and reflect his identity as a servant who must testify to the Lord Jesus - Index. In this matter, the sound or audio visual says "Protestant". This sentence is a continuation of the previous sentence, i.e. "Who is Indonesia" "Are they Muslim?" "Catholic" "Protestant". This sentence means that PERINDO or the producer of this advertisement intends: Firstly with the existence of the previous question sentence and at the same time it is the answer sentence, such as the word of "Protestant". This gives meaning that some audiences agree with what the advertiser or PERINDO has given. Secondly, PERINDO wants to

the attention of the public, it also wants to inform them concerning Protestant religion in Indonesia.

- **Symbol.** In this matter, the background has black color. Black color itself has meaning that it gives the impression or symbolizes the protection and strength. The strength here means that it wants to highlight other colors and it make them stand out or has strong impression. Therefore, people's attention will be attracted to the opponent colors of black itself.


Table9: Analysis of PERINDO Party's Advertisement in Scene 10

Scene 10

Picture Description
<ul style="list-style-type: none"> - The religion of the male figure is Buddhist and he wears dress in yellow color - The background in the figure is full of black color - The sound or audio visual says "Buddhist"
Analysis
<ul style="list-style-type: none"> - Icon. In this matter, the male figure is Buddhist and he wears dress in yellow. These clothes are called Robes. The robes of the monks / Buddhists have a variety of styles and colors. These depend on geographical location and local weather. In the beginning monks' robes in India in the days of Buddhist life were saffron (yellowish orange). It describes the plots of paddy field. The paddy field is frequently analogous to be a place to plant services. These monks are people who have the intention and sincerity to live a holy life. In their Buddhist traditions they are considered the place to plant the best virtues, as well as the paddy fields as a place to plant rice. In the Zen tradition, these cloak plots also illustrate "the field where planting formless virtues". This robe can also be considered as <i>mandala</i> that describes the universe. The population of the Indonesian people who adhere to Buddhism is 0.72 percent of the national population (1.7 million) - plus 9 thousand in 10 years. - Index. In this matter, the sound or audio visual says "Buddhist". This sentence is a continuation of the previous sentence, i.e. "Who is Indonesia" "Are they

Muslim?" "Catholic" "Protestant" "Buddhist". This sentence means that PERINDO or the producer of this advertisement intends: Firstly with the existence of the previous question sentence is at the same time the answer sentence, such as the word of "Buddhist". This gives meaning that some audiences agree with what the advertiser or PERINDO has given. Secondly, besides wanting to attract the attention of the public, PERINDO also wants to inform that there is Buddhism in Indonesia.

- **Symbol.** In this matter, the background has black color. Black itself has meaning that it gives the impression or symbolizes the protection, and strength. The strength here means that it wants to highlight other colors and it make them stand out or has strong impression. Therefore, people's attention will be attracted to the opponent colors of black itself.

Table.10: Analysis of PERINDO Party's Advertisement in Scene 11

Scene 11

Picture Description
<ul style="list-style-type: none"> - The religion of the male figure is Hindu and he wears yellow shirt with brown headband - The background in this picture is full of black color - The sound or audio visual says "Hindu"
Analysis
<ul style="list-style-type: none"> - Icon. In this matter, the religion of the male figure is Hindu and he wears yellow shirt with brown headband. Hindu culture and religion arrived in Indonesia in the first century AD and it coincided with the arrival of Buddhism. Later there were a number of Hindu-Buddhist kingdoms in Indonesia, such as Kutai, Mataram and Majapahit. Prambanan Temple is a Hindu temple built in the Sanjaya dynasty during the Majapahit kingdom. This kingdom lived until the 16th century AD, when the Islamic empire began to develop. This period, known as the Hindu-Indonesian period and it lasted for 16 centuries. In the records, there were 6.5 million Hindus in Indonesia in 2006. It amounts to 1.8% of Indonesia's population and about 93% of

Hindus live in Bali. Bali is known with nuances of customs and culture. Definitely it has many philosophies behind the nuances. Bali is also known as the thousand Pura Island. Pura is a holy place for Hindus to worship in Bali. Hindu clothing itself has philosophical meanings. Firstly, the Upper part is the Head (Symbolizing the Gods). For son he should wear *udeng* on the head and it is frequently called Prabu. It is the place where the Gods reside. These are Intellect, Mind, and the beginning of all actions blessed by Hyang Widhi. And it creates the impression of clear and peaceful mind. The *udeng* tip or the *udeng* buds must be straight up. Why? It is the symbol of the wearer establishing the users to think straight, adore the Above. Secondly, it is the middle part of the chest-waist (Symbolizing Man). It means that clothes are worth wearing and comfortable. It can make the users intensively when they are praying. It is recommended that it uses white color again. The bottom three is Waist-Edge (symbolizing Bhuta), Bhuta or giant that occupies the lower realm, the symbol of evil. It will never escape from human beings. Generally Hindus wear Kamen or cloth wrapped from waist to toe. What must be considered is the tie shawl that ties the waist. It must be strong. It is the symbol of Bhuta and it will not be able to enter the human body or to higher one such as to the god.

- **Index.** In this matter, the sound or audio visual says "Hindu" This sentence is a continuation of the previous sentence, i.e. "Who is Indonesia" "Are they Muslim?" "Catholic" "Protestant" "Buddhist" "Hindu". This sentence means that PERINDO or the producer of this advertisement indicates: Firstly, the existence of the previous question sentence is at the same time the answer sentence, such as the word of "Hindu". It gives meaning that some audiences agree with what the advertisement makers or PERINDO. Secondly, besides wanting to attract the attention of the public, PERINDO also wants to inform them that there is Hinduism in Indonesia.
- **Symbol.** In this matter, the background has black color. Black color itself has meaning that it gives the impression or symbolizes the protection, and strength. The strength here means that it wants to highlight other colors and it make them stand out or has a strong impression. Therefore, people's attention will be attracted to the opponent colors of black itself.

Through the analysis results on Perindo's political advertisement version, i.e. "Who is Indonesia" it

can be shown how the sign elements in the advertisement build a triadic relationship, and it is appropriate to Pierce's Theory of Signs (A. Berger, 2010). Advertising with creative ideas underlies the storyline of this advertisement and it raise the nation's creative figures who have works and achievements as a form of their love for the homeland (Freire, 2014).

All signs used in this advertisement denote objects and mental concepts and each relates each other (Najafian & Ketabi, 2011b). Finally, the overall meaning conveyed to the audience can be received as a whole.

The selection of themes, the use of advertising figures, and the soundtrack chosen in the creative execution of Perindo advertisement convey a representation of the meaning of the Political Ideology (Solik, 2014).

Contemporary nationalism meaning in this advertisement is tried to be revived particularly for young people particularly as the use of endorsers (Baines, Crawford, O'Shaughnessy, Worcester, & Mortimore, 2014). Through their efforts to work and achievement, they develop domestic potential for a better life. Here audience is also aroused with a sense of nationalism they will love domestic products and domestic work amid the onslaught of globalization and the entry of foreign products (Baines et al., 2014).

The audio and visual elements identified in the advertisement are the elements that have strong message. The song is one of the national songs that the general public has known well. Backsound in this advertisement is also clearly played and therefore, audiences can receive messages conveyed through a blend of audio and visualization (Richards & Caywood, 2014).

In the aspect of visualization, the message from this advertisement enters into the appearance of the advertising figures. When choosing young achievers, it is expected that the society, particularly young people, will not only become the consumers of foreign-made products but also they are invited to recognize and love domestic products. Moreover, it is hoped that the sense of nationalism that wants to be revived from the society can be demonstrated with work through the use of resources and wisdom values that the Indonesian people have possessed all this time.

V. CONCLUSION

The conclusion in this research is as follows. Firstly, based on the meaning of the Icon and Index type, the citizenship meaning has some meanings:

- 1) Party ideology. In this advertisement Perindo will convey the message that the party's ideology aims to create Indonesia with progressive, united, just,

prosperous, prosperous, sovereign, dignified and cultural characteristics.

2) Perindo Party makes Pancasila the party's ideology and believes that Pancasila is a true, right, and saving ideology. It has been tested and proved and therefore, it is able to pass various tests and trials of disintegration in the nation's journey safely, and it unites a very diverse nation successfully.

3) Through this advertisement, Perindo wants to convey that this advertisement aims to improve the quality of the Indonesian people who are virtuous, personable, independent, responsible and full of care for others.

Secondly, based on the meaning of the Symbol type, the meaning of citizenship represents the advantages of the Perindo party or the party's positioning as well, i.e.: that as Indonesian citizens we must care for others. The people's problem is not only solved with promises but also these must be proven in a real way. So, Indonesia will be prosperous.

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Communication Behavior of Seller Community

(An ethnographic study of communication of sellers to prospective buyers in the Manonda market, Palu)

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Abstract—This phenomenon becomes more evident because traders who sell in the Manonda Market in Palu, consist of several different ethnic groups. The study aimed to describe and elaborate the communication behavior of sellers to prospective buyers, analyze variations in speech acts and meanings caused by variations in speech acts expressed by sellers to prospective buyers. A number of nine informants were involved in this study consisting of types of vegetable sellers, cloth sellers, clothing, fish sellers, and fruit sellers, where the three ethnic sellers, (Bugis, Kaili, and Javanese ethnicity) respectively represented by three sellers. The results of the study showed that the communication behavior of Bugis and Kaili ethnic sellers to prospective buyers generally used verbal and nonverbal communication behaviors in buying and selling interactions. Verbal communication is often presented in the form of perlocutionary acts, intended to influence prospective buyers or to influence the speech partner. Both of these ethnicities use an accommodative and persuasive communication model. While Javanese ethnic sellers, variations in speech acts contain more connotative meanings, which are poetic and metaphorical. Acted speech acts are a form of meaning that sounds polite, not too sharp, but the purpose is to disguise the true meaning. Javanese ethics in communication behavior more often expect high level culture through perlocutionary act.

Keywords— communication behavior, seller community, traditional market.

I. INTRODUCTION

The existence of traditional markets in Indonesia, is not only about economic matters, but also further covers issues, space, and social relations, inheritance, and cultural domain. Even the presence of a traditional market called the people's market proves that

civilization has been going on for a long time considering its inherent historical value.

Traditional markets or known as the people's markets have merged and have an important place in people's lives. The market is not only about an economic transaction, but also a place of social interaction and interpretation of values carried out by actors and stakeholders in the market. Furthermore, the market is also a conception of life and socio-culture to achieve other goals. The market becomes a place of transactions that involves a strong social side, usually sellers and buyers have high emotional ties, know each other deeply, exchange of information both economically and socially-practically often happens so that the market becomes a very meaningful place in economic activities and community life. Market is the place for the sale and purchase transaction or exchange of goods that shows aspects of trade that are closely related to buying and selling activities, for example there is a place that provides various types of commodities traded, the distribution, production, transactions and the existence exchange tool used.

The Manonda market is one of the largest markets in Palu. In this market, the uniqueness of the relationship between sellers and prospective buyers that differ from modern markets are evident. Researchers saw interesting things when entering in this traditional market in which social communication behaviors that are visible and audible, such as ways of bargaining that use code variations (language) in speech act, smile that contains meaning, distinctive noise, the model and form of communication behavior that is acted on both the buyer and seller has its own characteristics. In the perspective of interactions that occur, this traditional market has a special uniqueness that makes 'spirit' market dynamics. This situation distinguishes the Manonda market from Modern Market, where communication behavior in

interacting between sellers and buyers is very limited (Muntafi, 2016).

The communication behavior that is acted on the Manonda traditional market is able to have a psychological impact on sellers and prospective buyers. In addition, the existence of ethnic and racial variations that have their own characteristics and characteristics in interaction presents functions and meanings in speech acts that are activated in communication. This is because it is inseparable from the dimensions of culture, norms, customs, habits and variations in the language of each individual brings its own uniqueness in the interaction between sellers and prospective buyers. This kind of communication behaviors is able to make social relations that are closer, tighter, and mutually price respecting and enabling mutual benefits for both parties (traders and buyers) in a socio-economic perspective (Elder, Ayala, Parra-Medina, & Talavera, 2009).

In the sociology of communication, language is seen as a social system and communication system as well as a cultural part of society. Among the languages with culture and speakers cannot be separated from one another. Culture is characterized by language. Culture without language is a civilized culture. In language sociology, it is explained that in our language we know the characteristics of a culture. Furthermore, the degree of culture of an ethnic or tribal can also be known through language (Handoyo, 2013).

In the Manonda Market in Palu, in general there are two forms of communication behavior that sellers act on to prospective buyers, namely (1) the form of interaction in the form of code mixing, where sellers interact with prospective buyers using and combining two types of codes simultaneously when speaking; (2) the form of interaction in the form of code switching in which sellers interact with prospective buyers using two-language speech acts alternately. Both forms of interaction, definitely, have certain goals to be achieved by both communicators and communicants. The objectives to be achieved by speakers in his speech mostly determine the choice of language. Speakers intervene in code (code mixing) and code switching for certain that the they want to achieve in communicating. Communicators in this case are sellers, encoding their behavior, both in verbal and nonverbal communication to produce messages that they convey through interactions to prospective buyers to obtain certain beliefs, attitudes, or behaviors from potential buyers, and thus the communication behavior functions and has meaning in accordance with speech acts that are activated to interact each other (Jasril, Surya, Handayani, & Budianita, 2015).

Sellers in the Manonda Market are both multi-ethnic and multilinguals. These ethnicities are including Bugis, Kaili, Javanese, and Mandar ethnicity, and therefore it does not rule out the possibility of still carrying linguistic cultural traditions in communication, especially in interacting with prospective buyers respectively. Communication behavior is strongly influenced by the culture inherent in the seller. Culture is part of communication behavior. Therefore, the way the seller communicates is very much influenced by the culture and habits of the person even though he has spent years outside the community. Two people who come from different cultures, will have different ways of communicating. As a result, in intercultural communication behavior there is often a misunderstanding between communicators and communicants (Grindstaff, 2012).

In speech act theory, people communicate through languages. He does not merely speak with words or sentences, but is trying to do something with these words or sentences. The words spoken by the speaker have two types of meanings at once namely the meaning of locution or propositional meaning and illocutionary meaning. Locutionary meaning is the literary meaning of the words spoken. Illocutionary meaning is an effect that is generated by words spoken by the speaker to the other person or to the listener (Grindstaff, 2012).

In this time, I would like to describe and explain the results of the research that I found in the field regarding the communication behavior of Community Traders in the Manonda Market in Palu. Communication behavior in this study was limited to communication behavior of sellers to prospective buyers. So, it only highlighted the communication behavior of sellers in acting speech to prospective buyers. How is the function of the variety of speech acts of the sellers when interact with potential buyers, as well as the implications of the meanings caused by the variation of speech acts that are practiced by sellers to prospective buyers in the Palu Manonda Market

II. LITERATURE REVIEW

Communication behavior can be interpreted as a shared tool to express ideas and feelings that we feel to the other person, so that the other person (communicant) knows the meaning that is conveyed in communication. In centralized communication behavior, each communicant tries to interpret and understand the information he receives as well as possible from the communicator (communicator). Communication is a prerequisite for human life. Human life will feel empty and there will not even be human life if there is no

communication, because without communication, interaction between human beings, both in groups and individually is not possible (Novianti, 2017).

Two people interact when each of them takes action and reaction. The actions and reactions carried out by humans are called communication behaviors. The communication behavior continues to occur during the life process. Communication behavior is an action or response in the environment of existing communication situations. Behavior of communication also means that one's actions in finding and conveying information through various channels in the communication network of the local community (Rudianto, Agustina, & Pranoto, 2019).

There are two types of behavior related to communication, namely (1) closed behavior is a form of a person's behavior towards a stimulus in the form of veiled or closed. The response or action to this stimulus is still limited to attention, perception, knowledge / awareness and the attitude that has occurred cannot be clearly observed by others; (2) open behavior is a person's response to a stimulus in the form of real or open action. The response to a stimulus is clear in the form of action or practice (Safira & Haidar, 2014).

A person's communication behavior can be seen from the habit of communicating. Therefore, thing that should be considered is that someone will communicate according to their needs. In communicating, every person, ethnicity, ethnic group has their own characteristics which become a way to respond to problems or express their opinions. The way and model of a person, or an ethnic group, expresses their intentions, goals and ideas through communication, generally influenced by habits, cultural values that have long been acted on in their daily lives. Therefore, it is not surprising that in the communication behavior of sellers in interacting with prospective buyers has a different style and character of speech acts in expressing something to prospective buyers (Muntafi, 2016; Safira & Haidar, 2014).

How to understand the meaning in a process of communication that is practiced in speech acts? There are several meanings that must be well understood. The words that someone uses in communicating really are just a means / media tool to deliver certain meanings that are intended to be exchanged. Therefore, someone always tries to choose the right words in speaking to the other person (communicant); Second, meaning is constantly changing, while words are relatively static. Therefore, we can see the different meanings of the same word (term) at different times and places. Especially if a speech act is associated with a context where there is a communicative interaction, it will lead to many different meanings; Third,

meaning always requires reference, therefore meaning can never be released from its connection with the real world and the external environment that is inhabited by each person in social relations and communication; and Fourth, meaning is only partially communicated. This is because there are multi-aspects accompanying the interactive communication process that takes place (Khairinal, 2014).

There are three things that can be tested in order to explain the term meaning. These three things, namely (1) explain the meaning of the word naturally, (2) describe the sentence naturally, and (3) explain the meaning in the communication process. Furthermore, it is said that communication is a process of forming meaning between two or more people. Communication is the process of understanding and sharing meaning (Handoyo, 2013).

This research was an ethnographic study of communication, and thus its attention was to the patterns of communication in a variety of language communities. This communication pattern is the use of language patterns in speech acts by someone or a community.

Speech act used by someone to communicate cannot be independent because they must be present in the framework of the speech event. Someone's communication must include a speech event that frames the speech act. speech act is built through the assumption that the smallest unit of human communication is not made by sentences or other forms, but must be displayed from a variety of language actions or actions, such as statements, asking questions, describing orders, giving reasons, thanks, etcetera.

Speech acts are a piece of speech produced as part of social interaction. Speech acts tend to be individual symptoms, psychological, and are determined by the speakers' language skills in dealing with certain situations. Speech acts as communication events are divided into three, namely (1) locutionary act, which is a speech act that states something in the sense of 'saying' or speech acts in the form of meaningful and understandable sentences; (2) illocutionary act, is a speech act related to giving permission, expressing gratitude, ordering, offering, and promising; (3) perlocutionary act, is a speech act that is related to the speech of others in relation to nonverbal attitudes and behavior from others (Pfeil & Zaphiris, 2009).

By understanding this type of speech act, it is useful in finding functions, the meaning of communication in the community, especially in the ethnographic study of communication. Starting from the concepts and theories of sociology of communication, and sociology of language in the perspective of communication behavior, researchers discussed it based

on findings in the field obtained through data collection techniques to answer the problems in this study.

III. OBJECTIVE, APPROACH AND METHODOLOGY

This study was qualitative research with a descriptive approach, that is a study aimed to provide a description and descriptive analysis of the subject matter and the object under study. This qualitative research aimed to provide an overview and explanation of the speech acts of sellers to prospective buyers in the Manonda Market, Palu.

Data collection: (a) Research literature, literature books, documents, applicable laws and regulations as well as other scientific works that are considered to support the processing and analysis of data obtained from further research loci. (b) Field research, intended to capture all data, both those derived from primary data and secondary data. In order to collect the data in question, it is necessary to do this through the technique of collecting data namely: (1) Observation of Participants (2) In-depth Interviews (3) FGD.

IV. RESULT AND DISCUSSION

The Manonda Palu Market is the largest, crowded, and busiest market in the Palu with a land area of 49,886 m² and a building area of 17,914 m² (source: data from the Head of the Manonda Market, Palu) that is able to sustain various daily needs. This market is managed by the Government of Palu City. This market includes the first-class market because daily activities, facilities and infrastructure in the market are adequate. Based on data obtained from the Department of Trade and Industry of Palu City, the number of sellers was 1040 people, consisting of 9 types of main categories of trading businesses (source: Head of Market, 2017).

The results of interviews of researchers with sellers (July 2018), revealed that the profile of the economic structure of sellers with relatively large capital was fabric sellers, clothing and as such, between Rp. 60,000,000 up to Rp.100,000,000, while the economic structure of sellers with relatively small capital was sellers of vegetables, ranging from Rp. 200,000 to Rp. 350,000. Interviews of sellers in this market revealed that Bugis ethnic controlled the trade, followed by Kaili, then Javanese, and the last was Mandar. Vegetable sellers were generally Bugis, Javanese and Kaili ethnics. Fabrics, clothing and the kinds were predominantly Bugis ethnic, only one or two other ethnic sellers. Similarly, the types of fish selling and the kinds were dominated by Bugis and Kaili ethnics. Meanwhile, the type of fruit sales was dominated by Javanese and some other ethnic groups.

The results of the study showed that the dynamics of the communication behavior of traders and prospective buyers in the Manonda Market have their own unique and comprehensive character. Communication carried out by sellers (communicators) to prospective buyers (communicants) knew how to react to an existing reality and be wise towards symbols, meanings, and values communicated. The communication behavior of sellers to prospective buyers in interacting used verbal and nonverbal communication. Generally, sellers communicated using Indonesian language speech acts, but it is undeniable that they often used one or two local languages in interaction because they are influenced by the prospective buyer's speech acts. This is reinforced by the results of interviewing informants (fabric sellers, clothing, and the kind) as follows:

'....we, the sellers here (Manonda Market) use Indonesian a lot despite the dialect of the Bugis dialect. Very rarely use regional languages to our potential buyers. Sometimes the local language (Bugis) I use in certain circumstances, ... even then there are only one or two words. Like me, Bugis people sometimes use Bugis language if my prospective buyers have known it before, like a subscription. But if the prospective buyer speaks Bugis, then I also speak Bugis. ... Yes, this language is to familiarize me with prospective buyers. Furthermore, if you speak Bugis, it is as if you are in a Bugis environment and sometimes become a relieve for homesickness. Regarding sign language at most, such as moving your hands, using your head, sometimes looking down, smiling, and I feel that all other types of sellers are like that. So, we use both spoken language and body language. Just general body language, for example laughing, shaking your head, pointing by hand, this is all understood by our prospective buyers'

The aforementioned results of the interview show that the dynamics of seller's communication in the Manonda Market Palu leads to the emergence of a message that can be accepted by prospective buyers where sellers involve verbal communication behavior patterns and nonverbal communication behavior. The reality is that in the Manonda Market in Palu, the communication style of sellers is closely related to the area of origin of the seller itself. Communication behavior in seller's interaction in the market environment itself, is not only profit-oriented, but rather sees as a forum for social interaction that better represents the cultural values and habits shown by the actors. Therefore, it has a larger spectrum in the socio-economic perspectives (Purnamasari, 2012).

Based on the observations of researchers, the practice of buying and selling interactions in this market

generally uses Indonesian and often combines / mixing (code mixing) and exchanging (code switching) Indonesian and local languages, and other code variations in the buying and selling interactions.

Vegetable seller informants in communication behaviors that were built to prospective buyers showed a friendly attitude and easily adjust themselves to the situation faced. These types of sellers always practice accommodative and persuasive communication behavior. Accommodative is interpreted as the attitude of a seller who is very easy to adjust himself to the needs of prospective buyers (Fauziah & Wulandari, 2018). While persuasive is interpreted as a statement that is expressed by the seller that is convincing and persuades prospective buyers to follow and want to buy goods offered by sellers. Speeches were revealed, among others: *'This vegetable is still fresh, ma'am! I have 6 bundles of tomatoes for only Rp. 5,000, cheap, I give you Rp. 6000 for a kilo, and so on.'*

Informants of sellers of fabric, clothing and the kind in communication behavior are somewhat different from other types of merchandise. First of all, sellers apply nonverbal communication behavior, then followed by verbal communication behavior. The communication model made is informative and persuasive. Both Bugis and Kaili ethnic traders provide information about the goods needed by prospective buyers, attentively respond to the wishes of prospective buyers, and use speech acts that provide cool, polite and respectful to prospective buyers. In communication tactics, this trader applies a commissive speech act, which is trying to encourage himself to take an action, such as promising and it is expected that prospective buyers do what is told to prospective buyers. Fabric sellers, clothing and the kind often use a variety of 'referential' speech acts that have a function as a tool to talk about objects that exist around sellers such as items sold by them (Sutrisno, Simanjuntak, & Lasmono, 2015). These speech acts such as *"this is good, this cloth is soft and suitable for you"* and so on. Likewise, these cloth sellers also often use 'directive' speech acts which serve to regulate the behavior of listeners. Disclosed speech acts are expected by prospective buyers to take actions referred to in speech acts, such as *"have a look ma'am, please come in"* and so on" (Bungin & Burhan, 2009).

V. CONCLUSION

This study concluded that the communication behavior of Bugis and Kaili ethnic sellers to prospective buyers generally uses verbal and nonverbal communication behaviors in buying and selling interactions. Verbal communication is often performed in

the form of perlocution speech acts, which have the meaning to influence prospective buyers or intended to influence the speech partner. Both of these ethnicities use an accommodative and persuasive communication model. To end the interaction of buying and selling, the two ethnic groups use the type of phatic speech act, applying a 'conative' attitude structure. Both ethnicities apply communication behavior that contains low level culture. Javanese ethnic sellers, on the other hand, practice verbal and nonverbal communication behavior simultaneously to prospective buyers, but in verbal communication behavior expressed is always in the form of poetry and metaphors that have vague and ambiguous meanings.

The meaning of the message of speech acts by Bugis and Kaili ethnic sellers in interacting contains many denotative meanings. As with the Javanese ethnic sellers, variations in speech acts contain more connotative meanings, which are poetic and metaphorical. Performed speech acts are a form of euphemism that sounds to have very polite meaning, not too sharp, but the purpose is to disguise the true meaning. Javanese ethics in communication behavior more often expect high level culture through perlocutionary act.

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Indian Sensibility through English Language: A Critical Analysis of Keats was a Tuber by Poile

Sengupta

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Abstract— *The study of English language in this age of globalization is essential because English has become global language today. Therefore, to learn and to write in English is an utter need of present time. It is also pertinent to see that all original knowledge of every subject like Science, Social Sciences- as Political Science, Economics and Arts lies in English language only. If one wants to learn the above subjects he must learn English language. Lord Macaulay in his 'Minute on Indian Education' stated that, "We must at present do our best to form a class, who may be interpreters between us and the millions of whom we govern- a class of persons Indian in blood and color, but English in tastes, in opinions, in morals and in intellect..." It is well known fact that British ruled upon this country for more than two hundred years and India got freedom from British in 1947, but they put back their English language for Indians. It is the most important language of communication between different countries. In India, people of different states have their own languages but English language has been brought to us as a connecting link among various states of India. Today, English is essential in educational institutions, trading centers, corporate sectors etc. It has taken over all the regional and vernacular language too. In this paper, the play which I intend to talk about is Keats was a Tuber by Poile Sengupta. The play is a satire on Indian English Language; It questions the importance and ownership of the English language by Indians.*

Keywords— *Poile Sengupta, English Language, Keats.*

Poile Sengupta was born in 1948 as Ambika Gopalakrishnan. She is one of the most promising English playwrights in India today and is especially known as a playwright and writer for children. She completed her undergraduate studies and MA in English literature from Delhi University and later did a course in children's literature at Carleton University, Ottawa. Her plays are set

in Indian contexts and include *Mangalam* (1993), *Inner Laws* (1994), *A pretty Business* (1995), *Keats Was a Tuber* (1996), *Collages* (1998), *Samara's Song* (1999), *Alipha* (2001), and *Thus Spake Shoorpanakha, So Said Shakuni* (2001). Her first full length play *Mangalm*, won award for the Most socially relevant theme in the *Hindu- Madras Players Script Competition* in 1993. In addition, she had been an accomplished actor on the stage and owns her own theatre group named 'Theatre Club' in Bangalore.

The play *Keats was a Tuber* is set in a college staff room in a small town of Tamilnadu. The plot unravels the manner in which English is taught all over the country. This particular college is serving more as an example than anything else. The mechanical memorizing of facts, often not the essential ones, is what provides the title of the play. Students are taught to memorize the line '*Keats was a tuberculosis patient*' and '*culosis patient, culosis patient*'. This method is familiar to Indians in a typical Indian context. It is clearly evident that the line so memorized has little to do with Keats' claim to renown in the literary world. Further, the play unfolds how we have adapted English to our convenience and it is evident from the way we use it.

To quote a conversation between Sarala and Mr. Iyer in the play:

Iyer: Is it your attendance register that you are looking for, Sarala?

Sarala: Oh! Yes Sir. I was finding it but....

Iyer: (Gently) you mean you were looking for it but couldn't find it (146)

Another teacher, Dr. Dennis is shown exhibiting his knowledge of the famous English writers whom he can quote and make changes and adjust according to the situations. When Mrs. Nathan announces that her nephew would soon join the college, Dr. Dennis hears and replies:

Dr. Dennis: What is this about new face? Let me not to the marriage of new faces admit

impediments...prepare to meet thy doom. Beware, beware his flashing eyes, his flowing hair ...How long do you think he will survive in our little hades?

He further says:

Ah yes. Class fifty- five empty vessels to be filled with immortal longings. Must I go or shall I say.... Which is it to be oh Queen who walks in such authority, which is it to....

When Raghu, Mrs. Nathan's nephew finally arrives audience anticipates certain much needed changes which would take place in this college. After an enquiry, Raghu was apprised about the teaching system in the college and is also informed that the syllabus has not been changed for many years. Raghu's interaction with other faculty members reveals some flaws in the teaching system which needs to be seriously looked upon. Raghu's objection to the type of syllabus being taught at the college results in a heated debate. He brings a pragmatic approach to the syllabus of the college. He argues to delete things which have no significance. He says:

Have you ever bothered to notice what kind of prose has been selected for non- detailed stuff? Charles Lamb's essay, 'A Dissertation upon Roast Pig'... That's what I have to teach today. I have to take apart Lamb's delicate whimsy to boys and girls who are first generation literate. And worse, much worse, I have to talk about the mouth-watering and irresistible taste of crackling of roast pork to a group of students, a great many of whom don't eat meat and over half of whom are Muslim .(168)

Raghu's suggestion of replacing the present prescribed text with more practical materials like 'newspapers, magazines and advertisements...Real life material' to teach the English language seems a far-fetched idea in the college but it is full of hope and with positive results. His potent suggestions are perceptible below:

First of all, this non-detailed text. It should be banned.

Dennis: So, we are left no tools to neither teach with nor no stick?

...We put together small prose pieces which allow our students to learn language skills that they can use in their immediate environment. And we simulate real life situations in the classroom where they have to weave together their knowledge of English vocabulary, sentence structure etc.

In his short span of stay at this college Raghu also brings forth another important issue that of teaching English to the non-teaching employees of our institutions. Raghu teaches English to Ramanan (peon) by making him write on a slate.

Today, when English has made over the entire world of technology, international commercial world, the voiceless Ramanan epitomizes the aspirations of many Indians who believe that the knowledge of English would help them transform their lives. But question remains unanswered that 'Is it possible to convey our Indian sensibility through the imperial language of the British?' It is beyond doubt that Lord Macaulay had given this jewel of English to Indians but as a matter of fact, Indians have possessed it and given it their own flavor, texture and tone. They adopted the language but then, adapted it to their own needs and now adept in it. The play ends with the narrator on the stage giving her viewpoints about the transformations that the English language has been going through in Post-Independence India, and consequently, raises many questions regarding the language of English as: Is it merely a language? Is it a mode of communication that is functional in many, perhaps in most, parts of the world? Or have we inherited an entire civilization, an alien sensibility that had seduced us from the culture to which we were born? Have we been enchanted so as so wander forever homeless?

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Servqual model for the evaluation of the perceived quality of social program services - FISE in the Puno region

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Abstract— *The purpose of the research is to assess the level of quality perceived by users based on a "SERVQUAL Model" scale of the Social Energy Inclusion Fund (FISE) program implemented by the State in the Puno region. Method: a mixed study was carried out (quantitative - qualitative); of correlational descriptive type, in the Puno region of Peru. The statistical method SPSS v. 22, was used for processing, data processing and scientific tests. The materials used are documentary, electronic and statistical files of the program. Results: the research findings are evidenced in two aspects; First, the values of Alpha Crombach is statistically significant above 0.80, therefore, it means that the components and characteristics (attributes) analyzed allow to evaluate the quality of service offered by the FISE program. On the other hand, the analysis of the information collected through the Servqual questionnaire shows us that the variables that stand out in the user's decision process are reliability, responsiveness, security and empathy. Therefore, the service quality index (ICS) evaluated with the Servqual model is negative, the score reaches (-1.03), which indicates that users expected a better service than that received from the FISE program in the Puno region. Keywords— Quality, components, perception, services and satisfaction.*

I. INTRODUCCIÓN

Social programs, from the point of view of the State, constitute a set of strategies and direct and indirect actions with the population living in poverty and extreme poverty. From this perspective it is known that the user who has been admitted to a particular social program has had to meet certain selection criteria through a mechanism called targeting, this process is evaluated and validated by

SISFOH in the country. However, from the policy of the State, it has also been stated that for the improvement of the quality of goods and services, it is necessary and important to have a knowledge of the perception, positive or negative, that users of the services they receive may have. With an adequate evaluation, it is possible to determine how the State's efforts on the Social Inclusion Fund (FISE) in the Puno region are perceived. Therefore, it is important that social programs approach the measurement of user satisfaction, so that on the basis of this information the quality of service can be improved by the demands, needs and expectations of the population, so that, can help close existing gaps in the sector. This measurement requires the development of instruments that explore in a valid and reliable way those aspects related to quality that, after being analyzed and weighted, will allow making the improvement decisions that are deemed pertinent.

In this regard, some of the aspects of measuring user satisfaction about the quality of service provided by the FISE program correspond to a set of actions that are implemented to meet the initial objectives of the State's energy policy. On the other hand, there is a risk that the quality of the management of goods and services is defined, developed and evaluated only from the point of view of the managers, and even from the government without taking into consideration the point of view of the user assigning him little importance. With the evaluation of the quality of the service, the aim is to contribute to the development of a quality management system for the social program under study. The quality of the service, in general terms, is the result of comparing what the user expects from a service with what he receives. Studies on the efficiency and effectiveness analysis of public expenditure

management at different levels of government have been developed in several directions. First, there are those that analyze the efficiency of government from practical applications, which consider only certain types of public spending. Then there are those studies that analyze the efficiency of the government in quantitative terms, using information on inputs (inputs) of government spending, but not of outputs (outputs). They are also found in the literature, efficiency analysis based on outputs only (Vásquez, E. 2013).

II. THEORETICAL FRAMEWORK

2.1. The Theory of the Factors in the Satisfaction of the User / Client

Of the numerous existing definitions of customer satisfaction (Howard and Sheth, 1969, Hunt, 1977, Oliver, 1981, Churchill and Surprenant, 1982, Kotler and Dubois, 1993), the conception of satisfaction given by Evrard (1993) is adapted to the present study, that is, the client's satisfaction as "a psychological state resulting from a process of buying / going and consumption / use", because it is very general and does not include the reference base with which the client compares his experience of purchase and consumption, which is the subject of controversy among researchers. The satisfaction of the user / client is linked to each specific transaction, unlike the attitude toward a product or service that is general and can exist without there being a personal experience of purchase and consumption (Oliver, 1980, Evrard, 1993 Lewis and Mitchell, 1990). Perceived quality of service is similar to attitude towards a service (Boulding, Kalra, Staelin and Zeithaml, 1993, Cronin and Taylor, 1992, Bitner, 1990, Churchill and Surprenant, 1982), and is not linked to each specific transaction as customer satisfaction, but it is a global or overall assessment of the service (Parasuraman, Zeithaml and Berry, 1994).

Drucker (1990) observed that "quality is not what you put into a service; it's what the user gets from him and what he's willing to pay for." It is understood that users do not buy a service for what the company offers, they do it to feel good or to solve their problems. It also notes that "users buy the benefits expectations that they think the organization will offer them" (p.21.). Cottle (1989) argues that the user, in the case of services, not only assesses the quality with respect to the service produced or the final product, but also the form in which it is supplied or delivered. The quality of services includes these two classifications, since they are part of what consumers expect and receive from a company (expectations and

perceptions). On the other hand, Parasuraman, Zeithaml and Berry (1990) define quality of service as the extent of the discrepancy or difference that exists between the expectations or desires of users and their perceptions.

2.2. Evaluation of the quality of services

It is important to highlight that quality in services is an abstract and evasive concept, object of innumerable studies and investigations. The evaluation of quality in services is closely related to the expectation and satisfaction of the user, constituting the latter in the emotional and personal reaction to the service by the user. The services have their own characteristics such as intangibility, simultaneity and heterogeneity, characteristics that differentiate them from the products; thus, the quality control methods that are applied to the production of goods cannot be applied to obtain the quality of the services. Parasuraman, Zeithaml and Berry (1994), define the quality of service perceived as the global judgment of the client about the excellence or superiority of the service, resulting from the comparison between the expectations of the consumers (what they believe that the service companies must offer) and their perceptions about the results of the service offered. According to Schiffman and Lazar (2001), the SERVQUAL model is a powerful in-depth commercial research technique that allows a quality level measurement of any type of Service Company, allowing to know what expectations customers have and how they appreciate the service. Service, also globally diagnosed the service process object of study. These "gaps" are described as follows:

Gap 1: indicates the discrepancy between the expectations of customers about a specific service and the perceptions or beliefs that managers form about what the consumer expects from that service.

Gap 2: measures the difference between managers' perceptions and specifications or quality standards.

Gap 3: calculates the difference between the specifications or standards of service quality and service provision.

Gap 4: measures the discrepancy between the provision of the service and external communication. All the mentioned deficiencies make that the service provided by the organization does not cover the expectations that the clients had placed in it, producing the service;

Gap 5: which measures the difference between the expected service and the perceived service, determining the level of quality achieved through said magnitude. The way to reduce this difference is by controlling and decreasing all others.

Gap5 = f(Gap 1, Gap 2, Gap 3, Gap 4).

Yanhong and Kaye (1999) develop a longitudinal study with the same objective of the previous study in a course of Civil Engineering and another of Mathematics. However, this work focused on the version of SERVQUAL intended only for the evaluation of teaching characteristics, which are asked by students. Based on the original SERVQUAL model, Oh (1999) exposes a hypothesis to measure the quality of service and user satisfaction, including new measurement variables such as the intention to repurchase and mouth-to-mouth communication, generating a model of its own, which Analyzes by means of structural equations, differentiating from SERVQUAL by not including the measurement of expectations. In the same line there are studies of (Flores, 2003; Inquilla, 2017) using the Servqual model through a Likert scale questionnaire to collect the estimates of the users (student, teachers and non-teaching staff) with respect to the dimensions or academic-administrative quality service attributes offered by universities. In both studies, the inefficiency and treatment of the administrative staff were found among the indicators of greatest dissatisfaction; information about agreements, scholarships and others; the equipment of the classrooms; and the teacher's mastery over the subject he or she dictates.

Salazar Luna, G. (2006), conducted an investigation with the purpose of evaluating the "quality of service received by patients seen in two private clinics in Metropolitan Lima" (whose names we will keep in reserve). The sample population of the study was 30 patients who attended the Dental Clinic A and 30 patients who attended the Dental Clinic B in October 2005. The SERVQUAL scale adapted to the dental field was used to measure the quality of service in the two clinics, through the difference between expectations and satisfaction. In the Dental Clinic A, the dimension of tangible aspects and the dimension of empathy obtained the lowest SERVQUAL scores, while the dimension of reliability and the dimension

of safety obtained the highest scores in the five evaluated dimensions. In the Dental Clinic B, the dimension of security and the dimension of empathy obtained the lowest SERVQUAL scores, while the dimension of tangible aspects and the dimension of reliability obtained the highest scores in the five evaluated dimensions.

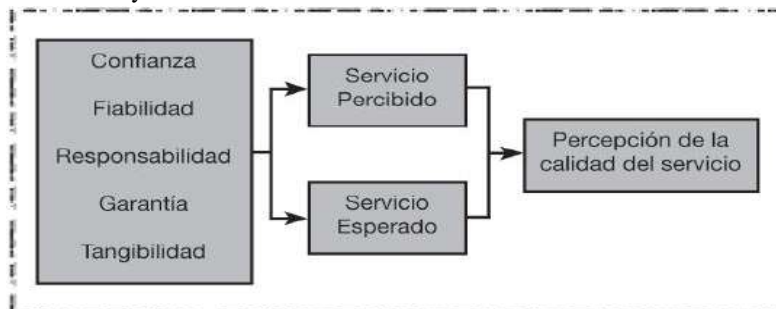
2.3. The SERVQUAL Model and its applicability

The purpose of the SERVQUAL model is to measure the quality of the service from the perspective of the user / client. It consists of two estimates: the analysis of perceptions, of 22 items and the analysis of expectations, also of 22 items. (Parasuraman, Zeithaml, & Berry, 1993). The responses of the users are measured through the Likert scale. The same author, using the data from a trial, improved the descriptive measures such as the means and standard deviations of the SERVQUAL items, as well as the reliability coefficients (alpha coefficients), by means of the scores obtained as a result of the difference between perceptions and expectations for the five proposed dimensions, that is, tangibility, reliability, responsiveness, security and empathy (Feigembau, AV (1986).) These changes allowed the instrument to be refined and re-examined and confirmed its reliability and validity. once the instrument has been refined, they suggest that the revision of SERVQUAL can be conceptualized in the following way:

$$Q_i^* = \sum_{j=1}^k (P_{ij} - E_{ij}^*)$$

Dónde:

- Q_i^* is the overall perceived quality of the customer i in the "Revised SERVQUAL";
- k is the number of attributes, 22 in this case;
- P_{ij} is the perception of the result of client i with respect to attribute j ;
- E_{ij}^* is the revised expectation of quality of service of the attribute j for the client i .



FiguraN° 01. Modelo SERVQUAL

Fuente: adaptado de Zeithaml, Berry y Parasuraman.

The SERVQUAL scale is a Service Quality Model developed by Parasuraman, et al. (1990) whose purpose is to improve the quality of service offered by an organization. It uses a standard questionnaire that evaluates the quality of service along five dimensions: reliability, responsiveness, security, empathy and tangible elements. It consists of a multiple response scale designed to understand the expectations of customers regarding a service. It allows to evaluate, but it is also an instrument for improvement and comparison with other organizations.

Summary of quality dimensions (Servqual)

CRITERIA	DEFINITIONS
ELEMENTS TANGIBLES	Appearance of physical facilities, equipment, personnel and materials communication systems.
RELIABILITY	Ability to execute the promised service reliably and carefully.
ATTENTION TO THE USER AND SECURITY	Possession of the required skills and knowledge of the execution of the service and absence of danger, risks or doubts.
CAPACITY OF ANSWER	Provision to help customers and provide them with a fast, accessible and easy to contact service.
EMPATHY	Attention consideration, respect, friendliness of the contact staff, make the effort to know the users and their needs, know how to listen.

2.4. Social Energy Inclusion Fund (FISE)

The Social Energy Inclusion Fund (FISE) is created with Law N ° 29852 in April of 2012, with the purpose of bringing less polluting energy to more vulnerable populations throughout the country. At present it has four purposes:

- The massification of natural gas for homes and vehicles.
- The expansion of the energy frontier using renewable energy.
- Promotion for access to LPG (domestic gas balls) in vulnerable urban and rural sectors.
- The compensation mechanism of the residential electricity tariff.

Beneficiaries

The fund is aimed at people who belong to the vulnerable sector of Peru, whether in the rural or rural-urban sector. Each of the three purposes of the FISE will have a specific beneficiary profile. That is, the requirements to receive the benefit in the massification of natural gas can be very different from those established in the expansion of the energy frontier.

Users of the FISE Discount Voucher

It is a discount coupon of 16 soles that is used to buy a domestic gas balloon (LPG) of up to 10 kg with a reduced price. The voucher has a validity period of two (2) months and can only be exchanged in authorized places, can be beneficiaries of the voucher:

- Residential electricity users with average annual consumption less than or equal to 30 KWh and who have LPG cooking.
- Residential electricity users with average annual consumption less than or equal to 30 KWh and who do not have LPG cooking.
- People who are included in strata 1 to 5 of SISFOH and do not have residential electricity service but do have a LPG stove.
- People who are included in strata 1 to 5 of the SISFOH and who do not have residential electricity service or a LPG stove, but have access to LPG consumption facilities.

The requirements to access this benefit

The average monthly consumption calculated on the basis of the last 12 months must be less than or equal to 30 kw.h. and you must have a kitchen with LPG. Register in the list of beneficiaries FISE of the Electrical Distributor, for it you will have to deliver all the requirements that this indicates you in the informative notice. This notice will arrive at your address along with your electricity bill. The documents that you must deliver are the following:

- National Identity Document (DNI).
- An affidavit of possession and use of LPG cooker and balloon, authorizing its verification.
- Present the electricity consumption receipt.
- The list of registered users in the provisional service request. This requirement only applies to provisional and collective supplies.

Form of exchange of the FISE voucher

The user must approach any authorized LPG gas sales agent, who will verify the identification of the beneficiary, as well as the validity of the voucher and that's

it. The beneficiary can take his LPG gas ball of 10 kilos with 16 new soles of discount. To do this, the beneficiary must carry his / her ID and must also sign on the back of the voucher. If you had electricity service you should show your receipt. And if another person must attach a copy of the ID of the beneficiary or present the original DNI.

In the perspective of modernization of the program, a digital FISE voucher is being implemented, it is a code printed on the beneficiary's electricity bill, which represents the traditional Vale FISE. The difference is that the traditional voucher (or physical voucher) was attached to the electricity bill and was exchanged manually. The Digital FISE voucher is printed on the same receipt and exchanged with a text message through a cell phone. This process is applied in the geographical area where the Authorized Agents have fixed or mobile telephony coverage to exchange the FISE Digital Voucher; otherwise, the distribution of FISE Discount Vouchers (physical) will continue, in accordance with current regulations.

Authorized agents

The Authorized Agents are the places where you can make the exchange of the voucher to buy a LPG balloon, you must be in the list of Hydrocarbon Companies, as authorized to sell bottled LPG to the final consumer. Have an agreement signed with the Electric Distribution Company. For beneficiaries who have electricity supply, they should request:

- FISE discount voucher
- DNI (National Identity Document)
- Electricity consumption receipt
- For beneficiaries who do not have electricity, they should request:
- FISE discount voucher

The Authorized agent can exchange the FISE discount voucher to another person who is not the holder and / or beneficiary, but in that case the person making the exchange must attach a copy of the beneficiary's DNI or present the original DNI of said beneficiary. The authorized agent must have a record that, in these cases, allows the name and ID of the beneficiary of the FISE and of the person who represents the exchange or purchase of the gas balloon with the discount voucher to be consigned.

Electric distribution companies

The obligations of the Electric Distributors are to issue the FISE discount voucher in order to distribute it to the FISE Beneficiaries, the Electric Distributors, within the first 20 calendar days of the month, they will present the

FISE liquidations to the Administrator (Osinergmin), adapt their commercial system in order to facilitate the distribution and control of the granting of the FISE Discount Voucher. The referred beneficiaries must deliver to the electricity distribution companies the following:

- The National Identity Document (DNI).
- An affidavit of possession and use of LPG cooker and balloon, authorizing its verification.
- Present the electricity consumption receipt.
- The list of registered users in the provisional service request. This requirement only applies to provisional and collective supplies.
- Electrical distribution companies must verify the accuracy of the information given in the previous number, for which they will carry out confirmatory inspection visits.
- Electric distribution companies must purge their respective database ensuring that duplicities in the benefit are avoided, since the holder of the supply can only receive a FISE discount voucher per month.

III. METHODOLOGY

3.1. Materials.

- Panel data review of the FISE Program
- Review of books, magazines, Internet, among others
- Monitoring reports and annual reports of the FISE program.
- Database of ENAHO / INEI / ENDES, (2015-2017)
- The statistical package SPSS v. 22

3.2. Method.

This research is of a mixed nature (quantitative and qualitative) and has a non - experimental - transversal design of a descriptive - correlational nature, given that the information has been taken in the natural context of the population to then make the pertinent analyzes (Hernández, et al. to 2010). In order to measure the levels of satisfaction of the perceived quality and based on it, the components or factors that are related to the quality of service were determined.

3.3. Procedure and data analysis

The techniques that have been used in the research are: the survey (Likert-type questionnaire), and the data

have been processed in Statistical Software SPSS v. 22. The independent variables are the components and characteristics (attributes) of quality of the services that will be quantified based on the answers obtained from the agents or actors that use the services. In addition to the components of the SERVQUAL Model to measure the perceived quality and the dependent variable is the perceived quality of the services offered by the FISE program, which will also be measured based on the answers given by the users. For the case of the study, a simple random sample was used among the users of the FISE program, taking into account the number of beneficiaries by provinces in the Puno region.

Definition of the study sample

Error range	5.0%
Population size	91720
Confidence level	95%
Value of Z (value of confidence level)	95%
Variance (value to replace in the formula)	1.960

Sample size

$$\frac{N * (\alpha_c * 0,5)^2}{1 + (e^2 * (N - 1))} =$$

α_c = Value of confidence level

e^2 =Error range

N=Population size universe

IV. RESULTS

4.1. Socioeconomic, sociodemographic and socio-educational characteristics of the beneficiaries of the FISE program in the Puno region.

The distribution of the user population of the FISE program, according to socioeconomic aspects, behaves as follows: 54.04% are in extreme poverty or the poorest in the region. While 21.09% corresponds to the second quintile, another group of beneficiaries of the FISE program are in the third quintile with 12.00% and finally, the beneficiary group that is in the fourth quintile represents 10.07%, the latter is considered as filtering . To know the distribution of income within the Puno region, we used the Quintiles de Ingresos (ENAH0, 2018) method, which divides the population into four more or less equal groups. The first quintile groups the poorest, that is, those with the least income and the fourth quintile, the ones with the highest income (see Table 01).

The data reveal that in the province of Moho the beneficiaries of the FISE program are poorer, they are located in the first quintile (100%), and in the province of Sandia only 20% of the beneficiaries correspond to the first quintile (poorest) and 40% are located in the fourth quintile. Another important aspect that can be observed is that, in Carabaya province, FISE users are in quintiles I, II and III respectively. In the Puno region, beneficiaries of the FISE program are generally characterized by having both the very poor and the less poor.

Table n ° 01. Quintile of the poverty index of FISE beneficiaries, according to provinces of the Puno region

		More poor	Second quintile	Third quintile	Fourth quintile	
Puno	N°	7	1	2	0	10
	% PROVINCE	70,0%	10,0%	20,0%	0,0%	100,0%
Huancané	N°	17	12	3	2	34
	% PROVINCE	50,0%	35,3%	8,8%	5,9%	100,0%
Azangaro	N°	15	10	4	3	32
	% PROVINCE	46,9%	31,3%	12,5%	9,4%	100,0%
Malgar	N°	11	7	2	1	21
	% PROVINCE	52,4%	33,3%	9,5%	4,8%	100,0%
San Antonio	N°	39	10	7	8	64
de Putina	% PROVINCE	60,9%	15,6%	10,9%	12,5%	100,0%
Sandia	N°	1	1	1	2	5
	% PROVINCE	20,0%	20,0%	20,0%	40,0%	100,0%
Carabaya	N°	11	7	4	0	22
	% PROVINCE	50,0%	31,8%	18,2%	0,0%	100,0%
Chucuito	N°	4	0	2	3	9
	% PROVINCE	44,4%	0,0%	22,2%	33,3%	100,0%
El Collao	N°	30	9	7	9	55

	% PROVINCIA	54,5%	16,4%	12,7%	16,4%	100,0%
Lampa	N°	2	2	0	1	5
	% PROVINCE	40,0%	40,0%	0,0%	20,0%	100,0%
Moho	N°	2	0	0	0	2
	% PROVINCE	100,0%	0,0%	0,0%	0,0%	100,0%
Yunguyo	N°	15	3	2	4	24
	% PROVINCE	62,5%	12,5%	8,3%	16,7%	100,0%
Total	N°	154	62	34	33	283
	% TOTAL REGIÓN	54,4%	21,9%	12,0%	11,7%	100,0%

Source: ENAHO and statistics of the FISE 2018 program

The Social Energy Inclusion Fund (FISE) was created as an Energy Compensation System, which provides security to the system, as well as a scheme of social compensation and universal service for the most vulnerable sectors of the population. Households located in the provinces and districts with the highest level of poverty, according to the latest poverty map published by the INEI.

Table No. 02. Age of the beneficiaries of the program FISE in the Puno region

Age groups	Frequency	Percentage
20 - 30	28	9,9
31 - 40	66	23,3
41 - 50	112	39,6
51 A MÁS	77	27,2
Total	283	100,0

Source: own elaboration of the researcher based on the surveys

The results by age groups show that the beneficiary population of the program is mostly concentrated in the range of 20 - 30 years of age with 9.9%, followed by the age group of 31 - 40 years with 23.03%, in greater percentage the age groups 41 - 50 years of age are located and 27.2% are those that are in the age group of 51 or more. It should be mentioned that in the case of socio-educational information of the user population of the FISE program, the highest percentage are those who have completed initial level or Wawa Wasi with

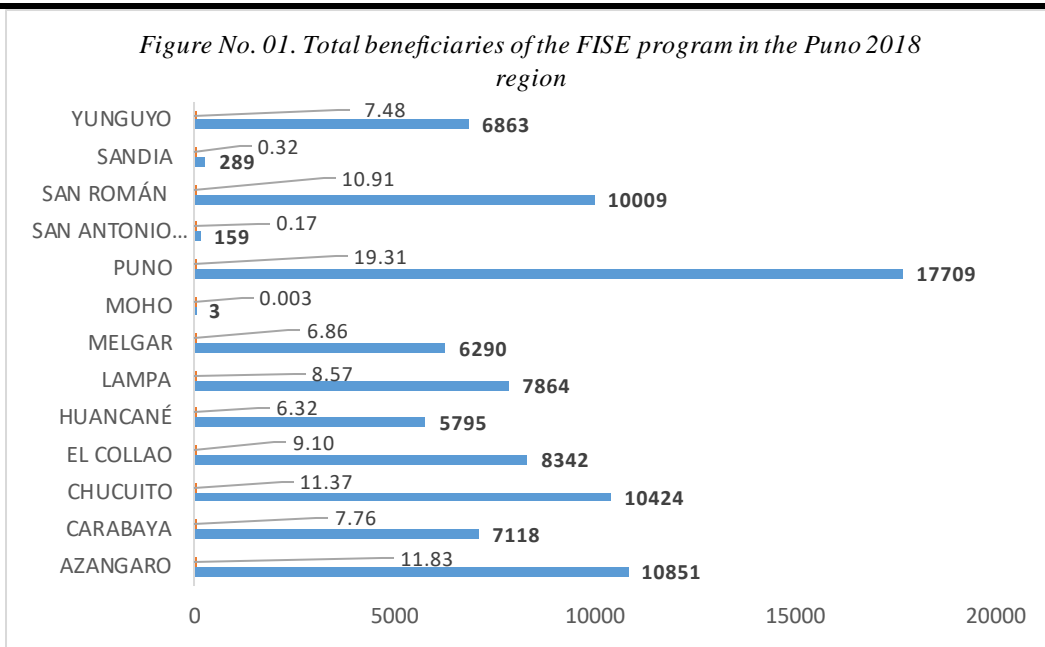
27.9%, another segment of the population have incomplete primary education 26.9%, while 24.4% of the user population have reached the full primary level. Therefore, the population that is in the primary levels is the majority (see table 03).

Table No. 03. Socio-educational information of the beneficiaries of the FISE program.

Level of education reached	N°	%
No level	25	8,8
Initial or Wawa Wasi	79	27,9
Incomplete primary	76	26,9
Complete primary	69	24,4
Incomplete secondary	12	4,2
Completed secondary	17	6,0
Superior non-university incomplete	4	1,4
Superior non-university complete	1	,4
Total	283	100,0

Source: own elaboration of the researcher based on the surveys

According to Figure No. 01, the user population of the FISE program in the Puno region, come mostly from the province of Puno (19.31%) followed by Azangaro, Chucuito and San Román respectively (11.83%, 11.37% and 10.91%), another percentage important users come from the provinces of El Collao, Huanacáné and Yunguyo; however, the provinces that have a small number of beneficiaries are: provinces of Sandía, San Antonio de Putina and Moho respectively.



Source: own elaboration based on statistical data of the FISE 2018 program.

Households located in the regions, provinces and districts with the highest level of poverty, according to the latest poverty map published by the INEI. Level of consumption: Residential users with average monthly consumption equal to or less than 30 kWh / month (12 months) who have a LPG stove. The program to promote the use of LPG (domestic gas) for vulnerable populations encourages the use of less polluting energy resources to replace firewood or dung in order to reduce the impact on the health of these populations. The operation of this program is based on:

- Strategic alliances and coordination with different public and private actors,
- Use of cutting-edge information technology and communications platforms.

The Energy Needs Census made it possible to collect information in a dynamic way and obtain the geographical location through the Global Positioning System (GPS) and upload photographs that allow its validation, by the residents of the designated districts. The FISE is aimed at expanding the energy frontier in the

vulnerable segments of the population that is, bringing energy to localities or population centers that do not have an energy supply, through supplies of hydrocarbons, natural gas, and renewable energies, among others. The final uses in lighting, cooking, heating, cooling and / or productive uses.

4.2. Analysis of components and quality characteristics of the services offered by the FISE Puno region program.

Based on the available information, the corresponding analyzes were carried out in order to identify the level of quality that users attribute to each of the components in the service quality scale. For this, the linear regression analysis was applied, using the dependent variable global quality perceived, calculated with the average of all the items of the scale, and the set of attributes of each of the five service quality dimensions as independent variables. This analysis allows us to recognize to what extent the dependent variable, perceived global quality can be explained by the attributes of the dimensions of the scale.

Table 04. Components and quality characteristics of the services of the FISE Puno region

Components	Expected value		Perceived value		Gap (b-a)
	(a)		(b)		
	Average	Desv. Estand.	Average	Desv. Estand.	
TANGIBILITY	4.12	0.601	3.30	0.476	-0.82
SECURITY	4.33	0.574	2.85	0.428	-1.48
RELIABILITY	4.90	0.505	2.60	0.497	-2.30
ANSWER'S	3.87	0.584	3.09	0.490	-0.78
CAPACITY					
EMPATHY	3.96	0.471	3.03	0.265	-0.93

Source: own elaboration of the researcher based on the 2018 surveys

When analyzing the quality components in the FISE program, presented in Table 04, the differences in the values between the perceived and expected quality in the different components are evidenced: Component tangibility (-0.82), followed by the Safety component (-1.48), while the Reliability component presents a gap of (-2.30); On the other hand, the components that would be better qualifying the services are: the response capacity and empathy (-0.78 and -0.93). Likewise, the highest average in the expected values is located in the Reliability component (4.90), followed by the Security component with a value of (4.33) and the Tangibility component has an average of (4.12). On the other hand, in the perceived values, the component with the highest average is: the Response capacity (3.09), and the component with the lowest average corresponds to the Reliability component (2.60).

4.3. Reliability analysis of quality components

This analysis will allow us to verify its conclusions and estimate an index of reliability of each scale or dimension. The reliability of the attributes of the instrument (quality component or attribute), subject to working conditions or data collection on quality of service, is the probability that it will work correctly ("internal consistency" without failure) during the period of studying time. Thus, reliability is a fundamental aspect of the quality of all types of measuring instruments. For this reason, it is especially interesting to quantify this reliability, so that it is possible to make estimates about the quality of service provided by the FISE program. To determine the reliability of the quality of service measurement instrument, the results of the scoring matrix were subjected to a reliability analysis, calculated through the SPSS v. Program. 22 the

reliability coefficient for political-economic measuring instruments, given that the questionnaire used to collect data is composed of questions or items with several response alternatives with ordinal variables. The calculation of the reliability measurement process was used the Crombach test. From the variances, Cronbach's alpha is calculated as follows:

$$\alpha = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum_{i=1}^k S_i^2}{S_t^2} \right],$$

Donde:

- S_i^2 is the variance of item i ,
- S_t^2 is the variance of the total values observed and
- k is the number of questions or items.

4.4. Quality measurement procedure

To calculate the Reliability coefficients of the instrument, we proceeded as follows:

- The items that will be subjected to the analysis were selected
- The scores or values obtained for each item allow us to find the mean and then the value of the variance and standard deviation of the items.
- Based on the correlations between the items, the standardized Cronbach's alpha is calculated as follows:

$$\alpha_{est} = \frac{kp}{1 + p(k-1)},$$

Donde:

- k is the number of items

- P is the average of the linear correlations between each of the items (we will have $[k(k-1)] / 2$ pairs of correlations).

The desirable thing to create a reliable scale is that the items are highly correlated with each other. The maximum level of correlation is reached when the items X_1, \dots, X_k are all equal. The Cronbach's alpha is not a statistic to use, so it is not accompanied by any p-value that allows rejecting the hypothesis of reliability in the scale. However, the closer to its maximum value 1, the greater the reliability of the scale. In addition, in certain contexts and by tacit agreement, it is considered that alpha values higher than 0.7 or 0.8 (depending on the source) are sufficient to guarantee the reliability of the scale.

Table No. 05. Reliability analysis of the instrument *SERVQUAL* applied

Servqual	Alfa of Cronbach	Cronbach's alpha based on the typified elements	N of elements
Perceptions about the quality of service	,816	,838	283

Source: own elaboration of the researcher based on survey data

The truth is that the criterion established and indicated by different authors (Oviedo & Campo-Arias, 2005) is that a value of Cronbach's alpha, between 0.70 and 0.90, indicates a good internal consistency for a one-dimensional scale, therefore, it can be argue that the internal validity of the instrument is very good (0.816). Cronbach's alpha appears like this, frequently in the literature, as a simple and reliable way to validate the construct of a scale and as a measure that quantifies the correlation between the items that make up this scale. Authors such as (Gademann, Guhn, & Zumbo, 2012) even report that Cronbach's alpha has been cited in 76% of cases of Social Science articles to demonstrate the validity of the tests.

Hypothesis 1:

The components and characteristics (attributes) of the services that allow validating the evaluation of perceived quality is associated with the tangible elements, security, reliability, response capacity and empathy offered by the FISE social program in the Puno region.

Ho: $F_c \leq F_t$; The components and characteristics (attributes) of the Servqual model do not allow to evaluate the perceived quality of the services offered by the FISE program in the Puno region.

Ha: $F_c > F_t$; The components and characteristics (attributes) of the Servqual model allow to evaluate the perceived quality of the services offered by the FISE program in the Puno region.

According to the results of validity analysis of the measuring instrument, they are very positive and reliable. The values of Alpha Cronbach is statistically significant above 0.80, therefore, it means that the components and characteristics (attributes) analyzed if they allow to evaluate the quality of service offered by the FISE Puno program. Based on these considerations, we can assume that the quality attributes considered in the model are valid at a convergent-type construct level, that is, the items of the Servqual model survey.

Table No. 06. Likert scale to measure the quality perceived by the user.

Likert scale	Meaning	Satisfaction score range
(<i>Servqual</i>)		
1	Very unsatisfied	01 – 20
2	Dissatisfied	21 – 40
3	Neither satisfied, nor dissatisfied	41 – 80
4	Satisfied	81 – 100
5	Very satisfied	101 - 105

Source: own elaboration of the researcher based on data from the 2018 survey

4.5. Analysis of the perceived and expected quality of the user on the services of the FISE program by dimensions

Table No. 07 shows the general satisfaction with the quality of service received by the user in the different Authorized Centers for service or exchange of the FISE program voucher. The range of satisfaction percentage reached (0 - 105 see table 06) on the Likert scale is divided into two values, 96.47% consider "regular" the quality of service received and 3.53% consider it "bad" , which indicates that the average of the score reached according to the Likert scale of the Servqual model is 2.97 as an expected value on average equals 59.04% of the total score (see table 07). When using the model, the behavior of the average of the ratings of expectations is analyzed considering that the users expect to receive a very good

service, the found values were 4.24 as an expected value on average that is equivalent to 84.04% of the total score. Using the data of the survey, the quality index was calculated, using the standards of SERVQUAL items, as well as the reliability coefficients (alpha coefficients mentioned above), by means of the scores obtained as a result of the difference between perceptions (service received) and expectations (expected service) for the five proposed dimensions, that is, tangibility, reliability, responsiveness, user service and security and empathy.

Once this procedure is concluded, the Service Quality Index (ICS) is calculated for each dimension, based on the items that comprise it, for comparison purposes, for which the following formula is used:

$$Q_i^* = \sum_{j=1}^k (P_{ij} - E_{ij}^*)$$

Dónde:

- Q^*i is the overall perceived quality of the customer i in the "Revised SERVQUAL";
- k is the number of attributes, 22 in this case;
- P_{ij} is the perception of the result of client i with respect to attribute j ;
- E^*_{ij} is the revised expectation of quality of service of the attribute j for the client i .

$$ICS_{global} = \sum i IC$$

The interpretation of the result of the index is based on the fact that, if it is a negative number, it indicates that the expectations (expected service) are greater than the perceptions (services received), if the number is positive, it indicates that the users' perceptions are above expectations, which means that the services offered by the program, if it is meeting your expectations with the percentage obtained.

Table No. 07. Perceived and expected level of quality of the services offered by the FISE program in the Puno region.

Values	N	Minimu m	Maximu m	Sum	Half	Standard deviation	Variance
Perceived quality level of the FISE program service	283	2	3	839	2,96	,185	,034
Expected quality level of the FISE program service	283	3	5	1130	3,99	,119	,014

Source: own elaboration of the researcher based on data from the 2018 survey

$$Q^*i = \sum (60 - 83)$$

$$Q^*i = (- 23)$$

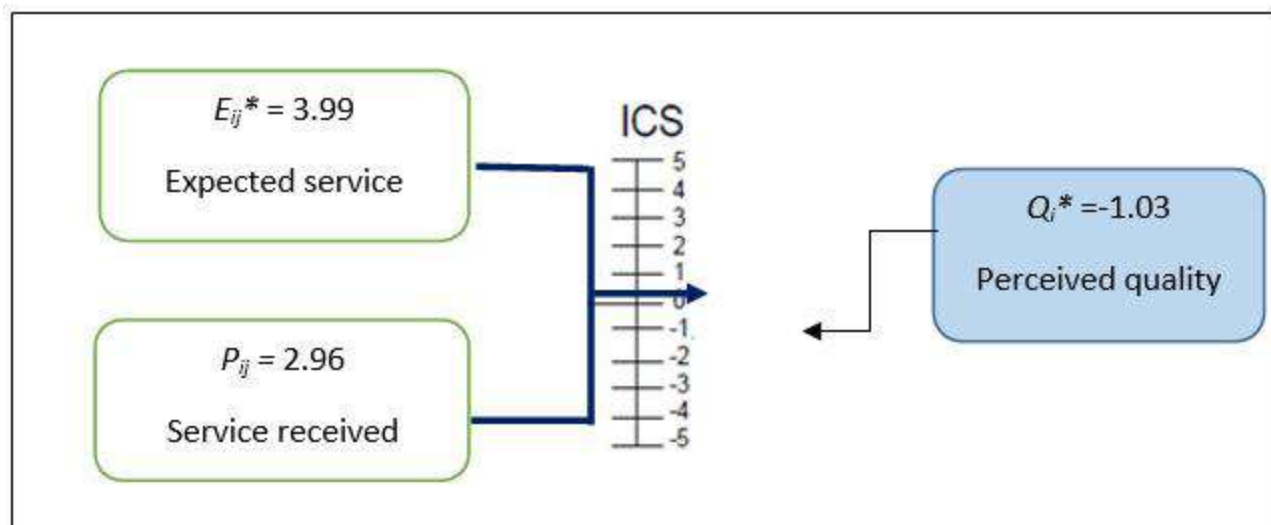


Figure No. 02. Service quality index offered

Source: own elaboration of the researcher based on data from the 2018 survey

The analysis of the information collected through the Servqual questionnaire allows an overview of the service received and the quality of service criteria within the scope of the FISE program. In this regard, it should be noted that users, on the other hand, develop habits of conduct influenced by the need when choosing the service to perform. Regarding the variables that intervene in the decision process of the user, it is important to emphasize the importance that is given to the proximity to their homes. Therefore, the ICS evaluated with the Servqual model is negative, the score reaches (-1.03), which indicates that users expected a better service than what was

received, these results are shown in greater detail (see figure 2).

Regarding the construct of quality of service, we observe how basically the service provision activity is developed from five large dimensions that we have identified as: Tangibility, Security, Reliability, Response Capacity and Empathy. Finally, we identified the need to analyze the items of specific scale that allow a diagnosis of the service provided by agents authorized by the FISE program. Regarding the comparison measurement procedure, it has become clear that it is useful, for this type of services, to measure expectations.

Table No. 08. Index of differences between users' perceptions and expectations about quality services offered by the FISE program.

Quality components	N°	Expected quality		Quality received		Difference ICS-FISE
		Half	Standard deviation	Half	Standard deviation	
TANGIBILITY	283	3,30	,476	4,12	,601	-0.82
SECURITY	283	2,85	,428	4,33	,574	-1.48
RELIABILITY	283	2,60	,497	3,90	,505	-1.30
ANSWERS CAPACITY	283	3,09	,490	3,87	,584	-0.78
EMPATHY	283	3,03	,265	3,96	,471	-0.93

Source: own elaboration of the researcher based on data from the 2018 survey

In this perspective, it is important to consider an analysis of service quality, taking into account each dimension and the indicators that it encompasses. The observation is basically focused on five large dimensions that we have identified as: Tangibility, Reliability, User Attention and Safety, Response Capacity and Empathy.

4.6. Analysis of descriptive statistics of the perceptions and expectations of users

In this part of the research content we describe a set of variables and try to synthesize their characteristics in numerical indexes that adequately represent this set of

characteristics. Therefore, for the analysis basically the techniques that will be exposed will be the measures of central tendency, percentile values, dispersion and distribution. A basic task of data analysis is to obtain a global description of the characteristics of the subjects or processes - objects of the study. This first information will show how the values of the variable are distributed. A set of numerical values will be descriptively summarized for which it is appropriate to resort to measures of central tendency. All these statistics will give a global description of the studied population and will allow to guide the analysis.

Table No. 09. Statistical values descriptive of the perceptions and expectations of the users about the quality services offered by the FISE program.

	VALUES	N	Minimum	Maximum	Sum	Half	Standard deviation	Variance
PERCEPTIONS	TANGIBILITY	283	2	4	935	3,30	,476	,226
	SECURITY	283	2	4	807	2,85	,428	,184
	RELIABILITY	283	2	4	737	2,60	,497	,247
	ANSWER'S CAPACITY	283	2	4	875	3,09	,490	,240
	EMPATHY	283	2	4	857	3,03	,265	,070
	EXPECTATIONS	TANGIBILITY	283	3	5	1166	4,12	,601
SECURITY		283	3	5	1226	4,33	,574	,329
RELIABILITY		283	3	5	1103	3,90	,505	,255
ANSWER'S CAPACITY		283	3	5	1095	3,87	,584	,341
EMPATHY		283	3	5	1121	3,96	,471	,222

Source: own elaboration of the researcher based on data from the 2018 survey

In table N ° 09, we have the results of the standard deviation, it is a measure of dispersion that allows us to evaluate the uncertainty of the data obtained by the sample; that is, it analyzes all those data that are far from our average to determine if our prediction or theory is far from the model that was built with the sample. With the distribution measures we want to know how much the perceptions on the quality of service received by users vary, for which a Likert scale has been used, taking into account the (ordinal) variables that vary their values from minus to more, that is, from very dissatisfied to very satisfied (1 to 5) to establish the level of satisfaction with the service received.

4.7. Analysis of Kendall's Tau_b Test of Hypothesis 2.

The Coefficient of the Tau test of Kendall shows us the degree of association between the independent variables (attributes and / or quality dimensions) with the dependent variable (level of general satisfaction of the user) on the quality of service of the program. The model of the equation is given by the following expression:

$$\tau = (S_a - S_b) / [n(n - 1) / 2]$$

Where:

τ = Statistics of Kendall

n = No. of cases in observed

S_a = Sum of the highest ranges

S_b = Sum of lower ranges

Hypothesis 02:

The level of quality perceived by users about the offer of liquefied gas services that deliver the FISE program, is related to the characteristics of the components and the satisfaction of the service received.

H₀: $F_c \leq F_t$; The perceived quality level of the liquefied gas service offer that is delivered by the FISE program is not associated with the attributes of the quality dimensions for the users.

H_a: $F_c > F_t$; The perceived quality level of the liquefied gas service offered by the FISE program is associated with the attributes of the quality dimensions for the users.

For the set of quality dimensions considered by the Servqual model, n attributes evaluated by m users are taken into account, the τ provides information on the degree of agreement or disagreement between the ranges m granted by the users. However it is appropriate to clarify that the kendall is always a positive value between 0 and 1, that is, if the evaluation of each user n attributes is similar, then the τ is equal to 1, however if there is a total disagreement, then $\tau = 0$.

Table No. 10. Kendall's Tau B test of Hypothesis 2

Test of Tau B of Kendall		NIVEL DE SATISFACCIÓN GENERAL DEL USUARIO (NSGU)	Y = TANGIBILI DAD	Y = SEGURIDA D	Y = CONFIABIL IDAD	Y = CAPACIDA D DE RESPUEST A	Y = EMPATÍA
LEVEL OF GENERAL USER SATISFACTION (NSGU)	Coefficient	1,000	,124*	,294**	,234**	,182**	,162**
	Sig. bilateral	.	,036	,000	,000	,001	,006
	N	283	283	283	283	283	283
Y = TANGIBILITY	Coefficient	,124*	1,000	,231**	,319**	,134*	,185**
	Sig. bilateral	,036	.	,000	,000	,020	,002
	N	283	283	283	283	283	283
Y = SECURITY	Coefficient	,294**	,319**	1,000	,121*	,062**	,178**
	Sig. bilateral	,000	,000	.	,039	,278	,001
	N	283	283	283	283	283	349
Y = RELIABILITY	Coefficient	,234**	,231**	,121*	1,000	,201**	,132*
	Sig. bilateral	,000	,000	,002	.	,001	,019
	N	283	283	283	283	283	283
Y = ANSWER'S CAPACITY	Coefficient	,182**	,134*	,062	,201**	1,000	-,049
	Sig. bilateral	,002	,020	,000	,001	.	,393
	N	283	283	283	283	283	283
Y = EMPATHY	Coefficient	,162**	,185**	,132*	,138*	-,049*	1,000
	Sig. bilateral	,006	,030	,024	,019	,343	.
	N	283	283	283	283	283	283

*. The correlation is significant at the 0.05 level (bilateral).

** The correlation is significant at the 0.01 level (bilateral).

In order to establish the exact nature of the relationship, the Kendall Tau_b Coefficient was estimated. The values found in Table 10 can be established that there is a high and positive correlation, with a significance of less than ($p = 0.05$), in all the dimensions treated, this implies then, that as the attributes or components in the proposed dimensions improve, the level of general satisfaction (NSG) on the quality of services delivered by the FISE program in the Puno region will improve. When analyzing the values of Kendall's Tau b coefficients, the following detail is taken for dimensions: As for the attributes or quality components in the "Tangibles" component, the values of τ indicate that there is a high and positive correlation ($\tau = 0.124 *$), with a significance of ($p = 0.036$), which means that as the quality attributes in the dimension of tangible elements improve, the level of general satisfaction of the user improves in the same direction, that is, There is a relationship of agreement between both variables. On the other hand, in the

"Security" component, the value of ($\tau = 0.294 **$) at a level of significance ($p = 0.000$), that is, 29.4% of the improvement in the level of general satisfaction of the user is addressed with the changes in security attributes.

The coefficient value of τ in the component "Reliability" reaches ($\tau = 0.234 **$) and with a significance of ($p = 0.000$), that is, the attributes of this dimension have a direct and positive relationship at a level of 23.4%. While the component "Response Capacity" (willingness and willingness to help users and provide a fast service), reaches a value of ($\tau = 0.182 **$) and with a ($p = 0.002$); This indicates that the level of satisfaction perceived on quality services is significant to explain the quality of the service offered by the program in 18.2% of the variation in satisfaction of the perception of quality is explained by the attribute of the capacity of response, it is necessary to consider that it is a set of transversal data. Finally, the dimension "Empathy" represents a very high and positive association value (0.162 **) and with a ($p = 0.006$).

Therefore, considering the values obtained in the test, it can be concluded that the null hypothesis is rejected and the alternative hypothesis is accepted, that is, the level of quality perceived by users about the services of the FISE program is associated to the attributes and components of the silver quality dimensions in the study.

4.8. Factors or components of perceived and expected quality of the services of the FISE program.

Factor Analysis is a multivariate statistical technique whose main purpose is to synthesize the interrelations observed among a set of variables in a concise and safe way as an aid to the construction of new concepts and theories. To do this, it uses a set of unobservable random variables, which we will call common factors, so that all covariances or correlations are explained by these factors and any portion of the variance unexplained by the common factors is assigned to residual error terms that we will call unique factors or specific. Analyze the structure of the interrelations between a large number of variables, not requiring any distinction between dependent and independent variables. A Factor Analysis makes sense if two conditions are met: Parsimony and Interpretability. The model of the Factorial Analysis is given by X_1, X_2, \dots, X_p the p variables object of analysis that we will suppose in all the following, that are typified.

A possible way of examining the correlation matrix is through *Bartlett's sphericity* test, which contrasts, under the multivariate normality hypothesis, if the correlation matrix of the observed variables, R_p , is identity. If a correlation matrix is the identity it means that the intercorrelations between the variables are zero. If the null hypothesis is confirmed ($H_0: |R_p| = 1$ or $R_p = I$) it means that the variables are not intercorrelated.

Table No. 11. KMO and Bartlett test

Sampling adaptation measure of Kaiser-Meyer-Olkin.		,559
Bartlett's sphericity test	Approximate Chi-square	965,798
	gl	210
	Sig.	,000

Source: own elaboration of the researcher based on the survey

In Table No. 11, we have the inverse of the correlation matrix, KMO (Kaiser-Meyer-Olkin) and the Bartlett test. Bartlett's sphericity test is obtained from a transformation of the determinant of the correlation matrix. The statistic of said test is given by:

$$d_R = - [n - 1 - \frac{1}{6}(2p+5)] \log |R| = - [n - \frac{2p+11}{6}] \sum_{j=1}^p \log(\lambda_j)$$

where n is the number of individuals in the sample and λ_j ($j = 1, \dots, p$) are the eigenvalues of R . Under the null hypothesis this statistic is distributed asymptotically according to a distribution χ^2 with $p(p-1)/2$ degrees of freedom. The Bartlett Test was used to verify if the correlation matrix is an identity matrix, that is, if all the coefficients of the diagonal are equal to the unit and the diagonal ends equal to 0. The results of the test they indicate that the value of χ^2 reaches 965,798 and a degree of significance $p = 0.000$, implies that it is not an identity matrix, so it is possible to perform the factorial analysis with the available information. KMO is an index that takes values between 0 and 1 and is used to compare the magnitudes of the correlation coefficients observed with the magnitudes of the partial correlation coefficients so that the smaller the value, the higher the value of the partial correlation coefficients $r_{ij}(p)$ and, therefore, less desirable is to perform a Factorial Analysis. Kaise, Meyer and Olkin advise that if $KMO \geq 0.75$ the idea of performing a factor analysis is good, if $0.75 > KMO \geq 0.5$ the idea is acceptable and if $KMO < 0.5$ is unacceptable. Therefore, for the investigation it is acceptable to perform the factorial analysis because the value of the Kaiser-Meyer-Olkin sample adaptation measure is 0.559.

Extraction of Factors

As we have already pointed out, the purpose of Factor Analysis is to determine a reduced number of factors that can represent the original variables. Therefore, once it has been determined that the Factor Analysis is an appropriate technique to analyze the data, the appropriate method for extracting the factors should be selected. There are different methods each with their advantages and disadvantages. For the case of the present study, we have proceeded by the principal components method.

The principal components method consists of estimating the factorial scores by means of the standardized scores of the first principal components and the factorial load matrix by means of the correlations of the original variables with said components. That is, of the 21 starting variables, they are 9 factors that are grouped with very high correlation values (see table N ° 12). On the other hand, the individual and cumulative percentages are shown, the proportion of total variance explained by each of the factors, both for the non-rotated solution and for the rotated value reached is 2,728 over the total variability (21 items) of the total of the sample. Therefore, the fifteen (9) factors

included in the analysis are able to explain exactly 65.97% acceptable percentage.
 of the total variability, which can be considered as a very

Table No. 12. Total variance explained

Component	Initial eigenvalues			Sums of removal of loads squared		
	Total	% variance	% accumulated	Total	% variance	% accumulated
1	2,728	12,990	12,990	2,728	12,990	12,990
2	1,998	9,514	22,504	1,998	9,514	22,504
3	1,687	8,035	30,539	1,687	8,035	30,539
4	1,464	6,971	37,510	1,464	6,971	37,510
5	1,377	6,559	44,069	1,377	6,559	44,069
6	1,299	6,187	50,256	1,299	6,187	50,256
7	1,201	5,718	55,974	1,201	5,718	55,974
8	1,071	5,098	61,072	1,071	5,098	61,072
9	1,030	4,904	65,975	1,030	4,904	65,975
10	,925	4,403	70,378			
11	,886	4,219	74,597			
12	,824	3,924	78,521			
13	,706	3,361	81,882			
14	,670	3,192	85,075			
15	,604	2,877	87,952			
16	,555	2,641	90,592			
17	,514	2,449	93,041			
18	,451	2,148	95,189			
19	,385	1,834	97,023			
20	,343	1,631	98,654			
21	,283	1,346	100,000			

Extraction method: analysis of main components.

Source: own elaboration of the researcher based on available data 2018

The commonality is a value obtained in the factorial analysis, for each of the original variables, by adding the squares of the correlations or loads of the retained factors with the variable for which it is calculated and which expresses the proportion of variance of the variable extracted or explained with m factors, where m is the number of factors retained. If m is equal to the total

number of variables, commonality will be equal to 1. In table No. 13, the factor is interpreted according to the variables most correlated with it. Consequently, the factors that have values above 0.70 are those that explain the variability in greater proportion, so the variables that obtain high values would explain the quality of academic and administrative service in the university.

Table No. 13. Analysis of Communalities

Items or variables	Inicial	Extracción
The authorized agents have updated equipment and modern appearance	1,000	,718
The physical infrastructure of the agents authorized by the program is adequate	1,000	,703
Employees of agents authorized by the program have a well-groomed appearance.	1,000	,695
The appearance of the equipment in the agents authorized by the program are in accordance with the services offered	1,000	,625
The employees of the program transmit confidence to their users	1,000	,635
In the program users feel safe in their procedures / negotiations with employees	1,000	,741

In the program the employees are educated and friendly with the users.	1,000	,652
Employees demonstrate equality for all their users	1,000	,632
When the program promises to do something for a certain date, it performs	1,000	,659
When users have problems, program managers show a sincere interest in solving it	1,000	,673
The program that belongs to them offers security and reliability	1,000	,578
The program provides its services in the time it promises to do so.	1,000	,632
The program that you belong to has your information always updated	1,000	,737
Program employees communicate to users when a service will be completed.	1,000	,616
The employees of the program offer a fast service to their users	1,000	,442
The employees of the program are always willing to help users.	1,000	,770
The employees of the program are always willing to answer the questions of the users.	1,000	,752
The employees of the program give their users personalized attention.	1,000	,692
The program has convenient work schedules to serve all its users.	1,000	,549
The employees of the program are interested in knowing the needs of their users.	1,000	,718
Employees of the program prioritize the interests of their users	1,000	,637

Extraction method: analysis of main components.

Source: own elaboration of the researcher based on available data 2018

T test for Hypothesis 3

To these results were applied the Student's T-test, to establish if there are differences between the users' averages between the received service and the expected service and if the test values differ significantly from a known or hypothesized given value. The test calculates descriptive statistics for the contrast variables together with the t test. By default, the SPSS includes the 95% confidence interval for the difference between the mean of the contrast variable and the hypothesized value of the test. Posing the following statistical hypotheses:

- The null hypothesis (Ho): There is no significant difference in users between the service received and the expected service of the FISE program
- The Alternative Hypothesis (Ha): There is a significant difference in the users between the

service received and the expected service of the FISE program

The t-test procedure for a sample contrasts whether the mean of a single variable differs from a specified constate. Thus we can know if a certain sample comes from a population whose true mean is known. This procedure is applied to calculate the significance of the differences obtained by a sample of users of the academic and administrative services of the university, to compare the means of the received service in contrast to the expected service. The obtained result shows that the average of the service received by the users of the FISE program is significantly lower than the average of the expected service, since $p = 0.000$, since the average obtained is 2.96 and the expected average 3.99.

Table No. 14. Statistics for a sample

VARIABLES	N	Halp	Typical deviation	Typical error of the average
General perception of the service received	283	2.96	,185	,011
General expectation of expected service	283	3.99	,119	,007

Source: own elaboration of the researcher based on the surveys

Observing the results we can affirm that discriminant validity exists, reason why it is ratified that the obtained values are valid in the previous tests. Therefore, the values of P are less than 0.05 ($p = 0.000$), which shows that there are significant differences. That is, users think or perceive that the services provided by the program are lower than expected, therefore, it is of low quality.

Table No. 15. "T" test for a sample

	Test value = 0					
	t	gl	Sig. (bilateral)	Difference of means	95% Confidence interval for the difference Lower Higher	
General perception of the service received	269,653	282	,000	2,965	2,94	2,99
General expectation of expected service	565,000	282	,000	3,993	3,98	4,01

Source: own elaboration of the researcher based on the surveys

4.9. Multiple Linear Regression Analysis of the hypothesis test

In order to determine the factors associated with the perceived quality of users about quality service, the following statistical hypothesis has been formulated:

Hypothesis 03:

The conditioning factors of the quality of services perceived by users are related to tangible attributes, reliability, security, responsiveness and empathy. Therefore, there is a direct and significant association between the factors included in the model with the quality perceived by the users of the FISE program.

Ho: $F_c \leq F_t$; Factors such as tangible attributes, reliability, security, responsiveness and empathy are not determinants of the quality of service perceived by users of the FISE program.

Hi: $F_c > F_t$; Factors such as tangible attributes, reliability, security, responsiveness and empathy are conditioning factors in the quality of service perceived by users of the FISE program.

Table No. 16. Summary of the multiple linear regression model

Model	R	R square	Typical		Change statistics					
			R squared corrected	error of the estimate	Change in R square	Change in F	gl1	gl2	Significance Change in F	Durbin-Watson
1	,546 ^a	,657	,741	,171	,657	614,651	5	267	,000	1,670

To. Predictors: (Constant), AVERAGE COMPONENT AVERAGE, COMPONENT AVERAGE RESPONSE CAPACITY, AVERAGE COMPONENT SECURITY, COMPONENT AVERAGE RELIABILITY, AVERAGE COMPONENT TANGIBILITY

b. Dependent variable: General level of satisfaction of the service

Source: own elaboration of the researcher based on available data 2018

The aforementioned factors turn out to be conditioning factors to explain the quality of the FISE program service at a value of ($F = 0.000$); On the other hand, the coefficient of determination is ($R^2 0.657$), which implies that the variation in the quality of service is determined by the attributes considered. The value of the Durbin-Watson statistic measures the degree of autocorrelation between the residue corresponding to each observation and the previous one. If its value is close to 2, then the residuals are uncorrelated, if it approaches 5, they will be negatively auto correlated and if their value is close to 0 they will be positively auto correlated. In our case, it

takes the value 1,670, close to 2 which indicates the impropriety of the waste.

V. DISCUSSION

The theory of the two factors in customer satisfaction argues that some dimensions of the products or services are related to customer satisfaction, and very different ones are related to customer dissatisfaction. Swan and Combs (1976), Maddox (1981), Bitner, Booms and Tetreault (1990), and Silvestro and Johnston (1990) study the theory of the two factors in the field of customer satisfaction. In Swan and Combs (1976) and Maddox

(1981), which are researches that only study products, the classification of some of their aspects in instrumental dimensions is linked to dissatisfaction, and symbolic dimensions, linked to satisfaction, pose a certain ambiguity, which makes the results obtained depend on the way in which it is resolved. Bitner, Booms and Tetreault (1990) and Silvestro and Johnston (1990), directly analyze the relationship of services with customer satisfaction and dissatisfaction, without previously classifying them in instrumental or symbolic dimensions.

Bitner, Booms and Tetreault (1990), in this study there are statistically significant relationships between the type of incident and the groups and categories, which include the aforementioned behaviors and events. Silvestro and Johnston (1990) does not validate the hypothesis that there are two different types of quality factors, hygienic and growth, proposing a new approach that supports the existence of 3 types of quality factors: hygienic factors (they are factors that are expected by the client, in which a failure in its provision will cause dissatisfaction to the client), growth factors (whose performance will lead to satisfaction in the client, and in which a failure in its provision will not necessarily cause dissatisfaction) and double factors Matsumoto threshold, (2014); Soliz, (2017), factors that are expected by the customer, in which a failure in their performance will cause dissatisfaction, and whose performance above a certain level will lead to customer satisfaction.

The application of the model is based on the evaluation of the direct user and allows us to know what dimensions compose the perceived quality according to the users (Rivera, 2015), since this is a multidimensional concept, according to the authors as (Parasuraman, 1988; Zeithalm, 1988; Teas, 1993; Cronin and Taylor 1994; Inquilla, 2017). And also, it explains the index of perceived quality in each evaluated dimension, that is, the degree to which each of these dimensions is related to the global level of quality perceived by the user (Parasuraman, 1988). But, in addition, the Servqual scale also explains the relationship between perceived quality and the level of overall satisfaction resulting from the service experience provided by the FISE program, which is important because satisfaction constitutes the mediating element between quality and quality. user loyalty (Oliver, 1993; Cabello, E. & Chirinos, J. (2012). The studies conducted by El-Khawas, (1998), Sanyal, (1995), Middlehurst and Woodhouse, (1995) and Lenn (1994).), consider that the factors that condition quality vary from one country to another, however what these authors agree that some

aspects associated with continuous improvement, the introduction of competition elements, the logic of the market in the sector and the need to respond to the requirements of globalization are common in the world.

VI CONCLUSIONS

The quality of service is what the user says from his perception, which is defined at the end of the delivery of the service. Consequently, the scale adapted to the Servqual model shows us an alpha Cronbach higher than 0.7, which indicates that both the instrument and its attributes are reliable and consistent to measure the quality of the service offered by the FISE program in the Puno region. Therefore, users associate the service quality of the program with five dimensions: tangible elements, reliability, user attention and security, responsiveness and empathy.

The overall quality level perceived by users is below the expected average according to the Servqual scale, that is, the user population is "moderately satisfied". Overall, the quality gaps revealed a need for improvement in the quality of the service in general and specified the areas with the greatest need for improvement, providing a reference to evaluate the results of the improvements that are implemented in the future and to measure the quality of service. The obtained result shows that the average of the service received by the users of the FISE program is significantly lower than the average of the expected service, since $p = 0.000$, since the average obtained is 2.96 and the expected average 3.99.

The factors considered in the study turn out to be conditioning factors to explain the quality of the service to the user at a value of ($F = 0.000$); On the other hand, the coefficient of determination is ($R^2 0.657$), which implies that the variation in the quality of service is determined by the factors mentioned above; that is to say, the factors of quality of the services are conditioned to the tangible elements, reliability, attention to the user and security, responsiveness and empathy.

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Author's inner Conflict in the Songs "Love of My Life" and "Bohemian Rhapsody"

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Abstract—Human life at one stage may not be as perfect as the other stages, Likewise, the life of Freddie Mercury, a legendary musician who is part of the Queen music band whose songs have been worldwide since the 1970's and are still widely known today, may experience the same. This research discusses Freddie Mercury's inner conflict through two of his songs, namely "Love of My Life" and "Bohemian Rhapsody". Theory of genetic structuralism with an approach from the author's side, supported by gay theory and psychoanalytic theory (*id, ego, and superego*), is used as an analytical tool in this study. The results show that Freddie Mercury was a helpless figure in dealing with the pain of the fact that he was gay. However, he showed that, whatever problems in his life, he kept walking and provided his best for the people he loved, including his fans throughout the world. He never justified his way of life, but he did not want to blame anyone, except his own inner conflict.

Keywords— gay theory, genetic structuralism, *ide-ego-superego*, inner conflict, song.

I. INTRODUCTION

Queen and Freddie Mercury. Who doesn't know them? The songs of Queen's music band have always been famous throughout the world and are still often heard by people until now. "I Want To Break Free", "Under Pressure", "Innuendo", "Show Must Go On", "We Will Rock You", "We Are the Champion", "Love of My Life", and "Bohemian Rhapsody", are some of the Queen's songs that were worldwide in the 1970-1990s, which are still remembered and heard by music lovers today. However, since the death of his vocalist, Freddie Mercury, in November 1991, Queen has stopped creating new songs. Nonetheless, it is noted that Queen still performed their legendary songs in several countries in the last five years with an additional vocalist, namely Adam Lambert. As for the tragic death of Freddie Mercury due to HIV-AIDS is full of sad impression. This makes Queen's songs seem to be very interesting mysteries to explore,

especially after the story has been raised in a film titled "Bohemian Rhapsody" recently.

Song is one of the objects of study in literature. As literary works in the form of poetry, songs contain lines of words and sentences, called lyrics, which are arranged beautifully and have certain meanings. Rows of song lyrics form verse. This is parallel to poetry which also has lines of words and sentences that make up the verses. Similar to poetry, songs have certain intentions and goals that when they are 'delivered' to the audience, they will be captured and enjoyed with a very diverse interpretation.

Meanwhile, inner conflict is a conflict caused by the presence of two or more ideas or conflicting desires to control oneself so as to influence behavior. Freddie Mercury was born a man and in the early days of his music career was reported to have a female lover, Mary Austin. However, in the end Freddie Mercury actually lived with same-sex lovers until the end of his life. It is predictable that this might indicate he is in a great inner conflict. In addition, he had a belief in his life, namely Zoroaster, which recognizes goodness and badness as well as heaven and hell. This belief might also contribute to episodes of his life in dealing with this homosexual condition. Is this irony recorded in the songs he wrote? This is what will be explored further through this research on two songs by Freddie Mercury, namely "Love of My Life" and "Bohemian Rhapsody".

II. LITERATURE REVIEW

Literary researches that examine songs as the object of research have been extensively conducted. Some researchers have observed songs from various sides. Nugroho (2014), for example, reviewed songs on the album *For You Community* by the Bunga Hitam music band. His research aims to describe the sociohistorical background of the Bunga Hitam music band, the structure of song lyrics builders, social criticism, and how the research results are implemented as literary teaching materials in high school. This descriptive qualitative research employs library, observation, note

taking, and documentation techniques to collect data. The results shows that Bunga Hitam has an idealistic understanding of *punk* which is identical to freedom. Nevertheless, the results of his works provide a lot of motivation and enthusiasm to fight against oppression and be sensitive to current social conditions. This can be seen from the diction used. In addition, in this research it is found that there are six social criticisms, namely criticism of environmental damage, poverty, prostitution, power, fading honesty, and excessive reform. The researcher also stated that the results had relevance to the Curriculum 2013 for Indonesian Language lessons so that they could be implemented as literary teaching materials in high school.

Rumekar (2017) analyzed children's song lyrics "Shabon Dama" by Noguchi Ujou to find out the meaning contained in the lyrics of the song. Rumekar's research uses the theory of poetry structure to find out the building elements of physical and inner structure in Shabon. Then, to find out the meaning contained in the song, he uses Riffaterre's semiotic theory which includes the absence of poetic expression, semiotic reading, and determining matrix. As a supporting theory, the author uses the theory of meaning of death to prove that death is the background, core, and spirit of the creation of the song. The results indicate that the song lyrics of "Shabon Dama: are not just children's song lyrics, but rather an irony of people's lives in developed countries that seek to limit the right to life of the next generation by killing the rights of children's lives in a modern way. Death is the basis, the main idea, and the idea of the author in creating the lyrics of the song. Imagination from death is a reflection of personal experience that is felt and seen by the author.

The next research is conducted by Sarwinah (Sarwinah, 2014) describing the values of hedonic literature, artistic values, cultural values, ethical values, morals, and religions, as well as the practical values found in Ridwan Sau's song lyrics. The description is carried out through analysis of the socio-cultural conditions of the Makassar City, reviewed from the meaning of Ridwan Saud's song and the relevance of literary values in Ridwan Sau's song lyrics with the socio-cultural conditions of the Makassar City community. The study uses a genetic structural approach that employs a flexible and open phenomenological thinking strategy from Makassar regional songwriters. The results show that there are hedonic values, artistic values, cultural values, ethical values, and practical values with the socio-cultural conditions of Makassar, which among others still adhered strictly to *Tau* culture, *Sirik* culture, *Pacce* culture, *Panggalik* culture, *Panngadakkang* culture, and *Religion* culture (Batara

'God'). These cultures are still adhered to until now and have become a habit in the daily lives of the people of Makassar City, all of which are listed and illustrated in Ridwan Sau's songs.

From the three studies above, it appears that the analysis tool determines the final results of the study. The study which discusses two Queen songs created by Freddie Mercury, namely "Love of My Life" and "Bohemian Rhapsody", is analyzed using the theory of genetic structuralism (Goldmann) and expressive approaches (Abrams). In genetic structuralism, the author expresses reflections of social life or social reality around him through his works. The author seeks to invite the readers to see, feel, and appreciate the things that happen like the point of view he describes. The feelings of emotion, sadness, and happiness always accompany the readers after reading literary works (Helaludin, 2017: 4). Meanwhile, the expressive approach that is associated with the author's perspective assumes that a work contains emotive or expressive language. Gay theory (Selden) rooted in the theory of psychoanalysis (Freud) is also used to support the completeness of the analysis in this study. The use of these analytical tools aims to explore the meaning of research data from the side of the author's life.

III. RESEARCH METHODS

This study uses a qualitative descriptive method by making in-depth observations of existing data (Miles, Huberman, & Saldaña, 2014 in Taylor, 2016). The contents analyzed are latent ones, namely in the form of song texts. As explained by Ratna (2015: 48), this method of analysis in this paper is qualitatively utilized. Meanwhile, the data collection is done by library method with note taking technique. The steps taken are to read repeatedly, and then listen and record according to the needs of the research and comprehend the meaning hermeneutically.

In literary research, the diverse interpretation of a work is closely related to the point of view of the literary research approach. Abrams (in Teeuw, 1984: 49) suggests four main critical approaches, namely objective (focusing on the work itself), expressive (focusing on the writer), mimetic (focusing on the universe), and pragmatics (focusing on the reader). The expressive approach utilizes more data that has been raised through the activities of the author as the subject of the creator. Expressive approaches do not merely pay attention to how the literary work was created, but also what forms appear in the literary works produced. The area of expressive study is the poet's self, thoughts, feelings, and the results of his creation (Ratna, 2015: 68-69).

Meanwhile, Selden (2010: 5) suggests how the theory works to interpret a work through the following scheme.

CONTEXT
ADDRESSER > MESSAGE > ADDRESSEE
CONTACT
CODE

The above scheme shows the linguistic communication diagram proposed by Roman Jakobson. An addresser sends a message to the recipient; the message uses code (language that is familiar with the addresser/sender and addressee/recipient); the message has context (or 'reference') and is transmitted through the contact (media, such as direct speech, telephone, or writing). For the purposes of discussing literature, the diagram above is readapted as follows.

CONTEXT
WRITER > WRITING > READER
CODE

If adopting the viewer's point of view, we give attention to the writer/author, and he uses 'emotive' or 'expressive' language; if focusing on 'context', we isolate the use of 'referential' language and see its historical dimensions at the point of production of work; if interested in the recipient/reader, what is learned is the reader's reception toward the 'message' so that it uses a different historical context (no longer when the text is produced, but the reproduction is created).

Klarer (2004) also mentions the approach in literature. The author-oriented approach builds a direct relationship between literary text and the biography of the author. Dates, facts, and events in the life of a writer are juxtaposed with the literary elements of his work to find aspects that connect the biography of the author with the text. Research on the author's background and education is carried out and then associated with certain phenomena in the text. In addition, the author's library can be examined to gain insight into the author's background reading, or letters and diaries can be consulted for personal reflection (Klarer, 2004: 90).

This study also applies Goldmann's genetic structuralism theory which pays attention to the origin of work (Ratna, 2015: 123). Genetic structuralism theory appears to study literature not only limited to discuss the intrinsic elements of literary works, but also to study other interrelated categories (Helaludin, 2017). Literary works present not monopolized by the author's imaginative power, but there are cultural and social factors that contribute. In supporting the theory of

genetic structuralism, Goldmann builds a set of interrelated categories, namely humanitarian facts, collective subjects, structuration, author's worldview, and comprehension-explanations. Genetic structuralism goes further into social structures. Goldmann (in Ratna, 2015: 122) associates the dominant social class that influences literary work. In genetic structuralism the researcher takes several steps, including a) examining the elements of literary works; b) the relationship of the elements of literary works with the totality of literary works; c) examine the elements of society that function as genesis of literary works; d) relationship of elements of society with the totality of society; e) the relationship of literary works as a whole with the community as a whole. In principle, this theory considers a literary work not only a static structure and born by itself, but also a result of structuring the thinking of the subject of the creator that arises due to the interaction between the subject and certain social situations (Helaludin, 2017: 13).

As a supporting analysis and adapted to the situation of the author, gay theory is also used (Selden, Raman, Peter Widdowson, 2010) which is rooted in psychoanalytic theory. Freud has noted in the outline of psychoanalytic theory that sexual life is primarily concerned with gaining pleasure from the body and often beyond the reproductive needs. If that is the case, heterosexuality supports bourgeois ideology insofar as procreation reflects production. Gay sex, on the other hand, is a desire that is deprived of that goal and is a negation of productive works (Selden, Raman, Peter Widdowson, 2010: 245). Katz (1994) in Selden (Selden, Raman, Peter Widdowson, 2010) argues that gay condition in a person is socially made or due to social influence. This condition is not naturally given or outward nature.

In relation to psychoanalysis, Freud (in Semiun, 2006) also suggests areas of the human mind that are related to id, ego, and superego. Id has the shape of an organic process from the instinct that strives towards one goal, namely the immediate satisfaction of his desires. Id is likened to an aggressive channel that seeks pleasure so that it is called "animal in man". The ego is the core that integrates personality. It becomes the path of the tendency of id and superego. There are times when the ego balances the two. The superego is controlled by moral and idealistic principles that conflict with the id. Superego arises from conscience. Whatever parents say to their children that their behavior is not right then becomes their conscience, that is one example of the superego. A well-controlled superego will control the id through the ego.

IV. RESULTS AND DISCUSSION

Song 1: "Love of My Life"

*Love of my life, you've hurt me
You've broken my heart and now you leave me
Love of my life, can't you see?
Bring it back, bring it back*

*Don't take it away from me, because you don't know
What it means to me
Love of my life, don't leave me
You've stolen my love, you now desert me
Love of my life, can't you see?
Bring it back, bring it back (back)
Don't take it away from me, because you don't know
What it means to me*

*You will remember
When this is blown over
Everything's all by the way
When I grow older
I will be there at your side to remind you
How I still love you (I still love you)
I still love you*

*Oh, hurry back, hurry back
Don't take it away from me
Because you don't know what it means to me
Love of my life
Love of my life
Ooh, eh (alright)*

As the public knows, Freddie Mercury was gay or homosexual. However, his love life was normal beforehand. He once had a love with a woman. The "Love of My Love" song, which was first released in 1979, describes the love life of Freddie Mercury to Marry Austin. In the first verse the word love here is interpreted as normal love. However, he felt pain because his love left him. He actually still wanted to keep having that love because it was so meaningful for his life. This was not only meaningful in terms of relations with Marry Austin, but also indicated that he was a normal person. Freddie and Marry met in 1969. Three years later Freddie proposed to Marry. However, their marriage never happened because in 1976 Marry decided to stay away (though still be friend) when Freddie admitted that he was bisexual.

*Love of my life, you've hurt me
You've broken my heart and now you leave me
Love of my life, can't you see?*

*Bring it back, bring it back
Don't take it away from me,
because you don't know
What it means to me*

The following second verse seems absurd. He thought someone stole his normal love. However, he realized that in fact he himself was unable to maintain it. In a documentation about the relationship between Freddie Mercury and Marry Austin, it was mentioned that when Freddie finally admitted to Marry that he felt he was a bisexual, Marry quickly said that Freddie was not bisexual, but really gay (homosexual). At that time Freddie had a relationship with a male executive in the United States at Elektra Records. So, Freddy and Marry agreed to separate. It was related to the word *you* in *You've stolen my love* as if it was aimed at his homosexual love because of Freddie Mercury's love for the person who made Marry Austin choose to stay away. However, Freddie still wanted Marry's love back.

*Love of my life, don't leave me
You've stolen my love, you now desert me
Love of my life, can't you see?
Bring it back, bring it back (back)
Don't take it away from me, because you don't know
What it means to me*

The next verse tells us that it is so great and so different the love of Freddie Mercury to Marry Austin compared to his male lovers. In a time when wealth was increasingly abundant, Freddie asked Marry to live near his house and rent a place to live for her so he could keep looking at Marry at any time through the window of their opposite residence. He also seemed to know that this love is really true and legitimate. In fact, he considered Marry to be his wife. Until, after Freddie Mercury died, it was Marry Austin who inherited the Freddie Mercury's luxury mansion in Kensington. This fact seemed to fit the words in the following verse.

*You will remember
When this is blown over
Everything's all by the way
When I grow older
I will be there at your side to remind you
How I still love you (I still love you)
I still love you*

It seems that as if the sentences *I will have at your side to remind you* and *How I still love you (I still love you)* indicate Freddy's decision to ask Marry to stay nearby and Freddy's decision to pass on his luxurious mansion to Marry.

Next is part of the last verse, namely the repetition of twice the sentence *love of my life*.

Love of my life
Love of my life
Ooh, eh (alright)
Ooh, eh

By the repetition it looks as if Freddy wanted to show that there was an irony in his life: there are two types of love that he had, namely love for women and love for men (according to what was stated in his statement that he was bisexual, even though in reality he tended to be homosexual). Then the song was ended with the word *alright* or *fine*, which can be interpreted that finally Freddie succumbed to the condition and lived it for what it was, just like that (in the reporting data, there was no information about Freddy trying to cure himself to return to normal, for example). This is where he chose to win his id.

Song 2: "Bohemian rhapsody"

Is this the real life
Is this just fantasy
Caught in a landslide
No escape from reality
Open your eyes
Look up to the skies and see
I'm just a poor boy, I need no sympathy
Because I'm easy come, easy go,
A little high, little low,
Anyway the wind blows, doesn't really matter to me, To me

Mama, just killed a man,
Put a gun against his head,
Pulled my trigger, now he's dead,
Mama, life had just begun,
But now I've gone and thrown it all away
Mama ooo, didn't mean to make you cry
If I'm not back again this time tomorrow
Carry on, carry on, as if nothing really matters

Too late, my time has come,

Sends shivers down my spine
Body's aching all the time,
Goodbye everybody - I've got to go
Gotta leave you all behind and face the truth
Mama ooo- (any way the wind blows)
I don't want to die,
I sometimes wish I'd never been born at all

I see a little silhouetto of a man,
Scaramouche, scaramouche will you do the Fandango
Thunderbolt and lightning-very very frightening me
Galileo,Galileo,
Galileo Galileo
Galileo figaro-Magnifico
But I'm just a poor boy and nobody loves me
He's just a poor boy from a poor family
Spare him his life from this monstrosity

Easy come easy go-,will you let me go
Bismillah! No-,we will not let you go-let him go
Bismillah! We will not let you go-let him go
Bismillah! We will not let you go-let me go
Will not let you go-let me go (never, never, never, never)
Will not let you go let me go
No,no,no,no,no,no,no
Mama mia,mama mia,mama mia let me go
Beelzebub has a devil put aside for me, for me, for me

So you think you can stone me and spit in my eye
So you think you can love me and leave me to die
Oh baby-Can't do this to me baby
Just gotta get out-just gotta get right outta here

Nothing really matters,
Anyone can see,
Nothing really matters-,nothing really matters to me,
Any way the wind blows..

"Bohemian Rhapsody" consists of two words, each of which has a meaning. *Bohemian* means 'free living people' and *rhapsody* means 'joy'; hence, *bohemian rhapsody* can be interpreted as 'the joy of people who are free living'. When this song was created in 1975, perhaps Freddie personally had found himself as a gay even though no one else knew. This was proven a year later he revealed his feeling of abnormality to Marry. The free life here relates to the situation of his gay life. As for excitement, it is interpreted as

Freddie's denial of his sadness and fear which found him to be gay.

The first part of the first stanza is like a Freddie who does not believe what he is experiencing. He questions *is this the real life ... Is this just fantasy ...* how he does not believe it turns out he has to experience same-sex love. He likes same-sex love in his song as expressed in *Caught in a landslide* and *No escape from reality*.

Is this the real life

Is this just fantasy

Caught in a landslide

No escape from reality

Open your eyes

Look up to the skies and see

I'm just a poor boy, I need no sympathy

Because I'm easy come, easy go,

A little high, little low,

Anyway the wind blows, doesn't really matter to me, to me

At the end of the first stanza above *I'm just a poor boy, I need no sympathy - Because I'm easy come, easy go, A little high, little low, Anyway the wind blows, doesn't really matter to me* Freddie seems to say, "Yes, never mind, anyway I am an ordinary person, what can I do when I become like now (experiencing life shocks as finding himself gay), I must accept". Freddie Mercury, whose real name is Faroukh Bulsara, was born in Stone Town, Zanzibar, (now Tanzania), East Africa on September 5, 1946 from a couple Bomi and Jer Bulsara. In February 1963, Freddie moved to Zanzibar following his father who worked as a cashier at a British Colonial High Court in Zanzibar. A year later, Freddie and his family fled to Feltham, England, because of the Zanzibar Revolution which claimed many victims of Arab and Indian immigrants. While continuing his education, Freddie took a part time job at Heathrow Airport as a baggage carrier (Jones, in Wirayudha, 2012). That was the condition of "ordinary" Freddie Mercury.

Freddie's parents were Zoroastrians, the oldest monotheistic beliefs in the world. Therefore, there is a certain tendency that Freddie embraces the same beliefs. Hence, Freddie is a person who believes in the good and evil in this life. He believes in heaven and hell, there is one God (Ahura Mazda), and the existence of life after death. Therefore, in the second verse of the song, Freddie seemed to regret his life.

Mama, just killed a man,

Put a gun against his head,

Pulled my trigger, now he's dead,

In the sentence above, the word *man* refers to the spirit of his own soul, the normal soul of a man, who has a love that is "true in direction", namely love for women. However, he (his homosexual soul) actually killed the man, and his normal soul now seemed dead. Then, his life began after that, but unfortunately he chose the wrong step. Besides, he was very aware of that.

Mama, life had just begun,

But now I've gone and thrown it all away-

Mama ooo, didn't mean to make you cry-

If I'm not back again this time tomorrow-

Carry on, carry on, as if nothing really matters-

And at the end he will die.

Too late, my time has come,

Sends shivers down my spine-

Body's aching all the time,

Goodbye everybody - I've got to go-

As the Zoroastrian belief that there is a court after death, then there are words *of Gotta leave you all behind and face the truth*. His life, which he realized he had chose the wrong soul, must be accounted for later. There was a lot of regret, even fear: *I don't want to die, I sometimes wish I'd never been born at all*.

Gotta leave you all behind and face the truth

Mama ooo- (any way the wind blows)

I don't want to die,

I sometimes wish I'd never been born at all

The next stanza explains as if he blames the devil (*Beelzebub* means 'devil' from a Bible source) which makes him misguided and falls into the gay world. The clause *a little silhouetto of a man* is likened to the soul of a gay lover inviting him to dance and he wants to feel that everything will be fine. *Scaramouche* is a *dell'arte* comedy clown character who always manages to escape difficult situations, while *Fandango* is a dance.

I see a little silhouetto of a man,

Scaramouche, scaramouche will you do the Fandango

But then Freddie again felt that it was all wrong.

Thunderbolt and lightning-very very frightening me

Galileo is the father of modern physics (studying relativity, planet, and electricity) and Bryan May (Queen's guitarist)

was a Doctor of Astrophysics. From Bryan May, Freddie Mercury got to know Marry Austin. Meanwhile, in one of the sources it was stated that Figaro was the figure of a barber in the play by Pierre De Beaumarchais. In fact, there are many men who work as capsters or hairdressers (or makeup artists) who are gay (later, during the last seven years of his life, Freddie really lived with his male lover who was a former hairdresser). Here Freddie tries to compare what was brought by Bryan May (i.e. Marry Austin) with the men around him who attracted him. And, apparently: *Magnifico! Magnifico* means 'beautiful'. Both are beautiful, or, rather, gay life is more beautiful for him. Nevertheless, he still hoped to stay away from the wrong life. This is all reflected in the following verse.

Galileo, Galileo,

Galileo Galileo

Galileo figaro-Magnifico

But I'm just a poor boy and nobody loves me

He's just a poor boy from a poor family

Spare him his life from this monstrosity

And, next to the verse below comes at the time of trial after death. There is a word *Bismillah* 'in the name of God'. This word is not even a word from Zoroastrian religion, but from Islam, but this word is certainly known to Freddie because he once lived in Zanzibar where the followers of Islam in the sultanate of Zanzibar are quite large.

Easy come easy go-, will you let me go

Bismillah! No-, we will not let you go-let him go

Bismillah! We will not let you go-let him go

Bismillah! We will not let you go-let me go

Will not let you go-let me go (never, never, never, never)

Will not let you go-let me go

No, no, no, no, no, no, no

Mama mia, mama mia, mama mia let me go

Beelzebub has a devil put aside for me, for me, for me

The conflict of desire to escape mistakes at the time of afterlife court is described above. Here there appears to be a superego awareness arising from Freddie Mercury. It emerged in his belief that religious rules could not release him from mistakes. So, he shouted that it was the devil Beelzebub who plunged him into the wrong life. Then, in the next stanza, Freddie seemed to be angry with the devil. He still wanted to get out of the court that sentenced him wrong and he wanted to live to improve himself.

So you think you can stone me and spit in my eye

So you think you can love me and leave me to die

Oh baby-Can't do this to me baby

Just gotta get out-just gotta get right outta here

Through the spirit of his ego (which is triggered by the rise of superego awareness), he can be angry as expressed in *So you think you can stone me and spit in my eye ... So you think you can leave me to die ... Oh baby-Can't do this to me baby ... Just gotta get out-just gotta get right here*. However, back in the end, the next stanza Freddie Mercury chose to succumb to the situation.

Nothing really matters,

Anyone can see,

Nothing really matters-, nothing really matters to me,

Any way the wind blows.

He wanted to explain to the people that he thought that what he had experienced was fine. There was no problem. Whatever life takes it, one must see that he is like a good person and there are no significant problems.

IV. CONCLUSION

Freddie Mercury in the song "Love of My life" showed himself that he was a man who had a female lover. As with existing sources, it was mentioned that the song was created by Freddie Mercury for Marry Austin, his girlfriend. Here it appears that the true songwriter is a man. On the other hand, the song "Bohemian Rhapsody", which was actually created before "Love of My Life", seemed so complete to describe the chronology of its most profound life, namely the desire that was contrary to his intentions, namely the desire of Freddie Mercury who was gay and was unable to hold back. Meanwhile, he meant to become a normal man. This is where the inner conflict appears through three ways: 1) the lyrics of the song "Love of My Life", 2) the lyrics of the song "Bohemian Rhapsody", and 3) the relationship between the two songs. The inner conflict arises through the turns of Freddie Mercury's id, ego, and superego which are clearly illustrated in the lyrics of the two songs.

The gay theory proposed by Katz (Selden, Raman, Peter Widdowson, 2010), seems to correspond with Freddie Mercury. He had a tendency to be gay because of the influence of his social environment. This was illustrated by several sources which stated that Freddie's male lovers were people who were also not far from his daily life. His first male lover who made him separate from Marry Austin was someone who was an executive and active in Elektra Record; then, Paul Prenter was his personal manager, and Jim Hutton

(Freddie Mercury's last lover) was a man who worked as a hairdresser at the Savoy Hotel and was often present at gay parties that Freddie Mercury also attended.

Freddie Mercury is a very genius figure in cultivating and packaging inner, psychological, and living conditions in his two songs "Love of My Life" and "Bohemian Rhapsody". Therefore, there is no gap in every word he chose that really shows what his way of life is like. In the theory of genetic structuralism, this is relationship of elements of literary work with the totality of the author. In addition, the overall relationship of literature with the community as a whole is shown by the recognition of Queen's existence by the people today.

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Listening Skills of College Freshmen of the Nueva Ecija University of Science and Technology

Vladimir Tolentino Tamayo

Abstract— *The study evaluated the listening skills of college freshmen of the Nueva Ecija University of Science and Technology based on the five stages of listening with the use of descriptive-correlational research.*

The researcher found out that most respondents, regardless of their profile, use their listening skill in listening to Tagalog music during the day through a medium (mostly mobile phones) accessible to them at all times. However, most respondents have only an average listening skill proved that they have a limited listening capability that needs to be addressed appropriately. Similarly, the respondents' academic performance could be affected if their listening skills would not be improved. Hence, intervention programs or activities that could enhance the listening competence of NEUST freshmen in learning the English language is needed and shall be regularly practiced.

Keywords—*English language, evaluating, listening skills, receiving, remembering, responding and understanding.*

I. INTRODUCTION

Effective academic communication means the demonstration of a certain degree of knowledge and expertise when participating in the most frequent communicative events inside the world of higher education. The author in [1] mentioned that “the discipline that studies the peculiarities and pedagogy of these events in English is called English for Academic Purposes (EAP)”. A basic definition of this EAP might be the discipline that covers all the communicative skills necessary to study and excel in English. Today there are many references in the market, both on paper, books and even online, emphasizing the importance of these skills to become an effective communicator, and eventually, a successful student inside the university world. According to [2], “when a language is learned, specifically English, these four macro-skills (listening, speaking, reading, and writing skills proficiently) are needed for complete communication.” The strategies and techniques include conversations, discussions, contextualized grammar exercises, listening, and interactive activities, readings, and literary appreciation. However, as

stated by [3], the ability to use the grammar of a language, pronounce the sounds, and speak fluently may not be enough for effective communication. In the same vein, Fulcher continues, “the ability to communicate through speech is much more than the knowledge of the grammatical and phonological system of a language: unless learners understand the rules of speaking, they may at best appear rude or, at worse cause offense. In the same way, according to [4], “the key of the mind is through every word that is uttered. Through a specific language, an individual can express his thoughts and ideas”.

Hearing and listening are two diverse part of communication. The author in [5] said that “hearing is the physiological process through which sound waves are collected through the ear where auditory information is transmitted to the brain while listening while listening is the act of assigning meaning to what is heard.” In the same way, [6] introduced a similar concept of hearing-listening difference; she defined listening as making an effort to hear something; to pay attention or heed while hearing is the physiological process of the ear absorbing sound waves and transferring them along neural pathways to parts of the brain. Though hearing is necessary for listening, listening is much more than processing sound. The authors in [7] outlined listening skills as the ability to listen and comprehend oral communication.

On the other hand, [8] takes a profound meaning of listening skill where in he stated that this skill is a state of mind that involves paying full and careful attention to the other person, avoiding premature judgment, reflecting understanding, clarifying information, summarizing and sharing. According to [9], “the ability to perform stemmed from the ability to listen to instructions.” Listening is important for effective communication because 50 percent or more of the time spent on communication is spent in listening [10]. To assess the listening skills of an individual, there are five stages a sound must go through to determine that the oral message being transmitted has been successfully delivered. These stages are receiving, understanding, remembering, evaluating, and responding [11].

The above kinds of literature proved the importance of listening most importantly in the academe. Hence, the researcher, who is an English teacher, is concerned and believe that studying and evaluating the listening skills of his college freshman students is vital to fully understand their level of listening competence.

The study based its idea on the five stages of listening by [11]. Specifically, it aimed to describe the profile of the freshmen, their listening skills, and the relationships that exist between the profile and listening skills of the freshmen.

II. METHODOLOGY

The study used descriptive-correlational research design which [12] stated that “these methods include naturalistic observation, case studies, and surveys.” It is employed to test the degree of relationship between two or more variables [13] as cited in [14]. First, the profile variables of college freshmen were described. Second, the listening skills of learners were described. After which, a significant relationship between these two variables was looked into, as well as the relationship of the learners’ listening skills in terms of receiving, understanding, remembering, evaluating and responding as related to their achievement in their English subjects.

The respondents were composed of college freshmen of the NEUST. Table 1 shows the frequency and percentage distribution of the respondents per course.

Table 1. Distribution of Respondents

Course	N	n	%
Engineering	38	8	2.54
Nursing	16	3	.95
Agriculture	46	10	3.17
Hotel and Restaurant Management	120	25	7.94
Criminology	64	13	4.13
Information Technology	434	92	29.21
Architecture	12	3	.95
Industrial Technology	123	26	8.25
Education	113	24	7.62
Management and Business Technology	526	111	35.24

Table 2. Descriptors

Range of Score	Verbal Interpretation	Meaning
0-7	Poor	did not answer the question correctly
8-14	Fair	answered the question correctly with many errors
15-21	Good	answered the question correctly with few errors
22-28	Very Good	answered the question with minimal errors
29-35	Excellent	answered the questions correctly and completely

The research instrument was personally conceptualized by the researcher, and the question items were derived from the classic song "Don't Cry Joni" by Conway Twitty with a length of 3 minutes and 40 seconds. The questionnaire was divided into two parts: Part I contains data regarding the profile of the respondents. The profile includes sex, course, language spoken at home, gadgets used, and programs watched or listened to; Part II contains questions derived from the song "Don't Cry, Joni." The questions were categorized according to the five listening stages, such as receiving, understanding, remembering, evaluating, and responding.

The first draft of the instrument was reviewed and consulted to an expert. In validating the instrument, dry-run involving the students who are not respondents of the study was undertaken. The pages of the questionnaire were detached from each other and were administered to the respondents’ page by page and automatically collected from the respondents so that the whole content of the listening test would not be revealed to them. Every page of the questionnaire was given a time limit to maintain the quality of the listening test. After conducting the dry run, the questionnaire was once again consulted to expert for revision purposes. Afterward, ten scores of students from the dry run were sent to the statistician to determine if the scores obtained are reliable.

The specific statistical tools used in analyzing the data were as follows:

Profile variables of the students. The profile variables were analyzed and subjected to statistical treatment using frequency and percentage distribution. A Likert scale was used in determining the listening skills of college freshmen in terms of receiving, understanding, remembering, evaluating, and responding. The following rating scale was used to interpret the responses of the researcher about the listening skills of college freshmen. The same verbal interpretations were used in the total score of the listening skills of the respondents.

The scores from Understanding Stage, Evaluating Stage, and Responding Stage were obtained using the rubrics below, which was personally formulated by the researcher.

Listening Skills of College Freshmen of the NEUST

Table 3. Essay Assessment Rubric

Spelling/Grammar (1)	Clarity (2)	Content (2)	Total (5)
Displays no errors in spelling, punctuation, grammar, and sentence structure	Answers are comprehensive and accurate. Key ideas are clearly stated, explained and well supported	Answers are substantial and complete	Exemplary

A significant relationship between profile and listening skills of college freshmen were analyzed using Spearman’s rho and Pearson’s r coefficient formulae.

The statistical tool used in the above-stated problems was the Statistical Package for Social Sciences (SPSS) version 19.

III. RESULTS AND DISCUSSION

1. Profile of the Respondents in terms of Sex, Course, Language Spoken at Home, Gadgets Used, and Programs Watched or Listened to.

From 315 students, 159 or 50.48 percent are males, while 156 or 49.52 are females.

As to the program of the respondents, the 24 respondents or 7.62 percent are Education students, 13 or 4.13 percent are taking up Criminology, Architecture and Nursing both have 3 respondents with 0.95 percent, 10 or 3.17 percent are Agriculture students, 111 or 35.24 percent are taking up Business Management, 8 or 2.54 percent are taking up Engineering, 26 or 8.25 percent are Industrial Technology students, 25 or 7.94 percent are enrolled in Hotel and Restaurant Management and 92 or 29.21 percent of the respondents are from the Information Technology department.

In terms of the language/s spoken at home, 242 respondents or 76.83 percent speak Tagalog at home, 64 or 20.32 percent speak both Tagalog and English at home, 6 or 1.90 percent speak one more language at home aside from Tagalog and English, and 3 or 0.95 percent of the respondents speak two more languages at home aside from Tagalog and English.

As to the Audio-Gadgets used, the 185 respondents use television which obtained rank 2, the 69 respondents

use radio that made it to rank 4, the 287 respondents use mobile phone which earned rank 1, the 96 respondents use androids which earned number one rank, and 8 respondents use other gadgets that obtained the lowest rank which is 5.

In the programs watched or listened to by respondents, the 198 respondents watch and listen to news which obtained rank 2, the 83 respondents listen to radio which obtained rank 7, the 88 respondents watch series which obtained rank 6, the 73 respondents watch talk shows which obtained rank 8, the 131 respondents watch cartoons/animations which obtained rank 3, the 229 respondents listen to music/songs which obtained rank 1, the 129 respondents watch games which obtained rank 4, and 96 respondents watch talent searches which obtained rank 5.

2. Listening Skills of the Respondents in terms of Receiving, Understanding, Remembering, Evaluating, and Responding.

2.1 Receiving Stage

The table below shows the receiving skills of the respondents. The score ranging from 0-7 obtained the lowest frequency with a total of 8 or 2.53 percent with a verbal interpretation of “Poor” while the score ranging from 29-35 obtained the highest frequency with a total of 150 or 47.62 percent with a verbal interpretation of “Excellent”.

Table 4. Receiving Skills of the Respondents

Scores	f	%	Verbal Interpretation
0-7	8	2.53	Poor
8-14	9	2.86	Fair
15-21	68	21.59	Good
22-28	80	25.40	Very Good

29-35	150	47.62	Excellent
Total	315	100	

It may be inferred that almost half of the number of respondents has successfully received and heard the message.

According to [15], “in the receiving stage, audience members must be stimulated and motivated if careful listening is to occur.” At this stage, the message is only heard.[16]said that“ sounds that bombard the ears are just received and not understood.” [17] also added that “listening is the process of giving undivided attention to the

speaker. If anyone is interrupted by distractions, it is impossible to receive the message”.

2.2 Understanding Stage

As indicated in Table 5, the data presented is about the understanding skills of the respondents. The score ranging from 8-14 obtained the highest frequency with a total of 91 or 28.83 percent with a verbal interpretation of "Fair" while the score ranging from 29-35 obtained the lowest frequency with a total of 29 or 9.20 percent with a verbal interpretation of "Excellent."

Table 5. Understanding Skills of the Respondents

Scores	f	%	Verbal Interpretation
0-7	76	24.13	Poor
8-14	91	28.83	Fair
15-21	76	24.13	Good
22-28	43	13.85	Very Good
29-35	29	9.20	Excellent
Total	315	100	

The findings manifest that majority of the respondents did not understand the message. Most of them obtained scores which did not even reach half of the total score.

If a listener fails to interpret the words correctly, the message is misunderstood. At the same time, [18]quoted that “even a listener has understood the words in a message, because of the differences in backgrounds and experiences, audiences sometimes make the mistake of attaching their meanings to the words of others.” According to [5],“understanding skills are primarily developed through the careful pairing of relevant experience with language.”

Understanding occurs when listening is deliberately combined with experience. For one thing, if a speaker does not enunciate clearly, it may be difficult to tell what the message is [19].

2.3 Remembering Stage

It can be gleaned on Table 6 that the score ranging from 29-35 obtained the highest frequency with a total of 235 or 74.60 percent with a verbal interpretation of "Excellent" while the score ranging from 0-7 obtained the lowest frequency with a total of 3 or 0.95 percent with a verbal interpretation of "Poor."

Table 6. Remembering Skills of the Respondents

Scores	F	%	Verbal Interpretation
0-7	3	0.95	Poor
8-14	5	1.59	Fair
15-21	31	9.84	Good
22-28	41	13.02	Very Good
29-35	235	74.60	Excellent
Total	315	100	

From the table, it may be observed that the generality of the respondents had excellent remembering skills. They had the ability to remember names, places, and events.

The authors in [20]cited that “although remembering stage is wholly dependent on the ability of an individual to decipher meaning from the message and evaluation of it, a listener will attempt to retain all or bits

and pieces of the message." [11] emphasized that this retention process prepares the brain to recall information rapidly like names, places, events over the short period required to respond to the message. Remembering begins with listening; if anyone cannot remember anything that was said, he or she might not have been listening effectively. According to [21], "an individual tends to remember events that matter to him."

2.4. Evaluating Stage

Table 7 shows that the score ranging from 8-14 obtained the highest frequency with a total of 78 or 24.76 percent with a verbal interpretation of "Fair" while the score ranging from 22-28 and 29-35 obtained the lowest frequency with a total of 49 or 15.56 percent with a verbal interpretation of "Very Good" and "Excellent".

Table 7. Evaluating Skills of the Respondents

Scores	F	%	Verbal Interpretation
0-7	70	22.22	Poor
8-14	78	24.76	Fair
15-21	69	21.90	Good
22-28	49	15.56	Very Good
29-35	49	15.56	Excellent
Total	315	100	

It may be reflected on the table that majority of the respondents have difficulty in the evaluating stage. They failed to draw inferences, analyze information, and assign meanings to the message.

According to [22], "a great deal of critical listening takes place in the evaluating stage. The listener assigns meanings to the message, draws inferences, takes an overview of the message, and seeks accuracy of information and pieces of evidence". Often, the listener is disturbed by previous experiences, beliefs, and emotions, and these often come by way of an evaluation process. The authors in [23] confirmed this principle as they cited "that this stage is the process of critically analyzing information to determine how truthful, authentic, or believable the message is." When the listener evaluates effectively, he or she carefully

examines the information he or she has received so that conclusions are based on accurate facts. Evaluation of a message is not a solely critical analysis of the message, but it also entails evaluating perceptions of the message and the messenger [24]. [25] said that "a person's experiences greatly affect how he evaluates things around him."

2.5 Responding Stage

Given the preceding, Table 8 shows the responding skills of the respondents. The score ranging from 0-7 obtained the highest frequency with a total of 99 or 31.43 percent with a verbal interpretation of "Poor" while the score ranging from 22-28 obtained the lowest frequency with a total of 44 or 13.97 percent with a verbal interpretation of "Very Good."

Table 8. Responding Skills of the Respondents

Scores	F	%	Verbal Interpretation
0-7	99	31.43	Poor
8-14	62	19.68	Fair
15-21	58	18.41	Good
22-28	44	13.97	Very Good
29-35	52	16.51	Excellent
Total	315	100	

The same observation may be noted on the table that majority of the respondents had difficulty in responding stage. They failed to give feedback to the message being heard.

According to [26], "the responding stage is where a listener completes the process of listening by giving

feedback to the speaker." Steinberg elaborated that feedback is a prerequisite for efficient listening. It consists of all the verbal and nonverbal messages that are consciously or unconsciously sent to the speaker as a response to the message. The importance of feedback is that it is the way the communicator knows an audience has sensed (heard)

the message, understood, interpreted, and evaluated it – in other words, the audience has been listening. [27] also reiterated that at this stage, the audience response shows an understanding of and feelings about the message. The speaker sees whether the message is understood as intended or whether it should be restated or clarified. Also, responding is providing observable feedback to a sender's message.

3. Relationship between the Profile of the Students and their Listening Skills.

As shown in Table 9, each variable was described among the profile variables correlated, and all variables have no correlation coefficients that fall under the level of significance of .05. Hence, the majority of the profile variables are found significantly related to their listening

skills. The analysis found enough evidence to reject the hypothesis of the study. Hence, there is a significant relationship between the profile of the respondents and their listening skills.

According to [28], “men and women have different listening expectations and needs that may account for their different competencies.” While men frequently engage in conversations about sports events, stock market reports, and fishing trips, women are more likely to be discussing relationships, personal experiences, or health-related topics. This gender-based selective attention further distinguishes listening behavior between the two groups. Also, men tend to engage in other activities while listening; women are more likely to focus their complete attention on the speaker. On the contrary, [29] reiterated that “gender or sex has nothing to do with a person’s listening skills.”

Table 9. Relationship between the Profile of the Students and their Listening Skills

		Receiving	Understanding	Responding	Evaluating	Remembering	Listening Skills
Sex	Correlation Coefficient	.027	.216**	.151**	.261**	.290**	.256**
	Sig. (2-tailed)	.637	.000	.007	.000	.000	.000
	N	315	315	315	315	315	315
Course	Correlation Coefficient	.231**	-.177**	.133*	-.246**	-.265**	-.148**
	Sig. (2-tailed)	.000	.002	.018	.000	.000	.009
	N	315	315	315	315	315	315
LSAH #	Correlation Coefficient	.077	.168**	.164**	.167**	.154**	.184**
	Sig. (2-tailed)	.176	.003	.003	.003	.006	.001
	N	315	315	315	315	315	315
BGadgets #	Correlation Coefficient	.126*	.150**	.081	.137*	.130*	.172**
	Sig. (2-tailed)	.026	.008	.150	.015	.021	.002
	N	315	315	315	315	315	315
TV Shows	Correlation Coefficient	.209**	.208**	.123*	.209**	.207**	.252**
	Sig. (2-tailed)	.000	.000	.029	.000	.000	.000
	N	315	315	315	315	315	315

Likewise, reforming of the teaching method is also an important aspect to improve the quality of professional course teaching and developing students’ specialty ability [30]. Its main direction lies in the raising study interest in the course, opening the students’ intelligence and developing an accurate method so that the students can put forth problems, analyze problems and solve problems by themselves.

Furthermore, according to [31], “spoken language affects more than learners' communication and their acquisition literacy. It also affects their capacity to learn and think of themselves, their social and emotional development, their ability to plan, organize, negotiate, and emphasize”.

Today, people not only listen to music via standard broadcast signal radio and platforms based on internet or

satellite, but they bring CDs and portable music players into the vehicle in increasing numbers. According to [15], “poor listening skill is the effect of avoiding difficult material on TV or radio”. When the topic is complicated or includes technical terms, poor listeners immediately tune out. Periodically, one should attend professional training sessions or watch challenging television programs to practice listening skills. Also, an individual usually avoids materials that are difficult to comprehend [32].

IV. CONCLUSIONS AND RECOMMENDATIONS

The focus of this study is to determine [33] the listening skills of the students based on the stages are receiving, understanding, remembering, evaluating, and responding [11].

The researcher found out that most respondents, regardless of their profile, use their listening skill in listening to *Tagalog* music during the day through a medium (mostly mobile phones) accessible to them at all times. However, most respondents have only an average listening skill. It proved that they have a limited listening capability that needs to be properly addressed. Similarly, the respondents' academic performance could be affected if their listening skills would not be improved. Hence, intervention programs or activities that could enhance the listening competence of NEUST freshmen in learning the English language is needed and shall be regularly practiced. Additionally, research studies with wider respondents should be done to evaluate and investigate the effectiveness [34] of other mobile applications in improving the listening skills of the students.

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Homework: An Overload on Chinese School Children

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Abstract—For a long time, the heavy burden of homework of primary and middle school students in China has been perplexing people in all walks of life especially the parents of children. This paper aims to analyze the influence of heavy homework burden on children's physical and mental health, academic development and relationship between school and home, and the causes of these effects. It is hoped that this paper can arouse the attention of primary and secondary school teachers who can take corresponding measures to reduce the burden of primary and secondary homework.

Keywords— Primary and secondary school, Schoolchildren, Homework, Physical and mental health.

I. INTRODUCTION

Homework, as an important part of students' schoolwork, has been a heavy burden on Chinese schoolchildren. This problem has already become very serious, which mainly demonstrates in terms of too much homework, lack of students' sleep and so on. A survey report shows that the average daily homework of primary and middle school students in China is 3 hours, which is twice the global average, with sleep less than 7 hours. For example, 15.2% of Nanjing (2015) primary and middle school students do homework till late at night to 23 o'clock. This far exceeds the primary and secondary school students' sleep standards set by the National Ministry of Education and the level of the surrounding countries, and seriously damaged their physical and mental health and continuous development of education. I think, the reason that causes this problem has

many aspects, among which examination-oriented education is the main one, that is, all the school teaching work revolves around the high school entrance examination and the university entrance examination, overemphasizes the students' examination results and neglects to implement the true quality education to students. However, teachers who are in the first line of teaching lacking full understanding of the role of homework, paying too much attention to students' test results and their own interests are also an important factor that cannot be ignored.

II. THE INFLUENCE OF OVERLOAD OF HOMEWORK ON SCHOOLCHILDREN

2.1 Seriously impair the health of Schoolchildren

Primary and middle school students are in the critical period of physical development, so appropriate sleep for physical health is particularly important. But many middle school students in China go to bed at 11 or 12 o'clock in the evening and get up at 5 o'clock in the morning with sleep time only about six hours. Scientific research has shown that staying up too late and getting insufficient sleep for a long time can not only cause vision loss and cervical or lumbar spine problems, but also cause students' thinking ability to decline, alertness and judgment impairment, immune dysfunction, imbalance, bad concentration and memory, and even cause sudden death.

Too much homework can also have a negative effect on students' psychological health. For example, to cope with teachers so as to escape the homework inspection, some students learned to lie, skimp, copy and conduct other

bad behaviors; Some students even created reverse psychology toward teachers to complain about their teachers from the heart only to dislike their teachers and even their classes. As time passes, they will become tired of learning psychologically, and the interest in learning will disappear soon.

2.2 Overdraft students' enthusiasm for learning

Learning is originally a happy thing, students should have a thirst for knowledge and curiosity to explore the mysterious world, and obtain happiness and satisfaction in the process of exploration. But in almost every night, they had to face piles of homework in the form of test papers; As a result, they often feel not pleasure and satisfaction, but boredom and helplessness. The heavy homework changes happiness into a kind of pain and suffering, and made some students lose their interest in pursuing learning and enthusiasm. Homework becomes undoubtedly the best fire extinguisher to put out students' curiosity for learning.

2.3 Affect the normal school life of students

Many students often fall asleep in class by the day because they stayed up too late in the last night for their homework. They cannot concentrate on listening to the teachers. Because of homework the normal classroom learning is affected greatly, it may be said an action to put the cart before the horse. What's more, some students feel sick the next morning because they went to bed too late at night, they have to ask for a leave to stay at home to rest or even go to see a doctor. They cannot go to school for the classroom learning, this is more than a loss.

2.4 Affect the normal relationship between school and home

The healthy growth of children is inseparable from family education and school education. In general, the family is responsible for the children's basic quality education, such as the training of children's basic life skills, civilized courtesy and honest quality, while the school is responsible for children's cultural knowledge, social norms, moral norms and values, of course, the imparting cultural

knowledge is the main work of teachers. However, as homework is arranged more and more, many teachers seem to be unable to correct all of their homework, so some teachers begin to ask the parents to help them check and even correct the homework for children, as a result, their own work is transformed to the parents of the schoolchildren.

According to a report (2018) published by the China Artificial Intelligence Education Platform for Primary and Secondary Schools, more than 90 percent of parents have ever accompanied their children to do homework, nearly 80 percent of whom have been with their children every day, more than a third have lost their personal time altogether, and a quarter have even done homework assignments for their children. The homework burden on children evolved into one on children's parents, which inevitably causes parents to complain against school teachers, gives rise to many contradictions and finally an intense relationship between school and home.

III. CAUSES OF OVERLOAD OF HOMEWORK

3.1 Deeply influenced by traditional ideas

Proper homework has a certain advantage. It can not only train the students' study consciousness and good learning habit, but also help the teachers to understand the classroom teaching effect and the degree to which the students grasp the knowledge point, so as to adjust the classroom teaching method and the teaching focus in time. For a long time, the attitude of many primary and secondary school teachers toward homework is like this: "Do is better than not do, do more is better than do less." Because they always believe these sayings as "Practice makes perfect", "To read 300 Tang poems fluently, even if you cannot write, you can chant at last". In fact, this is the result of traditional educational ideas. In the 1950s and 60s, former Soviet educator N.A. Kaiipob (1893-1978) believed that the purpose of homework was "to enable students to consolidate what they had learned and to improve their

skills and techniques". Many primary and middle school teachers not only inherit and strengthen this theory, but also reduce the homework from "the organic part of teaching work" to "the extension of classroom teaching" or "the continuation of class". Affected by this concept, many teachers, while assigning the homework, inevitably cannot get rid of such problems as stereotyped and monotonous form, mechanical duplication, emphasizing quantity and slighting quality, valuing competition and neglecting cooperation, all of which bring students large amounts of boredom and restlessness. In his book *The Homework Myth*, American famous writer Alfie Cohn argues that the traditional homework "is useless and meaningless to study", "extra work that intelligent students despise and backward students refuse to do". A lot of research at home and abroad shows that more practice can help some students to be good at correct response, but it will not help them to be good at thinking. In other words, practice often leads to habits, which are repetitive behaviors that require no thought rather than understanding, while the basic purpose of education is to train students' abstract thinking ability.

3.2 Lack of communication between teachers

At present, many primary and secondary schools in China are centralized at the departmental level, but there is a lack of proper communication in the arrangement of homework for schoolchildren. When assigning homework, for their own reasons, many teachers think their disciplines are more important than others, so they tend to assign more homework. The lack of coordination and communication between teachers often leads to the total amount of homework beyond the expectations of students, even their ability to bear, which is actually a selfish act under the examination-oriented system, a disrespect and irresponsibility to students. Therefore, we hope that the teachers should understand and communicate more with each other, take the overall situation into account, make overall arrangements so as to strictly control the total amount of homework and pay more attention to quality than

quantity. Only in this way can the students' homework volume be reduced gradually.

3.3 Lack of research on homework forms

Due to the heavy teaching tasks and insufficient time, many teachers are unwilling to study and explore new forms of homework and individualization problems, and some still think that the traditional forms of homework are much better. In fact, homework is not "the more the better," but "the finest the better." This is a student-centered concept which requires teachers to spare time to do more research on the scientific design, and conduct more work from the content and form of the homework. For example, for primary students, teachers should arrange homework as much as possible to fit into the family, for which students will not feel homework activities and reading activities; For students of higher grades, more typical, targeted assignments should be arranged, instead of simple repetition, mechanical operation training without thinking. At the same time, the homework must be individualized, and accord with the students' physical and mental development characteristics; As for those students who often make mistakes in their homework, teachers should let them understand that making mistakes gives them an opportunity to learn from them. Teachers should concern more about the students with learning disabilities, and do more work on individual processing. Only in this way can it be conducive to the training of students' good homework habits, and achieve more with less. If teachers only want to keep the traditional homework layout so as to save their time and energy rather than hardship and troubles, the result can only be that the workload is transferred to students who have to bear a heavier and heavier burden. Frankly speaking, this is an irresponsible behavior.

3.4 Lack of adequate awareness and understanding of the influence of homework on children

Many primary and secondary school teachers pay too much attention to their students' academic achievements as well as their daily teaching affairs, ignore the harm that

homework can bring to their students and pay insufficient attention to the issue reflected by the society. Some of them think that it is far from being the truth and even a little alarmist. They don't admit that there exists such a problem in their school or classes. Because they cannot face the reality directly, they are not able to calm down to do some investigation and research seriously, but to care little about it and go their own way, which cause the problem more seriously only to ultimately injury children and the future of the motherland.

IV. CONCLUSION

There are many reasons for the excessive homework of students from primary and middle schools: Some are from the institutions; Some are from the education supervision of administrative departments; Some are from the one-sided pursuit of transition rate of schools. Of course, more are from teachers. Many teachers are excessively concerned about students' scores, so they are reluctant to take part in the study of the educational teaching theory to improve themselves; They are afraid of hardship and troubles and unwilling to work on the design of homework so as to change the traditional mode of homework; They are unwilling to face up to the real problem, ignoring the harm caused to students by too much homework. The results of these practices are not conducive to reducing the students' workload. Therefore, I think that primary and secondary school teachers should try to do the following things accordingly: First, they should try to study more, learn from and think about the relevant research at home and abroad; Second, they should make clear that the fundamental purpose of education is to train students' abstract thinking ability; Third, they should pay more attention to improving students' understanding; Fourth, they should strive to improve the quality of classroom teaching; Last, they should pay more attention to the quality of homework than the quantity. Only in this way can they do more with less work, and really reduce students' workload of their own

efforts.

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Strong Education and Strong Family as the Premise to Sound Grooming in the Novels of Jane Austen and Louisa May Alcott

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Abstract— *For the young adolescent girls, the home was a model of feminine values, morals and ideals that they imbibed by observing and understanding the separate gender-based roles and responsibilities of their parents. Conformity to social norms distinguished an angelic woman from a fallen woman. In the nineteenth century Victorian Era, child grooming and rearing was different from its predecessors depending on the differences in classes. This paper compares Jane Austen's Sense and Sensibility with Louisa May Alcott's Rose in Bloom particularly their female protagonists to highlight the role of family in instructing, guiding and mentoring their children in order to be socially agreeable. In addition, this paper alludes to John Locke's philosophy on the education of children, psychological theories and Maslow's theory of motivation. In the absence of a formal education, parents, siblings and the family circles contributed significantly to the overall development of young maidens.*

Keywords— *Nineteenth century, Jane Austen, Louisa May Alcott, Rose In Bloom, Sense and Sensibility and Victorian Era.*

I. INTRODUCTION

The wave of change that initiated in the eighteenth century shifted the focus of writers on children and the influence of families in grooming their adolescent children, especially girls in developing individuality and ultimate happiness. The socio-political theory propounded by John Locke towards child upbringing and grooming; besides Daniel Defoe's philosophy on the nature of marriage influenced Jane Austen.

These new beliefs gave rise to 'affective individualism' and companionate marriage', which differed from the traditional values of the patriarchal family structure. The transition between the two values systems is depicted in the novels of Jane Austen, whose influence is highlighted in the

grooming of the young adolescent girls. With reference to the American families, Tocqueville praises this new family model based on Locke's philosophy, as "more ultimate and sweeter." (Tocqueville, "Democracy" 561) Louisa May Alcott asserts reason and ultimate freedom for her female protagonists through self-reliance, abiding by Locke's philosophy in the grooming and education of children.

Tocqueville's observation of families in America validates Locke's philosophy by pointing out to the democratic approach of America and American families as opposed to the families of the aristocratic society of the ancient and medieval worlds. He further asserts that democracy involves the interaction among individuals, and hence cannot work simply with fathers, as is the modus operandi with aristocratic society. The aristocratic society is hierarchy based whereas the democratic society equates individuals and family members as equal.

Tocqueville writes, "American women marry only when their reason is exercised and mature, while elsewhere most women begin to exercise their reason and become mature in it, only with marriage". (Tocqueville, "Democracy" 566). For American women, marriage is a symbiotic relationship based on mutualism benefitting both. Political theories of Plato and Aristotle have emphasized the importance of families in grooming their children to become men reasonable and rational individuals in society.

II. COMPARING SENSE AND SENSIBILITY AND ROSE IN BLOOM

Born of privileged inheritance Marianne Dashwood in Austen's Sense and Sensibility and Rose Campbell in Alcott's *Rose in Bloom* are under the guidance of a single parent; both are devoid of the love, nurturance and guidance of their biological father following their untimely death. Both the girls are faced with the challenge of finding their way in society.

Marianne is under the guidance and influence of her ignorant mother Mrs Dashwood, characteristic of Austen's flawed mothers whom Marianne models in her sensibilities causing her pain and hardships through her adolescence. Like Rose, Marianne is born to a wealthy father from the upper middle class but is rendered destitute along with her mother and two sisters, Elinor and Margaret because of the English tradition and practice of entailment in nineteenth-century England.

Alcott's Rose is an orphan whose responsibility has been shouldered by her uncle Dr Allec, a physician. The grooming of Alcott's Rose in Aunt Hill is not limited to her uncle but the Campbells who live in close proximity within the same neighbourhood. Along with Aunt Plenty, her other aunts, uncles and her seven cousin brothers Rose have befriended her maid Phebe with whom she shares a sisterly bond.

Both Austen and Alcott have emphasized the spirit of sisterhood for women in the Victorian Era. Marianne shares the same bond with her elder sister Elinor whom she later acknowledges as her mentor and guide when she finds herself trapped in the hornet's nest. Rose is not financially a burden on Uncle Allec as he is also the custodian of her fortune that she inherited from her father; whereas Mr Dashwood has failed to secure the future of his wife and four daughters.

With similar circumstances and challenges to overcome, the traditional and cultural practices of nineteenth-century England positions Marianne in a formidable state as compared to her counterpart in America. The Campbells are united as a family and a community that places Rose in an advantageous position whereas Marianne and her family are at the mercy of the little kindness of a distant relative of her mother who assists them in establishing a modest living by themselves.

Rose is brought up in a healthy and congenial environment and her motherly love is compensated by Aunt Plenty the spinster aunt of Uncle Phebe with whom she lives along with Uncle Allec. The environment of equality prevails in Aunt Hill within the Campbell family where Aunt Plenty is respected for her sacrificial role for the family and her maid and friend Phebe Moore is treated as a daughter. Rose is also privileged to her voyage around the world and the finishing school she attends in spite of no formal education. Uncle Allec believes in Locke's philosophy of the superiority of grooming and educating the young minds at home over formal education. Rose is well-turned out and confident and her interaction with her cousin

brothers has given her strength in asserting her individuality in being equal to them.

The environment Marianne has witnessed is of abandonment, conflicts, competition within the family circle and deceit that instils feelings of inferiority and self-depreciation in her. Marianne is emotional and models her mother's sensibilities that lead to her impulsiveness and irrationalism. In patriarchal nineteenth-century England, Marianne lacks the emotional and moral support of an adult male and the Dashwood women have to face the discrimination of male patriarchy without the social standing they commanded with Mr Dashwood.

The genuine concern in actions and not words alone that the community and society of nineteenth-century England have for the Dashwood women is limited and the process of decision-making of the future course of action is dependent on male relatives. Alcott's Rose does not experience any discrimination on account of gender or status within the Campbell family in democratic America.

Rose is not inclined to fashion or marriage and even regrets for the fortune she inherits because she equates herself with Phebe and wants to work hard to create her own identity and pave her way in society in asserting her individuality. Rose is empathetic and inclined to philanthropy and charity work. She is an advocate of Woman's Rights, defends Phebe's position in the family and role models Aunt Plenty for her hard work and sense of dedication in being a spinster. Rose feels upset about not being able to be equally useful to the family in being a part of them. Rose's exposure through Uncle's guidance, mentorship and governance of her actions empowers Rose to reason and wisdom which according to Locke is the aim of education. Austen's heroines are handicapped in being self-reliant since the aristocratic society in the nineteenth century did not expect a woman to be concerned of economics left with the choice of marriage. The choice of being a governess or a maid reduced their status besides being alienated in society.

Marianne is bound by the societal norms and being left to her destiny with her family fights to pave her way in society. Marianne's identity and status depend on marrying a wealthy gentleman and if reasonable and rational in her decision-making, of finding happiness in a companionate marriage. Marianne is neither groomed to be self-reliant herself when her mother is dependent on her cousin brother, Mr Middleton. Like Austen's female characters Marianne cannot fathom the thought of spinsterhood as an alternative to marriage especially when experiencing the absence of her

father. Marianne is overwhelmed with the superficiality of the society in proving her status and worth in captivating the deceptive Willoughby. She is bewitched by his physical appearances and false character and has pride in her youth when she rejects the gentlemanly Col Brandon for his genuineness and strength of character. Marianne is blinded by her mother's overindulgence and support and ignores Elinor's advises in her feeling of superiority.

Like Rose, she is not privileged to formal education but also lacks good grooming and guidance at home. Marianne has not been groomed to be socially graceful and accomplished putting her in a disadvantageous position in society becoming an object of judgment for society. Marianne is trapped in paving her way in society by establishing her status through marriage. In discovering and experiencing the society she lacks reason and wisdom in judging people and circumstances. Her world is confined to appearances, money and status highlighting her ignorance. Marianne is emotional and gullible making her a victim of an emotional breakdown and bad reputation.

Austen highlights the insensitivity of the community and society for the condition of the Dashwood women where they are judged by their pre-defined codes of conduct. The Campbell family is closely united and has pride in each other; Rose is equally proud of her cousin brothers whom she holds in high esteem. The family is bound by the spirit of co-operation, brotherhood and unity. Rose's cousins are protective of her and have genuine concern in each other's well-being.

Rose is candid about Charlie overcoming his bad habits and vices and enables his self-realization. Moreover, Rose is not controlled by her emotions; rather she puts forth her boldness in confronting the patriarchal views of her cousins. Rose wants to model Uncle Allec in being a doctor like him but she willingly offers the opportunity to her cousin Mac who models Uncle Allec too.

Mrs Dashwood in *Sense and Sensibility* is ignorant, overindulgent and trusts her daughters blindly making her a model of negligent parenting style for which she has to face the consequences of Marianne's follies in society. Marianne's priority is her relationships in society rather than her family and prone to peer pressure; she is competitive and like her mother is over-confident in society. She under-estimates her family although she realizes her mistakes and is hurt emotionally.

Uncle Allec is an authoritative father and supports Rose's decisions with constant guidance and maintaining a close observation. He is protective about her and in

experiencing the world; he does not restrict her freedom but constrains it by encouraging confiding her experiences within frequent intervals. He is pro-active in warning her of the consequences as he cannot bear the burden in his heart if she fails in her judgment of people or be hurt in the process. Rose is positively encouraged to conform to family rules and regulations and respect the traditions and cultures through meaningful conversations and interactions with the Campbell family.

Uncle Allec shares family time with his aunt, Aunt Plenty and Rose during meals conforming to their traditions and sharing information within the family. Uncle Allec is consensual in his patterns of family communication ensuring consensus among family matters. Aunt Plenty takes important decisions on family matters and the household by virtue of being the eldest in the family.

Mrs Dashwood neither educates her daughters on family beliefs, values and culture and neither did she expect any conformity to family norms. Mrs Dashwood does not invest time with her daughters in meaningful conversations or guiding them and motivating them in the absence of their father. Although she is supportive of their actions and decisions she lacks wisdom in guiding them to reason and rationalism. Mrs Dashwood characterizes the laissez-faire pattern of family communication which leads to conflicts between personal interests and social interests. The faulty parenting style and the patterns of family communication complemented with Mrs Dashwood's ignorance have a negative impact on the grooming of Marianne to sense. However, Marianne is fortunate that Elinor takes on the paternal role after their father's death that comes to her rescue in paving her path to realization.

As a fatherly figure, Elinor is authoritative in her parenting style and pluralistic in her patterns of family communication characterized by high conversation and low conformity. Rose indulges in regular and meaningful conversations with Marianne guiding her, advising her and warning her of the consequences. But Unlike Alcott's Rose who is protected from the environment by Uncle Allec, Marianne is not as fortunate and bears the burden of her pains and sufferings.

The Dashwood family is low in conformity to traditional family structure characterized by heterogeneous values and morals. Marianne is disrespectful of her elders including her elder sister for which she regrets later; she is concerned for her personal growth over family interests. Encouraged by the mother, Marianne believes in independence, private space and diversity in thoughts, values, beliefs and attitudes.

Elinor's patience and guidance enlightens Marianne to acknowledge her sensibility that she inherited from her mother and overcome her pains and sufferings to thrive on the road to self-actualization. Like Austen's other heroines, Marianne has to transcend her basic needs as defined by Maslow's Needs Hierarchy and heighten her self-esteem in order to be self-actualized. Marianne's sister, mentor and friend Elinor plays a significant role with Austen's spirit of sisterhood in the patriarchal society. Marianne regains her lost esteem through her self-awareness and self-introspection and experiences happiness and peak moments of self-actualization in her marriage with Col Brandon. Marianne learns to accept herself, the society and her environment in acquiring Elinor's sense in being logical and sensible in her judgment of society. Marianne's lack of reading limits her awareness of the world around her but Elinor's support and the sisterly affections supplement her past ignorance. Austen's heroines are limited to the spirit of sisterhood with one of the sisters and are in constant conflict with their mother and othersiblings.

Elizabeth in *Pride and Prejudice* bonds with her elder sister Jane and Aunt Gardiner; Fanny Price in *Mansfield Park* with her younger sister Susan and Marianne with her elder sister Elinor. Like Elizabeth of *Pride and Prejudice* Elinor is the second daughter of the Dashwoods. Rose in *Rose in Bloom* is privileged for her distinct grooming under the tutelage of Uncle Allec and is in high self-esteem.

Rose is independent and autonomous asserting her individuality in being equal to the Campbell boys highlighted by Alcott in her marriage with her cousin Mac that represents a symbiotic relationship of love and learning. Rose ascends on Maslow's Needs hierarchy during her adolescent years after returning from Europe and attending a finishing school. Rose experiences transient moments of self-actualization that enhances her confidence and self-worth in being a part of the larger Universe. Alcott's female characters differ in the spirit of sisterhood from their parent counterparts; Rose shares this bond with Phebe and Aunt Plenty asserting equality irrespective of age, money and status, similar to Polly in *An Old Fashioned Girl*. Austen's sisterhood is restricted to the family circle and status.

In Victorian England, the Industrial Revolution which instilled a voice against the unfair advantage of the aristocracy was the outcome of the rising middle-class or the nouveau rich who earned a fortune and joined the race in social class mobility. The challenged faced by Austen's heroines is the ignorance of their mothers and the casual attitude of the fathers in grooming them and assisting them

in discovering the world with grace and dignity owing to unrestrained liberty.

Austen's fathers are extravagant and indulge in hobbies the author highlights as an emulation of the aristocratic lifestyles that trickled down the social hierarchy because of social class mobility. The middle class in Victorian England took pride in associating with the upper-class in having high connections. Austen's heroines are mostly well-read if not well-bred protecting them from their faulty grooming and preparing them to be educated mothers in a socially changing environment. Alcott's heroines are virtuous and assist the family financially in being self-sufficient.

The Industrial Revolution and The Civil War caused the working and poor class to depend on their adolescent daughters to earn a living and support the family. Alcott's Jo in *Little Women* and Polly in *An Old-Fashioned Girl* take responsibility in supporting their younger brothers and sisters in pursuing their dreams and goals. Rose in *Rose in Bloom* hails from a well-to-do family but believes in individual identity and contentment through charity work.

Jane Austen and Louisa May Alcott wrote during an era most challenging for women owing to social changes. As precursors of change for their respective cultures and societies, they mirrored the lives of young women in Victorian England and America which was not a bed of roses. Their novels are a source of introspection for young women in balancing their personal desires and social expectations.

III. CONCLUSION

Austen's characters do not question the social obligation of marriage in finding true happiness, but find genuine love and companionship in their husbands based on mutual respect and common moral values. Further, Austen's characters are dependent emotionally and financially on their husbands whereas Alcott's characters look inwards and are self-dependent for true happiness. Moreover, Alcott's female characters are a pillar of strength and moral support for their families.

Mrs Dashwood represents the ignorant mothers of Austen's novels whose faulty parenting styles and family communication patterns have a devastating impact on the grooming of her daughters in being educated and socially agreeable. Uncle Allec of *Rose in Bloom* is an example of authoritative parenting style encouraging meaningful conversations and conformity to the family values, beliefs and traditions. Alcott's parents are models of John Locke's educated individuals who have been groomed by the family

in being useful to themselves, the community and society. Alcott's heroines are not in competition with other women rather competing with themselves in learning from the family and the environment they live in. Austen's heroines are models of Locke's parents in a revolutionizing and changing era, unlike their parents who are empowered through self-awareness and self-education. Austen and Alcott have sculptured their heroines with a beauty that is skin deep and appreciated in their societies.

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Content Analysis of Female Associations in Print Advertising: An Example from Moroccan Magazines

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Abstract— Advertising is a consequential means of mass communication. Advertising practices are meticulously planned to impact on the public's taste for distinct products or services. The influence of advertising on the public is not without danger. This study aims to assess the sex-role portrays of women in Moroccan print advertisements. Four hypotheses are made about the under-representations of women in Moroccan print advertising. The data were obtained from five Moroccan magazines issued in May, 2014. Content analysis was used under a mixed-method paradigm. Quantitative content analysis was used to yield quantifiable data for the purpose of frequency analysis of female role portrayals. Simultaneously, Qualitative content analysis was deployed to enable interpretive modes of enquiry on a limited range of advertising content. The findings from this study corroborate the stereotypical associations of women in Moroccan print advertisements and thereby document print advertising practises that are untrue to the welfare of the female society.

Keywords— Morocco, gender, advertising, representations of women, stereotypes, magazines.

I. INTRODUCTION

Statement of the problem

The current study focuses on the stereotypical associations and representations of women in Moroccan print advertisements. Moroccan print media are commercially oriented and advertising definitely impacts the content they display. This intersection between news information and the pervasive load of advertising triggers speculations about the credibility of the act of communication in the totality of its components. The image of women in Moroccan print advertising is deliberately distorted to reinforce stereotypes about the functional roles of women. The merits of women are devalued to serve the advertisers' aspiration to lure a manly-dominated consumer market. Most importantly, this under representation of women is not only specific to sex-role portrayals, but it also relates to the females'

collective identity. The female body is used and abused in print advertising. This is a deplorable treatment of women which certainly endangers the females' collective identity. People unconsciously internalise the verbal and visual content in print advertising. The cultivation theory by Gerbner (1988) posits that learning and appropriation take place un-deliberately. On a daily basis, people are compelled to process huge amounts of stimuli specific to print advertising content. This permanent exposure to the same content is consequential in the long-term. The receivers are conditioned to subscribe to the media-constructed ideals and standards of good behaviour at the expense of their physical and psychological welfare. Women are likely to treasure all the absurdities in print advertisements and thereby their values get devalued. Large audiences of females are likely to accept an appropriate. Perversions of this kind are to be researched and treated with maximum of expertise.

Rationale

This study is worth conducting because it seeks to assess advertising practices in Morocco. We live in a media saturated environment where advertising content is increasingly observed and processed. Most importantly, we are regularly exposed to substantial amounts of advertising stimuli that are unconsciously processed and internalised. Advertising initiates a new paradigm of womanly attributes where the portrayals of women have joint power (Nelson, 1970). The cultivation theory posits that the consumer's perceptions of their environments get altered throughout repeated and maximised exposures to some specific input (Gerbner, 1988). Because of the increasing tendency to use and abuse women in advertising, the consumer's conception of gender is likely to get redefined. In so doing, we reinforce beliefs about the stereotypical roles of women. There is a well-established industry behind advertising; advertisers operate under a quasi infallible science. The needs of the consumer are meticulously studied to be altered in a later stage and new modes of consumer-behaviour are conditioned to service the interests of the advertisers.

Hypotheses

H1: Women are stereotypically portrayed in Moroccan print advertisements.

H2: The representations of women in Moroccan print advertisements cause gender inequality.

H3: Moroccan print advertising content instils in women feeling of fear and discontent.

H4: Moroccan print advertising practices negatively impact the females' collective identity.

Review of literature

This study is specific to the Moroccan context; still, it belongs dependently of a larger body of research where ideas overlap and intersect to yield valuable research contents. A substantial body of literature is presented with the intent to interrogate the sex-role portrayals of women in print advertising.

Van Zoonen (1994) posits that print advertisements seek to reinforce sex-role stereotypes that are unjust to women. The most prevalent representations of the females centre on the domestic roles of women. A successful woman is one who successfully performs domestic duties and maintains the well-being of the household. Under this paradigm, success is devalued to suit social constructs that subjugate women and inculcates feelings of un-trust among the female population. As a consequence, the collective identity of women is purposefully damaged and made subordinate to a presumably more binding power, the one that is detained by men (Mc Robbie, 1997).

Sex role stereotypes are part of the under-representation of women in print advertisements. They reinforce associations where women are passive, subordinate and superficial. These distortions are not specific to the functional roles of women; they eventually abuse the female body. The objectification of women does not necessarily contain itself in the occupational roles specific to space and time. Advertising manipulates and sexually objectifies women to prompt the appetite of a manly dominated society in a rigid socio-cultural context where ideologies have been constructed to reinforce the supremacy of the dominant males. The objectification theory by Fredrikson and Roberts (1997) posits that the treatment of women as sex objects allows marketers to attribute quantitative and qualitative value to the female body, which is made more like a worthy piece of commodity. Perversions of this kind go further to as advertised market distinct parts of the female body (Bartky, 1990). Sexual objectification is not limited to the deplorable treatment of the female body; it surely seeks to endorse modes of life where similar treatments of womanhood are certified. Self-objectification is the culmination of a long process through which women get

to value the premises of objectification. Fredrikson and Roberts (1997) assume that women are brought to subscribe to the objectifying standards of beauty and success. This is a dehumanising experience that brings about physical and mental disability. Women desperately manage to measure up to some unreal standards of beauty and eventually live in fear and discontent. Women are trapped in a vicious cycle where physical appearance matters the most. Physical content is more like a myth or a product of fantasy that keeps the women worried about the need for a perfectible body.

Indeed, a lot of research has been conducted to examine women's portrayals in advertisements, and it has been argued that sexuality matters the most. This overreliance on sexuality has gained legitimacy in a market where the protagonists are sexually oriented, and thereby prone to value sexually loaded content. Advertising is definitely a huge industry that is getting out of proportion to subdue and control the media (Winship, 1987). Advertising finances magazines and newspapers. In so doing, advertisers guarantee enough space for their advertisements along with a large audience of potential buyers.

These distorted recreations of womanhood belong in a larger structure where ideologies intersect on many levels. Barthes (1972) posits that ideologies are shaped and forged in accordance to the dominant classes' aspirations to maintain a position of power. Within the terms of this view, advertising appears to be the perfect science to establish the self-proclaimed supremacy of a manly-dominated class. The under-representations of women in print advertisements provide for the debasement of womanhood where the female identity is shattered to be savagely recollected.

II. METHODOLOGY

Content analysis is the adopted research method in this paper. Berelson (1952) defines content analysis as "a research technique for the objective, systematic and quantitative description of the manifest content of communication" (p.18). In this study, content analysis belongs under a mixed methods paradigm. Qualitative content analysis and quantitative content analysis are made mutually inclusive in the analysis of the contents under investigation.

Quantitative content analysis

Quantitative content analysis is managed to yield numeric results after systematic evaluation of quantifiable data. The sampled media contents are examined in the light of four variables: "frequency", "direction", "intensity" and "space" (Newman, 1997). "Frequency" denotes the occurrences of discrete units or themes

throughout a definite period of time. "Direction" designates the semantic load of the act of communication. It seeks evidence on whether or not the inferences carry positive or negative meanings. "Space" and "intensity" simultaneously suggest the impact of the messages and the amount of space they require.

Units of analysis

A unit of analysis designates a definite element that is relevant and suggestive of the studied content (webber, 1990). Units of analysis may refer to visual displays, verbal claims, Words, paragraphs, or themes. In this paper the units of analysis correspond to the print advertisements that are scanned from five Moroccan magazines:

- *Illli*. (2014, May) N°29
- *Citadine*. (2014, May) N° 198
- *FDM*. (2014, May) N° 216
- *L'OFFICIEL*. (2014, May) N°43
- *FEMINA*. (2014, May) N°68

Sampling

Sampling targets the delimitation of the studied content. Specific data are selected from a larger population. According to Boyd-Barrett, Vand den and Newbold (2002), sampling that is carried out on media content must stem from three steps. The researcher starts by identifying the media forms and genres to be studied. In this paper, soap opera and current affairs magazines are selected. Secondly, the researcher specifies the timeline where the data must belong. The five sampled magazines in this research are issued in May, 2014. The final stage consists of choosing the best samples that are inclusive enough to represent a larger population. Eventually, only print advertisements that feature at least one female character are selected.

Qualitative content analysis

Qualitative content analysis is needed to complement the procedures and processes of analysis in quantitative methods. The nature of input in the social sciences, where content is not easily converted into numeric data, requires patterns of an organic analysis by means of interpretive techniques. Eventually, the qualitative part of content analysis in this study is held on the advertising content specific to Sophia Bensouda print advertisement, found in *Illli* magazine (*ILLI*, 2014, p 128).

In this study, the framework by Cheong (2004) is used in the qualitative analysis of the advertising content under investigation. A piece of advertising appears to combine visual elements and linguistic elements. The visual component is made of "the lead", "the locus of attention" and "the emblem". "The lead"

refers to the most apparent image in the advertisement. The presence of "the lead" is reinforced by other components known as the "Locus of Attention". The third component in is referred to as "the emblem". Simultaneously, the linguistic component in Cheong's framework combines "the emblem", "the announcement", "the enhancement", "the tag" and "call-and-visit information". "The emblem" designates the linguistic or visual manifestation of the logo or brand-name of the advertised product. "The announcement", on the other hand, is a purely linguistic expression of the attributes of a given product. The impact of the "enhancer" mediates the interplay between the "lead" and "the announcement", and thereby maximises the correlations between the visual and linguistic components in a print advertisement. The "tag" and "call-and-visit information" are meant to supply the contact details specific to the displayed product.

Findings from the quantitative content analysis

The sampled magazines for quantitative content analysis feature a considerable number of advertisements where women are assigned to different roles and belong in different contexts. These numerous depictions of women are framed in A4 size pages. The A4 format is surely the most used paper size as it suits a number of practices, among which the printing of magazines. The covers specific to the selected magazines have all been meticulously designed. They show a female model that stands at the focus point of the page. The cover headlines and lines appear in different colours and fonts. Also, the cover offers a quality of photography that is largely superior to the other pages of the magazines. The magazines may offer varied content; still, all the publications, advertisements and visual displays belong under one paradigm that exclusively relates to womanhood. The designers of the magazines are conscious of the need to centre the attention on some womanly valued themes. This is the reason why these magazines appear to build around issues of beauty, glamour, food, and health.

Frequency of female role portrayals

The analytic content in this study is specific to the Moroccan print advertisements that feature women. The magazines sampled for quantitative content analysis were scanned for the desired input, which eventually corresponded to the portrayals of women in accordance to the following sex-roles:

- **Decorative role:** The decorative role of women in print advertisements is distinguished by functional inactivity that is intentionally compensated by a hyperbolic display of the females' physical attributes (Sextonand & Haberman, 1974). So, the female body is made

excessively beautiful to be the focus point in the piece of advertisement. This particular role of women in print advertisement is better suited to cosmetics and personal caring products, where the female model is suggestive of the valorous impact of the target products. The female model is meant to gain more visibility, and thereby attract the attention of the target audience.

- **Domestic role:** The domestic role of women in print advertising confines the females' productivity to the domestic responsibilities that exclusively relate to the house-hold (Wiles, Wiles & Tjemplund 1995). The maintenance of stability in the household does not necessarily condition gender inequality. Still, assumptions of this kind are consequential as they affect women's aspiration for self-actualisation in context other than the household. Most importantly, the females' collective identity is bound to exclusively belong within the domestic sphere and so are the womanly merits that are redefined to be contained in the domestic responsibilities in the kind of laundry, cooking and shopping. Advertisers are conscious of women's readiness to take decisions that basically relate to the consumption of home products. Eventually, all the means are deployed to value and reinforce the females' domestic capabilities
- **Career-related role:** This functional role of women nullifies assumptions about the subordination of the females to the males (Lysonski, 1983). Accordingly, print advertisements are likely to feature women in formal contexts performing career related duties. Advertisers tactfully explore the patterns of this newly constructed paradigm under which women gain more authority. Women are displayed as the central figures in physical environments that incorporate womanly success. The advertisers manage to create product associations, where the

purchase of a product becomes suggestive of high esteem.

- **Sex object:** The depiction of women as sex objects in print advertisements is arguably the most common media practice that has solicited the concern of researchers throughout time (Courtney & Lockeretz, 1971). Sexual objectification in advertising trivialises the female body which is artificially made attractive to seduce the target consumers. The female mannequins to be shown in print advertisements are instructed on how to manage their posture, facial expressions, and look. Also, nudity is a key feature of the females' sexualised body. There are advertising practices that seek the dismemberment of the female body to create sensual associations that harmonise with the target products.
- **Obsessive consumer:** Consumption is at the core of the traditional roles that have been assigned to women (Bolliger, 2008). The portrayal of a woman as a product user relates to the culturally inherited female monopoly over the household. Accordingly, women are believed to have the motivation to attend household activities, which requires the purchase of specific products. Print advertisements manage to create favourable contexts where women are credited for the well-being of the household.

The definitions above have been quantitatively optimised to assist the underlying objective of this study, which is the assessment the females' portrayals in Moroccan print advertisements. The previously identified sex-roles have been reconstructed to be suggestive of the most prevalent content in the scanned print advertisements. Cases where sex-roles cannot belong in any of the previously defined categories are labelled separately to belong in a distinct category.

Table 1: Sex role frequency

Magazine	Sex-role frequency					
	Decorative	Domestic	Career related	Sex object	Obsessive consumer	Other
Illi	4	4	0	2	0	0
Femina	1	1	1	1	0	0
Citadine	4	1	0	2	0	0
L'Officiel	1	1	0	1	0	0
FDM	4	3	0	1	0	0

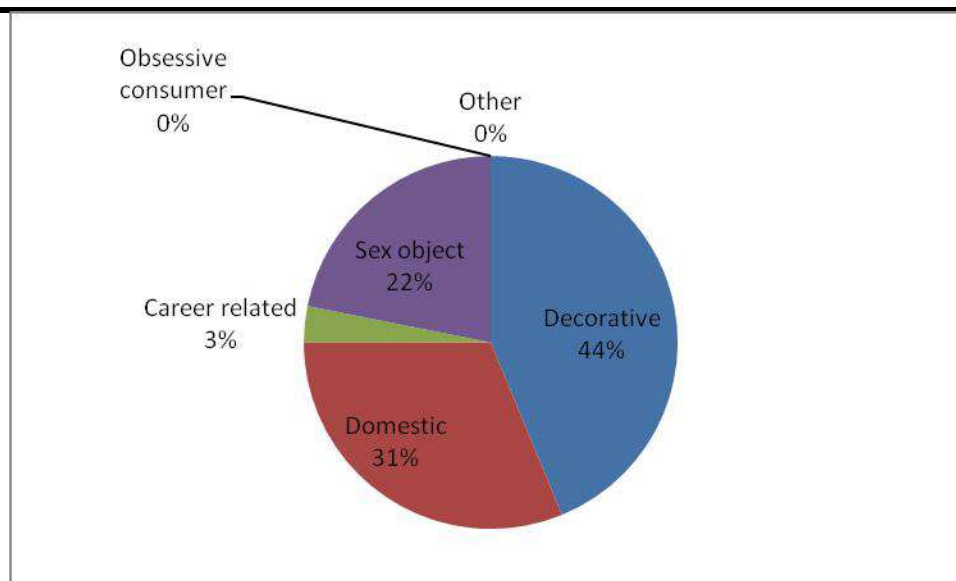


Fig.2: Percentages of women's role portrayals in the sampled magazines

Table 1 equates the frequency of the sex-role portrayals of women in the selected print advertisements while figure 2 visibly designates three most prevalent female role portrayals in the sampled magazines. The decorative role of women in print advertisements is manifestly the most salient stereotypical depiction of the females' functional roles (44%). It is followed by domestic sex-roles (31%). The third place relates to the sexual objectification of women while the career-related role portrayals of women are the least represented with a percentage of 3%. The portrayal of women as obsessive consumers is definitely inexistent (0%). The category that has been labelled as "other" does not relate to any other emerging female role portrayal (0%). The findings from the quantitative analysis of the selected input enable grounded comprehension of the general conception of the functional roles of women in Moroccan print advertising.

The decorative role of women is well established throughout the target advertising content. This particular depiction of women is reinforced by some mutually inclusive themes. These are well contained in the constructs of fashion and glamour. The decorative woman in a piece of print advertising appears to be the culmination of the kind of beauty that is artificially made. The decorative female body results from long processes of embellishment. It is constantly modelled and refined in a socio-cultural environment where emerging lifestyles and choices are constantly reconfigured to bear the mark of the emerging mainstream social and cultural tendencies.

The domestic role of women is the second most overwhelming sex-role portrayal in the selected print advertisements with a frequency that equals 31%.

Print advertisements of this kind tend to feature women in lead positions that are associated with the household. The promoted category type of products normally relates to hygiene, food or the home in general. This particular role-stereotype is contained in the series of actions that are undertaken to ensure the well-being of the household. In this respect, home-caring entails the females' readiness to manage domestic responsibilities such as cooking and cleaning. This traditional portrayal of women is backed by Ibroscheva (2007) and Mwangi (1999).

The depiction of women as sex objects is another overwhelming sex-role stereotype in the selected print advertisements. This perverted representation of women is well customised and incarnated in Moroccan print advertising. The sexual objectification of women is noticed with varied frequencies throughout the five sampled magazines. The female body is used to stimulate desire and sexual arousal. Sex appeal is manifested in different forms namely the sensual display of some parts of the body, the posture, the facial expressions along with other sexually oriented declarations. Context is also consequential as it accentuates attractiveness and simultaneously conditions sexual arousal. This sexually oriented representation of women is backed up by the research findings by Mcrobbie (1997).

The career-related female role portrayal is the least displayed depiction of women in the selected print advertisements with a frequency that equals 3%. Among the five sampled magazines, only one print advertisement is found suggestive of the occupational role of women. The conception of women as financially independent and intellectually worthy agents is obstructed by the pre-set

stereotypical projections about the socially constructed functional roles of the females.

The findings from the quantitative content analysis indicate the prevalence of the traditional roles of women as homemakers, seductresses and sex objects. Simultaneously, the females' aspirations to belong in professional settings are disregarded. Women are definitely still stereotyped in Moroccan print advertising while the female collective identity is unethically confined to fit within the realms of some traditionally constructed private spheres.

Findings from the quantitative content analysis

The quantitative part of content analysis is managed to explore the multiple levels of content and expression in the print advertisement under study, Sophia Bensouda print advertisement (ILLI, 2014, p 128). Eventually, Cheong (2004)'s framework for detecting image-text connections in was used in interrogating the linguistic and visual components in the target print advertisement.

The visual component

The "lead", being the most salient element in the print advertisement, is contained in the physical appearance of the model. It appeals to the senses of the viewers who are expected to engage in an exchange of attitudes and emotions. The gaze is enhanced by the model's even face. The size of the eyes is magnified by artificial eyelashes along with a relatively darker eye shadow. The nose perfectly fits in the model's angular face where the full lips appear in an eccentric pink colour that perfectly lines up with a white row of teeth.

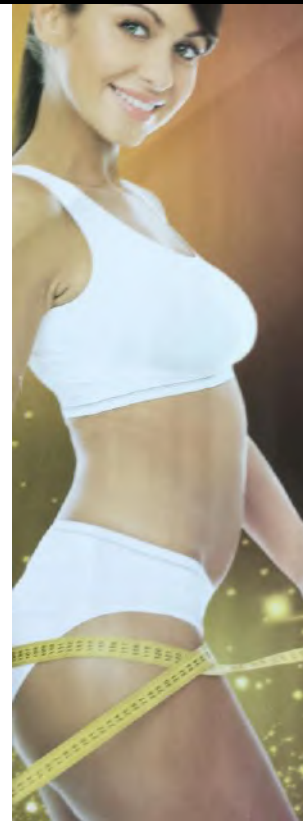


Fig.3: The "Lead"

The "locus of attention" corresponds to the model's breasts, posterior and face. The three body parts are intended to be the focus points in the advertisement. The effect of two out of the three attraction points is maximised by the white colour of a carefully modelled pair of underwear. The white colour is suggestive of permissiveness and intimacy.



Fig.4: The "Locus of Attention"

The model's healthy looking body is displayed to be the "complementary locus of attention". The model's complexion is enhanced by symmetrical curves. The padded areas of the body have been amended to offer a well proportionate body. Nakedness is well deployed to

suggest the merits of a sensual body. The sensual effect in the print advertisement is reinforced by the posture.

The physical attributes of the model are unattainable for the majority of a basically female audience. The advertisement is expected to inspire the desire for self-fulfilment. The endorsement of hypothetical

self-esteem is the challenge for advertisers who tactfully promote unattainable standards of beauty. Marketing manoeuvres of this kind seek to create associations where the advertised product increases the odds for self-actualisation.

The linguistic component

Using Cheong (2004)'s framework for print media analysis, the linguistic elements in the advertisement under investigation were subjected to generic analysis. The advertising content was researched for the semantic load of the "emblem", "announcement", "enhancement", "tag" and "call-and-visit" information.

The "emblem" refers to the linguistic entity that is contained in the firm's slogan. The slogan

complements the visual "emblem", the initials of a female first and last name. Right under the visual emblem, the slogan is located, *Santé & Bien-être* [health and well being]. The "slogan" is phrased in a stylish font that bears the mark of elegance. It successfully coincides with the underlying theme of the print advertisement. The letters are displayed in a relatively lighter yellow that perfectly contrasts the brown coloured back-ground. The "slogan" is distinguished by a distinct touch of grace that stands suggestive of the intended effect on the viewer. Also, the presence of a complementary slogan double impacts the receiver who is brought to identify with the promoted standards of physical appearance.

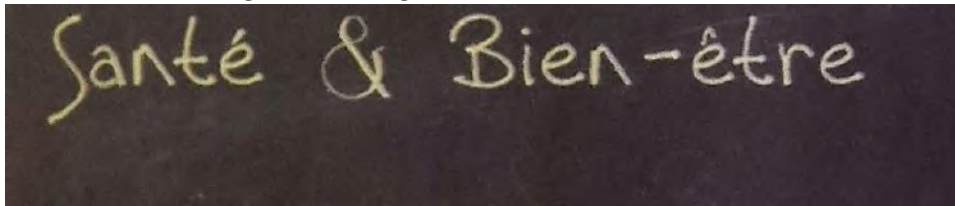


Fig.5: The "Primary Slogan"



Fig.6: "The secondary Slogan"

The "announcement" is meant to be the most apparent text in a print advertisement. It seeks to attract the attention of the reader and expose the characteristics of the advertised product. Here, the "announcement" is made of six concise nominal phrases, located right under the slogan. The six sentence fragments subscribe to one inclusive communicative purpose. They eventually seek to valorise the advertised product. The nominal phrases of the announcement are phrased to require minimum of attention from the readers. Unnecessary syntactic units are disregarded to centre the attention on worthy linguistic units that validate the promises of content and actualisation. The nominal phrase where the "head noun" shows the post modification of a subordinate adjectival phrase is suggestive of the objectification of the female body. The "head noun" *remodelage* [reshaping] is semantically inherent to a class of words that bears the mark of machinery and artificiality. It robs the female

body of its human essence to be labelled as an object susceptible to alteration and modification.

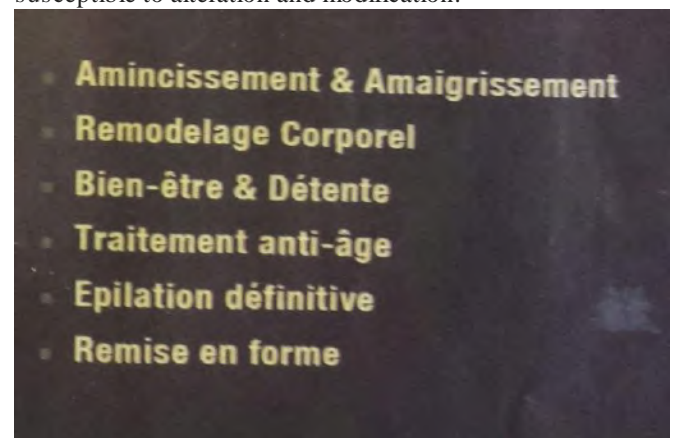


Fig.7: The "announcement"

The "enhancer" is placed right under the second slogan. It is phrased in an apparently smaller font.

The "enhancer" is phrased by means of an imperative sentence. The absence of subject provides for direct identification with the embedded act of communication. The readers are expected to effortlessly process the linguistic patterns, and eventually take advantage of the offer. The key elements in the linguistic construction are: *17 ans d'expérience* [seventeen years of experience] and *technologie de pointe* [leading-edge technology]. The use of technology in the reshaping of the female body is definitely suggestive of artificiality in dealing with the

female body. Also, the imperative structure of the enhancer carries a tone of authority as it gives straightforward directives to the readers. The "enhancer" is summed up by three adjectival phrases: *rapide* [rapid], *efficace* [efficient] and *durable* [sustainable]. The three phrases valorise the advertised product while the three points of suspension give free rein for the reader's imagination to think of more valorous attributes of the advertised product.

Profitez de nos 17 ans d'expériences et de nos technologies de pointe pour vous offrir une vraie cure minceur :
Rapide, Efficace et Durable...

Fig.8: The "Enhancer"

The absence of "tag" adds to the cohesion of the advertisement. The advertiser's choice not include the tag in the print advertisement is purposeful. The physical attributes of the model occupy more space in the advertisement and thereby solicit more attention on the part of the receiver. The "tag" combines technicalities about the marketed product susceptible to mediate and probably reduce the impact of the visual component.

The "call-and-visit" patterns are placed at the bottom of the left corner. They include a face book

address, a website, a phone number and the actual address of the aesthetic centre in question. Three tinny pictures of the promoted services and products are carefully placed between the lines of the "call-and-visit" section; they allow the receiver to visualise the advertised environment and eventually see herself in it. The virtual location of the advertised product is given minimal attention as it appears in an extremely tinny font while the conventional call and visit information is well displayed in a dark font that perfectly contrasts with a lighter background.



Fig.9: The "Call-and-visit Information"

The visual and linguistic elements in a piece of advertisement are not in competition. They synchronise into a coherent whole. As noted earlier, print advertising content is polysemous. The possibilities for new meanings increase in parallel with the manipulations of linguistic and visual elements within the act of communication.

III. DISCUSSION

The intent of this study is to assess the

representations of women in Moroccan print advertisements. A valid methodology of research was selected and made suitable to the theoretical orientation in this study. Also, the findings from this study are well positioned to expose distinct advertising practices which cause the under-representations of women in Moroccan print advertising.

H1: Women are stereotypically portrayed in Moroccan print advertising.

The findings from this research corroborate the stereotypical sex-role portrayals of women in Moroccan print advertising. Five Moroccan print magazines were scanned for Moroccan print advertisements that feature at least one female character. Four out of the five female stereotypical roles were spotted with varied percentages. The decorative female role retained the highest frequency (43%). The domestic roles of women are noticed with a frequency that equals (31%). The sexual objectification of the female body is also a major theme in the selected print advertisements (22%). Yet, the career-related role of women is poorly present with a frequency that equals 3%. Accordingly, H1 is well supported

H2: The representations of women in Moroccan print advertisements cause gender inequality.

Gender inequality is assumed to be the product of the under representation of women in print advertisements. Female role portrayals in print advertising are found to be characterised by functional inactivity. The decorative role of women is apparently the most prevalent sex-role representation in Moroccan print advertisements with a frequency that equals 44%. This particular portrayal of women capitalises on hyperbolic display of feminine attributes to either appeal to an audience of males or instruct women on how to be desirable to men. In both cases, women are valued in view of the ways through which they relate to men. Also, visibility appears to be the key feature in the decorative representation of women. Also, the domestic sex-role portrayals of women reinforce gender inequality. Indeed, household maintenance is not debasing as such. Still, the excessive representation of women in the domestic sphere confines the females' functional roles and make them exclusive to the duties of a mother, a wife or a house-keeper. Gender injustice appears to be the product of pervasive advertising practices that are contemptuous of gender parity. Gender roles are preconceived to place men in a position of power. Fixed gender roles are assigned to women to reinforce the ideological traits of a manly-dominated society.

H3: Moroccan print advertising content instils in women feelings of fear and discontent.

The findings from the qualitative content analysis yields evidence of the negative impact of Moroccan print advertising on the females' emotional stability. The advertisers used the female model's sexualised body for marketing purposes. The physical appearance of the model is meant to capture the attention of the viewers who are brought objectify a woman. Also, the model's body is visually dismembered. The focus points in the print advertisement correspond to the model's breasts, posterior and mouth. The effect of the

model's body parts is maximised by nakedness and posture. The model's symmetrical and sensual body parts are artificially constructed to appeal to the senses of a female audience. Most importantly, the physical attributes of the female characters in the print advertisement are unattainable for the large majority of the female public. This hyperbolic depiction of female physical attributes is definitely anomalous to the well-being of women. Advertising depends on a paradigm of feminine perfection associated with unattainable prototypes for desirability and acceptance. The female audiences are brought to view their bodies as discrete units that should be measured up against a preconceived index of beauty. They become desperately in need of promises for love and content that arise from the outside to enervate their own security, be it physical or emotional. This interest in the female body is dehumanising. It instils fear and doubt in large audiences of women who are desperately attending the needs of a perfectible body.

H4: Print advertising practices in Morocco negatively impact the females' collective identity.

In this paper, the females' collective identity is found to be endangered by the stereotypical portrayals of women in print advertisements. The frequency of female role portrayals in print advertisements is suggestive of deeply-rooted misconceptions of the females' functional roles. In the studied print advertisements, Permanent exposure to the same advertising content is consequential as it alters the females' perceptions of their own capabilities (Easterbrook, 1959). Unconsciously, women get to value the advertised premises of success and subscribe unreal modes of life causing them physical and psychological harm.

IV. CONCLUSION

In this study, print advertising contents from five Moroccan magazines were subjected to quantitative and qualitative content analysis. The quantitative data were examined using frequency analysis. The occurrences of pre-set female role portrayals were equated. In a later stage, a qualitative analysis was carried out to identify and interpret the symbolic load specific to the selected print advertisement. Different modes of discourse are singled out and studied, namely the visual and linguistic levels of analysis. Then, the findings of the study are deployed to assess the legitimacy of the previously formulated hypotheses.

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Upgrading of Intelligent Warehouse Management System Based on RFID Technology- Taking Company as an Example

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Abstract— *With the continuous development of e-commerce in China, more and more attention has been paid to modern logistics. The competition in the new era is not only in the fields of technology, cost and management, but also in the comprehensive competition of supply chain. The traditional warehouse management system is mainly completed by human resources, which consumes a lot of manpower and material resources and has low efficiency. It can no longer meet the needs of the development of modern e-commerce logistics. New retail industry is changing. New logistics has become the core of new retail form. Developing intelligent warehousing has become a solution to advance intelligent logistics. Radio Frequency Identification (RFID) technology has the advantages of large data storage, fast information reading and storage, and can effectively solve the problems of low efficiency, low accuracy and easy interference in information transmission of traditional warehouse management system. Based on the analysis of the existing problems of company A in warehouse management, this paper proposes to use RFID technology to optimize and upgrade it.*

Keywords— *RFID technology, intelligent, warehousing, logistics, digitalization.*

With the close integration of network technology with various real industries and financial economy, China's agriculture, industry and commodity service industry have achieved new development. At the same time, they are facing new opportunities and challenges. Logistics, as an important part of commodity trade, plays an increasingly important role. However, our traditional logistics network has been insufficient to meet the increasingly vigorous transportation needs. The warehouse management system also needs to be upgraded urgently.

At present, the intelligent warehouse management system is integrated with wireless communication technology and RFID radio frequency technology. These new technologies enable the existing warehouse management system to be reconstructed and intellectualized,

and use the flexibility of wireless network wiring to meet the special needs of data close-range and low-speed in intelligent warehouse management. At the same time, along with the development of RFID radio frequency technology, the whole process of goods from inbound to outbound has also undergone innovative changes and leaps and bounds. Because of the non-contact and fast reading and writing characteristics of RFID, the goods can basically be intellectualized and mechanized in warehousing, discharging and picking. Intelligent warehouse management means changing the traditional way of warehouse management, realizing a more thorough sense and measurement of business, and interconnecting each other more comprehensively. On this basis, we can get a deeper understanding.

I. ENTERPRISE AN OVERVIEW

Enterprise A is located in the northern cities of China, mainly engaged in the acquisition and sale of agricultural products. Because of the higher requirements of agricultural products for logistics transportation and warehousing, the traditional logistics warehousing mode of enterprise A from origin to warehouse to sales point has higher cost, and the efficiency of logistics warehousing mode mainly relying on human participation is low, and the error rate needs to be reduced. In the period of enterprise transformation to meet the needs of contemporary society, the application of new technology is particularly important.

II. OVERVIEW OF RFID TECHNOLOGY

Radio Frequency Identification (RFID) is a non-contact automatic identification technology. It uses radio frequency signals to automatically identify target objects and acquire relevant data information at the same time. Therefore, the recognition technology does not need manual intervention, so this technology can be applied to a variety of working environments more harsh scenarios. Its core component is the RFID tag with a diameter of 2mm and a storage capacity of two to the ninety-sixth power. The technology mainly relies on electronic sensors to transmit

radio waves to read and store information. The storage information in the RFID tag is read by the radio wave emitted by the sensor, which is mainly used to identify the object, while the distance of the sensor is from several centimeters to several meters. A perfect industrial chain of RFID technology should include chips, reading and writing devices, antennas, application software, label packaging, system integration and many other components, among which chips are the most important design focus in the overall industrial chain. This technology has the functions of fast speed, large capacity, small volume, strong penetration, long service life and high reusability. At the same time, this technology can also track and locate the target object for a long time, so it can be applied to many fields such as supply chain management, intelligent transportation, quality management in manufacturing industry. RFID has become the main technical means of logistics management in developed countries. In Japan and Korea, electronic tags have become the standard configuration of most logistics distribution centers. In recent years, many enterprises in China have introduced electronic tags to upgrade the management system, and achieved some results. Mainly used in the following three aspects: first, within the enterprise, the placement of radio frequency tags on the pallets of automated warehouses can significantly improve the management of refinement, Haier, Shenzhen Baisha Group and other cases; second, the use of a supply chain can reduce management costs, improve product quality and improve inventory scheduling level, such as Hong Kong Yida Group. Radio frequency label is used in Xinjiang cotton purchasing process. Third, it is applied in a wide range of networks. The typical case is the vehicle management and dispatching system of the Ministry of Railways.

III. THE FRAMEWORK OF CURRENT WAREHOUSING MANAGEMENT AND ITS PROBLEMS

From suppliers supplying commodities, sorting commodities into warehouses, information registration, and then determining the location of commodity storage for storage, to commodities into production workshop for production, and finally to new commodities out of warehouses, this step-by-step process is more complex.

1. Framework of warehousing management:

(1).Storage of goods. Suppliers supply commodities to producers. Warehousing centers grasp relevant information of commodities from suppliers (such as the name, quantity, specifications of commodities), and determine the storage location of commodities. Warehousing centers arrange inspection and storage of

commodities when they receive commodities.

(2) Management of goods in warehouse. The management of goods in warehouse must also follow certain standards. For example, some goods consume fast, some goods consume slowly, and some goods must be stored under special conditions, so their storage location needs to be strictly controlled. Moreover, there are certain requirements for the storage of similar but different specifications of commodities. These problems make it necessary to confirm that the goods are in accordance with the location when they are stored.

(3) Goods out of warehouse. In the warehouse management procedure, if the customer has issued an order to the sales department, the sales department will send the customer's order requirements to the warehouse management department, and the warehouse management system will confirm the goods location.

2.Problems in warehousing management:

(1) Human factors have great influence and lack of decision-making ability. If the management mode is basically manual management, a large number of staff need to be arranged in warehousing operations, such as warehousing, inventory and warehousing, which increases the cost of management and also affects the efficiency of work. Once problems arise in the intermediate work, the situation can not be transmitted to the higher level in time, and some staff's mishandling will lead to the inaccuracy of the inventory work, the upper leadership can not make correct decisions, and can not accurately understand the storage, in-storage and out-of-storage operations of the inventory, which will cause losses.

(2) The use of bar code technology. Nowadays, barcode is often used in warehouse management system to improve the speed of collecting goods information. Compared with traditional manual paper records, it does improve the efficiency. However, in the face of increasingly frequent logistics warehousing needs, the drawbacks of barcode technology are becoming more and more prominent, such as slow identification speed, inaccurate reading of information and less information.

(3) Visualization operation can not be realized. More and more users hope to see the goods information and dynamic transportation status in real time, instead of the static logistics information on the client side. This will require enterprises to further implement intelligent logistics strategy to meet the needs of users, while realizing the dynamic feedback of cargo transportation status. Intelligent logistics can be more conducive to enterprises for targeted analysis and decision-making, and improve all aspects of enterprises. Save work efficiency.

(4) When goods are stored in warehouse, they need to be inspected. Some goods, such as glass products, are

inevitably exposed to the risk of breakage. Similarly, in warehouse management, some commodities are of the same kind and have very low differentiation, which makes warehousing management more difficult. Similar commodities may lead to staff negligence and make two different commodities mixed together.

IV. OPTIMIZING AND UPGRADING MEASURES OF INTELLIGENT WAREHOUSE MANAGEMENT SYSTEM BASED ON RFID TECHNOLOGY

The warehouse management system based on RFID can effectively realize the visual management of commodity inventory information through the application of RFID technology and wireless network technology, thus greatly improving the efficiency of warehousing operations. Based on these requirements, we can get several main modules of the system: user management module, stock management module, warehousing management module, as well as goods management, inventory statistics management module.

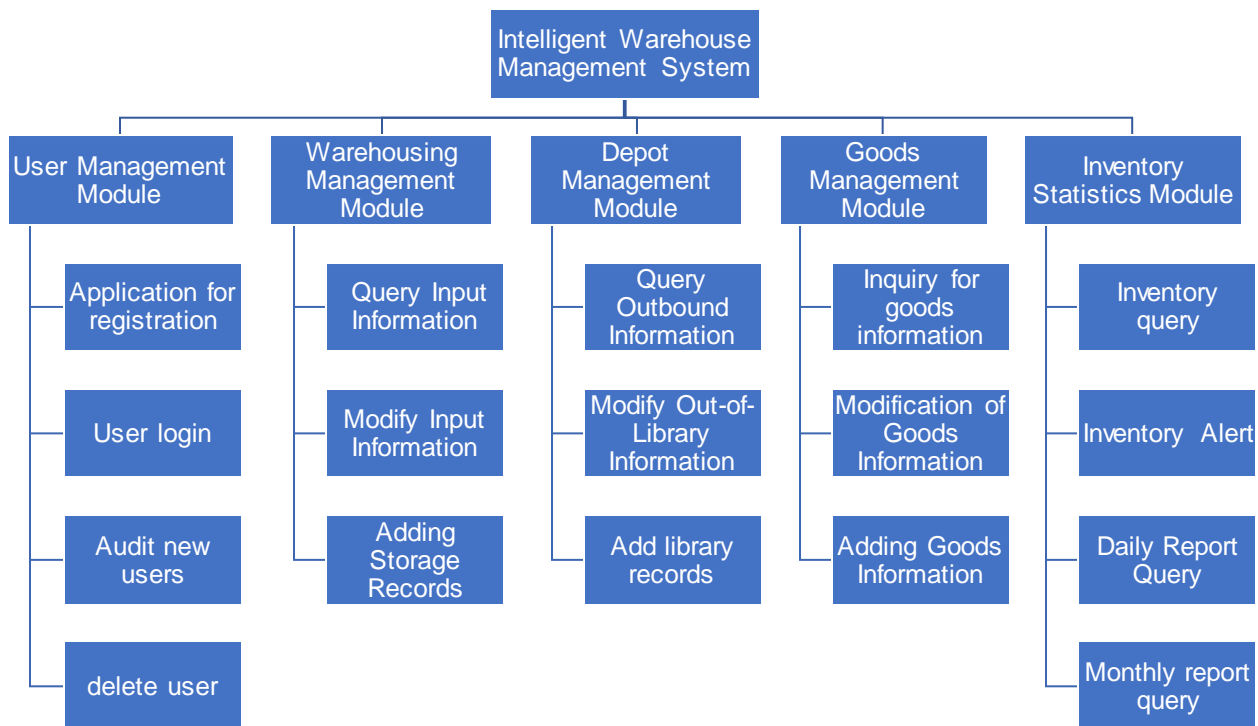


Fig. 1 Performance structure of warehouse management system based on RFID Technology

In the software structure design of digital logistics warehouse management system based on radio frequency identification technology, the functional module flow of the system is designed separately, the control structure of the system is optimized, and the operation efficiency of the system is improved. The warehouse is composed of warehousing temporary storage area, storage area and out of storage temporary storage area. RFID access control devices are installed at storage and storage outlet. The warehouse is designed as an automatic three-dimensional warehouse, equipped with three-dimensional shelves and

roadway stackers. The quantity depends on the size of the warehouse. In order to monitor the warehouse environment in real time and install a suitable number of temperature, illumination intensity and humidity sensors, the sensor transmits the environmental information to the monitoring system through the network. When the environmental information of the warehouse exceeds the set value, the system sends out alarm instructions and displays the reasons for the alarm. The alarm is sent out by the warehouse administrator. The warehouse administrator processes and records the alarm in time. The reason of the

alarm is summarized and analyzed regularly and the suggestions for improvement are put forward.

In the goods management module, the main functions include inventory management, inventory, inventory early warning. Detailed function design: add, modify and delete warehouse information; add, modify and delete and disable goods allocation; view inventory information and inventory situation of each warehouse location; adjust the warehouse location on the visual interface, regard the whole backstage as the warehouse location adjustment component, so as to reduce energy consumption and save running time of the system. In the user management module, it mainly includes user login control and user management. In the user's login control, the load driver is used to obtain the connection object, and the state statement is created to generate the processing result data set and release the connection. When the user enters the username and password and clicks on the login, the data input by the user will be processed in the background, matching the account and password in the database. If the match is successful, the login will succeed, otherwise the prompt will fail, and the main page will be returned. For the purpose of ensuring the confidentiality and reliability of the system, the storage management system uses the management form of multi-level users. Users are divided into several levels: supervisors, system managers, purchasing personnel and warehouse managers. Different levels of authority, multi-pronged, clear division of labor, conducive to the smooth operation of the system.

In order to rationalize inventory and reduce inventory cost, statistical software can be used to invoke information such as commodity category, quantity, date of entry and exit, existing inventory, goods damage and order satisfaction rate, so as to calculate the period of entry and exit, monthly demand and average level, off-peak season analysis, annual total demand, roughness analysis, overstocked commodity varieties and quantity, and goods loss rate and so on, assist managers to make scientific demand forecasting, and provide data reference for improving warehousing conditions and commodity production plan.

RFID technology combined with computer technology and pallet management can optimize the business process of distribution center. When warehousing, the goods are scanned on the conveyor belt, then directly stacked on the pallet. The pallet is automatically sent to the corresponding floor by the hoist under the control of the system. Finally, the forklift truck sends the pallet to the allocated storage space of the system. When discharging from the warehouse, the forklift truck sends the target tray to the hoist according to the system instruction and the first-in-first-out principle, and then sends it to the sorting center for sorting. Through the effective management and application of the tray, the number of cargo handling and the probability of damage are

reduced, and the operation efficiency is improved. The application of RFID technology improves the speed of goods searching, reduces the occurrence of commodity out-of-sale, shortens the time of supply and marketing planning, thus reduces the stock occupation funds, reduces freight, and makes the retailer's commodity sales meet in time.

V. CONCLUSIONS AND SUGGESTIONS

Combining RFID technology with warehouse management to improve the accuracy of warehouse management data can not only overcome the shortcomings of traditional manual management, but also reduce labor costs with the improvement of automation level of warehouse system. In recent years, the technology of RFID has become a hot spot in logistics informationization, especially in the promotion of foreign powerful enterprises, which makes the application prospect of this technology in China receive much attention. As far as the whole country is concerned, the application cost of RFID is too high, the technical standards are not uniform, and the government has not played a leading role in the process of its application and promotion, which makes enterprises show cautious attitude in the face of RFID, so the promotion and application of RFID in China is still in a very slow starting stage. In order to promote the development of RFID in China's logistics field, we should actively participate in the formulation of international standards and establish a unified RFID system; the government should drive enterprises to promote the exchange and research of RFID. Through the establishment of an industrial alliance for the application and promotion of RFID, and under the leadership of the relevant departments of the state, we will work with relevant manufacturers, research institutes and user departments to launch products and technologies with distinctive features, and actively promote extensive international exchanges between domestic enterprises and relevant units in the fields of RFID hardware, software and applications.

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The Impact of Triple Bottom Line Based CSR Program in the Local Community Food Processing Industry

(A Case Study of the Corporate Social Responsibility Program at PT. EMP Malacca Straits in Meranti Island Regency)

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Abstract— *The Company's involvement in continuously providing the additional value to the environment in which the Company operates is a necessity and a commitment that needs to be maintained. Thus, the Company can be a trusted partner for many parties, especially for the community and government in developing the environment and people. In line with this, the Company must encourage the realization of quality of life enhancement, through the development of programs that support sustainable development including economic aspects, health, education, and environmental management, by involving the worker awareness, the local community, the government and large community. Based on these explanations, the researcher is interested in researching and focusing this research on the impact of triple bottom line-based CSR program in the local community food processing industry carried out by PT Energi Mega Persada Tbk. (EMP). This method used in this research was a qualitative method with a single case study design. The results of this research are expected to provide various recommendations related to the communication innovation, on how to implement the communication aspect in revealing the impact of triple bottom line-based CSR program in the local food processing industry. In addition, this research is expected to inspire and become a role model for companies that will implement triple bottom line-based CSR program for Sustainable Development. Academically, this research is expected to be a reference for the further research and can enrich the scientific field of communication, especially Public Relations, regarding to the discussion of CSR programs analysis.*

Keywords— *CSR, Triple Bottom Line, & local food processing.*

I. INTRODUCTION

The Company's involvement in continuously providing the additional value to the environment in which the Company operates is a necessity and a commitment that needs to be maintained. Thus, the Company can be a trusted partner for many parties, especially for the community and government in developing the environment and people. In line with this, the company must encourage the realization of quality of life enhancement, through the development of programs that support sustainable development including economic aspects, health, education, and environmental management, by involving the worker awareness, the local community, the government and large community.

One of the Company's facilities to realize the commitment to the public is through the Corporate Social Responsibility (CSR) program. Constitutionally, in Indonesia CSR programs have been supported and strengthened by laws and regulations Article 15 letter (b) Law no.25 of 2007 and Article 74 of Law No. 40 of 2007. The essence of the law explains that the company is required to carry out the corporate social responsibility. But in principle, CSR programs must be seen as a form of a contribution to sustainable the economic development by paying attention to corporate social responsibility and emphasizing the balance between attention to economic, social and environmental aspects.

Regardless of the CSR program which is a necessity regulated in legislation or it is a company commitment, in fact, the company's stretch in implementing CSR is increasing. One of the portraits is shown through the increasingly competitive CSR award event. One of companies that is always committed to do CSR activities, namely PT Energi Mega Persada Tbk. (EMP). The seriousness of EMP in implementing CSR was then rewarded with 4 GREEN PROPER awards which

showed that the community development program implemented by the Company received positive recognition from the government. The seriousness of EMP in implementing CSR is rewarded with 4 GREEN PROPER awards which shown that the community development program implemented by the Company received the positive recognition from the government.

The CSR program implemented by the EMP is engaged in the economic development sector of the community, education sector, health sector, and infrastructure. One of the leading CSR programs implemented by PT Energi Mega Persada Tbk. (EMP), namely the "Development of Sago Processed Food Products" program in Bagan Melibur Village, Lukit, Teluk Belitung Village, Merbau District, Meranti Island Regency, Riau Province. It was proven that the program won a Gold award from Best Key Performance and Corporate Social Responsibility (CSR) from SKK Migas. This program is part of an effort to improve the welfare of people around the company.

Not a few companies that implement CSR programs which get support from the public only at the opening and implementation stages, but after the program runs not a few of them are not maximal in managing CSR programs. It is precisely the biggest challenge of various CSR programs, namely when the CSR program is running. The Company must ensure that CSR programs run continuously and are increasingly able to increase participation and independence from the public involved in the CSR program.

The success of "Development of Sago Processed Food Products" program is certainly not only seen from the various awards that have been achieved. The success of the program should also be analyzed and examined from various perspectives, one of them is seen from the impact of the program for the community. Referring to this, the researcher is interested in analyzing the impact of triple bottom line concept-based CSR program in the local food processing industry.

Based on these explanations, the researcher is interested in researching and focusing this research on the impact of triple bottom line concept-based CSR program in the local food processing industry. Through this research, the researcher want to understand and explain what impacts are generated from triple bottom line-based CSR program in the local food processing industry for the community. The results of this research are expected to provide various recommendations related to the communication innovation, on how to implement the communication aspect in revealing the impact of triple bottom line-based CSR program in the local food processing industry. In addition, this research is expected to

inspire and become a role model for companies that will implement triple bottom line-based CSR program for sustainable development. Academically, this research is expected to be a reference for the further research and can enrich the scientific field of communication, especially Public Relations, regarding to the discussion of CSR program analysis.

II. LITERATURE REVIEW

2.1 Concept of Public Relations

Rex Harlow in his book entitled: A Model for Public Relations Education for Professional Practices published by the International Public Relations Association (IPRA) 1978, states that:

Public Relations is a typical management function and supports coaching, maintenance of shared paths between organizations and their communities, concerning to the communication, understanding, acceptance and cooperation activities; involving management in dealing with problems, helping management to be able to face the public opinion; support management in following and utilizing changes effectively; acting as an early warning system in anticipating trends in the use of research and communication techniques, and healthy and ethical communication as the main means (Ruslan, 2003: 16).

To achieve these objectives, including developing goodwill and obtaining a public opinion that profitable or creates cooperation based on harmonious relationships with various communities, through the Public Relations activities that are mobilized inside and outside. The activities aimed inside are called Internal Public Relations and the activities aimed outside are called External Public Relations.

2.2 Corporate Social Responsibility

Today's corporate social responsibility is known as corporate social responsibility (CSR). Various definitions of CSR are delivered by experts and various organizations, including:

Kotler and Lee (2005) defines that CSR as a commitment to improve community to be better through discretionary business practices and contributions from company resources. Kotler and Lee emphasize to the discretionary component, which can be interpreted as the company's volunteerism in implementing business practices that are beneficial to people's welfare (Rahman, 2018: 34).

From some of these definitions, CSR can be translated as the commitment of the organization or

company in contributing as a form of social responsibility to the community, with the aim to fulfill the expectations of stakeholder, especially the community, in realizing sustainable development and improving the community welfare.

The company's motives for conducting corporate social responsibility (CSR) are vary. According to Michael E. Porter (2009), there are four motives that form the basis of management to do CSR, namely as follows:

1. Moral obligations. The moral obligation is to achieve commercial success while respecting ethical values.
2. Sustainability. Sustainability means to fulfill the current needs without ignoring the future needs. The easiest example is the environment. With environmental improvements, economic benefits will not be obtained immediately.
3. Operating Permit. Operating permits mean building an "image" to guarantee government and stakeholder approval
4. Reputation. Reputation means that the CSR agenda is based on the motive of raising brand and reputation to consumers, investors and employees (Rachman and Wicaksana, 2011: 86).

Sustainable development includes three policies, namely economic development, social development, and environmental protection. John Elkington in the triple bottom line chart as a meeting of the pillars of development, namely "people, planets and benefits" which is a development goal, are: 1) The responsibility of the company to maintain the environmental capacity to support the sustainability of the next generation (planet), 2) The form of corporate responsibility to shareholders (profit), and 3) The presence of the company must provide the benefits to stakeholder and large community (people) (Zukhruf, & Irawan, 2018: 111).

The concept of sustainable development practiced by EMP, according to Goel (2010), argues that sustainable development is part of efforts to fulfill the needs of the generation without compromising the ability of future generations to meet their own needs. The way to do that is to try to integrate three lines: economic, social, and environmental (Alhaddi, 2015). It is clear that the application of triple bottom line-based CSR program implemented by EMP is oriented towards sustainable development that seeks to balance the benefits, the preservation of nature, and community empowerment. In addition, the application of the triple bottom line concept is part of the responsibility for future generations.

The triple bottom line is the concept of sustainable development that has explicitly linked the dimensions of goals and responsibilities, both to the

shareholders, stakeholders, and the planet. The concept of profit is a form of responsibility that must be achieved by the company, even the mainstream economy is used as a philosophical foundation for the company's operations. But the priority is not only profit, but the company must also fulfill its responsibilities for other aspects such as people and planet in order to achieve sustainable development

The benefits of CSR programs are not only felt by the community (stakeholder), but also by the company itself. At least Kurucz (2008) explains that by being involved in CSR activities: (1) reducing costs and risks; (2) competitive advantage; (3) development of reputation and legitimacy; and (4) results for the common good through value creation and synergistic cooperation (Irawan, 2018: 117).

Of course, if it is done seriously, then the company will get various benefits from the CSR activities. These benefits are not a main motive or goal, but rather it is part of the positive effects that arise from CSR activities. Another opinion also strengthens the argument that there are a lot of benefits that the company will get from CSR activities, which will ultimately build brand quality and strengthen customer loyalty. It is as stated by Dixon (2004) that company performance represents their commitment to the stakeholder, the natural environment and their respective economic benefits. As the increasing of efficiency and innovation, including the presence of CSR concept that can generate benefits that create competitive advantage and in turn, it lead to its own profitability, without sacrificing the environment, the company's attention to social problems can reward their brand for community and loyalty.

2.3 Concept of Participation and Community Empowerment

The involvement of the community in development should be the concept of development today. To involve the community as the subject of development is a necessity, and this can be realized through the principle of community empowerment. Community empowerment can be done through a learning process so that it has the ability to have access and control in development. Through this empowerment, the community is expected to have the ability to seize opportunities for available resources. Furthermore, the community is also able to play a role as a decision maker and determinant in choosing and utilizing these opportunities.

Empowerment according to McArdle as follows:

The decision making process by people who consequently implement the decision. The people who have achieved the collective goals are empowered through their independence, even as a 'necessity' to be empowered through their own

efforts and accumulation of knowledge, skills and other resources in order to achieve their goals without relying on external help (Ardianto & Dindin, 2011: 92).

The empowerment and participation are things that have become the limelight in recent development processes in various countries. Furthermore, Craig and Mayo explains that many countries shows great attention to the community participation strategy as a means of accelerating the development process. Therefore, it is necessary to emphasize the importance of an alternative approach in the form of a development approach that begins with the empowerment process (Ardianto & Dindin, 2011: 4).

The success of community-based development is very close to the community participation. Craig and Mayo states that participation is an important component in generating independence and the empowerment process. The process is done cumulatively so that the more skills a person has, the better the ability to participate (Ardianto & Dindin, 2011: 92).

III. METHODOLOGY

The method used in this research was a qualitative method with a single case study design. A single case study has three rationalizations namely: first, when the case states an important case in testing a well-prepared theory, second the case presents an extreme or unique case and third is a case of disclosure (Yuliawati & Irawan, 2018: 29). The uniqueness of the CSR program implemented by PT. Energi Mega Persada, the researcher is trying to uncover the impact of the CSR program implementation for the community, where the CSR program refers to the potential of the region and strives to balance the economic development (profit), social development (people), and environmental protection (planet). In addition, the pre-research results showed that this program is increasingly running out of operational costs, but the level of conflict with the community is getting lower. In this research, the researcher tries to observe, understand and analyze the implementation of the program.

This type of descriptive research is chosen by the researcher because the researcher want to describe the analysis results of the impact of triple bottom line-based CSR programs in the local food processing industry. Through this impact analysis, the researcher is expected to be able to explore and uncover the sustainability of CSR programs for the community. Thus, this research will outline various results and findings narratively and descriptively.

The data in qualitative research are generally in the form of descriptions, narratives, data, images or

statements obtained from the research subjects, both directly and indirectly on the implementation of CSR in PT. Energi Mega Persada Malacca Straits. The subjects of this research are the executor of CSR programs and the community involved in the program. Lufland and Lofland (Moleong, 2013: 157), the main data sources in qualitative research are words, and actions, the rest is additional data such as documents and others. In this regard, the data types are divided into words and actions, written data sources, photographs, and statistics.

The qualitative research recognizes the several data collection methods that commonly used. Some of these methods include interview, observation, document study, and focus group discussion (Herdiansyah, 2010: 116). The data collection methods used in this research were interview and literature review. The selected interviewees included the CSR Coordinator of PT. Energi Mega Persada Malacca Straits namely Mr. Ade, The CSR Technical Implementer of PT. Energi Mega Persada Malacca Straits, The Public Relations of PT. Energi Mega Persada Malacca Straits namely Mr. Amru, and the community involved in CSR program in the Meranti Island, namely Mr. Isman and Mr. Syasir. Then the researcher conducted a document study by collecting documents such as letters, reports, photos, pictures, clips, diaries, and the website of PT. Energi Mega Persada Tbk and other documents.

In the principle, the qualitative data analysis was carried out together with the data collection process. The techniques of data analysis according to Miles and Huberman include three concurrent activities: 1) Data reduction. The field data obtained through observation and interview in the form of field notes and recordings are quite a lot and difficult for the researcher to understand, then the data reduction is carried out, 2) Data Display. To facilitate reading the data obtained, the data that has been reduced is then presented (displayed) in the form of a thorough description of every aspect studied by being equipped with tables / charts, the relationships between categories and its kind, 3) Verification is interpreting the data that has been compiled. Based on these interpretations, the researcher can arrange into a conclusion, where this conclusion is the result of research that can answer the research questions that have been formulated previously (Irawan, 2018: 118).

To ensure that the research data is valid, the process of checking the validity of the data is carried out. For this reason, Miles and Huberman explains that the technique of checking data validity includes three concurrent activities: data reduction, data display, and conclusion (verification). Then to determine the data validity, the researcher conducted a triangulation technique. According to Moleong the researcher compares and checks the degree of

trust of information obtained by: (1) comparing the observational data with interview data (2) comparing the consistency of the answers of the interviewees, namely by comparing what the speakers said in front general for example, with what is said personally (3) comparing a person's perspective, with other people in his work team (Kurniastuti, 2018: 53).

IV. DISCUSSION

The results of the research showed that the triple bottom line-based CSR program in the sago-based food processing industry is under the control of the Corporate Social Responsibility & Land Matters Manager, namely the CSR Coordinator, assisted by several CSR Officers who have competence and experience in handling the CSR programs. Besides that, there were some business units that have special units in handling the CSR programs. This special unit is called the PPO Team (Operations Support Program) or by the community called as the CSR Team. Of course, the team formed is not only limited in monitoring the CSR program to be implemented but it also has the duty in managing the program to be sustainable.

4.1 CSR Program Implementation

Technically, the implementation of the CSR program consists of 5 (five stages), including 1). Formulating the Vision and Mission of CSR, (2). Mapping the Factors of CSR Condition, (3). Mapping the Stakeholder Priority, (4). Making a Socio-Economic and Environmental Development Program, (5). Implementing the Agenda. However, the community involvement is in stage 4 (four), namely the Making of the Socio-Economic and Environmental Development Program, and stage 5 (five), namely the Implementation of the Agenda. If illustrated, then implementing this CSR program can be seen through the following chart:

1. Formulating the Vision and Mission of CSR

In this stage, PT. Energi Mega Persada Malacca Straits has established a CSR program based on the company's vision and mission, where the Mission is a more operational translation of the vision. The company's vision is to become the leading independent Oil and Gas Exploration and Production Company in Asia. Applying excellence in health, safety, and environment, upholding a good corporate governance and contributing to the community development. Then the company's mission is derived from the mission of CSR activities that aim to increase income, improve the education quality, improve the conditions, facilities and health services, improve the quality of human resources through capacity building, improve the public infrastructure and facilities, and advance the local organizations.

The mission of the CSR program is the basis for formulating social responsibility that will be carried out by the company. Then the purpose of CSR program is to realize the alignments with the stakeholder. Specifically, the purpose of CSR is to improve the community welfare through a mentoring program on how to utilize the local potential in this case sago, to have a higher selling value.

2. Mapping the factors of CSR condition

After formulating the mission and vision of CSR, the company need to look at the supporting and inhibiting factors for achieving the vision and mission. To see the supporting and inhibiting factors, the several mappings were carried out. Mapping the company's operations and value chain with the stakeholder, the company's operational impacts on the environment, social and economic.

Mapping the company's operational value chain means describing the operation process of each unit that has to do with community activities, both business and non-business relationships. The first mapping of the CSR program mechanism is planned, organized and implemented and monitored; what units are related to the CSR process flow. The next mapping is a description of the company's operations chain that deals with the community in the business format. Any business activity from the company that deals with local community groups, such as vendors. It is also necessary to map the conditions of relations with current stakeholder and expected conditions in the future.

Mapping is carried out on all work units related to the stakeholder. Including the relationships between work units in interacting with the stakeholder. In the stakeholder mapping, one important aspect that needs to be mapped are concerns, interests, and parties that influence their attitudes and perceptions. The stakeholder which is of concern to all parties, from the results of the mapping, the company determines the priority stakeholder.

3. Mapping the Stakeholder Priority.

Mapping the conditions of priority stakeholder is collecting data on social, economic, cultural and environmental conditions that support their lives. Analyze the potential and obstacles of development by considering factors that influence socio-economic conditions, as well as alternative development themes. The company also has stakeholder data that will be invited to initiate program development.

Based on the results of the mapping, the priority stakeholder who can support the success of CSR program are business actors, NGO, government elements (villages, sub-districts, regencies/cities and provinces) even with the local universities. After stakeholder mapping, then it proceed with communication with key stakeholder (having

the capacity and can be invited to initiate), in order to build information sharing and mutual trust. The communication with key stakeholder is carried out through meetings of 3-4 people per stakeholder, but the communication of such models informally is much better. Because there is an emotional connection that is formed more intensely, it becomes 'energy' which makes it easier to build understanding and perceptions about the socio-economic development of local communities.

Through this process, the company is ready to dialogue with all stakeholder and sit together in designing the program in participatory planning. At this stage, PT. Energi Mega Persada Malacca Straits also conducts Linkage stakeholder and regional mapping. Linkage with stakeholder means building networks and proximity to stakeholder. This is important, to build the closeness and understanding of the various problems faced by the community contextually. Linkage is also useful for detecting various negative impacts felt by stakeholder and the following is handling in accordance with the circumstances and needs of the community.

The efforts to build the closeness with the community need to be done in order to reduce the lack of effectiveness of the programs given to the community, and costs can be reduced (efficiency). The CSR program in the coming year will also synergize even more with the Company's operational activities so that the CSR program developed by the Company becomes strategic community development, through the Local Business Development program, which is fostering to the local vendors namely cooperative and MSMEs, in collaboration with SHE, SCM and Operation divisions. SHE = Safety, Health and Environment; SCM = Supply Chain Management.

4. Making a Socio-Economic and Environmental Development Program

In making the socio-economic and environmental development program, PT. Energi Mega Persada Malacca Straits conducted nine stages, namely the first was established the Community Empowering strategy, where the company seeks to empower the community around the company to be able utilizing and processing sago so that it has the value-added, and ultimately can be a source of income for the community itself.

Second, designing a CSR program. At this stage, the company intended to reduce the ineffectiveness of the practice of social responsibility by identifying the problems faced and the real needs of stakeholder. Therefore, this program is designed based on the local resources, based on community empowerment, designed in a sustainable manner, refers to the needs assessment, and supports the success of the company's business.

Third, providing human resources. One important thing that must be considered is preparing human resources that handle the CSR activities to support the effectiveness, evaluation, and control of the implementation of CSR programs. In this program, the company has prepared a team specifically managing CSR programs. The details will be explained in the fourth stage, namely regarding the structure of CSR organization.

Fourth, designing the organizational structure. To maintain the implementation of social responsibility in a serious and planned manner, it is necessary to establish a department that is specifically responsible for implementing social responsibility. The management of CSR activities at PT. Energi Mega Persada Malacca Straits is carried out by a team under the control of Corporate Social Responsibility & Land Matters Manager, namely the CSR Coordinator assisted by several CSR Officers who have the competence and experience in handling the CSR programs. Besides that, there are some business units that have special units to handle CSR programs. This special unit is called the PPO Team (Operations Support Program) or by the community called as the CSR Team.

Fifth, Determining the source of funds. To ensure that the CSR program goes according to the planning, the source and amount of funds must also be ensured. For the amount of CSR funds themselves, the company has adjusted to the set budget and has referred to various applicable regulations. Where in Indonesia the companies are required to allocate a number of budgets to implement CSR programs.

Sixth, implementation planning. At this stage, the process consists of the following: 1) social planning, namely conducting social mapping by using participatory rapid assessment methods/participatory rapid community appraisal (PARCA) which carried out in all villages/urban villages which are the ring area of one company. 2) Building a shared commitment within the company. The joint commitment is taken through the Focus Group Discussion (FGD) activities internally of the Company to build the commitment from all employees to carry out the community development programs and ensure that this development program can synergize with the Company's operational activities by involving the employees in implementing them. Building the commitment to the related stakeholder. After internal FGD, it will be followed by an external FGD with a specific theme, namely the Collaborative Local Economic Development FGD using the Industrial Cluster method. This FGD involved the local stakeholder around the operating area, starting from business actors, NGOs, Government elements (villages, sub-districts, districts/cities, and provinces) even with local universities. 3) Preparation of regional economic

development agenda. From this Collaborative Local Economic Development FGD, an integrated regional economic development agenda will be produced in the short, medium and long term. In the FDG it was also agreed to form a Working Group (POKJA) as a multi-stakeholder collaborative institution that would oversee a structured collaborative agenda. The social mapping document and the collaborative regional development agenda which prepared jointly by the Working Group are a reference for the companies in implementing community development programs, which are in accordance with the aspirations of the community and not in accordance with the wishes of the company. With data capital from the results of the analysis as well as alternative themes of socio-economic development, the company is ready to carry out participatory planning involving stakeholder who can be invited to initiate the program. In participatory planning, alternative development themes that have been made before must be saved first, and the participatory planning process will find them. In participatory planning: a) Mapping and re-analysis of the socio-economic conditions of stakeholder's perspectives, b) Determination in participatory themes of development, c) Analysis of supporting and inhibiting factors for social, economic and environmental factors in the context of development themes strengthening issues, e) Selection of priority issues, f) Development of alternative strategies, g) Selection and determination of strategies, and h) Preparation of work plans, schedules, resources and achievement indicators.

Seventh, program implementation with the establishment of Working Group. The formation of the Working Group is carried out after the collaborative action agenda has been well defined so that all stakeholder can assess who should be involved in implementing it, what kind of team should be implemented so that the Working Group is made more accurate. Implementation of responsibility means planning the implementation of responsibilities in the field. There are various approaches that can be used as a basis in implementing social responsibility practices, including (1) centralization; (2) decentralization; and (3) combinations. Then the chosen approach is a combination approach. The combination approach is the company which is not entirely self-employed, nor is it fully left to the other party (outsourcing). This approach is intended to build and explore community empowerment.

Eighth, evaluation planning. Evaluation planning is an important thing to make, considering the evaluation is one way to see and measure the success of CSR programs. In addition, the evaluation is intended to improve the quality of CSR programs in the future. Based on the results of the research, the implementation of CSR evaluations can

be carried out daily, weekly, monthly, quarterly, semester and even annually. The CSR program is regularly evaluated every quarter.

5. Implementing the Working Group Agenda

Overall, the implementation of the socio-economic development program that is escorted by Working Group consisting of stakeholder is: a) Strengthening the capacity of Working Group, b) Implementation of the action agenda formulated in a participatory manner, c) Encouraging the effectiveness of coordination in collaborating, and d) Determining the legality of Working Group. Technically, the implementation of CSR program is to encourage people who are members of Working Group (POKJA) to create various food variants made from sago, then packaged, and promoted.

The CSR program at PT. Energi Mega Persada - Malacca Straits (EMP-MS) was developed to build the social, economic and environmental conditions of the people around the company's operations so as to be able to build harmonious relationships between the company and the community. The relationship is built on the growth of mutual trust, responsibility, and commitment between the company and the community.

The vehicle for building these relationships is a Working Group (POKJA), which consists of stakeholder who function as a forum for communication, collaboration, and coordination between companies, the government and community members. Through the Working Group, the planning, implementation, and evaluation of activities are carried out jointly. This method of communication, collaboration and coordination are referred to as the CBRD (Community Based Resources Development). That is an empowerment model based on local resources.

As one of the main factors of local resources, the local community members are very important and they become the determining factor in the success of CSR programs. This happened not only because the community members played a role in the implementation of the CSR program, but also at the same time became the target of the implementation of the CSR program of PT. EMP - MS.

4.2 The Impact of CSR program

The program implemented by Malacca Strait had a positive impact on people's lives and built synergies and collaborations with key stakeholder, namely the Regional Government of Kepulauan Meranti Regency and Siak Regency. Even, the CSR program developed by Malacca Strait SA in Siak District was presented to the Siak Regency Government in the Siak District CSR Forum and received a very positive response, including from the Regional Development Planning Board of Siak Regency, which appreciated the Company's concern for the communities around the area operation. District Head Siak

gave the CSR Awards to Malacca Strait SA as an appreciation of the Company's CSR program.

Specifically, the following will be explained regarding to the impact of economic development from the processed sago sector. The business transactions of various processed sago foods have also started to grow and develop, where currently the people in Merbau Subdistrict have pride in the superior products of their region, namely Sago Brownies. The demand for sago cakes, especially Sago Brownies, is increasing, especially for the needs of local residents who will travel between islands/between regions. In addition, the typical Meranti souvenir sales outlets have grown and sold various sago processed products located in front of the Grand Meranti Hotel, Selat Panjang, which is funded by the Regional Government of Kepulauan Meranti Regency.

The impact to be achieved is the achievement of a sustainable development perspective, where the Company is not limited trying to commit and contribute to the community through the CSR program, but the company has also seen that the program is part of an effective and efficient social investment to support the achievement of sustainable development. To realize the achievement of sustainable development, the CSR program must move the elements of people, planet, and profit in an integrated unit.

This is as stated by Rogers (2001) who states that to create a company that has a true sustainability vision, all parties that involved in the company need to have a better understanding of what is meant by "sustainability". There needs to be an expansion of the company's orientation, from a financial orientation to a broader perspective, that is to have a positive impact on the environment (the world) and community. Then Elkington (1997) one of the methods of measuring sustainability is to use triple bottom-line including people, planet, and profit (Jackson, 2011).

If the presence of CSR program managed properly, it will have a significant impact on improving the community welfare quality, maintaining the natural environment, and increasing both in profit and non-profit terms. But the most important thing of all, namely the occurrence of a sustainable development process that will have a positive impact on the company as the initiator of the CSR program and for the community and other stakeholder as the partner in the program.

For this reason, the CSR program should lead to sustainable development processes (land, cities, businesses, communities and so on) that are principled to fulfill the current needs without sacrificing the fulfillment of the future generations' needs (Brundtland Report from PBB, 1987). One factor that must be faced in order to achieve the sustainable development is improving the

environmental destruction without sacrificing the economic needs and social justice (Rachman at all, 2011).

The implementation of the sago industry processing program as a local food processing is a form of the CSR EMP program which aims to encourage the occurrence of a sustainable development process that includes efforts to strengthen the community's economy, to improve the community's ability to utilize the natural potential, but these activities cannot be separated from the environmental maintenance activities. The sago industry processing program has fostered the new entrepreneur and has succeeded in producing superior products of various processed sago cakes as a typical Riau souvenir food.

Broadly, the existence of CSR EMP program applied the triple bottom line concept as a meeting of the development pillars namely "people, planets, and profits". If studied more deeply, the elements of people are reflected in the high involvement of the community in the CSR EMP program. Where the community involvement is seen from the process of implementing CSR from beginning to end, such as 1) Engaging in social planning. At this stage, the community in all villages / urban villages that is the ring area of one company, are involved in business actors, NGOs, Government elements (villages, sub-districts, regencies/cities and provinces) even with the local universities involved in the process of identifying the various problems and the potential that can be developed through the CSR program approach, 2) The community is invited to commit to synergize running the CSR program together by forming Working Group (POKJA), 3) The community which is incorporated in the Working Group are then involved in the process of drafting the regional economic development agenda. The Working Group is also accompanied the processing to marketing. In addition, the Working Group is also provides assistance and guidance on the sustainability of sago trees as a raw material for this local food industry.

Not only the element of people, the CSR EMP program is also seeks to manage the planetary elements, namely by managing and preserving the environment, especially the maintenance of sago trees by using a certain approach and method. The Working Group provided the understanding and skills for the community regarding how to manage and preserve sago trees. This is realized by training the community to be able to use sago as a local food processing industry, but still pay attention to the environmental sustainability, so this activity can run in the long term. For this reason, in 2014, the Company's CSR team contributed to the achievement of 4 Green Proper namely: EMP Sembrah, EMP Gelam, EMP Malacca Straits SA, and EMP Bentu. This indicated that the community development program that has been carried out

by the Company is in line with the Ministry of Environment program and the orientation of the CSR program is no longer a charitable activity but has been oriented towards the sustainable development.

With the existence of CSR program that touch the elements of people and the planet, this is indirectly stimulated the increased profit for CSR program implementers as well as the community (target) recipients of CSR program. The achievement of profit element can be seen from the success of routine guided partners that are representative of Meranti Regency in the processed food exhibitions. In 2014 for example, the Regional Government of Kepulauan Meranti Regency held the Sago Nusantara Food Festival located in Jakarta, Parking East Senayan on May 3-4, 2014. Of course, this achievement was something that deserved appreciation. In addition, the research on CSR program in the economic field showed that the CSR program implemented by EMP has an impact on increasing the economy by 90%, then the community experienced an increase in assets by 65% (Juliana, 2014). From the results of this research, it can be concluded that the CSR program implemented by the EMP played a role in increasing the economic independence of the community.

If examined from a theoretical perspective, the implementation of the CSR EMP program is part of an effort to empower the community (people), in the hope that it can improve the community's economy (profit), while maintaining the environment (planet), so that CSR program can run in the long run. This is as states by Elkington that the company is responsible for protecting the environment in supporting the sustainability of the next generation (planet), the company is also responsible for increasing the company's economic capacity to the shareholder (profit), and the presence of the company must also give the benefit to the stakeholder and large community (people). With the fulfillment of the three triple bottom line elements, it will realize the creation of balanced sustainable development between economy, social, and environment (sustainability development). (Rachman at all, 2011: 11).

The research findings showed that CSR program certainly did not only have positive implications for improving the quality of community welfare and improving environmental quality, but this program also has a positive impact on the occurrence of business sustainability processes that are in line with company expectations. The business sustainability can be seen with one of them, namely the maintenance of company assets and public acceptance of the company's operational activities. With the lack of conflict and resistance of the people, then the assets of the company that is maintained

will certainly minimize the maintenance costs of the company's assets.

Specifically, the following will be explained regarding the impact of economic development from the processed sago sector:

1. Economic impact, namely the business transactions of various processed sago foods have also begun to grow and develop, where currently the people in Merbau Subdistrict have pride in the superior products of their region, namely Sago Brownies. The demand for sago cakes, especially Sago Brownies, is increasing, especially for the needs of local residents who will travel between islands/between regions. In addition, the typical Meranti souvenirs sales outlets have grown and sold various sago processed products located in front of the Grand Meranti Hotel, Selat Panjang, which is funded by the Regional Government of Kepulauan Meranti Regency. Of course, this has an impact on improving the economy of the community.
2. Creating the new jobs. With a large number of people who are fostered partners in this CSR program, so the Small and Medium Enterprises (SMEs) are emerging. They are the people who process sago into various regional food variants.
3. Sustainability of the company's business. Where with the existence of CSR program, of course, the community will increasingly support the company's operations, because the presence of the company has a positive impact on the community.
4. The creation of a green environment. Not only exploring the abundant potential of sago, in this CSR program, but the company also tries to provide knowledge related to preserving the environment and the ecosystem properly.

Broadly, the CSR EMP program has various benefits for both the company, the community, and the environment. This agrees with the view of Kurucz et al (2008), at least identifying there are four categories of benefits that the company might achieve involved in CSR activities: (1) reducing costs and risks; (2) gain a competitive advantage; (3) developing reputation and legitimacy; and (4) looking for results and benefits for mutual interests through value creation and synergic cooperation.

Another opinion also strengthens the argument that there are a lot of benefits that the company will get from CSR activities, which will ultimately build the brand quality and strengthen customer loyalty. It is as states by Dixon (2004) that company performance represents their commitment to stakeholder, the natural environment and their respective economic benefits. As efficiency and

innovation increase, the presence of CSR concept can generate benefits that create competitive advantage and in turn, lead to its own profitability, without sacrificing the environment, the company's attention to social problems can reward their brand for community and loyalty.

It can be concluded that when a company is proactive in committing itself to solve various social and environmental problems that exist in its stakeholder, then this will have a positive impact on the company, the company is considered to be responsible socially. In this context, the scope of stakeholder is very broad including employees and managers, customers, suppliers, creditors, shareholders, the government and the wider community.

V. CONCLUSION

Based on the results of research and discussion, the conclusions can be drawn as follows: 1) CSR program implemented by PT. Energi Mega Persada Malacca Straits considered the environmental aspects (planet), economic productivity aspects of the community (profit), and empowerment aspects include training, coaching, mentoring on economic aspects so that the local community and large community that can improve the quality of life (people). 2) The implementation of CSR program at PT. Energi Mega Persada Malacca Straits namely by empowering the community on how to process sago as a local food processing, providing training in packaging, promotion, and marketing. In addition, the community is trained to manage sago land to remain productive and environmentally friendly. 3) The impact of CSR program is to improve the economy of the community, create new jobs, support the sustainability of the company's business, and create a pattern of exploration of sago land that is environmentally friendly so that the sustainability and productivity of sago are maintained. 4) CSR program through the local food processing industries have a positive impact including 1) improvement of environmental quality, this is indicated by achievement of 4 Green Proper achievements obtained by EMP, and 2) Achievement of this profit element can be seen from the success of routine assisted mentors from Meranti Regency at processed food exhibitions, 3) providing the financial and non-financial rewards for EMP.

The results of the research showed that in general, the implementation of CSR program is quite good, but there are still some things that can be suggested for the future improvements. These are some suggestions from the research: 1) To strengthen the impact of the CSR program on aspects of improving the community's economy, it is recommended to expand the reach of CSR program partners to improve their capabilities in digital marketing, considering that conventional communication must be

supported by digital marketing increase. 2) To ensure the sago exploration of land is maintained and productive, it is recommended that the company cooperate with the local university to be involved in conservation and environmental management programs in order to make the land can be used as a place of practice that can benefit the university and the community and environment. 3) To ensure the sustainability of the company's business, it is recommended that the implementation of CSR program involve more stakeholders, so that program implementation can be known and involve various stakeholder.

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Grammatical Roles and Relations of Batak Toba Language: Typology Study

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Abstract— *The aim of this paper is to discuss about grammatical relation in Batak Toba language. The problem will be discussed is word order, case marking, and semantic role in Batak Toba language. Therefore, the purpose of the paper is to determine the relation of grammatical in Batak Toba language, and it is observed from word order, case marking, and semantic role. Data collection is take from written language and spoken. The result of discussion to point out that the word order in Batak Toba language have form P-S-O. This point supported by the kind of diathesis in Batak Toba Language is active diathesis, passive diathesis, and reflexive diathesis. In order that, the product of discussion point out that grammatical relation and semantic role in Batak Toba Language is $S = A/P$ and $S = P/A$. The meaning of this point is Batak Toba language make the same relation with S is A and S is P . The form of grammatical relation and semantic role prove that Batak Toba language have the pattern case marking is nominative-accusative and ergative absolutive.*

Keywords— *Grammatical Roles and Relations, Batak Toba Language, Typology Study.*

I. INTRODUCTIONS

The study of linguistic typology emerged in the 1980s which was a new study of the development of macro and micro linguistics and which developed on a philosophical and theoretical basis. This study will dissect and answer the questions, what is language and classify languages based on certain types that are related to grammatical precision and grammar in a cross-language manner.

In micro linguistic studies, linguistic typology on the languages of the archipelago still needs to be examined seriously because there are still many grammatical systems in the languages of the area that are not yet known. The distinctiveness and complexity of grammar in the languages of the archipelago is not only a challenge for researchers and linguists to express it, but it is also a challenge to understand

grammatical concepts and theories that already exist. Grammatical description of a language carefully to get an idea of what language X is 'is the basis and purpose of typology linguistic studies, especially grammatical typologies. Assessment of grammatical typology of languages (or languages) can be done at the level of phonology, morphology, and syntax.

One of the languages included in the Malay language family and has a typical grammatical language is the Batak Toba language and has its own grammar system and its own meaning. This language has many speakers and some linguists have conducted studies of this language, but have not completely examined the grammatical relations in the language. Research and discussion on the typology of the syntax of the Batak Toba language specifically has not been the concern of Batak Toba language researchers and observers from aspects of linguistic typology. So that, through this paper, Batak Toba languages will be presented in terms of aspects of linguistic typology.

In accordance with the explanation above, this article will examine the nature and grammatical behavior of the Batak Toba language based on aspects of the study of linguistic typology, and specifically, the problems studied are the relationships and grammatical roles in the Batak Toba language. In line with the above problem, the purpose of this study is to discuss, understand, and also explain the role of semantic Batak Toba language through the study of grammatical relations. Theoretically, this research will enrich linguistic discourse, especially in the field of language typology and syntax. The results of this study can be used as a comparison material for further research, both regarding grammatical relations, as well as regarding the Batak Toba language associated with it.

II. LITERATURE REVIEW

Linguistic typology

The study of language (linguistics) makes a classification of the grammatical properties of languages in

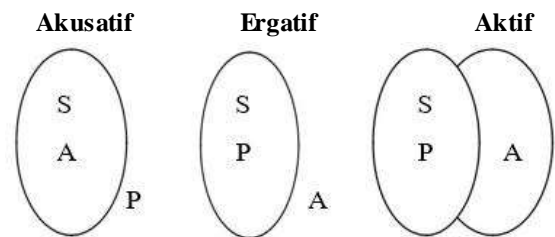
the world. This can also be seen as a contribution in the study of linguistic typology (linguistic typology) which aims to group languages into certain typologies. The typology itself is a classification of domains or can be said to be synonymous with taxonomic terms. The study of linguistic typology seeks to establish broad groupings based on a number of interconnected grammatical features. Language pentypology is needed for making assumptions about the language's suitability (see Comrie, 1989). The study of linguistic typology also originates from the notion of differences in compatibility and differences across languages.

The purpose of linguistic typology itself is to determine cross-language patterns and the relationships between these patterns. There are three important aspects that can be seen in terms of typology, namely: (a) typology utilizing cross-language comparisons; (b) typology classifies languages or aspects of these languages; and (c) typology looks at the outward (formal) features of languages. Comrie (1989) suggests that the purpose of linguistic typology is to classify languages based on the structural behaviors of these languages. The main purpose is to answer the question: what is the language X like? According to him, there are two main assumptions on linguistic typology, namely: (a) all languages can be compared based on their structure; and (b) there are differences between languages. Languages can be grouped into several groups (typologies), such as accusative language, ergative typology, active typology, and so on.

There are four stages of typological analysis according to Song (2001: 4) as follows; the first stage is the determination of the phenomenon to be studied. In this case it is necessary to limit and clarify the symptoms of the structural variation of the language to be studied. The second stage is the typological grouping of the phenomena being studied. The third stage is the formulation of generalizations on the grouping. The final stage is an explanation of each generalization or theoretical formula made. This stage is a measure and determinant of the meaningfulness of the findings obtained.

There are several terms in the study of language typology or known as accusative, ergative, active, and others that are more or less (grammatically) have similarities (see Comrie, 1989). The Pentypologies of languages based on their grammatical characteristics are, by some experts, referred to as grammatical typologies. In line with its development, linguistic typology and the typology of languages can be distinguished into grammatical typologies and functional typologies (Jufriзал, 2004). The typology of languages, especially at the syntactic level, is related to the system of grammatical alliances (grammatical alliance). The

basic understanding of grammatical alliances is the system or tendency of grammatical fellowship in or between clauses in a typological language; whether the fellowship is $S = A, \neq P$, or $S = P, \neq A$, or $Sa = A, Sp = P$ or the other system (see Jufriзал, 2004). Dixon (1994) suggests that the system of grammatical alliances which are the focus of attention for determining the possible grammatical typologies for languages in the world can be divided into three, namely the accusative system, the ergative system, and the S-disaggregated system (active language). The three systems of grammatical alliance can be described as follows.



Grammatical Roles and Relations in Typology

The basic concepts of grammatical relations are based on the opinions expressed by Comrie (1989: 65), which states that grammatical relations (both in traditional opinion and in recent writings) are parts or elements of sentences / clauses categorized as subjects (S), direct object (OL), and indirect object (OTL). The three grammatical relations are syntactic relations. In addition to syntactic grammatical relations, there are semantic relationships, namely: locative, beneficial, and instrumental which are collectively called oblique relations. (Blake, 1991 in Artawa, 2000: 490).

Artawa also stated that in the initial strata, agents were treated as relations 1; patient as relation 2; and recipient as a relation 3. These grammatical relations become a reference for describing various aspects of the structure of clauses and universal principles that master the structure and organization of natural language syntax. Grammatical relations in this case provide an appropriate concept, both about how the language works in general (goals (1) and (2), and about how to describe certain languages (target (3) (see Jufriзал 2004: 55) Grammatical relations are seen in language by groups of behavioral properties that are associated with noun (phrases) which are not directly related to the noun's semantic (phrase) role, and agents and patients marked by grammatical features in a language are called grammatical roles. The role of semantics and grammatical relations is different, but close in syntactic studies, including in the study

of grammatical typologies, agents and patients are the two most important roles in the study of typology.

The tipology of language at the syntactic level (syntactic typology) is closely related to the determination of grammatical relations and the system of grouping syntax-semantic roles S, A, and P of the relevant language clauses. In general, grammatical relations are relations between arguments and predicates at the level of a free (loose) structure of semantic and pragmatic influences. General terms used to refer to grammatical relations are subject (S), direct object (OL), indirect object (OTL), ergative (ERG), and absolutif (ABS), and oblique (OBL) which refers to a nominal weak grammatical relation to the predicate.

The system of grouping syntactic-semantic roles S, A, and P, which is also often called the system of grammatical alliances, is important to determine the typology of a language at the grammatical level (especially at the syntactic level). A number of languages can treat S and A in the same way, and different treatments are given at P (S = A, ≠ P). The following example of the English clause shows this fact through the case of a single third-person pronoun male form, both for S and A. Meanwhile, the different forms used for P.

(a) He left (b) He hit him
S A P

A language that has a system of accusative grammatical alliances is said to be an accusative language with language; S (the only intransitive clause argument) is treated grammatically with the A (agent) transitive clause argument, and different treatments are given to the P (patient) transitive clause. Language with an ergative alliance system is said to be an ergative typology language; S is treated as P, and different treatments are given to A. A language is said to be an active language if the system of grammatical alliances shows that a group of S behaves the same as A (Sa) and a group of S behaves the same as P (Sp) in one language. The same (or different) treatment in this case can occur at the level of morphology and/or syntax.

III. METHODOLOGY

The main data of this study are sentences. The sentence data used in this study was obtained from sources of oral language and written Batak Toba collected through observation and recording. The method used is the library method by developing note-taking techniques.

IV. DISCUSSION

The Batak Toba language is grammatically very distinctive, because it has its own grammar system. The use

of this language sometimes looks simpler than Indonesian, but can also be more complex. In this case, the research findings that have been collected are as follows.

- The order of words in the Batak Toba-style P-S language. This is indicated by the basic clause of the Batak Toba language which has an active diathesis and its derivative construction which has a passive diathesis.
- The grammatical relation and the semantic role of the Batak Toba language are S = A / P and S = P / A. This means that the Batak Toba language treats S is A and S is P. The pattern of grammatical relations and semantic roles that proves that this syntactically Batak Toba language with nominative-accusative and ergative-absolutive typology.

Order of Words in Batak Toba Language

Word order is the placement of words in a certain sequence according to the norm of a language both in the clause and sentence level, as well as in the phrase level. (see Song, 2001). According to him, there are six possible patterns that appear in that sequence, namely S-P-O, S-O-P, P-S-O, P-O-S, O-S-P, and O-P-S. Indonesian has a pattern of P-S-O. But this is not the same as the order in the Batak Toba language.

Verbs are words that describe processes, actions, or circumstances that are not traits or qualities. In the level of function, verbs tend to stand as predicates. According to Sinaga (2002), the adong verb is standard in front of the sentence in the Batak Toba language like the example below:

Adong ma sada halak.
There is one people.

Adong do guru na malo.
There is a clever teacher

Adong do sada hauma di rura na
There is a field in the deep bagas on
valley

The example above shows that the Toba verb in the Batak language precedes nouns and other word categories. But still need more accurate explanation and proof. In this regard, a term in linguistics is known as "diathesis". Diathesis is a grammatical category that shows the relationship between participants or subjects and actions expressed by verbs in clauses. Tumanggor (2006) states that there are several forms of active diathesis in the Batak Toba language, namely maN-, maN-hon, maN-i, masi-, masi-hon,

choreferential with the subject (S) in the intransitive clause and is different from Agent (A) from the transitive verb. The ergative language treats P the same as S. It is usually equally pointless.

1. *Jadi marsak ma roha ni Si Boru Deang Parujar ala ni*

S	konj
<i>klausa intransitive</i>	
<i>murukna.</i>	
P	
klausa transitive	

S = P/ A adalah tipe ergative

2. *Alai dung pate roha ni Si Boru Deang Parujar na so olo be ibana mulak, gabe dioloi Ompu Mulajadi pangidoani*

S		A		P
(klausa intransitive)		(klausa transitif)		

The Batak Toba language has grammatical behavior namely S is treated the same as A. In addition, the Batak Toba language also has grammatical behavior that treats S as P. As far as the discussion stated above, a conclusion can be drawn that the grammatical relation and semantic role of the Batak Toba language This is S = A / P and S = P / A. This means that the Batak Toba language treats S is A and S is P. The pattern of grammatical relations and semantic roles that proves that syntactically Batak Toba language is nominative-accusative and ergative-absolutive.

V. CONCLUSION

The thing that can be concluded is that the Batak Toba language has the order of P-S-O patterned words. In addition, the Batak Toba language is also included in the accusative and ergative types in terms of syntactic typologies and semantic roles. As far as the discussion stated above, a conclusion can be drawn that the grammatical relation and semantic role of the Batak Toba language are S = A / P and S = P / A. This means that the Batak Toba language treats S as A and S as P. The pattern of grammatical relations and semantic roles like this proves that the syntactic Batak Toba language is nominative-accusative and ergative-absolutive.

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The Effect of Service Standards and Clinical Pathways Application on Commitments and Performance of Doctor in Charge in Dr. Loekmonohadi General Hospital, Kudus

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Abstract— Background: Accumulating evidence showed that the bad occupancy rate at the Dr. Loekmonohadi General Hospital, Kudus dropped to 75.06% in 2018. Interestingly, the value of the bad occupancy rate is much lower than in the previous two years. The elderly patient visitation data in 2018 also decreased (10,503 patients) compared to 2017. Importantly, the doctor in charge had the task to implement service standards, clinical pathways, commitments, and improving their performance optimally. This study aims to analyze the effect of the application of minimum service standards and clinical pathways to the commitment and performance of the doctor in charge of inpatient services at the Dr. Loekmonohadi General Hospital, Kudus. **Methods:** This research is explanatory research followed by survey methods. The population in this study were 198 nurses. Approximately 126 samples were taken based on existing inpatient rooms. Accordingly, the variables studied included the application of service standards, clinical pathways, commitment, and performance. Variable measurements are carried out through indicators developed based on the National Standards for Hospital Accreditation. The instrument of data collection is a questionnaire developed based on each exogenous and endogenous variable. Data collection is done by giving questionnaires to respondents. Data analysis was performed using the Structural Equation Modeling approach with Lisrel 8.80 software. **Results:** Based on our observation, the application of service standards, clinical pathways, commitments, and performance criteria of the doctor in charge at Dr. Loekmonohadi General Hospital, Kudus is good. However, there are still disadvantages in several aspects such as non-compliance with visiting hours (15.9%), not adhering to the diagnosis (11.1%), not adhering to providing education to patients during treatment and returning time (21-23%), length of stay still exist (11.1%),

lack of commitment (11-19%), and poor performance (7-27%). The results of the analysis with Structural Equation Modeling show that clinical pathways significantly influence commitment with a coefficient value of 0.93; clinical pathways have a significant effect on performance with a coefficient of 0.45; commitment has a significant effect on performance with a coefficient of 0.49; and clinical pathways have an indirect and significant effect on performance through commitment with a coefficient of 0.49. **Conclusion:** This study concludes that clinical pathways influence the commitment and performance of the doctor in charge at the Dr. Loekmonohadi General Hospital, Kudus.

Keywords— Clinical pathways, commitment, performance, hospital.

I. INTRODUCTION

Dr. Loekmonohadi General Hospital, Kudus is a type B government hospital (non-education cluster) located in Kudus Regency that provides services to the community. This hospital has the position, main tasks, and organization functions that regulated by Kudus regional regulation No. 3/2016 concerning the establishment and composition of the regional apparatus of Kudus Regency. Dr. Loekmonohadi General Hospital, Kudus is located in an accessible area; besides Dr. Loekmonohadi General Hospital, Kudus has 435 beds (Kudus Regional Regulation No.3/2016).

The standard services provided in the Dr. Loekmonohadi General Hospital is regulated by the director regulation No. 440/901/23.02.01/2015. The regulation is concerning regional public hospital services policy which includes: standard of emergency services, standard of outpatient services, standard of inpatient services, standard of pharmacy service, standard of maternity room service, standards for central surgical

installation services, standard of intensive care services, standard of haemodialysis installation services, standard of medical rehabilitation services, standard of radiology installation services, standard of laboratory installation service, standard of blood bank service, standard of cashier service, and public relations and standards of spiritual installation service (Director Regulation No. 440/2015).

On the other hand, the data from the last three years showed a decrease in the bad occupancy rate that reaches to 75.06% (2018). The data about the visitation of elderly patients in 2018 also decreased (10,503 patients) compared to 2017. According to the national standard for accreditation of hospitals 1st edition, specialists of inpatient services served as the doctor in charge. Doctor in charge must set planning services to patients, provide clear and correct explanations about diseases, planning and treatment results, and routine treatments based on standard operating procedures (KARS, 2017).

To implement the roles and responsibilities of the doctor in charge, there is a policy implemented at the Dr. Loekmonohadi General Hospital, Kudus that concern in the minimum service standards and clinical pathways application. Based on decree of the Minister of Health No. 129/Menkes/SK/II/2008 stated that the doctor in charge is a specialist doctor with 100% standard, and the standard of medical visit hour is 100% (from 08.00 to 04.00 Western Indonesian Time) every working day (Minister of Health Regulation No. 127/ 2008).

Currently, the achievement of standard services for minimum visits of specialist doctors cannot yet be achieved optimally. The specialist doctor has to overcome several constraints, such as a large number of patient services and emergency condition during working hours. The doctor in charge of the patient in carrying out his duties implements complete medical care. Complete medical care means conducting medical assessments up to the plan implementation and follow-up according to the patient's needs. In carrying out the role and function, the doctor in charge must record the patient's medical condition followed with the name and signature of the doctor. The medical record document consists of patient assessment sheets, integrated development sheets, patient medical resumes, educational forms, pre-anesthetic assessment forms, post-surgical instructions, and consultation sheets. The initial assessment of hospitalization is done within 24 hours (Kudus General Hospital, 2016).

The results of evaluations in 2017 and 2018 showed there is still non-compliance with various indicators of the established clinical pathway such as the late diagnoses schedule, the allergic reaction to antibiotics, and length of stay. The doctor in charge is expert

professionals who have a significant role because almost all patients who visit the hospital have to meet with a specialist to solve their problems. Therefore, the performance of a specialist doctor as the doctor in charge will significantly influence the sustainability of the organization of the hospital. In carrying out their responsibilities and roles, the doctor in charge must commit to implementing the minimum service standards that previously have been implemented by the Ministry of Health and improving commitment to the compliance of the clinical pathway.

Organizational commitment addresses the closeness of employees to the organization. The concept of organizational commitment has three aspects, namely trusting and accepting the goals/values of the organization, willing to achieve organizational goals, and having a strong loyalty. Organizational commitment is things related to the involvement of loyalty. Organizational commitment is shown in the attitude of acceptance and a strong belief in the values and goals of an organization, as well as a strong urge to maintain membership in the organization to achieve organizational goals. Ethical commitment will undoubtedly support the optimal achievement of doctor performance (Robbins, 20013). Organizational performance is influenced by individual performance. Further, individual performance is influenced by personal job satisfaction, so that a single doctor's job satisfaction has a significant influence on hospital performance. The doctor's performance is affected by the comfortableness, and the comfortableness is gained if the doctor has job satisfaction (Muchlas M, 1997).

Based on these empirical and theoretical facts, this study aims to analyze the effect of the application of minimum service standards and clinical pathways on the commitment and performance of the doctor in the charge toward inpatient services at the Dr. Loekmonohadi General Hospital, Kudus. The analysis was carried out simultaneously using multivariate analysis by assessing the indicators of the variable implementation of service standards, clinical pathways, commitment, and performance of the doctor in charge.

II. MATERIALS AND METHODS

This research is explanatory research using survey methods. The study was conducted at the Dr. Loekmonohadi General Hospital, Kudus, Central Java Indonesia. The study was conducted from March to May 2019. The population in this study were 198 nurses who worked in the inpatient room. About 126 nurses were taken as quota based on existing inpatient rooms. In this study, the doctor in charge who worked in the inpatient

room is the actual subject. To guarantee the objectivity of information to be obtained, the nurse is chosen as a source of information because they know all the activities carried out by the doctor in charge who work in each treatment room.

The variables studied included the application of service standards (exogenous 1), clinical pathways (exogenous 2), commitment (endogenous 1), and performance (endogenous 2). Measurement of variables is carried out through indicators developed based on the national standards for hospital accreditation. Exogenous variables applying service standards have three indicators (X1.1 to X1.3), clinical pathways variables have six indicators (X2.1 to X2.6), and commitment variables have three indicators (Y1.1 to Y1.3), and the performance variable has six indicators (Y2.1 to Y2.6). The instrument of the collection is a questionnaire developed based on each exogenous and endogenous variable. The method of data collection is done by giving questionnaires to respondents with alternative answers on a Likert scale.

The validity and reliability test of the instrument is done by confirmatory factor analysis (CFA). Data analysis

was performed using the structural equation modeling (SEM) approach with Lisrel 8.80 software. The significance test of the parameter results using T Statistics with a critical point value of 1.96. The value of validity, reliability, and parameter estimates are said to be significant if the value > 1.96.

III. RESULT AND DISCUSSION

A total of 126 respondents filled out the questionnaire in this study. Respondents in this study were nurses who worked in the inpatient room. Therefore, these nurses are used as a source of information to assess the implementation of service standards, clinical pathways, commitments, and performance carried out by doctors in charge at the Dr. Loekmonohadi General Hospital, Kudus. Most of the respondents were female (69.84%), the age range of respondents 31-40 years was 35.71%. The majority of respondents had professional nurse education qualifications (41.27%), the rest had bachelor and diploma degree of nursing education qualifications of 38.10% and 20.63% respectively. The results of the processing of the four variables are presented in Table 1.

Table 1. Description of variable implementation of standards, clinical pathways, commitments, and performance of doctors in charge at the Dr. Loekmonohadi General Hospital, Kudus in 2019

Code	Indicator	Answer (%)				
		Very did not agree	Did not agree	Hesitate	Agree	Very agree
Application of service standards						
X1.1	The competency of the person in charge of hospitalization is a specialist doctor	0(0.0)	2(1.6)	1(0.8)	17(13.5)	106(84.1)
X1.2	Compliance with doctor's visit hours	0(0.0)	4(3.2)	16(12.7)	74(58.7)	32(25.4)
X1.3	Customer satisfaction	0(0.0)	0(0.0)	13(10.3)	58(46.0)	55(43.7)
Clinical pathways						
X2.1	Compliance with diagnosis	0(0.0)	3(2.4)	11(8.7)	62(49.2)	50(39.7)
X2.2	Compliance with supporting diagnoses	0(0.0)	0(0.0)	14(11.1)	68(54.0)	44(34.9)
X2.3	Compliance with medical therapy	0(0.0)	0(0.0)	9(7.1)	66(52.4)	51(40.5)
X2.4	Compliance with the education of the doctor in charge	0(0.0)	1(0.8)	28(22.2)	52(41.3)	45(35.7)
X2.5	Compliance with patient education and control	0(0.0)	3(2.4)	24(19.0)	57(45.3)	42(33.3)
X2.6	There is no length of stay	0(0.0)	0(0.0)	14(11.1)	65(51.6)	47(37.3)
Commitment						
Y1.1	Affective commitment (emotional attachment)	0(0.0)	2(1.6)	23(18.3)	45(35.7)	56(44.4)
Y1.2	Continuous and sustainable (ready to accept the consequences)	0(0.0)	4(3.2)	11(8.7)	53(42.1)	58(46.0)
Y1.3	Normative (defensiveness in agency, having loyalty)	0(0.0)	2(1.6)	17(13.5)	53(42.1)	54(42.9)
Performance						
Y2.1	Patient care	0(0.0)	1(0.8)	15(11.9)	61(48.4)	49(38.9)
Y2.2	Medical/ clinical knowledge	0(0.0)	1(0.8)	7(5.6)	59(46.8)	59(46.8)
Y2.3	Practice-based learning and improvement	1(0.8)	9(7.1)	25(19.8)	56(44.4)	35(27.8)
Y2.4	Skills for interpersonal / interpersonal and communication relationships	0(0.0)	0(0.0)	9(7.1)	67(53.2)	50(39.7)
Y2.5	System-based practice	0(0.0)	1(0.8)	16(12.7)	46(36.5)	63(50.0)
Y2.6	Professionalism	0(0.0)	2(1.6)	7(5.6)	66(52.4)	51(40.5)

The implementation of service standards must be carried out by the doctors in charge which includes three aspects, namely the competency of the doctor in charge of

the patient, compliance with the hours of the doctor's vision, and customer satisfaction. Overall the implementation of service standards has been

implemented properly. This is indicated by the fact that most of the respondents said they strongly agreed that the doctors in charge had the competence as a specialist, obediently carrying out the hours of visitation, as well as giving satisfaction to patients with a percentage of 97.5%; 84.1%; and 89.7%.

However, there are still 15.9% of nurses who express disagreement and doubt if the doctors in charge adhere to the hours of visit. This figure can be assumed that there are still shortcomings or constraints not yet the maximum implementation of service standards, including the lack of a certain number of specialists. In emergency cases, the surgeon/obgyn/orthopedic specialists carry out surgery with a large number of patients, so that visitation time is carried out at noon beyond the time specified in the minimum service standards, likewise regarding aspects of customer satisfaction. Based on the information obtained from respondents, there are still as many as 10.3% of respondents who expressed doubts that the application of the standard of service provided by the doctor in charge had the satisfaction to his patients. Therefore, the compliance aspect of the doctor's visit and customer satisfaction needs to get attention and improvement in implementing future service standards by the hospital.

Clinical pathways are procedures that must be carried out by the doctor in charge of the patient in providing services from the clinical aspect to the patient. In general, clinical pathways have been obeyed by doctors responsible for patients that cover aspects of diagnosing, supporting diagnosis, medical therapy, education, patient education and control, and the length of stay. Based on table 1, it can be seen that most of the doctors in charge have carried out their duties based on the provisions of clinical pathways in providing patient services. This is indicated by the fact that most of the respondents (88.9%) agreed and strongly agreed that the doctor in charge was obedient to the flow of patient diagnosis. But there are still 11.1% who say the doctor in charge is not compliant in the determination of the patient's diagnosis. Another aspect of clinical pathways, most of the respondents (88.9%) strongly agreed that the doctor in charge complies with the support of the diagnosis. The component of adherence to the next clinical pathways after diagnosis is medical therapy. The results of the questionnaire showed that most respondents (92.9%) strongly agreed that the doctor in charge was obedient to the medical therapy measures that should be performed on the patient. In providing services to patients, the doctor in charge should provide education to patients related to the medical services standard. The results of the questionnaire showed that the majority of

respondents (77%) said that the doctor in charge complies with the information explanation to the patient during treatment at the hospital. However, there are still 23% of respondents who disagree and are hesitant if the doctor in charge is always obedient in providing education to patients during treatment.

Education approach was applied to the patient during their stay in hospital. The doctor in charge explained the information about diseases and proper management. The results of this study indicate that the majority of respondents (78.6%) strongly agreed if the doctor in charge had obediently provided enough information to the patient when returning home. However, there were still 21.6% of respondents who said they did not agree and were hesitant if the doctor in charge had provided the information to patients when the patient back home.

The sixth aspect of compliance from clinical pathways is the length of stay. The results of this study indicate that the majority of respondents (88.9%) strongly agreed on the absence of length of stay during the care of patients in the hospital. Indeed there are still some cases of the length of stay in this hospital. However, this number is relatively small (11.1%) based on information obtained from the questionnaire.

The shortcomings or weaknesses in the clinical pathways variable need to get serious attention from the hospital. Therefore, it can provide excellent service to all patients according to the concept of clinical pathways that have been established. For this matter, the doctor in charge has a tremendous responsibility to enforce compliance with the procedure by the clinical pathways that previously have been set.

Organizational commitment is one of the important elements to reach optimum performance. Every doctor in charge must show his commitment to carrying out his main duties to serve the patients. In general, the results of this study indicate that the commitment of the doctor in charge at the Dr. Loekmonohadi General Hospital is already good. This result is by the fact that most of the respondents (80.1%) expressed agreement and strongly correspond that the doctor in charge had an effective commitment (emotional attachment) in providing services to patients. However, there were still 19.9% of respondents who stated that the doctor in charge lacked affective commitment in providing services to patients. Another aspect of commitment is sustainability (ready to accept the consequences). The results of this study indicate that as many as 88.1% of respondents strongly agree that the doctor in charge is ready to maintain sustainability in providing services to patients. However, there were still 11.9% of respondents who

expressed disagreement and hesitation if the doctor in charge was ready to accept the consequences if it did not carry out the service and the flow of action determined by the hospital.

Another aspect of commitment is the normative aspect (loyalty). The results of this study indicate that the majority of respondents (85%) stated that the doctor in charge upholds the norms in hospital organizations. Accordingly, most of the doctor in charge has loyalty to the tasks that must be carried out in providing services to patients. This is indicated by a survive attitude and always being loyal as a member of a hospital organization to continue and provide services to patients as well as possible. Nevertheless, in the Kudus Hospital, there are still as many as 15% of a doctor in charge who have a lack of normative aspect.

Performance is the main output of the hospital in providing services to patients. The results of this study found that as many as 87.3% of respondents said that the doctor in charge had performed well in providing patient care. The care of patients is indicated by the compliance of the doctor in charge to clinical practice guidelines, formulary, conducting patient assessments within 24 hours of admission to the hospital, and the presence of the doctor in charge in patient visitation. However, there were still 12.7% of respondents who expressed disagreement. The second indicator of performance is the medical/clinical education update. The purpose of medical education is to update the current trend in medical studies. This is supported by information that the majority of respondents (93.6%) strongly agreed that the doctor in charge working in inpatient services had carried out scientific updating either through education, training, or seminars. Only a small proportion of respondents (6.4%) stated that the doctor in charge of inpatient services did not update their clinical/medical knowledge.

The next indicator of performance is practice-based learning. The results of this study indicate that the majority of respondents (72.2%) stated that the doctor in charge had carried out practice-based learning. In providing services to patients, the doctor in charge always writes diagnosis and therapy clearly and precisely, adherence to hand hygiene, as well as writing prescriptions correctly. But in this aspect, there are still quite a lot (27.8%) of respondents who disagree and doubt that the doctor in charge has learned from practice-based learning approach. This finding is supported by the existence of doctor in charge who have not adhered to hand hygiene, and the incidence of diagnosed resume writing is still pending. Interpersonal skill and communication relationships are one indicator of the performance of doctors in charge. The results of this

study indicate that the majority of respondents (92.9%) stated that the doctor in charge has good interpersonal and communication skills with their patients. Only a small percentage of respondents (7.1%) expressed doubts about interpersonal skills and communication of doctors with their patients.

System-based practice indicators include several things, namely the writing of a patient's medical record, taking into account the order of SOPs and the complete informed consent. The results of this study indicate that the majority of respondents (86.5%) strongly agreed that the doctor in charge had carried out system-based practices well. This means that the doctor in charge write the results of actions taken in the patient's medical record by applicable procedures and informed concentrations are filled in completely. However, there are still 13.5% of respondents who express disagreement and doubt whether the doctor in charge has written a medical record and informed consent thoroughly. Of course, this is a concern of the leadership and needs improvement efforts in the future.

The last indicator of performance is professionalism. Professionalism means every action based on the Standard Operating Procedure. The results of this study indicate that most of the respondents (92.9%) stated that the doctor in charge had provided action to the patient by the Standard Operating Procedure. However, there are still 7.1% of respondents who stated that some of the doctors in charge were not performing medical service based on the standard operating procedures.

The main objective of this study is to analyze the effect of the application of standardized services, clinical pathways to the commitment and performance of doctors in charge in a multivariate manner. But before performing the multivariate analysis, it is necessary to know the validity and reliability of each indicator. Confirmatory factor analysis was performed to determine the validity and reliability of each indicator. Based on the results of confirmatory factor analysis, it is known that all indicators of exogenous and endogenous variables are declared as valid value (statistical value $T > 1.96$). Whereas for reliability, there is one indicator that is declared as unreliable value (statistical value $T < 1.96$), namely indicator X1.3 (customer satisfaction). However, this indicator is still used in multivariate analysis because this indicator is still valid.

To know the effect of variable service standards and clinical pathways on commitment and performance was conducted the Structural Equation Modeling (SEM) analysis using Lisrel 8.80. The results was shown on **Fig 1**.

In this study, we can identify the amount of coefficient estimate parameter of each variable, which shown in **Table 2**. Based on Table 2, the variables that have significant influence are clinical pathways to commitment, clinical pathways to performance, and commitment to performance with the respective coefficient of influence values of 0.93; 0.45; and 0.49. The results of this analysis also show the indirect effect of clinical pathways variables on performance through commitment with the effect coefficient value of 0.46.

With this coefficient of influence, structural equation models can be made as follows:

- a) The effect of applying service standards and clinical pathways to the commitment of doctors (Y1):
 $Y1 = -0,13*SPM + 0,93*clinical\ pathway$; with $R^2 = 0,71$
- b) Effect of commitment, and clinical pathway on doctor's performance (Y2):
 $Y2 = 0,45*clinical\ pathway + 0,49* commitment$; with $R^2 = 0,82$

Theoretically, the variable implementation of service standards, clinical pathways has a direct influence on commitment, then the commitment will affect the performance of the doctor in charge in providing medical services to patients in the hospital. However, the results of this study indicate that not all exogenous variables

significantly influence the commitment and performance of the doctor in charge.

The application of service standards statistically does not affect commitment. However, the application of service standards is an obligation carried out by the doctor in charge of providing patient satisfaction. This is done by the hospital by setting a specialist like a doctor in charge, as well as a doctor's visit on time to provide patient satisfaction as a customer. This must be done by the hospital by the Minister of Health Regulation of the Republic of Indonesia No. 129/Menkes/SK/II/2008 concerning hospital minimum service standards in each health service to ensure excellent service quality as the result of each service product (Minister of Health Regulation No 129, 2008).

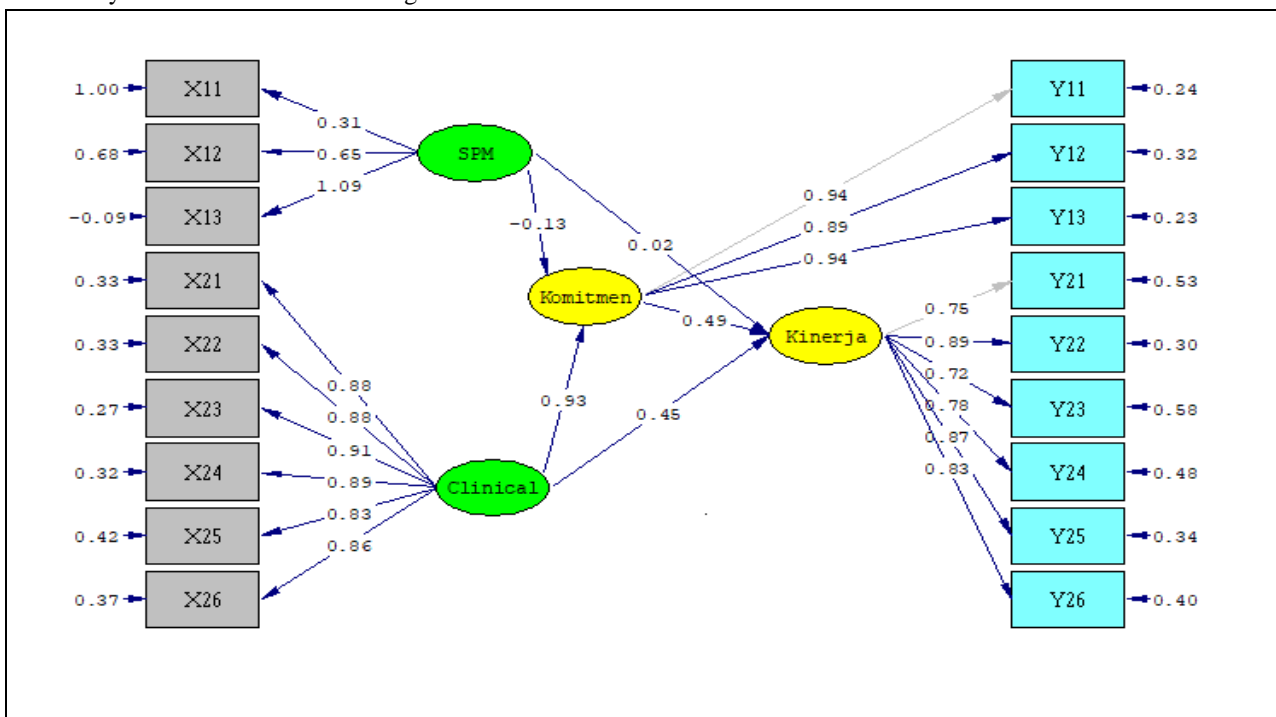


Fig 1. The analysis result of the effect of variable service standards and clinical pathways on commitment and performance with the Structural Equation Modeling approach

Table 2. The analysis of the effect of variable service standards and clinical pathways on commitment and performance with the Structural Equation Modeling approach

Variable	Coefficient estimate parameter	T-Statistic
Direct influence: the application of service standards to the commitment of the doctor in charge (X1 → Y1)	-0.13	-1.34
Direct influence: the application of service standards to the performance of doctor in charge (X1 → Y2)	0.02	0.22
Direct influence: clinical pathways to commitment (X2 → Y1)	0.93	7.78
Direct influence: clinical pathways on the performance of the doctor in charge (X2 → Y2)	0.45	2.89
Direct influence: commitment to the performance of the doctor in charge (Y1 → Y2)	0.49	3.77
Indirect influence: clinical pathways to performance through commitment (X2 → Y1 → Y2)	0.93*0.49=0.46	-

There are still as many as 15.9% of a doctor in charge who do not comply with the accuracy of the patient's visit time. Also there are still around 10.3% of respondents who stated that the implementation of the standard of service provided by the doctor in charge did not provide satisfaction to his patients. Therefore the hospital is expected to be able to improve the compliance of the doctor in charge towards the patient's visiting hours and encourage the doctor in charge to always prioritize patient satisfaction in providing clinical services. However, this effort will not change the activities of the visiting hours without corrective actions in real terms.

For this reason, it is necessary to supervise the compliance of the visiting hours and the workload regulation carried out by the doctor in charge. With this action, it is expected that in the future, it will provide a maximum level of customer satisfaction. This is emphasized because the results of research conducted by Brown stated that one of the factors that affect the quality of health services is technical competence, namely skills, abilities, commitment, and appearance of officers and the hospital quality team, and the implementation of service standards can guarantee service quality prime and quality, through commitment (Brown TJ, 1993).

In this study, the results showed that clinical pathways had a direct and significant effect on the commitment and performance of the doctor in charge at the Dr. Loekmonohadi, General Hospital with influence coefficient values of 0.93 and 0.45 respectively. This is also in accordance with the theory which explains that a good tool for evaluating the clinical pathway must have the following characteristics, organizational commitment, path project management, perceptions of the concept of pathways, document format, pathway content, multidisciplinary involvement, variation management, guidelines, maintenance pathway, accountability, patient involvement, pathway development, additional support for the system and documentation, operational arrangements, implementation, and management of outcomes and security. From these criteria, there are currently two instruments that are often used to conduct audits of the contents and quality of clinical pathways. The two instruments are The ICP Key Element Checklist

and The Integrated Care Pathway Appraisal Tool (Vanhaecht, 2007). Another theory also explains that the optimal filling and compliance with clinical pathways are influenced by the commitment of the doctor in charge himself, so if this has been possessed, the influence of the clinical pathway on the commitment of the doctors in charge of an organization can be more optimal (Brown and Peter, 1993).

This study also found that there are still several aspects of commitment that need to improve in the future such as 1) About 19.9% of doctor in charge lacked affective commitment in providing services to patients, 2) About 11.9% of respondents stated that the doctor in charge not ready to accept the consequences to not carry out services and the flow of action that has been set by the hospital, 3) About 15% of doctor in charge have not held normative well. These three aspects need to be paid attention by hospital management staff always to motivate to increase the commitment of the doctor in charge of giving servants to patients.

This study also found that the commitment variable had a significant effect on the performance of the doctor in charge of a coefficient of influence of 0.49. The results of this study are in line with Ismail's research, which states that employee performance is the level of success of employees in carrying out their duties and responsibilities. Employee performance is generally influenced by two factors, namely, internal and external factors. Internal factors are the type of factor that originates within employees, which include job satisfaction and organizational commitment while external factors are the type of factor that originates from outside the employee, which includes leadership, work safety and security, and organizational culture (Ismail and Iriani, 2008).

However, several aspects still need to be improved regarding commitment to the performance of doctors, including increasing the provision of patient care, increasing professionalism, and practice-based learning. So that it is expected that the commitment of the doctor in charge of the provision of services increases and the performance of the doctor is optimal. This is very important for hospital organizations to always maintain

the commitment of their human resources as a fundamental commitment of the organization because from several studies claiming the importance of organizational commitment is a determinant of the performance of an organization. Also, human resources have been considered as important determinants of the sustainability of the organization (Goh C.Y, 2015).

The results of the formulation of structural model equations show that clinical pathway variables have a significant effect on the commitment of the doctor in charge with coefficients about 0.94 and the determinant coefficient (R^2) of 0.71. This means that the increasing change in the commitment of the doctor in charge can be explained by the variable of clinical pathways as much as 71%. The effect of these clinical pathways indicates for hospitals always to ensure that the doctor in charge obeys them to reach the optimum performance. This is supported by studies that state that the existence of clinical pathways is a high organizational determinant of the performance of the hospital (Marielle Flor Aarmoutse, 2015). Also, the implementation of the correct clinical pathway will be very beneficial for patients because compliance with clinical pathways makes the doctor in charge. The patient will take steps in detail, based on facts, and treatment has been determined, including the name of the drug, dosage, and rules (Alan Balch, 2015).

Likewise, the variable clinical pathways and commitments together have a significant effect on the performance of the doctor in charge of the effect coefficient values of 0.45 and 0.49 with the determinant coefficient of 0.82. This means that increasing changes in the performance of the doctor in charge can be explained by clinical pathways and commitment variables of 82%. Therefore to improve the performance of the doctor in charge at the Dr. Loekmonohadi General Hospital, Kudus by improving the compliance of clinical pathways and their commitment to providing services to inpatients.

IV. CONCLUSION

This study concludes that the application of service standards, clinical pathways, commitments, and performance of the doctor in charge at the Dr. Loekmonohadi General Hospital, Kudus is good. Some shortcomings still need to be corrected by the hospital to improve the performance of the doctor in charge more optimal, with motivation and supervision on the implementation of service standards, clinical pathways, and commitment of officers. Variable clinical pathways and commitments significantly influence the performance of the doctor in charge.

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How Thomas Hardy Unfolds His Tragic Consciousness Technically in *Tess of the D'Urbervilles*

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Abstract—*Tess of the D'Urbervilles* is one of Thomas Hardy's most famous tragic novels, in which he gives a vivid description of a tragic story about a very pretty rural girl who is seduced by one man, deserted by the other and convicted to be hanged for stabbing the former in order to get the true love from the latter. Thomas Hardy is very good at looking at life in a tragic way and describing the human suffering in the tragic sentiment and a unique manner. In the novel, Thomas Hardy tries his ways to unfold his tragic consciousness thematically and technically so as to make the readers sense and share it throughout the whole book. In this paper, I will explore how he employs the perfect structure of the novel and other writing techniques to exaggerate the atmosphere of tragedy, profoundly portray the personality of the characters and their inner world, intensify the writer's tragic consciousness and sharply criticize the hypocrisy of the morality and religion in the capitalist society.

Keywords— *Tess of the D'Urbervilles*, Tragic Consciousness, Structure, foreshadowing, symbolism.

I. INTRODUCTION

Thomas Hardy (1840-1928) is one of the greatest rustic novelists as well as a great poet in English literature. Some critics think that Hardy's standing as a novelist has grown to eclipse everyone in the nineteenth century except Dickens, and some even regard him as 'Shakespeare in English fiction'. He is very good at describing the human suffering especially female characters in a tragic sentiment and a unique manner. Many heroines in his novels have a strong personality and an outstanding character, and at the same time they have thrilling power of tragedies. *Tess of*

the D'Urbervilles is one of his most famous tragic novels.

The publication of *Tess of the D'Urbervilles* has ever caused a stir in England. Some critics have denounced it as 'an extremely disgusting story told in an extremely disgusting way'; but at the same time, it also won the spiritual praise of *the Times*, regarding it as Hardy's best work. From the two opposite comments, we can make a conclusion that the success of the novel results from not only the shocking story but also the unique writing techniques, that is, Hardy's tragic consciousness pervades the whole novel both thematically and technically. It is so seeming that the author employs many unique techniques such as foreshadowing and symbolism to describe most of the big events or scenes in the novel, at the same time, he achieves the theme of tragedy through structure very well. Hardy is, doubtlessly, a true great tragedian in the history of English fiction, he has given to the novel a simple grandeur and impressiveness, but the more impressive for his preoccupation with the concerns of common and humble people: There is increasing gravity and grandeur in *Tess of the D'Urbervilles*, that is why the novel has a profoundly stirring tragic power. This paper is going to explore how Hardy elaborately adopts some effective writing methods to unfold his tragic consciousness in *Tess of the D'Urbervilles*.

II. HOW THOMAS HARDY UNFOLDS TRAGIC CONSCIOUSNESS TECHNICALLY

2.1 Achieving through structure

By structure I mean to say that in order to create a vivid picture of Tess and endow her with the charming quality as a human being Hardy does his best to make the structure

of the novel as perfect as possible. Hardy's own techniques and emphasis, as opposed to generic qualities of tragedy, gave Tess its special aura. For nearly the entire novel the protagonist Tess is notable not for being fixed in resolve but for adaptability to new conditions and to fresh tests of purity, suggesting that Tess begins really to exist as a tragic character.

When analyzing the whole structure of the novel we find that the climax of the novel is the time when Angel returned from abroad and still cherished love for her and Tess realizes that unless she regains him she will not have another chance. And she decides to do all that is necessary to have that moment and to risk all in order to achieve a brief period of fulfillment of life. Therefore, all the previous actions only serve as a prelude to this moment. The long process of the plot development produces a strong effect of intense feelings and suspense and readers will not move their attentions away from the ups and downs of the fate of the characters in the novel. What Hardy does is to shape and heighten the personality of the tragic sufferer throughout the novel by creating a full portrait of her possibilities of experience.

Another aspect of the structure lies in the creation of Tess as the main protagonist. Tess is shaped by a context suggestive of universals as well as specific and transitory features. Tess's special quality is emphasized continuously through intermittent reminders, such as Tess as 'visionary essence of woman' earlier she had been the 'standard woman'. In both of these there is the blending of Tess as one against whom others are measured, and of Tess as the average. As 'a visionary essence of woman--a whole sex condensed into one typical form', Tess is intended to suggest the tragic extremism of individuality. As a woman, Tess's stature, her moral and spiritual magnitude are heightened especially in the way she forgives Angel instinctively and wordlessly as compared with the intellectual, unfeeling way Angel will not forgive Tess. The situation at Talbothays allows Hardy to develop his concept of specialness amidst ordinariness most fully. Tess is initially indistinguishable to Angel from the other dairy maids and their love for Angel is a contrast between civilization and nature. Their deportment gives them a resignation, a dignity which is a tragic concept. At the same time Tess is steadily made to rise out of the

background, this marks her as superior to the other dairy maids, though in the eyes of propriety she is less worthy of him than them. To Angel, she seems to be more than human in her beauty and he compares her to various Greek goddess. And 'She seems to be the embodiment of life'. Before the revelation, in Angel's eyes, 'She is a lady, nevertheless-in feeling and nature', and she appears as the essence of femaleness.

Hardy elevates Tess by remarking that Tess is one whose price is far above rubies. In considering what Tess was not, he (Angel) overlooked what she was, and forgot that the defective can be more than the entire. Correspondingly, the subtitle of *Tess of the D'Urbervilles* is 'A Pure Woman Faithfully Represented'. In Alec's eyes, Tess is one girl who remains pure despite her 'fall'. In her letter to Angel, Tess tells him she is the same woman he felt in love with at the dairy, the same one who has loved him and been faithful to him throughout his absence. Angel's horror of Alec's death is mixed with his knowledge of the strength of Tess's love for him. All Hardy does is to distinguish Tess from the common folk around her, especially against those who are evil as Alec and hurting as Angel, thus making her larger than life with a more powerful tragic effect.

Hardy has made Tess more than a purely and limitedly naturalistic tragic heroine. By providing her with an uncontrollable mystic potential, Hardy associates Tess with considerations larger than herself, with a conception of existence that highlights a unique individuality, an individuality which, although it can be elevated to the unity of mysticism, remains deeply bound with the sensuous perceptiveness and responsiveness of the person experiencing the feeling. These two qualities coalesce in the famous description of Tess walking across a disused portion of the garden in order to hear better Angel's harp:

She went stealthily as a cat through this profusion of growth, gathering cuckoo spittle on her skirts, cracking snails that were underfoot, staining her hands with thistle milk and slug slime, and rubbing off upon her naked arms sticky blights which, though snow-white on the apple tree trunks, made madder stains on her skin; thus she drew quite near to Angel, still unobserved of him.

Tess was conscious of neither time nor space. The exaltation, which she had described as being producible at will by gazing at a star came now without any determination of hers; she undulated upon the thin notes of the second-hand harp, and their harmonies passed like breezes through her, bringing tears into her eyes. The flowing pollen seemed to be his notes made visible, and the dampness of the garden the weeping of the garden's sensibility. Though near nightfall, the rank-smelling weed-flowers glowed as if they would not close, for intentness, and the waves of color mixed with the waves of sound. (Tess p.121) [1]

The 'seemings' of the garden are impressions--sharp and evocative but with indefinable significance beyond their communication of the intensity of Tess's feeling. She identifies intimately with her sensuous knowledge, and she genuinely becomes the totality of her experiences of sense. In all the message is that the force of this connection between Tess and the natural world is to suggest the 'mad' passion and the non-ethical quality of her sensibility. So far, Hardy intellectualizes to a striking degree the groundwork for the kind of tragedy that is developed. Once this groundwork is established, he relies on structure for the emotional impact. So the section on Talbothays is extended as far as it is. Without this leisurely developed expense, the later starker events would be less shocking, less disturbing in their implications of the limited possibilities of existence, and the horror later on would carry less weight.

At the end of the section at Talbothays, characterizations have been established. From this point the tone shifts substantially. The first half of the book portrays the conflict between society and nature on a fairly straightforward level; the second half fulfils the direst possibilities of the first half in a way that emphasizes the artificiality of society. In other words, Angel's hypocrisy and his acceptance of the double standard morality impel the events of the second half. The conventions of society are so well accepted that Tess herself scarcely seriously attacks his hypocrisy. The first part shows how thoroughly these conventions are embodied in day-to-day life and implies that they are pliable, open to humane modification; the second half depicts these conventions in their virulence present in Angel in a perverse, blind fashion, colored by

the shading imagery of Flintcomb-Ash and Stonehenge and Projected in the wanderings of Tess. Contrary to her essential voluntary changes of location in the first of the novel, in the second half she is driven from point to point by all the disadvantages against her. In the first half Tess is trying to reestablish her virginity; while in the second half her own feelings and beliefs combine with those of her society to give her new options of self-fulfillment until finally, in bitter desperation, she insists upon self-fulfillment above all other possibilities.

Several patterns, as the influence of Tess's past on her present, the opposition between the countryside and the urban society, the opposition between human instincts and contemporary morality, developed over the length of the novel are drawn upon again. For example, Tess responds to Angel's presence at Sandbourne and his queries with 'It is too late!'; 'Too late, too late!'; 'But I say, I say, it is too late!' This iteration helps make Hardy's point that the novel is structured on time--on past and present, on rural against modern urban, on timeless behavior against temporal morality, on Tess as rural woman and modern. As it had so often before, Tess's dreamlike condition occurs again in the last phase of the novel, with particularly miserable results. When Angel first sees Tess in Sandbourne, she feels like a fugitive in a dream.

2.2 Achieving through foreshadowing

Hardy employs many techniques in the making of the novel to express his tragic consciousness about the life in Victorian society successfully, one of which is foreshadowing. It refers to a kind of anticipation that the readers have when they try to understand what will happen in the future development of the plot. Most of the scenes and actions in the novel are foreshadowed in the novel. Two kinds of foreshadowing are found to be put into use. They are action foreshadowing and non-action foreshadowing.

2.2.1 Action foreshadowing

From the first phase of the Tess's life as previously mentioned the reader is led to anticipate the tragedy of Tess. The story of the killing of a beautiful white hart and the mention of 'murderess' foreshadows the tragedy, which is about to begin. Tess is like the beautiful white hart for various reasons. This makes Alec D'Urberville keep hunting her. He finds what Tess cares most about, using it

to weaken her resolve. He takes advantage of her family economic poverty and her defenselessness. He seduces her and makes her a fallen woman. Tess left him and married Angel but is rejected for her liaison with Alec. When Alec happens to meet Tess a second time by sheer chance, he continues to pursue her ruthlessly until he finally becomes her 'master' again. Finally, Tess kills Alec and is cornered like the beautiful white hart and hanged. She has thought herself as a murderess when their horse dies, indeed she does become a murderess. Tess's being a murderess is foreshadowed again in Chapter 51. On the day before they are moving out of Marlott, Alec comes again to help them. He tells Tess who has just heard the sound of a carriage, though none is nearby-the legend of the D'Urbervilles coach.

"It is that this sound of a non-existent coach can only be heard by one of D'Urberville blood, and it is held to be of ill-omen to the one who hears it. It has to do with a murder, committed by one of the family, centuries ago."

"Now you have begun it, finish it."

"Very well. One of the families is said to have abducted some beautiful woman, who tried to escape from the coach in which he was carrying her off, and in the struggle he killed her--or she killed him--I forget which. Such is one version of tale" (Tess, p.348) [1]

The story of the abduction, of course, mirrors Tess's own story: She is seduced, if not actually abducted, and in the end she does murder her seducer.

In a similar manner Tess's pregnancy and marrying a gentleman is strongly foreshadowed. When Tess's parents go to Rolliver's inn to have a drink and talk about their plan for Tess, one of the elderly boozers in a undertone observes "But Joan D'Urbeyfield must mind that she don't get green malt in floor." (Tess, p.22) [1] (To get green malt in floor means to become pregnant). The next morning Tess and her younger brother Abraham have to set out for market because their father hasn't recovered from the heavy drink. On the way, Abraham says: "But you be glad that you're going to marry a gentleman? And you would have been a rich lady ready-made, and not have to be made by marrying a gentleman?" (Tess, p.26) [1]

What the elderly boozers observe in an undertone in

Rolliver's inn and Abraham says foreshadows what happens later. Tess does get pregnant by Alec outside marriage yet he was not a gentleman. Later when she is glad to marry a gentleman, Angel, she is not a 'lady' but a fallen woman. She isn't made a rich lady by marrying a gentleman, instead she gets deserted and she isn't happy at all.

Another example of foreshadowing of subtle hints that she gets pregnant comes in when Tess leaves Alec and begins to make her way back home. The narrator says, "She had no fear of him now; and in the cause of her confidence her sorrow lay" (Tess, p.26) [1] Later in the novel she names the baby Sorrow.

The heroine's death is also foreshadowed several times. The reader can sense the coming of it. Each time it can be felt nearer and nearer. On her way from home to Flintcom-Ash Tess sleeps out in the woods, because of her misery, she is in fact thinking of her own death, wishing that it might come soon. When she sees the birds in pain, she is seized with remorse and thinks of their plight much worse than hers, and she decides to put them out of their misery. In Victorian times, hunting was a pastime for the upper classes, which frequently made special trips to estates in hunting season. The plight of the pheasants, however, is actually analogous to hers. The birds have been shot and horribly wounded by hunters. These hunters are parallel to Alec D'Urbervilles, who goes to his mother's estate (which is full of birds) to 'hunt' for young women to seduce. The parallel is underscored by the fact that the seduction took place in the woods in autumn, just as the hunting does. The birds serve simultaneously as a reminder and a foreshadowing of Tess's fate: She has been "wounded," emotionally speaking, and she sometimes longs for the merciful death she gives to the birds.

As Tess hurries back to Flintcomb-Ash from a vain visit to Angel's parents, Alec requires Tess to swear on an evil stone and she agrees. Meeting a shepherd Tess asks him if that odd, cross-like pillar really is an ancient crucifix. The shepherd, horrified at her misinformation, tells her that it's not a Holy Cross but 'a thing of ill-omen,' erected to commemorate the hanging place of an evil man who sold his soul to the devil. The act of swearing on an evil stone foreshadows Tess' death by hanging.

After the death of her father they have to leave

Marlot. When they move to Kingsburge the next day, they learn that their lodgings have been rented to someone else. Another moment of foreshadowing occurs when the Durbeyfields leave their belongings in the churchyard, near the tombs of their ancestors. Tess meets Alec and sends him away again but Tess wishes that she herself were dead, and we fear, rightly, that this may indeed soon be her fate.

2.2.2 Non-action foreshadowing

Non-action foreshadowing like the action foreshadowing takes a very important role in creating a gloomy sense for the novel. In the novel, the non-action foreshadowing is used in dealing with wet days. For this weather phenomenon usually puts people into a sad emotion and even makes them sentimental. Hardy successfully takes this natural phenomenon to foreshadow some of the events and thus it infancies greatly the tragic consciousness in the novel.

As we read through the novel, we find that rain foreshadows almost all big events. Though it does not rain on the Lady Day when they move from Marlot, it does rain the day before. Alec comes in the rain and Tess learns from him the legend of the D'Urbervilles coach, which foreshadows Tess as a murderess in the end. Two months after her arrival at Talbothays Tess, with Marian, Retty and Izz find their road to church flooded after the rain. Angel appears and carries each of them over, telling Tess he felt most for her. But they both try not to show their feelings before other girls. Later Angel carries Tess across a flooded river after rain in his sleepwalking and puts her in an 'empty stone coffin of an abbot', which is a shadow of the death of Tess at the close of the book.

It was raining when the newlywed Tess and Angel's luggage finally arrives and they are told that the delay is caused by the misfortunes of the three milkmaids in their despair at Angel's leaving. The milkmaids are put into great misery and despair foreshadows Tess's own misfortunes and suffering after Angel deserts her and leaves for Brazil.

When Tess arrives at Flintcomb-Ash tired and worn out she resolves to stay, 'particularly as it began to rain'. Her cheek is 'red and moist with the drizzle'. Here on this starved acre she has to work on in the lavishing rain and 'feel the creep of the rain-water', 'till the leaden light

diminishes and marks that the sun is down'. The rain foreshadows her future hard experience on the farm.

There are many other examples of foreshadowing of one sort or another throughout the book, and they do increase the book's power. "Their effect, generally, is on the one hand to create an appropriate atmosphere for the narrative that is to come, and on the other, to make the reader feel. When he realizes that an event is a fulfillment of something already prefigured a sense of the inevitability of the story." [2]

2.3 Achieving through symbolism

The abundant use of symbolism is a common stylistic trait shared by many Victorian writers particularly. Hardy definitely surpassed every novelist of his age in quantity and skill. Symbolism in *Tess of the D'Urbervilles* tends to be taken particularly from nature. The various symbols taken from nature intensify the cruelty of natural laws, and they foreshadow the fate of the main characters. Surely, Hardy is bitterly aware of this point. Symbols from nature can be discussed from the following levels:

2.3.1 Symbols of animals

As far as symbols of animals are concerned, Hardy connects his characters with various animals. The animal symbols connected with Tess are predominantly those of birds and mice. Their significance varies, but implication points to human happiness or suffering.

Tess's early tragedy teaches her 'the serpent hisses where the sweet birds sing'. Nature's indifference to her suffering is reflected in the song of birds. When she rallies and sets off for Talbothays, her zest for life is heard in every bird's note. Happy bird-song is rarely heard, however, again at Marlot until Tess and her family has left.

With the impulse of a soul who could feel for kindred sufferers as much as for herself, Tess's first thought was to put the still living birds out of their torture, and to this end with her own hands she broke the necks of as many as she could find, leaving them to lie where she had found them till the gamekeepers should come-as they probably would come-to look for them a second time.

'Poor darlings-to suppose myself the most miserable being on earth in the sight o' such misery as yours!' she exclaimed, her tears running down as she killed the birds tenderly. 'And I be not bleeding; and I have

two hands to feed and clothe me.’ She was ashamed of herself for her gloom of the night, based on nothing more tangible than a sense of condemnation under an arbitrary law of society which had no foundation in Nature. (Tess, p.274) [1]

This is a description of the scene when Tess, on her way to Flintcomb-Ash, sleeps in the woods and must mercy-kill the birds left behind by the hunters. The birds are clearly parallel to Tess, and the scene itself--in which Tess sleeps out of doors, on the ground--is parallel to that in which she is raped by Alec D'Urberville. Her killing the birds symbolizes that she, too, is like a wounded bird who will have to be put out of her misery--and indeed, when she does die at the end of the book by hanging, which would break her neck, just as she breaks the birds' necks. The birds principally associated with Tess indicate suffering of intensity. Their agony is the result of the cruelty and indifference of both man and nature, and emphasizes a 'harshness' which is 'universal', and of which Tess is the victim. The birds' symbolism used for Tess successfully brings out her essential tragedy. Certainly, the shooting party represents the brutality of nature, the uncaring, wanton and random action of natural processes. And the graphic bird-shooting scene could be read as embodying the viciousness of the natural world. Her comparison to the birds indicates her unity with nature, identifying the birds as sharers of her own sufferings.

Similarly, as the work is finishing in Chapter 48 "The time for the rat catching arrived at last, and the hunt began. The creatures had crept downwards with the subsidence of the rick till they were all together at the bottom, and being now uncovered from their last refuge they ran across the open ground in all directions," and even "men unconnected with the threshing sometimes drop in...gents with terriers and facetious pipes, roughs with sticks and stones", [1] finally the rats are driven from the straw and killed. The rat is an image, which has something in common with Tess, and rat-catching symbolizes Alec's persecution of Tess.

Symbols from nature form an 'animal world', according to Frye, "The animal world is portrayed in terms of monsters or beast prey, which from Shakespeare to Hardy has been associated with tragic destiny..." [3]

2.3.2 Symbols of colors

Symbols of colors in Tess are equally important. The colors in the novel unfold before us a bleak world, and they create part of the novel's poetic force. From the beginning of the novel, Tess is portrayed repeatedly as a 'white', most likely symbolizing her innocence and purity. At the May-Day dance she is wearing a white gown and carrying white flowers, and significantly this is our first introduction to her as a character. Shortly after, the narrator says, "This white shape stood apart by the hedge alone". And then later, the narrator comments "The lane showed all its white features, and Tess showed hers, still white". And red is most often the color that contrasts this white in the novel.

For an artist as visually sensitive as Hardy, color is of the first importance and significance, and there is one color which literally catches the eye, and is meant to catch it, throughout the book. This color is red, the color of blood, which is associated with Tess from first to last. It dogs her, disturbs her, and destroys her. She is full of it, she spills it, and she loses it. Watching Tess's life we begin to see that her destiny is nothing more or less than the color red. [4]

Red is usually associated with blood and love, with lust and sex, and with emotion. When the horse is accidentally stabbed, Tess runs up to him and attempts to cover the hole with her hands while getting 'splashed from face to skirt with the crimson drops'. Tess tries to stop the flow of Prince's blood with her hand but to no avail. She turns pale, almost white, which symbolizes not only her shock but also her innate purity.

"The huge pool of blood in front of her was already assuming the iridescence of coagulation; and when the sun rose a hundred prismatic hues were reflected from it" (Tess, p.27) [1]

Blood symbolizes not only death but also 'a hundred prismatic hues' of existence. As Tess continues her journey we shall see that these 'hues' include a series of opposites: life and death, violence and tender love, fertility and destruction. Color red and the image of blood can represent things and emotions that initially appear worlds apart.

The reader will remember the image of Prince's blood when he reads about the discovery of Alec's death in Chapter 56. Besides this certain farm machines that

threaten the agrarian way of life are painted red, as is the mansion of Alec D'Urbervilles. Blood red can also be a positive image in Hardy's world: Tess's health and vitality are reflected in her ruddy cheeks, and the sun, so necessary to life, is often described as red.

Moving ahead to her first experience with Alec, the red imagery is overly abundant. First, he feeds her strawberries and 'held it by the stem to her mouth'. Although she rejects him at first, she then consents as she does often as the novel progresses. Then they head over to the rose tree where 'he gathered blossoms and gave her to put in her bosom. She obeyed like one in a dream, and when she could affix no more he himself tucked a bud or two into her hat'(Chapter 5). This whole scene certainly set up the action to come. One last image is at the end of this same scene: 'In looking downward a thorn of the rose remaining in her breast accidentally pricked her chin'. (Tess, p.38) [1]. Through all of these different red images, it seemed pretty obvious that something bad was going to happen to her, as her white image was being tainted with all of the red.

At Flintcomb-Ash the thresher is red, symbolizing its brutal destructiveness. Hardy calls it a 'tyrant' that the girls must slavishly serve. The nameless man who drives the thresher is indifferent to the land and to these hardworking people. He's a frightening symbol of how the countryside is becoming controlled by faceless, alien individuals who work solely for money.

2.3.3 Symbols of fire

For the symbols of fire we should look at the description of the hearth and fire in Chapter 34. At first it's lowing and inviting, as in a happy home. By the time the farmhand has delivered his news and left, the embers are beginning to die. The fire symbolizes the passion between Angel and Tess, which is dying because too many strange things are happening around them and because they have been dishonest with each other. The fire will take on an even more sinister appearance in the next chapter, after Tess confesses the fire is completely out and can't be stirred to life with Angel's poker. The characters themselves are described as 'ashes of their former fires.' Hardy seems to be suggesting that passion is fueled by illusion rather than by truth.

2.3.4. Symbols of other objects

In order to achieve his artistic effects Hardy also uses other symbols of natural objects in the novel. Look at the following sentence:

The basket was heavy and the bundle was large, but she lugged them long like a person who didn't trod her special burden in material things. (Tess, p.73) [1]

The heavy basket and the large bundle, like many objects in Tess, have a symbolic meaning. They symbolize how Tess feels about her life. Like the basket, she's laden down with "baggage": Emotionally, she is weighted down with guilt, shame, and failure; physically, she is carrying Alec's child in her womb. Still look at another example:

Tess had never visited this part of the country. And yet she felt akin to the landscape. Not so very far to the left of her she could discern a dark patch in the scenery, which inquiry confirmed her in supposing to be trees marking the environs of Kingshere-in the church of which parish the Bones of her ancestors-her useless ancestors-lay entombed' (Tess, p.101) [1]

The narrator is describing Tess's reactions as she walks to her new employment at Talbothays Dairy. A number of important themes invoked here. First, Tess is described as 'akin to the landscape.' Tess's identification with her setting-the land she lives in-is very important within the book, and she and the land reflect each other throughout. There is a 'dark patch' in this landscape, and it is the tomb of her ancestors. It is particularly significant that this stain derives from the tomb of her ancestors. Tess concerns her descent from an ancient and fallen family is a circumstance that lies at the root of all of Tess's troubles. In fact, every decision and sacrifice Tess makes is for her family's benefit; hence, it seems only natural that family, past and present, should form the foundation of her downfall. The novel opens with Parson Tringham, 'the antiquary,' and his explanation of Jack Durbeyfield's connection with the ancient line of D'Urberville. Involving no money, land, or power, the D'Urberville name is useless. But its mystique gives the dissipated Jack a reason to celebrate ostentatiously and sets the wheel of Tess's fate spinning forward. It is their mighty connections--and the tangible rewards they hope it brings--that prompt the Durbeyfields to send Tess to "claim kin" with the

Stoke-D'Urberville family of Trantridge. If we read the landscape as representing Tess, this "dark patch" symbolizes the moral stain of her loss of virginity.

In Angel's zest and gaiety he hangs a bough of mistletoe over their bed. The mistletoe is a symbol of both romance and pagan lust, but Tess tells Angel that she thinks of killing herself under the mistletoe over their bed (Chapter 35) and it dries up over the weeks that follow their marriage. Eventually, in Chapter 40 Angel crushes it under his feet.

Soon the light was strong, and a ray shone upon her unconscious form, peering under her eyelids and waking her.

'What is it, Angel?' she said, starting up. 'Have they come for me?'

'Yes, dearest,' he said. 'They have come.'

'It is as it should be,' she murmured. 'Angel, I am almost glad-yes, glad! This happiness could not have lasted. It was too much. I have had enough; and now I shall not live for you to despise me!'

She stood up, shook herself, and went forward, neither of the men having moved.

'I am ready,' she said quietly. (Tess, p.388) [1]

This is a description of Tess's capture by the police at Stonehenge. Throughout the novel, Hardy constructs a correspondence between Tess's situation and the state of the natural world around her. Here, however, she is caught at dawn--generally thought of as a time of hope and promise. This fact could be read as one of Hardy's touches of irony, but Tess's words about being glad and of hope usually symbolized by dawn are not out of place here. Tess is tired of her suffering, and the brief idyll she has had with Angel--the second honeymoon, as it were--has made her happy. She is now ready to die, happily.

The use of symbolism from nature is one of Hardy's chief means of showing the relationship between man and his natural environment; it sets off the environment where main characters live by contrast and foreshadows the tragic fate of the main characters.

III. CONCLUSION

Tess of the D'Urbervilles was one of Hardy's great novels. The story could not have taken place without the background of Victorian Age, and therein lays its tragedy

and its beauty. There is a doom that hangs over the novel from the very first chapter, and Hardy's mastery is in not dragging it down to stark tragedy, but in maintaining 'a rhythm of action in which a period of hopefulness or actual well-being in the world is followed by increasing difficulty and then decline or catastrophe'[5] which brings us to the last chapter uplifted, only to be cast down into the depths of sadness.

Tess of the D'Urbervilles was written as a result of the close observation of his time and sense of tragedy in human life on the part of the author. Hardy in his EXPLANATORY NOTE TO THE FIRST EDITION of 1891 wrote, "the story is sent out in all sincerity of purpose, as an attempt to give artistic form to a true sequence of things",[6] which offers the world a tragically colored picture--an epitome of the suffering of the wronged women of Victorian Age.

So, I drew the conclusion that *Tess of the d'Urbervilles* as a tragic novel shows Hardy's tragic consciousness both thematically and technically. Technically, Hardy succeeds in employing so many unique skills in increasing the tragic atmosphere for the novel. The color red, birds and rats all serve as very essential and significant symbolic function for the novel. Hardy's technique of achievement of tragedy through structure also helps to create a profound tragic consciousness. The skills of foreshadowing helps to place the readers into a certain gloomy and hopeless scene. It is not exaggerated that the writing techniques play a very important part in Hardy's successfully showing his tragic consciousness and attracting readers to love this work.

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An Investigation into Factors Demotivating Students in EFL Learning at Tertiary Level

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Abstract— Nowadays in Vietnam English is a compulsory subject for all students at tertiary level. Students are required to be able to use the language well after graduation. However, it is not really easy for all of them to meet the requirements and expectations of both institutions and society. Although most of them may be motivated in learning English, many factors may affect their learning. The major aim of this study was to investigate the factors that demotivate the students in learning English as a foreign language (EFL) at a private university in Da Lat City-Vietnam (Henceforth called PUD). It also attempted to explore what strategies might be adopted to overcome demotivating factors in the English classroom. 200 non-English majored students of PUD participated in the study. Both qualitative and quantitative data was collected for the study. The research instruments employed for collecting data were the questionnaire and interview. For analyzing the collected data, content analysis, factor analysis and descriptive statistics were used. The findings of the study revealed that among teacher-related, classroom-related, and student-related factors, the student-related factors affected the students the most. Furthermore, the findings of this study explored the students' perspectives of several strategies which might be used in class to help both students and teachers reduce demotivating factors in EFL learning.

Keywords— tertiary level, demotivating factors, English learning, strategies.

I. INTRODUCTION

Motivation is one of the key factors that influence students' achievement of learning a language as stated by McDonough (1983). In contrast with motivating factors, demotivating factors are assumed to be neglected in studies on language teaching and learning, especially in EFL contexts. Demotivating factors involve many factors like teacher's personality and behavior, teachers' competence, lack of modern teaching materials, lesson content, reduced self-confidence, lack of relaxed classroom environment and assessment. Demotivation has

a negative impact on students, preventing them from gaining expected learning outcomes (Tran & Baldouf, 2007). The impact of demotivating factors is more serious when English language learning takes place in a context like Vietnam. That is because Vietnamese students do not have many opportunities to contact native speakers meanwhile a variety of factors influence their learning. Obviously, it is very important to be aware of the factors that demotivate the students. So far a variety of studies in the international context have been conducted to investigate factors that demotivate EFL students in their learning such as (Kikuchi & Sakai, 2009; Meshkat & Hassani, 2012; Hamada & Grafström, 2014; Khouya, 2018), or in the Vietnamese context such as (Tran & Baldouf, 2007; Hoang, 2016). It is undeniable that little research has been conducted to investigate demotivating factors affecting students in learning EFL in the Vietnamese context; especially no literature relating to demotivating factors has been found within the context of PUD. That is why this study attempts to fill this gap.

II. PURPOSES OF THE STUDY

The main purpose of this study is to investigate factors that demotivate students in learning EFL at PUD. More specifically, it attempts to discover what factors that demotivate students in learning EFL at PUD; and find out what strategies may be employed to overcome demotivating factors in the EFL classroom from the students' perspectives.

III. RESEARCH QUESTIONS

This study attempts to address the following two research questions.

1. What are the factors that demotivate students at PUD in EFL learning?
2. What strategies may be employed to overcome demotivating factors in EFL classrooms?

IV. SIGNIFICANCE OF THE STUDY

The findings of this study are expected to provide significant contributions at both theoretical and practical levels. Theoretically, it is expected that the findings of this study will partly contribute to the literature of motivation and demotivation in foreign language learning in the context of Vietnamese higher education. This contribution may help researchers reaffirm the fact that motivation is considered to be an important factor contributing to the success of learning a foreign or second language (Dörnyei, 2009), and that demotivating factors can have negative effects on students' learning. Practically, first, this study will provide useful information about what factors demotivate students' learning, and possible ways to enhance students' motivation to learn EFL at PUD. The findings of the study can be used as a useful reference for lecturers in helping students to be more confident, and eventually improve students' positive learning motivation. Second, this study can become a reliable source of reference for other researchers in the same field. Finally, the findings may help to improve the quality of the teaching and learning English in tertiary level in Vietnam.

V. A BRIEF REVIEW OF LITERATURE

5.1 Motivation and Demotivation

So far researchers have defined motivation and demotivation in several ways. Regarding motivation, Brown (1987) defines that motivation is commonly thought of as "an inner drive, impulse, emotion, or desire that moves one to a particular action"; or Rogers (1986) notes that motivation is "those factors that energize and direct behavioral patterns organized around a goal. In educational contexts, Schunk (1996) presents four elements that define the concept of motivation: excitement, appropriateness, expectation, and outcome. Wigfield and Eccles (2000) argue that learning motivation is a perception of the value of learning and the expectations of students for specific learning purposes. In general, motivation is something that prompts a person to accomplish his or her goal and aim. It creates the needs of learning to improve their knowledge and skills. It is one of the strongest influences on students' attitudes and achievement.

In terms of demotivation, Dörnyei and Ushioda (2011) describe demotivation as the dark side of motivation; it is the 'specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action'. Accordingly, demotivation is limited to external factors whereas Sakai and Kikuchi (2009) claim that the demotivation should include both external and internal factors. While

motivation is extremely important to learning, demotivation is a common problem for students at all levels (Ersöz, 2004). It can be said that motivation is the desire to guide students toward their learning goals; demotivation is the lack and the loss of the desire due to some factors; and thus resulting in students being unable to achieve their learning goals or improve their skills.

5.2 Factors demotivating students in learning foreign languages

Three major factors that may demotivate students in their foreign language learning are teacher-related factors, student-related factors and class-room related factors. Regarding teacher-related factors, it is believed that students' demotivation is directly affected by the teacher. The impact of teachers on students' demotivation may include: (a) inappropriate teachers' behaviors and attitudes which are considered as the main factor causing learners' demotivation (Chambers, 1993); (b) teachers' poor teaching methods which may have a negative effect on the students' willingness to learn. For example: some students find themselves bored due to the teachers' long explanations, their failure in giving interesting materials (Dörnyei & Ushioda, 2011); (c) teachers' negative feedback which may influence students' learning, make them lose interest or confidence (Griffing, 2006); and (d) teachers' unfair grading which is believed to have negative effects on students' motivation. If a student gets bad mark, especially when they feel that this mark is not fair for him / her, this will reduce his/her self-confidence, which may lead to demotivation eventually (Hamada, 2011).

In terms of classroom-related factors, several factors have been identified by researchers such as (a) inappropriate learning contents and materials which may cause demotivation in a variety of ways. Kikuchi & Sakai (2009) conclude that course books and learning content are prominent demotivating factors. Obviously, if the content of the lesson is seen as uninteresting or considered boring and tedious by students; then, they will not be able to follow or concentrate on the lesson; (b) uncomfortable classroom environment which are related to classroom size, demographic factors, situations, technological learning tools in the classroom, climate, weather conditions, etc. If the classroom is too crowded and there is not enough light, it demotivates students, because it creates difficulty in studying due to troublesome. The tense climate of the second language environment causes anxiety among second language students, and this anxiety factor negatively affects the learning of and motivation towards the second language (Young, 1999); and (c) inadequate equipment or technology is a factor that may cause demotivation.

And finally, in respect to student-related factors, researchers mention such factors as (a) reduced self-confidence which is caused by low self-efficacy, low proficiency, lack of competence or anxiety over making mistakes (Hamada, 2011). Therefore, reduced self-confidence affects students' willingness to learn and can ultimately lead to loss of motivation; (b) lack of intrinsic motivation which may lead to demotivation. Lack of intrinsic motivation is certainly a significant demotivating factor in learning a foreign language. These negative feelings stem from the fact that engaging in the task is reluctant. When intrinsically demotivated, an individual does not engage in a task because he/she does not find the

task enjoyable and pleasant. Such individuals tend to expend less effort on the task; (c) negative attitudes toward learning a foreign language which has a significant influence on the students' outcome. When a student has negative beliefs about language learning, he/she will develop a negative attitude towards learning this particular language (Gardner & MacIntyre, 1993).

5.3 Strategies Used to Overcome Demotivating Factors

L2 motivational teaching practice is viewed as a cyclic process, and is divided into four main dimensions (Dörnyei, 2001). The general motivational strategies which are relevant to this study are displayed in the following figure.

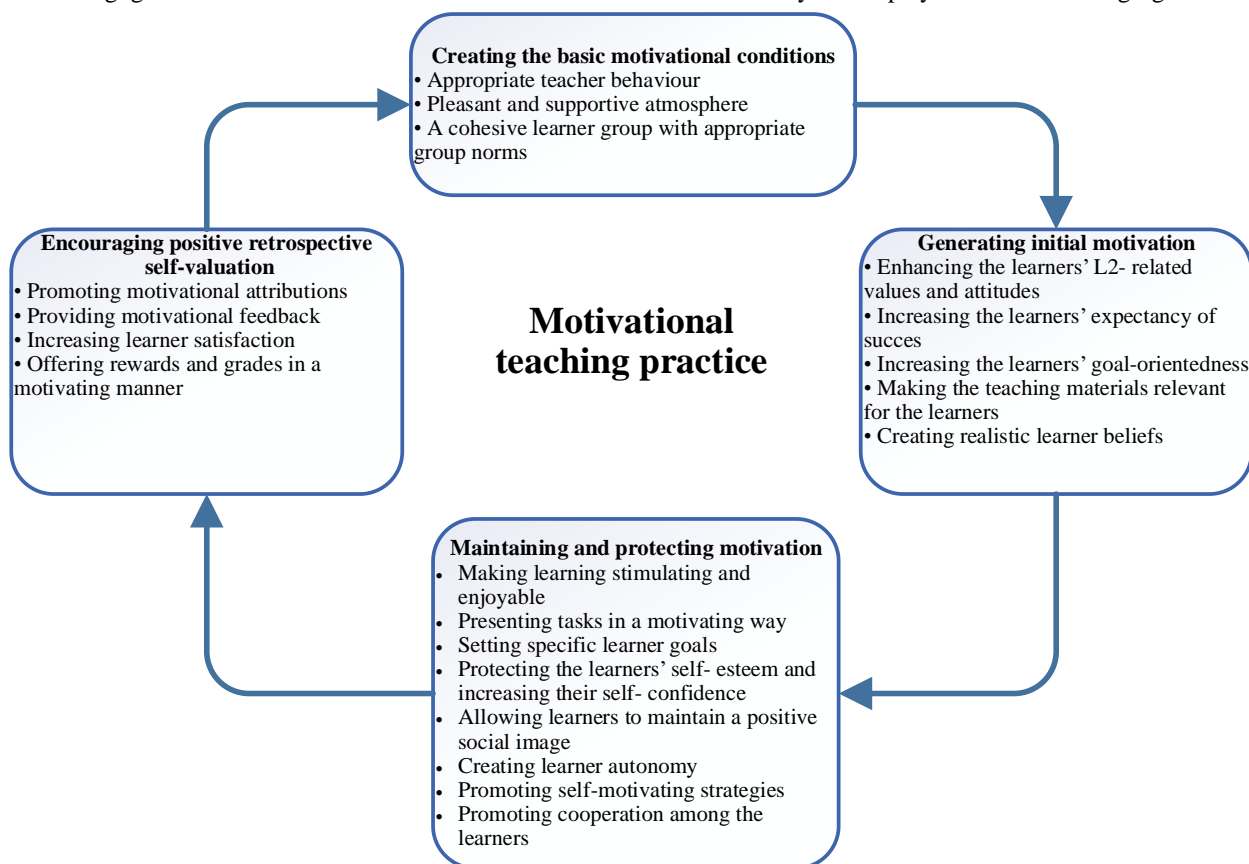


Fig.1: The Components of L2 Motivational Teaching Practice (Source: Dörnyei, 2001, p.29)

It can be seen in Figure 1 that there are four components, including creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation. Regarding creating the basic motivational conditions, Dörnyei (2001) suggests that some conditions should be created in the classroom in order to use motivational strategies effectively. These conditions are demonstrating appropriate teacher behavior, creating a pleasant atmosphere in the classroom and generating a cohesive student group. Regarding generating initial motivation, Brophy (2004) teachers need to actively generate positive student attitudes towards

learning by enhancing students' language-related values and attitudes; increasing their expectancy of success; increasing their goal-orientedness; making the teaching materials relevant to them and creating realistic student beliefs. In terms of maintaining and protecting motivation, Wlodkowski (1985) states that 'any learning activity can become satiating'; therefore, teachers should use motivational influences to actively maintain and protect motivation during the learning process. Motivational strategies related to this area including presenting tasks in a motivational way, increasing the self-confidence of students, and promoting autonomous learning. In respect to encouraging positive self-evaluation, feedback given

by teachers could influence students' motivation. Brophy (2004) indicates some qualities of motivational feedback such as appreciating achievements, showing confidence that eventual goals will be accomplished, and providing useful feedback that highlights the areas in which students need to improve. Dörnyei (2001) suggests different strategies which teachers could use to provide motivational feedback. For example, teachers should give prompt and regular feedback, and react to positive contributions from students. Also, students should be given self-assessment or peer grading to assess their learning and evaluate their own improvement and progress.

In conclusion, literature shows that motivation and demotivation partly decide whether EFL students succeed in their learning or not. Demotivating factors exist and usually have negative effects on students' learning. It is necessary for teachers to employ different strategies to overcome demotivating factors which may hinder students' learning.

VI RESEARCH METHODS

6.1 Participants

This study was conducted at PUD in Vietnam. 235 participants of this study were randomly selected among the whole population of about 1750 non-English major students. However, based on the number of the exactly and relevantly completed questionnaire copies returned to the researcher, the final actual number of the respondents was 200 students, accounting for 85% of the participants. The respondents majored in Business administration (34.5%), Tourism management (26%), Nursing (10.5%), Architecture (9%), Biology technology (9%), Information technology (6.5%), and Environmental science (4.5%). Out of 200 respondents, 39% were male and 61% were female. 46.5% of the respondents were aged from 19 to 20, whereas 43.5% were from 21 to 22, followed by 9% and 1% were aged from 23-24 and over 24 years respectively. Among the respondents, the second-year students accounted for 38.5%, followed by third-year students with 36% and the fourth year students with 25.5%.

6.2 Research instruments

To collect data for addressing the research questions, this study employed two research instruments, namely the closed-ended questionnaire and the semi-constructed interview. All of the questionnaire items used to measure variables of this study were mainly adapted from Kikuchi and Sakai (2009), Alshehri (2013), and Huang (2016). The questionnaire was divided into three parts. The first part was used to obtain demographic information of the participants such as gender, age, and major. The second

part included statements used to examine demotivating factors affecting students' English learning. 39 items designed in this part for answering Research Question 1 were based on 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The last part of the questionnaire including 15 items used for answering Research Question 2 was about strategies which might be used to overcome demotivating factors. The interview had 7 questions. All the items of the questionnaire and the interview questions were translated into Vietnamese so that they were convenient and easy for the non-English majored students to complete.

6.3 Data collection procedures

After the close-ended questionnaire was developed and piloted, some revision was made to it. Later, the questionnaire copies were administered to the students in different departments. The purpose of the study and the instructions to complete the questionnaire were explained to all the students. For their convenience the researcher explained every question in Vietnamese as well. The students were given 5 days to complete the questionnaire. At first, questionnaire copies were administered to 235 students for the survey; but the number of questionnaire copies returned was 225. In addition, 25 copies could not be used because the respondents did not focus on the answers, the majority of the answers were only one choice, or the respondents missed too many statements, thus these copies were removed. Therefore, the participants of the survey were 235, but the number of the respondents was 200, accounting for 85%. After quantitative data was collected, 15 students were invited to participate in the interview. All the interviews took place during break time, within 15 minutes for each.

6.4 Data analysis procedures

Data obtained from the interview was analyzed by employing content analysis. Categories and themes relating to demotivating factors affecting students' English learning were explored. All the students took part in the interview were coded as S1 to S15. Their key expressions related to the variables investigated were taken as notes on a sheet. Data obtained from the questionnaire was analyzed through the use of SPSS. *Firstly*, exploratory factor analysis of 39 items of demotivating factors was conducted using Principal Axis Factoring with the Promax rotation. Three factors with eigenvalues above 1 were identified, including Factor 1-Teacher-related factors; Factor 2-Classroom-related factors; and Factor 3-Student-related factors. During the factor analysis, a total of 9 variables were removed due to failure to meet the factor loading requirement (loading cut-off above .40). That is why the final total number of items in the questionnaire was 30. *Secondly*, to assess the

reliability, Cronbach’s Alpha index was calculated to test the reliability of each variable in each factor after 9 variables were deleted. The following table describes the

factors loadings on three factors and the total variance explained for each factor and Cronbach’s Alpha indexes of the three factors.

Table 1 Factor Analysis of Demotivating factors and Cronbach’s Alpha Indexes

Factors	Variables	Cronbach’s Alpha Index
	9 Removed variables: 13, 14, 16, 26, 28, 29, 37, 39, 39	
Factor 1: Teacher-related	14 Variables: 1,2,3,4,5,6,7,8,9,10,11,12, 15,17	.962
Factor 2: Classroom-related	9 variables: 18, 19, 20, 21, 22, 23, 24, 25, 27	.907
Factor 3: Student-related	7 variables: 33, 31, 35, 32, 34, 30, 36	.883
KMO=.943		
The value for Bartlett’s testSig. = .000		
% of variance explained= 63.599		

As it can be seen in Table 4.2, the factor analysis indicated a three-factor solution which explained 63.599% of the total variance. The three factors extracted were Factor 1 -Teacher-related factors, including 14 items which relate to teachers’ behavior, teaching methods, teachers’ feedback and grading; Factor 2-Classroom-related factors including 9 items, representing learning content and materials and learning activities; and Factor 3-Student-related factors including 7 items related to students’ confidence and intrinsic motivation.

Thirdly, for descriptive statistics, frequency (F), mean (M) and standard deviation (St,D) were calculated. Frequency was first computed to examine demographic of the respondents. The mean score of the total items were ranked.

Based on calculated interval coefficient for four

intervals in five points (5-1=4), intervals with the range of 0.80 (4/5) were arranged. The following criteria in the Likert type scale were used to interpret the data: Strongly disagree (1.00 - 1.80); Disagree (1.81 - 2.60); Undecided (2.61 - 3.40); Agree (3.41 - 4.20);

Strongly agree (4.21 - 5.00).Data obtained for addressingresearch question 2was analyzed through the use of frequency and percentages. The strategy which obtained the highest percentage was put first in a table.

VII. RESULTS AND DISCUSSION

7.1. Results of the study

7.1.1 Factors demotivating the students in learning EFL

Teacher-related factors

Table 2 Descriptive statistics for teacher-related factors

No	14 Items with M= 2.31	M	St.D
1	Teachers shout or get angry.	2.19	1.179
2	Teachers ridicule students’ mistakes.	2.18	1.251
3	Teachers are not very friendly with students.	2.28	1.304
4	Teachers show no emotion and enthusiasm while giving lectures.	2.38	1.321
5	Teachers favor some students.	2.36	1.232
6	Teachersrarely pay attention to less able students.	2.42	1.332
7	Teachers do not prepare the lessons very well.	2.14	1.139
8	Teachers seldom give feedback or only give negative feedback.	2.28	1.122
9	Teachers rarely tests students’ performance in class.	2.43	1.087
10	Teachers never teach the students how to learn.	2.40	1.296
11	Teachers’ explanations are not easy to understand.	2.39	1.235
12	Teachers’ pronunciation of English is poor.	2.24	1.221
15	Teachers’ way of grading is unfair.	2.19	1.149
17	Teachers rarely encourage the students to engage in learning activities.	2.48	1.264

Data displayed in Table 2 above revealed that the mean scores of the items ranged from 2.14 to 2.48 and the

average mean score of 14 items was 2.31, which means the students disagreed that teacher-related factors caused

demotivation in EFL learning among students. These findings implied that most of the students agreed that their teachers' behavior and attitudes, teaching methods, ways of getting feedback and evaluation did not have negative effects on their learning.

Similarly, the findings of the interviews were also consistent with those of the questionnaire that revealed that a majority of participants (12/15) reported that teachers always had positive, friendly and helpful attitudes towards students. They said that teachers often paid attention to them.

"I think although I am not good at English, my teachers still pay attention to me. The teacher is not only interested in good students, but also in less able ones like me. I like that(S1)."

Moreover, most of the students did not find learning difficult(11/15) because they often got feedback from their teachers. They did not feel confused about what to do and what would be done. For example one student expressed:

"My English teachers often give feedback to me, so I really know whether my English is good enough. I know my progress in my learning (S5)."

In addition to teachers' behavior, students paid much attention to teachers' competence and knowledge of English. When asked "Do your teachers' competence demotivate you?", 13 of the interviewees said that they were not skeptical about teachers' ability and qualification because their teacher had good pronunciation or knowledge of English. For example, S12 said:

"I really like my teacher's accent. She

speaks English well and fluently. I wish I could speak English like her. Oh, it's not easy for me."

Particularly, nearly all of the students said that their teachers were rather fair in assessing the students. They all satisfied with the ways the teachers assessed them and marked their tests or assignments.

"My teachers often test our performance in class. They call us to go to the board to write something we have learned, or presented a topic in front of class. If we do well, we are given good marks (S4)"..."My teacher often give us assignments to do at home and in class he corrects the assignment and give marks (S9)."

However, a few students reflected that their teachers rarely encouraged the students to engage in learning activities while working in groups. Or, not many learning activities were organized during class. For example, S6 reported:

"I want my teacher to organize many activities for students to participate, especially pair work or group work. There are currently too few activities in the classroom."

It can be concluded that the findings of the questionnaire and interviews are in alignment with each other. Most of the students thought that teacher-related factors almost did not demotivate their learning. On the contrary, most of them were satisfied with what their teachers did for them.

Classroom-related factors

Table 3 Descriptive statistics for classroom-related factors

No	9 Items with M=2.64	M	St.D
18	Topics for speaking and reading are not interesting.	2.63	1.179
19	The content of the passages in the course book is not close to life.	2.53	1.211
20	Most of the lessons focus on grammar.	2.78	1.205
21	Most of the lessons focus on translation.	2.64	1.139
22	There are almost no chances for me to communicate in English in class.	2.93	1.345
23	The pace of lessons is not appropriate.	2.50	1.094
24	Time allotment for learning activities is not enough.	2.74	1.238
25	English learning tasks are too difficult.	2.53	1.107
27	The class learning environment is always tense.	2.52	1.178

Data displayed in Table 3 above revealed that the mean scores of the 9 items ranged from 2.50 to 2.93; and the average mean score of the 9 item was 2.64, which means most of the students were undecided about the classroom-related factors. However, based on the mean scores, it can be seen in Table 3 that the students

disagreed about four aspects that were related to the content, pace of lessons, tasks and learning environment (items 19, 23, 25, 27) with M= 2.53, 2.50, 2.53, and 2.52 respectively. It can be said that these aspects are closely related to teachers' practices in class. Teachers' friendly attitudes could really create a relaxing learning

environment; teachers also played different roles in their instruction not as a knowledge conveyor as they used to be before. That is why the students did not think that the English learning tasks were too difficult and the pace of lessons was not appropriate. The mean scores of the other items showed that the students were undecided about these aspects (items 18, 20, 21, 22 & 24) with M= 2.63, 2.78, 2.64, 2.93 & 2.74 respectively. It might be because half of the students did not pay much attention to these aspects during the learning process. For example, regarding the aspect “the time allotment for learning activities was not enough”, it can be inferred that half of the students thought that the time provided for learning activities during class was acceptable.

Regarding data collected from the interview, it was revealed that most of the students who were interviewed disagreed that classroom-related factors negatively affected their learning. 12 out of 15 students said that they were satisfied with the textbook and learning tasks. They had sufficient time to finish the tasks in class. Particularly, they thought that the pace of the lessons conducted by teachers were acceptable. For example, some students reported:

“During the English lessons, I learn a lot (S7)”..... “I think what we do in class is all right. We have time to prepare before we present in class or in

our group (S6).”..... “The teacher asks us to write something before we speak; I never feel nervous or anxious when I have English lessons (S12).”

However, a few students said that learning tasks and activities were difficult for them to do. They sometimes did not have enough time to finish these activities. For example, S14 expressed:

“I think tasks and exercises are too difficult for me to do, especially when my teacher limits the time to do these tasks, I feel pressured because I cannot finish my exercises.”

Besides, some students felt that the classroom environment was uncomfortable or even tense, which had significantly negative influence on their learning of English. Lastly, some other students found inadequate equipment facilities such as lighting, warming facilities or the Internet. For example, S8 expressed:

“The Wifi system is so bad, I cannot access the Internet.”

It can be concluded that data collected from both the questionnaire and interviews reflected that classroom-related factors did not demotivate them in their EFL learning, and that most of the students were satisfied with these aspects.

Student-related factors

Table 4 Descriptive statistics for student-related factors

No	7 Items with M= 3.39	M	St.D
30	I have difficulty in memorizing words and phrases.	3.66	1.067
31	I do not know many English self-study methods.	3.47	1.111
32	I cannot do as well on tests as my friends.	3.39	1.097
33	I lack confidence in learning English.	3.53	1.169
34	I lose my understanding of the purpose of studying English.	3.30	1.186
35	I have difficulty in listening, reading, speaking and writing English.	3.62	1.145
36	I feel nervous whenever I have English lessons.	2.79	1.281

Data displayed in Table 4 showed that the average mean score of the 7 items regarding student-related factors was 3.39. Based on calculated interval coefficient for four intervals in five points (2.61 - 3.40), it can be concluded that the students were undecided about these factors. Nonetheless, the students agreed that they had difficulty in memorizing words and phrases (item 30) with M = 3.66, did not know many English self-study methods (item 31) with M= 3.47, had difficulty in listening, reading, speaking and writing English (item 35) with M = 3.62, and lacked confidence in learning English (item 33) with M = 3.53. There was evidence that at least 4 student-related factors might demotivate the students themselves in their EFL learning. They really felt it

difficult to learn English and sometimes were not confident. However, having English lessons did not make them nervous (item 36) with M= 2.79. It can be said that although they felt learning English difficult, they still tried to come to class regularly.

Regarding data from the interview, 12 out of 15 students reported that their success of learning was greatly determined by themselves. That means if they were autonomous, confident and motivated, they could be successful in learning. However, many of them confirmed that they lacked confidence in learning English. Many of them felt learning English is difficult for them because they could not memorize words and phrases. For example, some students expressed:

"I cannot memorize vocabulary and phrases in English although I tried to learn vocabulary in different ways such as learning by heart, learning by written words on the paper, or using post-it note to stick everywhere (S14) "To me learning English skills is not easy for me. I have tried my best to come to school regularly (S12)"

It can be concluded that among 7 aspects relating to the student-related factor, four of them, as mentioned

above, demotivated the students the most. They are non-English majored students. They might encounter difficulties in learning because of their low proficiency. However, it seems that they did not receive much training of learning strategies from the teachers. That is why they thought they did not know many English self-study methods.

7.1.2 Teachers' strategies used to overcome demotivating factors

Table 5 Descriptive statistics of motivational strategies

No	Motivational Strategies	F	(%)
1	Creating a pleasant classroom atmosphere.	164	82.0
2	Being enthusiastic in teaching.	155	77.5
3	Showing students that they care about the students' progress.	147	73.5
4	Establishing a good relationship with students.	146	73.0
5	Teaching students strategies for self-study.	144	72.0
6	Providing face-to-face feedback to students about their progress.	129	64.5
7	Drawing their students' attention to their strengths and abilities.	128	64.0
8	Organizing activities that lead to the completion of whole group tasks.	124	62.0
9	Encouraging students to participate in learning activities.	121	60.5
10	Offering rewards in a motivational manner.	119	59.5
11	Providing students with positive feedback.	117	58.5
12	Selecting suitable learning activities for every student.	115	57.5
13	Indicating to their students that she/he believes in their efforts to learn English.	112	56.0
14	Giving students sufficient time to prepare for learning activities.	109	54.5
15	Building the lesson plans based on students' needs.	88	44.0

Table 5 presents the motivational strategies which were chosen by the students. All the items are placed in order from the highest to the lowest frequency and percentage. The results indicated that 82% of the students wanted their teachers to create a pleasant atmosphere in the classroom (Item 1 with F=164 times). It is evident that a pleasant or relaxing classroom environment is always preferred by EFL students. The results also revealed that about three-fourths of the students preferred their teachers being enthusiastic in their teaching (item 2 with F=155), caring about their students' progress (item 3 with F=147), establishing a good relationship with students (item 4 with F=146), and teaching students strategies for self-study (item 5 with F=144). Obviously, the students preferred their teachers to pay attention to them. They wanted their teachers to teach them how to learn both inside and outside the class. The third group of strategies that was preferred by over 60% of the students includes providing face-to-face feedback to students about their progress (item 6 with F=129), drawing their students' attention to their strengths and abilities (item 7 with F=

128), organizing activities that lead to the completion of whole group tasks (item 8 with F=124), and encouraging students to participate in learning activities (item 9 with F=121). The remaining strategies were appreciated at a lower level. More than half of the participants chose those strategies. More specifically, those students preferred their teachers offering rewards in a motivational manner (item 10 with F=119); providing students with positive feedback (item 11 with F=117); selecting suitable learning activities for every student (item 12 with F=115); indicating to their students that they believe in their efforts to learn English (item 13 with F=112), and giving sufficient time to the students to prepare for learning activities (item 14 with F=109). The aspect obtained the lowest frequency was building the lesson plans based on students' needs (item 15 with F=88).

Data collected from the interviews revealed that students expected their teachers to do a variety of practices or strategies to foster their learning and to overcome demotivating factors. Most of the students paid attention to teachers' behavior and attitudes. They wanted

their teachers to create a relaxing learning environment. For example, some students reported:

“I think that teachers’ behavior is very important. In fact, this is what we expect from a teacher and I like studying with teachers who have good relationships with students (S1).”, or “I want to study in a comfortable and pleasant environment. If the class is too serious, it will be boring and dull(S3).”

Particularly, all of the students when interviewed said that teachers’ feedback was really important for them. They could learn from teachers’ feedback and group work. For example, some students said:

“...I want my teacher to give me feedback in the class. In this way, I feel that my teacher cares about me and I will make more efforts and follow her feedback to become better (S11).”; “...I like to work in groups because I can ask the others questions and share experience. Group work can facilitate my learning. In fact, if I work individually, even if I know the answer, I do not know whether it is right or wrong (S13).....”

It can be concluded that all the fifteen strategies mentioned above are very necessary for the teachers to use to motivate the students in their learning EFL at PUD. All of the strategies were chosen by more than half of the students, except the last one. It is tantamount to the fact that whether the students are motivated or demotivated depends a lot on the strategies used by the teachers.

7.2 Discussion

7.2.1 Factors demotivating students in EFL learning

In terms of factors that may demotivate students in their EFL learning, three major factors including teacher-related factors, student-related factors and classroom-related factors have been investigated. The findings of the study are consistent with the findings of the studies conducted by Kikuchi and Sakai (2009) and Huang (2016) that showed that those factors relating to teachers’ teaching methods, responsibilities and behaviors do not negatively affect the students. It is evident that the EFL teachers at PUD have implemented their roles and responsibilities rather well. Teachers’ responsibilities in motivating students in their learning are really important. Their responsibilities are reflected through the use of strategies in their teaching practice, through their behavior and attitudes. Students cannot do everything by themselves without teachers’ support. Teachers are always in a highly responsible position. Their actions

have the ability to affect students in quite profound ways. It is essential that their responsibility is always taken very seriously (Dikilitaş & Griffiths, 2017). The findings also implied that a few students were not satisfied with the teachers. Those students might be less able students. They might have encountered difficulties in their learning. Or, they might have low English proficiency.

Regarding classroom-related factors, the findings of the study revealed that most of the students did not agree that those factors demotivate their EFL learning. It can be said that the teachers might provide the students with the conditions and opportunities for exercising a degree of independence and autonomy. The lessons which the teachers brought to the students might be interesting and useful enough to motivate the students. Most of them were satisfied with the time allotment, level of difficulty of tasks and the learning environment. Obviously, EFL students need time for practice so that they can acquire both language knowledge and skills (Harmer, 2001). This task is easier to accomplish with relevant learning tasks in a pleasant learning environment with the support of modern learning equipment. By doing so, less able students may be more confident in their learning. It was evident that the teachers could land the students a regular helping hand to stay afloat (Sheerin, 1997).

In terms of student-related factors that affect the students in their learning, the findings of the study revealed that about three-fourths of the students thought that those factors relating to them really demotivated them in their learning. Those students thought that they lacked confidence in learning English and had difficulty in learning the four skills: listening, reading, speaking and writing, and in memorizing words and phrases. It can be said that factors relating to the students may be more important than those related to teachers and environment. That means students’ intrinsic motivation is very important. The findings of the study are consistent with those of the study conducted by Meshkat and Hassani (2012) that showed that the students themselves decide their success or failure in EFL learning. It is undeniable that confidence is very necessary for any EFL student (Brown, 2002). If students are confident they may take risks in their learning and they may be active to involve in learning activities to practice English. The more practice they get, the better they will become a good English learner.

In conclusion, the findings of the present study revealed that student-related factors may demotivate students in learning English, but classroom-related factors and teacher-related factors may not. This findings of the current study support previous studies (Kikuchi & Sakai 2009; Meshkat & Hassani, 2012; Hamada & Grafström,

2014) that demotivating factors affecting students in English learning may include student-related factors. However, the findings of the study may conflict with Dornyei's investigation (1998) that revealed that the teacher might be the most common source of demotivation.

7.2.2 Strategies Used to Overcome Demotivating Factors

Another aim of the current study is to explore motivational strategies from the students' perspectives. The findings of the study revealed that according to the students, a variety of strategies that can be used to motivate them and create positive attitudes towards English learning among students. Most importantly, the students were in strong agreement with the strategy "creating a pleasant atmosphere in the classroom". That is because a pleasant and supportive classroom atmosphere is an indispensable motivational condition to create motivation among students (Dornyei, 2001). Moreover, a pleasant classroom means teachers and students have a good relationship and teachers' behaviors are highly appreciated by the students, leading to good cooperation in teaching and learning. In fact, students always want to be in a classroom where teachers are friendly and have good relationships with them.

The findings of the study also revealed that learning activities and tasks are also important factors used to motivate students in their learning. Interesting and relevant tasks really attract students and encourage them contribute to the discussion, which means students may learn a lot from those types of tasks. According to Dornyei (2001), students usually enjoy a task if they play an essential part in it. Whether a learning task is interesting or not depends on teachers' roles and responsibilities. Teachers should actively develop and stimulate students' motivation (Dornyei, 1998). It can also be said that the students expected their teachers not only to provide learning opportunities for them but also to facilitate the use of those opportunities. This point of view not only reflects the teacher's roles in a language class, but it also shows that the teacher must employ various strategies to enhance learning (Smith & Erdoğan, 2008). Obviously, the use of motivational strategies can help students have a more positive attitude towards language learning. Sil's (2017) study finding revealed that a teacher must have the knowledge of effective motivational teaching strategies. The issue which arises is what specific strategies that teachers should carry out to foster students' in-class learning and out-of-class learning. They should know how to help students to integrate both of these domains. Teachers' in-class instruction should promote students' autonomous learning

not only in the classroom but outside the classroom as well. Students know how to apply what they learn from teachers in class, especially, for example, learning strategies in self-study. In this case, the role of the teacher is as a gap-filler of the mismatch between what is learned in class and what the students need to learn outside the class so that they will promote their autonomy.

VIII. CONCLUSION AND IMPLICATIONS

The present study was conducted to investigate demotivating factors affecting students in learning English at the Vietnamese tertiary level. This study has been done to reaffirm the fact that demotivating factors have negative effects on students' EFL learning. The findings of the study revealed that among teacher-related, classroom-related and student-related factors, student-related factors were perceived to have negative effects on students' learning. Those factors which obtained most of the students' agreement were that they had a lot of difficulties in memorizing words and phrases; they also encountered difficulties in different skills like listening, reading, speaking and writing English, eventually leading to their lack of confidence in learning English and consequently, making them lose motivation. Regarding motivational strategies, the students rated the strategies at different levels. Accordingly, students highly estimated the motivational strategies which relate to creating a pleasant atmosphere in the classroom. They also appreciated the impact of teacher behavior on their motivation such as showing enthusiasm to teaching English, caring about the students' progress, and establishing good relationship with them. Furthermore, students expressed more agreement with motivational strategies which are related to learner autonomy. This means students are more motivated when they are familiar with self-study guided by the teacher.

This study is meaningful for English teaching and learning in higher education because it provides important implications that may help improve the quality of teaching and learning English in Vietnamese higher education in general and at PUD in particular. Based on the findings, it is recommended that EFL teachers should find out different ways for students to memorize lessons, especially memorizing vocabulary. They should pay attention to fully develop different skills for students including listening, reading, speaking and writing logically and systematically through the use of easy to difficult learning activities and tasks. The responsibility of teachers is to create opportunities for students to communicate in English as much as possible through activities inside and outside the classroom. Finally, there are many strategies which motivate to learn English are

appreciated by students such as creating a pleasant atmosphere in the classroom, showing enthusiasm for teaching English, showing students that they care about their progress, establishing good relationship with students, and teaching students self-study methods or encouraging them to explore the knowledge independently. Teachers should be interested in applying these strategies in their teaching so that the teaching and learning process may make bid achievement and success.

For EFL students, having motivations for or like learning English is not enough. Setting goals for learning at the first stage is necessary. After that, during the process of learning, they have to take risks, be imbedded in learning activities and practice English both inside and outside the class. Only by doing so, they be able to overcome demotivating factors and gradually achieve their goals in learning English.

The study has certainly achieved its purposes; however, limitations cannot be avoided. It is suggested that future research may be conducted with the participation of both students and English teachers to understand more about the impact of demotivating factors at other universities in similar contexts.

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On Ecological Philosophy in Walden

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Abstract— *Walden is the representative work of Henry David Thoreau, the most influential transcendentalist writer in the United States in the 19th century. The paper discusses the relationship between man and nature from the perspectives of ecological philosophy, anti-anthropocentrism and the inner spiritual ecological connotation of man. It points out that nature can endow people with the elements of inner beauty, and her unspeakable purity and kindness always endow people with health and joy; human beings, like other animals and plants, are part of the biosphere of nature; human happiness, freedom and civilization do not necessarily depend on the abundance of material life, but, to some extent, on the harmonious coexistence with nature.*

Keywords— *Thoreau; Walden; Ecological philosophy.*

I. INTRODUCTION

Walden is the representative work of Henry David Thoreau, the most influential transcendentalist writer, ecologist philosopher and politician in the United States in the 19th century. It is called as "one of the top 25 classics shaping readers' lives" by US Library of Congress. Lawrence Buell, a famous American ecological critic, respected the book as a "green bible", and Thoreau was also honored as an "environmental saint" (Buell, 1995), a "son of nature" (Huang, 2018) and a "saint who protects the nature and human nature" (Lu, 2011). For this reason, "Walden Lake has become a model of harmonious coexistence between man and nature" (Cheng, 2007). In the foreword to the 150th anniversary edition of *Walden*, John Updike, a master of contemporary American literature, wrote, "of all the American literary classics that have emerged in the mid-nineteenth century...this book contributes the most to American self-consciousness today" (Updike, 2004). In his book *Walden*, Thoreau recorded his seclusion at Walden Lake near the town of Concord, Massachusetts from 1845 to 1847. At the beautiful and quiet Walden Lake, just like a

paradise, "Thoreau kept observing, listening, feeling and thinking" (Song, 2011); Recorded his observations, analyzed and studied the information and experiences brought to human beings by nature. Up to now, Thoreau's masterpiece *Walden* is still able to cause a global audience to examine the real world and make people deeply aware that: Man is but one part of nature's biosphere; Human should have a beautiful landscape, ecological balance of the living environment; Human beings have the responsibility and obligation to protect the earth mother that we rely on for survival; Only by consciously integrating into nature, following the inherent spirit of nature, and respecting and conforming to the laws of nature, can we human beings truly return to the natural home of beautiful mountains and rivers, and the spiritual home of civilization and progress that we have been longing for for a long time, and ultimately realize the green development and sustainable development of the whole human society.

Walden is a prose work that has been deeply concerned by literary researchers all over the world. At present, scholars around the world mainly study it from the following aspects: Using comparative literature to analyze the ideas contained in it; From the linguistic level to study the language features; From the perspective of ecological literature criticism to interpret it, etc. In recent years, the representative figure abroad who is engaged in the research on the ecological literature criticism of *Walden* is American Lawrence Buell, who believes that Thoreau's ecological thought, lifestyle and personal cultivation have promoted the formation and development of American ecological culture. Scholars relevant to ecological literary criticism of *Walden* in China include: Xiangui Su, pointed out that "Thoreau's love of nature and the insight of natural harmonious relations, the emphasis on natural spirit and aesthetic significance, as well as the critique of materialism and capitalist economy provides a unique inspiration and support for the ecological ethics" (Su, 2002); Feng Chang believed that "the life

attitude of advocating material simplicity, spiritual wealth and harmony with nature embodied in Walden is of profound enlightenment significance for people who live in the realistic and flashy society" (Chang, 2018); Shaoxing Li pointed out that "the study of Thoreau's ecological thought has a positive enlightening effect on our re-understanding of the relationship between human beings and nature in the development of contemporary society" (Li, 2016). Nuo Wang, a Chinese scholar of ecocriticism and ecological civilization, holds that "ecocriticism is a literary criticism that explores the relationship between literature and nature under the guidance of ecocriticism, especially the thought of ecological integralism. It should reveal the ideological and cultural roots of the ecological crisis that reflect in the literary works, and at the same time explore the ecological aesthetics of literature and its artistic expression" (Wang, 2013). Albert Gore, the ecologist and former vice President of the United States points out that "the greatest threat to our planet is not the threats themselves, but the lack of awareness of those threats, the fact that most people do not realize that the ecological crisis will definitely lead human beings to the grave" (Gore, 1992). Therefore, it is the ultimate mission of ecological literature criticism to recognize the increasingly serious ecological crisis, deal with and repair the relationship between man and nature, and realize the harmonious coexistence and co-prosperity between man and nature. This article intends to analyze and explore the connotation of the ecological ideology of the work Walden from the perspective of ecocriticism, so as to play a guiding role in human's response to the global ecological crisis, the green and sustainable development of human society, and the social practice of ecological civilization and spiritual civilization construction of the whole human beings.

II. ON THE ECOLOGICAL PHILOSOPHY OF WALDEN

In his book Walden, Thoreau pointed out that nature can endow people with factors of inner beauty. When people enjoy the four seasons of nature friendship, life will not become a heavy burden; Simple, brave, nature-loving people will not produce vulgar sadness; It's so sweet and so rewarding to be in nature's company. If people live a simple life, it will reduce many crimes for the society. The reason why crimes, such as theft, robbery, and etc. occur in our

society is that some people have gotten too much, and some other people want to get too much. "When your thoughts gallop on the grand cosmic proposition, connecting you with nature again, there is infinite mystery in it" (Su, 2004). "Nature came straight to my eyes like a huge hanging painting. At the window of my wooden house little saplings grew merrily, and the wild sumac and blackberry vines climbed gaily, and the yellow pines rose high and tall" (Su, 2004). Around Walden Lake, the graceful alder and the breeze-shaking white poplar make people so exciting; the fox, the skunk and the hare come and go freely in the growth dense forest, brings the infinite vitality to the nature. The surface of Walden Lake is as smooth as a mirror, like a crystal embedded in the earth, crystal clear, clean and flawless. No one can take away the great wealth that nature has given to human beings, for she belongs not only to us, but also to our children and our grandchildren. The unspeakable purity and grace of nature forever "give us human beings warmth, health and joy" (Yang, 2004). When spring comes, the ice on the lake quietly melts. On the shore of Walden Lake various kinds of grasses like a green ribbon, quietly emerge from the soil, springing forth the new life; Various birds sing and fly here and there in the woods, their feathers bright; Plants begin to sprout, grow, bloom and bear fruits, and the breeze stirring them, adjusting the tiny swings at the poles and maintaining the constant balance of nature. It is nature that keeps us human beings healthy, energetic and peaceful. The vegetables and green plants provided by our mother earth are the best natural nourishment for us human beings. Fresh air is a magic bullet to keep us human beings healthy. The clear spring water is indispensable to our human beings life. It is nature that keeps human beings young and full of vigor and vitality, and brings us human beings hope and vigor.

"To live and let others live is a more powerful ecological law than to live and die." (Naess, 1973). Man is but one of the many members of nature's biosphere, and only "an infinitesimal part" (Chen, 2004). The natural biosphere is a huge unified whole, and the human biosphere is just a subsystem in this huge biosphere. The harmony and stability of the human ecosphere is the necessary condition to ensure the harmony and stability of the great biosphere of nature, at the same time, the development of human ecosphere is restricted by the great biosphere of nature. That is just

because the speed of human development of alternative resources can not catch up with the rapid depletion of non-renewable resources, the speed of pollution is far faster than the speed of pollution control. Jonathan Bate, a British ecological critic points out: "A healthy ecosystem is one that is always in balance. In such a system, predatory species can be allowed to exist, but only to the extent that the system can be balanced" (Bate, 2000). Rachel Carson, an American biologist, environmental movement advocate and ecological literature writer says, "The plants on earth are part of the great web of life, and there is a close and inextricable relationship between one plant and another, and between plants and animals. If we human beings are to leave the breath of life in nature for future generations, we must learn to respect the exquisite, delicate and fragile web of natural life, and even every connection that it contains" (Carson, 1962). All human activities must follow the inherent laws of nature, and their actions must be constrained by the overall interests of the ecosystem, and their demands on nature must be limited to what the ecosystem as a whole can bear. Therefore, human beings should live in harmony with nature, rather than being arrogant and above it. Man's conquest of nature is bound to alienate and antagonize nature and man. "If human beings continue to conquer nature irresponsibly, irrationally and without wisdom, then what can be brought to the earth and human beings themselves can only be complete destruction" (Carol B. Gartner & Rachel Carson, 1983). Mankind must be soberly aware that: "Without the sustainability of ecosystems, there can be no sustainability of human societies; Without the harmony and stability of the ecosystem, there can be no harmony and stability of human society. When the natural ecosystem completely collapses, it will be the day when the human race finally goes to extinction" (Wang, 2013).

III. THE ANTI-ANTHROPOCENTRISM OF WALDEN

"The core of ecological holism is: to regard the overall interests of the ecosystem as the highest value rather than the interests of human beings; To consider the complete, harmonious, stable, balanced and persistent maintenance and protection of the ecological system as a fundamental measure of all things, and as the ultimate standard of human culture, way of life, science and technology progress,

economic growth and social development" (Wang, 2013). Thoreau wrote in the chapter "silence" of his *Walden*: In this quiet and beautiful evening, my whole body seems to become a whole, every pore into the spirit of joy. In the nature I fly, melt into its body, the weather is cool, the clouds with the wind, although the very ordinary scenery is not a bit strange, the whole environment is like the special beauty for me. The frock from the distance reminds me that the night is coming, and the nightingale's cheerful tune accompanied by the breeze makes people feel very comfortable. The graceful alder, slightly shaking poplar, quite impressive, I almost held my breath. The surface of Walden Lake was as smooth as a mirror, and one would not have thought of a storm if it had not been for the ripples of the evening wind. It grew dark and the wind continued to blow. Restless animals are always on the move, which is the best time for them to find prey. The fox, the skunk, and the hare, who did not know what it was, came and went freely and merrily in the fields and the woods. They bring life to nature and are the link between day and night. Nature gives health and joy to human beings, and at the same time she gives them compassion. If anyone grieves for the right reasons, the whole nature will be moved. The sun will fade, the wind will sigh sympathetically, the clouds will shed tears, and the trees will shed their leaves and put on mourning clothes. Shouldn't we human beings be connected to the spirit of the earth? Are we human beings not part of nature's biosphere?

In his work *Dialectics of Nature*, Engels pointed out that: "We must remember at every step: We rule over nature in no way as conquerors rule over nations, in no way as human beings stand outside nature --- on the contrary, we human beings do belong to nature and exist in it, together with our flesh, our blood, and our brain; All that we have over nature is that we are stronger than any other creatures, able to understand and correctly apply the laws of nature" (Yu, 1984). All the scientific and technological development, economic growth and social progress of human beings should follow the laws of nature. "Man is but a small part of nature" (Zhang, 2017), and the task of man is to enlarge his compassion and embrace nature. The total amount of nature has provided us human beings with enough abundant resources to sustain our existence, but the endless greed and increasingly extravagant lifestyle of human beings make their demands far beyond the carrying capacity and supply

capacity of nature. This vicious expansion of human beings has seriously disturbed the overall balance and stability of the ecosystem and seriously endangered the existence of all life in the whole system. The most fatal mistake that human beings have made lies in their self-centered and short-term interests, and their failure to realize the overall interests and values of the ecological system that lives well together with human beings and coexists harmoniously with human beings. Nature is a unified organism, in which any kind of organism has an inseparable relationship with certain other organisms and the whole ecosystem. Therefore, to destroy any of the links of the relationship, will inevitably lead to a series of relation damage, or even the whole system disorder. However, with time goes on, on the one hand, science and technology develop continuously, on the other hand, the continuous deterioration of the global ecological environment rises to the surface: global warming, melting glaciers; storms raging and deserts growing; forests dwindling and fresh water shorting. Industrialization has led to the rise of a large number of factories between the green mountains and the blue waters, with thick smoke, sewage and haze, depriving our future generations of the right to live between the green mountains and the clear waters.

We human beings could have lived more simply, more easily and more fully, because "a simple and unsophisticated life is beneficial to everyone, both physically and mentally" (Xu, 1985). However, "the reality is that human beings often struggle in the net of materials, and "have become the tools of their tools" (Such, 2004). Man's attempt to "conquer nature" is bound to worsen his relations with other creatures. "Human beings are only a part of nature, and they can never be separated from nature. Only by ensuring the continuous existence of the whole nature can they ensure their safe, healthy and long-term survival" (Wang, 2013). Only by caring about nature, returning to nature and caring for all living and non-living things in nature can human beings better understand and protect the mother nature on which we live. Only by respecting nature, by respecting the laws of nature, and by taking our due responsibilities to all species in nature, can we human beings ultimately save ourselves.

IV. THE INNER SPIRITUAL AND ECOLOGICAL IMPLICATION OF HUMAN BEINGS IN WALDEN

Thoreau's birthplace, the town of Concord, Massachusetts, is the birthplace of American culture and a beacon of spiritual civilization throughout the United States. People living in the world, on earth should live with what kind of attitude? Thoreau pointed out in the "simple life" chapter of his *Walden*: "The vast majority of luxuries, and what many people say makes life more comfortable, are not only unnecessary, but also a hindrance to human progress and development" (Su, 2004). "Human beings should return to nature and live a simple life" (Zhao, 2010), and the happiness, the freedom and the civilization of human beings do not necessarily depend on the great richness of material life, but, to some extent, on their harmonious coexistence and co-existence with all the natural things. The so-called development progress and hedonistic waste can only deprive human beings of clean, safe and healthy living space, and finally lead human beings to the road of ecological imbalance and self-destruction. Therefore, the development of human society should be a comprehensive development, including people's spiritual enrichment, aesthetic experience, personality perfection and poetic dwelling, etc. Among them, the continuous existence of nature and uninterrupted ecological balance are two indispensable important conditions.

The harmony between man and nature should be based on the principles of equality, friendship and mutual subjectivity. The relationship between human beings and all things in nature is an interactive subject relationship. The relationship between human and nature is between individual and whole, local and comprehensive, subsystem and mother system. Only when human beings realize that natural objects occupy unique and irreplaceable positions in the ecosystem and conduct equal communication with them as individuals, can the interactive subjectivity between human and nature be realized. It is directly related to human freedom, human survival and human self-realization to coexist with all the natural things and to establish and maintain the relationship of equality and fraternity between subjects. To this end, "human beings should take the integrity, harmony, stability, balance and sustainable existence of the ecosystem that is conducive to maintaining and protecting it as the fundamental measure of everything and the ultimate standard for judging the human lifestyle, scientific and technological progress, economic growth and social

development" (Wang, 2013).

The soil, the mountains, the rivers, the forests, the plants and the animals on which we human beings live are an indivisible whole, as Donald Worster, a prominent American environmental historian, has pointed out: "To be in harmony with the earth is like to be in harmony with a friend, you can't just cherish his right hand and cut off his left hand" (Worster, 1994). Compared with the existence of the earth and other species on the earth, human beings are mere passengers. We human beings should not deprive other species of the right to survive, and exist just for our own interests. It is our bountiful responsibility and obligation to maintain the biodiversity of the earth and protect the integrity of the earth. "The road is on the way, the way is at the foot, everything depends on human beings' own choice" (Lu, 2011). Only by consciously integrating into nature, following the inner spirit of nature, and following and respecting the laws of nature, can we human beings truly return to the spiritual homeland of happiness, freedom and civilization.

V. CONCLUSION

Thoreau's *walden* inspired people's ecological consciousness, awakened people's complex of nature and ecological friendship, and advocated people to choose the ecological way of survival. At the same time, it makes the the people all over the world realize that nature can meet the needs of human life, but cannot meet the unlimited greed of mankind; Human beings are just one of the many members of the natural biosphere, and should get along with all the natural things equally; All human activities should follow the laws of nature and act in accordance with its objective laws. Only in this way can mankind create a better homeland, realize the sustainable development of human society, and return to the happy, beautiful natural homeland and spiritual homeland that mankind are yearning for. As Thoreau put it in the "conclusion" chapter of his *walden*: "The years are passing inexorably like water, and tomorrow there is only a faint dawn. Darkness prevents us from seeing everything. It is only when we open the windows of our hearts and get ready for tomorrow that the light of day will come. There will be many more daybreak, for the sun is but a morning star" (Su, 2004). Therefore, we human beings still have a long way to go before we can realize the aspiration of harmonious coexistence and common prosperity between man and nature,

realize the dream of returning to the natural homeland with green mountains and clear waters, and the spiritual homeland of civilization and progress, and realize the ultimate goal of green development and sustainable development of the whole human society.

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Dalit Literature: A Contemporary Perspective

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Abstract— As a major literary trend in India through Indian regional languages and translations. Dalit literature is marked for self-assertion of Dalits, subalterns, lower strata of Indian caste-class-religion-language-capital ridden society through poetry, plays, short stories, self-narratives, and oral performances challenging inhuman treatment, atrocities, inequality, and the so-called mainstream literary and critical conventions. Dalit literature is emerged as an outcome of the exploitative nature of Indian caste system. The ideology is drawn from Buddha, Charvak, Kabir, Jyotirao Phule, Karl Marx and Dr. B. R. Ambedkar. At this stage, Dalit literature needs to be stabilized at theoretical and critical level, considering western critical approaches in order to explore the essence of Dalit literature on the contemporary literary and critical canvass. This paper attempts to focus on the term 'Dalit', the elements of Dalit literature, Dalit literature in English, the term 'Dalit identity' and how it reflected in Dalit literature, theorizing Dalit literature and literary critical standards, précising Dalit literature in the recent literary trends in India, comparison and contrast of Dalit literature with the Anglo-American and third world literary tradition, the issues raised by Dalit literature and their validity in the present era, the sources and forces of Dalit literature and future course of Dalit literature.

Keywords— Dalit, Dalit consciousness, identity, ideology, caste system etc.

I. INTRODUCTION

The term 'literature' is derived from the Latin word *Littera*, which means letters of the alphabet which denotes that whatever is written or printed is to be called literature. The term 'literature' is used in a very restricted sense or it has a superficial meaning. (Jaaware:2005) Literature is an open-ended linguistic socio-cultural entity. The meanings are extracted from various ways. There are several approaches to make meanings from any literary discourse. The approaches are mainly divided into four categories viz. Author oriented, text oriented, context oriented and reader oriented.

It becomes necessary and appropriate to apply critical evaluative measures and approaches to Dalit literature for the purpose of meaning making because literature

contains aesthetic, linguistic, social, cultural and ideological values. Since the Greek tradition, the focus of literary appreciation and criticism has shifted from the author to the text, the content, the context and the reader-oriented analysis. There are biographical, social, psychological, structural, archetypal, anthropological, post-structural, modern, post-modern, colonial, post-colonial and aesthetic approaches to interpret literary discourses. The New critical approach and formalism propose the notions of 'art for art's sake' and 'art for life's/society's sake'. The interrelationship between modern and cyber criticism are the germs of meaning making. Edward Said, in his *Orientalism* (1978) asserts the possibilities of interdisciplinary approach while Barthes, Derrida, Paul de Man, J. Hillis Miller and others stress on the multiplicity of meaning. Norman Holland, Juass, Stanley Fish and Riffaterre have developed the reader centered approach. Dalit Literature needs to be evaluated in relation to its aesthetic, literary, social, and cultural aspects. Therefore, it invites various literary and critical approaches. Any artifact is not alienated from society and therefore, needs to be understood in the context of its social and cultural milieu.

II. INDIAN LITERATURE IN ENGLISH

The term 'Indian literature' or 'Indian English Literature' is inadequate to nomenclature. Dalit literature in Indian languages translated in English extends the demographic and linguistic community arena and becomes free to be interpreted at the global level. As it appears in English, it becomes part of English literature which demands or invites the Euro-American critical tradition to appreciate, justify and evaluate its strengths and weaknesses. The notion of Indian literature denotes literary creations in English language by Indians irrespective of their diverse linguistic, literary and socio-cultural background. This notion excludes the literary creations or artefacts in Indian languages as the result of colonial and elite ideology. Despite of idiosyncrasies of the term 'Indian English Literature' it was marked for 'Indianness' reflected in literary artefacts. Extending the same notion of distinctiveness or uniqueness is applied to Dalit literature and *dalitness* in Dalit literature

2.1 Indian Dalit Literature:

The literary creations by the writers who are born and brought up in Dalit communities are called Dalit literature. The literary creations are generated with a purpose of change. It is a tool for socio-cultural change in the caste-ridden Indian society. Dalit literature follows the notion of 'Art for Life's Sake'. Regarding Dalit literature Janardan Waghmare, the eminent scholar observes the major characteristics of Dalit literature for its distinctiveness as:

...it is committing, collective and contemporaneous. It is the literature of the ex-untouchables of our country who were, like the American Blacks, socially estranged, culturally alienated, economically exploited, physically annihilated and psychologically mutilated and were kept for centuries in their "place" which was, of course, at the bottom of the Hindu society. (64:2001)

In a Key Note Address Raj Rao, the eminent scholar and creative writer divides Indian literature in five categories: Indian literature by upper castes, Dalit literature, Diasporic literature, Gay and Lesbian literature and Women literature. He rightly points out that Dalit literature is originated in Indian Regional languages and mainly in Marathi.

...their own literature that we today know as *Dalit Sahitya*. While this literature is not (or not yet) written in English but in native Indian languages, the work of prominent Dalit writers like Namdeo Dhasal, Laxman Gaikwad, Laxman Mane and Sharankumar Limbale is available today in English translation. (Rao)

A Dalit writer born and brought up in Dalit community possesses Dalit consciousness or sensibility. Though some of the literary forms, novels and plays depict the protagonist as Dalit but it lacks Dalit consciousness. Mulk Raj Anand's novel does not depict Dalit consciousness because it carries Gandhian philosophy rather than Buddhism and Ambedkarism. Raj Rao regards it as:

The Dalit's refused to call *Untouchable* a Dalit novel, and Tendulkar's *Kanyadaan* a Dalit play, although the protagonists here were Dalit, because the upper caste authors of these works were voice-appropriating outsiders. (Rao)

The representation is at the level of sympathy only and hence it lacks Dalit sensibility. Identity is the major issue of Dalit literature and therefore, Rao further comments as:

In our new formulation of an identity-based literature, as opposed to a national literature, we have already spoken of Dalit *Sahitya*, though not originally written in English, as being no different ideologically from diaspora literature, gay and lesbian literature,

and women's writing. What these literatures have in common is their resistance to the idea of a centre, whatever that centre be. (Rao)

Thus, the categorization or classification is based on the degree of exploitation.

In this era of economic and social globalization, Dalit literature is recognized as the voice of the erstwhile untouchable communities from their rage against inequality, urge for humanity. Black literature, Caribbean literature proved their identity. The multilingual and multicultural nation like India has proved that caste system is one of the means of exploitation. The earlier 'exoticness' of India progressed towards reality. Francophone literature and the exploitation of the black community in France have been brought forward by Franz Fanon, Aimé Césaire, and Senghor. Indian novelists like R.K. Narayan, Mulk Raj Anand and Raja Rao produced Indian literature in English. The African – American literature is distinguished for certain features. In the same manner the sufferings of Dalit communities are brought forward by Dalit literature and needs to be evaluated by separate standards or measures.

The ideological, literary and theoretical sources of Dalit literature are mainly derived from African-American literature, Harlem Renaissance, Black Panther Movement, Dalit Panther Movement, the struggle for establishing or proving identity as human being, Marxist social values, class struggle, the struggle against untouchability, seeking education, the ideological traits mainly of Buddha, Charvak, Jyotirao Phule, King Shahu, Dr. B.R. Ambedkar and the subaltern perception of identity. Dalit literature is a democratic literary movement emerged in order to uproot untouchability, caste and gender discrimination and to demand equal opportunities in every field of life. Dalit Panther and several other Dalit organisations are the examples. The representation of Dalits in literature of the elites by the upper caste writers is scrutinized and how Dalit and Non-Dalit writers have portrayed Dalits either with empathy or sympathy or caricaturing. The essence of Dalit literature is *Dalit Consciousness* which is explained as:

The Dalit consciousness in Dalit literature is the revolutionary mentality connected with struggle. It is a belief in rebellion against the caste system, recognizing the human being as its focus. Ambedkarite thought is the inspiration for this consciousness. Dalit consciousness makes slaves conscious of their slavery. Dalit consciousness is an important seed for Dalit literature; it is separate and distinct from the consciousness of other writers. Dalit literature is demarcated as

unique because of this consciousness. (Limbale: 32)

Identity, aesthetics, language, style, themes, forms and contexts are the major issues of Dalit literature. It is also evident that the available theoretical, literary and critical approaches and methods, either oriental or occidental are needed to be applied for appreciating and interpreting Dalit literature. The existing conventional Indian literary theory is inadequate as it is based on Hinduism and the *sanskritized* literary and critical conventions. Applying the so-called Indian and Western theory is also an effort of interpretation but at the same time such application of theory is inadequate and only then the possibilities of new and distinctive interpretations of Dalit literature is possible. It is an attempt to explore various aspects of Dalit literature.

III. THE DISTINCTIVENESS OF DALIT LITERATURE:

Dalit individuals or communities are productive and creative in every field of life. Dalit literature is a creation which proclaims the agenda of better and tolerable life which is distinctive. Irfan Habib, points out the distinctiveness of Dalit literature as:

Dalit literature, a new and unique phenomenon in Marathi letters, is characterised by protest and revolt; and the sensibility of the Dalit writer, like the sensibility of the Black American writer, has made him an iconoclast as well as a creator. It cannot be understood and interpreted without a socio-anthropological approach. The suffering of the Indian pariahs is the theme of the Dalit literature. The life of the pariah has always been a source of universal suffering which has now found its expression in the Dalit writing. And the suffering of the Dalit person does not remain individual. It is the suffering of the whole Dalit society. The suffering assumes a personality of its own in the writing of the Dalit writer. The Dalit writer's commitment is to bring about a social change by waging a war against the caste untouchables to live in the basement of social and cultural life. The Dalit writer wants a cultural revolution in India. (66:2001)

Thus, Habib points out or highlights the characteristics of Dalit literature that it is literature of protest and revolt of Dalit sensibility and the role of Dalit writer as well.

SharankumarLimbale defines Dalit literature as:

By Dalit literature, I mean writing about Dalits by Dalit writers with a Dalit consciousness. The form of Dalit literature is inherent in its Dalitness, and its purpose is obvious: to inform

Dalit society of its slavery, and narrate its pain and suffering to upper caste Hindus. (18)

Limbale further comments on the role of Dalit writers as: Only dalit writers have narrated the pain of Dalits-this is as true as the fact that rural writers have not depicted the life of Dalits. This defines the limit of the rural writers. (28)

The creation of Dalit literature is intended. It has its own function though it a poem, novel, play, short story or narrative. The role Dalit literature further highlights as:

Dalit literature is precisely that literature which artistically portrays the sorrows, tribulations, slavery, degradation, ridicule and poverty endured by Dalits. This literature is but a lofty image of grief. (2010:30)

Every human being must find liberty, honour, security, and freedom from intimidation by the powerful elements of society. These values are now being articulated in a particular kind of literature- its name being Dalit literature. Recognizing the centrality of the human being, this literature is thoroughly saturated with humanity's joys and sorrows. It regards human beings as supreme, and leads them towards total revolution. (Limbale: 2010:30)

Thus, the role of Dalit literature, Dalit writers and the notion of ideology behind Dalit literature are significant in the era of globalisation.

IV. THE ESSENCE OF DALIT LITERATURE

Dalit consciousness is the core concern of Dalit literature. The literary creation must explore 'Dalit sensibility'. Dalit consciousness is the intended notion or idea which includes the role of Dalit literature, Dalit writer, Dalit sensibility, Dalitness and come with certain solution of protest and revolt against exploitation of Dalit individuals and communities. Caste, class, demography gender etc. are the means of exploitation of Dalits attributed with the notion of 'purity' in the caste Hindu elites.

The Dalit consciousness in Dalit literature is the revolutionary mentality connected with struggle. It is a belief in rebellion against the caste system, recognizing the human being as its focus. Ambedkarite though is the inspiration for this consciousness. Dalit consciousness makes slaves conscious of their slavery. Dalit consciousness is an important seed for Dalit literature; it is separate and distinct from the consciousness of other writers. Dalit literature is demarcated as unique because of this consciousness. (32)

Marathi literature, Dalit literature stood for universal freedom. The word Dalit did not denote caste; rather, it referred to those who were yesterday's exploited and were now fighting back. Thus, while the neo-Buddhist writers have ridiculed the word Dalit, Dalit writers have embraced it. Today, the term Dalit has acquired a new dimension, it does not seem appropriate for neo-Buddhist writers to criticize it. (42)

Thus, the word 'Dalit' is originated in Marathi and spread all over the world.

V. THE ROLE OF DALIT WRITERS

Among the four major components, author, text, context and reader, author is the pivotal one in the process of literary creation. An author is expressed through his or her literary creations. He/she is not innocent because he/she comes and gets reflected with his or her socio-cultural background. In context of Dalit writer, Dalit is the person using the power of expression is born and brought up in Dalit caste and having experienced of exploitation through the means of caste, class, gender, patriarchy etc. He or she has assumed a certain role of social reformation through literary expressions. A creator is exhibited in his or her creation. William Wordsworth in his *Preface to Lyrical Ballads* stated the role of a poet(writer) that he must communicate in the language of people and comment on the common subject. Irfan Habib, the eminent historian and critic attributes the role of a Dalit writer as:

The Dalit writer wants to change it; he does not want it to be in future what it was in the past and what it is in the present. His creative energy is taken up and exhausted by his confrontation with his "dalitness". He is in the same position as the Black American writer has been. His "Dalitness", like the Negro's "Blackness", keeps him always in a mental tension. (65:2001)

Thus, 'Dalit literature' refers to or denotes the empathic literary creations, as a part of social upheavals of Dalit movement by the writers having 'Dalit consciousness' to create a new world which is revolutionize in every field of life based on equality, anti-casteist ideology, anti-gender discrimination, demanding equal opportunity, demanding the identity as a human being and status of Indian society through the various literary forms being inspired by the Buddhism, Bhakti movement, Marxist philosophy and the Phule-Shahu and Ambedkarite ideology. Dr. Babasaheb Ambedkar's struggle to eradicate untouchability is reflected in the formation of the Indian constitution which became the pivotal part of Dalit

movement that brought an individual identity to each and every Dalit in India.

VI. CASTE, CLASS, GENDER, RELIGION AND PATRIARCHY

Caste is the major divisive factor of Indian society. The characteristics of caste are: Heredity, Marriage restrictions, traditional occupation, Dietary rules, and Hierarchy. It is the major divisive factor through which dominance exists. Regarding the existence of caste Limbale comments as:

The period from the rise of Buddhism (c.500BC) to the Gupta age (fourth and fifth centuries AD) may, then, be supposed to be the period of the formation of the Indian caste system and its supporting 'ideology'. (2010:169)

He further comments:

Caste, we may say, is a fairly well-marked, separate community, whose individual members are bound to each other through endogamy (and hypergamy), and very often also by a common hereditary profession or duty, actual or supposed. (2010:161)

Dalit literature stands against the rigidity of caste system which snatches the opportunities of equality in every field of life and thus becomes an instrument of exploitation. It is supported by religion i.e. Hinduism and the images of Dalits are proposed in negative sense. Dalit literature takes stand against untouchability imposed via religion. Through religion, and caste hierarchical patriarchy plays a crucial role in exploitation of women. Dalit literature also takes firm stand against it.

The pivotal issue regarding *Dalit* literature is that the writer and the text cannot be separated. A reader's interpretation may be varied on the basis of either he or she belongs to Dalit community or elite caste. The caste is the major factor which brings exploitation for Dalit communities in India and the Dalit writers who write about their sufferings and exploitation cannot be separated because they both are interdependent emphatically.

The mainstream British literature has been glorified by the Scottish, Irish, Welsh, American, Third world literature, Indian literature etc. The contextual notions such as Marxist, psychological, archetypal, colonial and postcolonial, and feminism have changed the canons of literary criticism. Dalit literature needs to be revaluated, judged, and criticized from the global point of view which shatters the early concepts: 'Dalit', Dalit literature, subaltern literature, Dalit writers, and Dalit readers and so on.

VII. CONCLUSION

In this era of economic and social globalization, Dalit literature is recognized as the voice of the erstwhile untouchable communities from their rage against inequality, urge for humanity. Black literature, Caribbean literature proved their identity. The multilingual and multicultural nation like India has proved that caste system is one of the means of exploitation. The earlier 'exoticness' of India progressed towards reality. Francophone literature and the exploitation of the black community in France have been brought forward by Franz Fanon, Aime Césaire, and Senghor. Indian novelists like R.K. Narayan, Mulk Raj Anand and Raja Rao produced Indian literature in English. The African – American literature is distinguished for certain features. In the same manner the sufferings of Dalit communities are brought forward by Dalit literature and needs to be evaluated by separate standards or measures.

The study of Dalit literature is significant in the era of 21st century because it has distorted the canon of literature and literary critical theory in India and abroad. The voices of the subsidiary and deprived communities from all over the world and their reflection through literature need to be given space in the mainstream because literature is cantered of 'human being' and it is the role and function of literature to offer human society on the equal footage to everyone and eradicate the stains of inhumanity on the basis of caste, creed, religion, race, ethnicity and so on. As the earlier slave community in America, though lost their language, history, culture, struggled for their rights and created a new culture such as jazz and established identity in America. In the same manner, it becomes necessary to consider Dalit literature by applying various approaches and find out separate standards of evaluation for better humanity.

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Shelley's Posthumous Ditty

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Abstract— This article will explore one of Percy Bysshe Shelley's posthumous poems, Shelley's "Music, When Soft Voices Die" (1824). Although some assert this verse is one of Shelley's most anthologized and powerful of the young poet's verse, I believe the verse does not entice a great deal of scholarly appreciation, perhaps, because of its length, and; possibly, because some may find the poet's topic of perseverance of memories, events, and sensations to be too ordinary. This commentary makes a thought-provoking reading of Shelley's lyrical fragment by cherishing what some read as too ordinary a subject and viewing Shelley's poem and subject matter as something not only realistic to all of us, but also displays how the ordinary things in one's life are complex by our very nature and sophisticated perspective from this world to the afterlife. This paper also explores various inspirations from this particular lyric; also, it looks at the significance of when it was written and published as it relates to Shelley's premature death, for maybe Shelley was thinking of someone besides his good friend, John Keats, when he was writing this poem.

Keywords— horizon, punctuation, ditty, lyrical, Shelley, music, optimistic, pessimistic, romantic, Eternity, Earth, skylark, ode, Keats.

I. INTRODUCTION

Percy Bysshe Shelley's lyrical fragment "To — [Music, when soft voices die]" is a verse that is only two stanzas and larks beyond the voyages of any Alauda in Europe. Indeed, John and Henry Hunt published Shelley's little ditty in *Posthumous Poems of Percy Bysshe Shelley*. Mary Shelley edits her late spouse's verse, as she explains the process in the 1824 preface to Shelley's posthumous poems: "Many of the Miscellaneous Poems, written on the spur of the occasion, and never retouched, I found among his manuscript books, and have carefully copied: I have subjoined, whenever I have been able, the date of their composition" (214). Nevertheless, Shelley's musical ditty provides a continuous beat with life into our genuine temporal horizon between our terrain and infinity.

II. ONE'S IMPORTANCE WHILE LIVING

As readers, we should observe the structure of Shelley's poetic fragment. We should notice the first

stanza has only two complete thoughts. Moreover, the initial stanza contains two nonrestrictive relative clauses. Let us review the first stanza of Shelley's ditty once more:

Music, when soft voices die,
Vibrates in the memory.—
Odours, when sweet violets sicken,
Live within the sense they quicken.—
(1-4)

If we momentarily detach the nonrestrictive clauses from both sentences, we have something that reads as "[m]usic / [v]ibrates in the memory.— / Odours / [l]ive within the sense they quicken— (1-4). By removing these relative clauses, it conveys an optimistic radiance on art as well as life. By keeping these relative clauses, Shelley allows the pessimistic glare on art as well as life to be present even if he dangles these negative images within an optimistic picture of one's mortality.

III. INTERNAL AND TERMINAL PUNCTUATION

For "music" like the "[o]dours" do not need to be reminisced or smelled upon only at a finite moment such as death. Certainly, we can appreciate the "music" and the "[o]dours" of such organic memories during continuous moments such as the inhabiting moment inhabiting moment since our memories would still "live within the sense they quicken," as Greenblatt asserts, "quicken means to enliven" (820). We should also pay attention to how Shelley closes ends lines two and four, for the poet ends with terminal punctuation (i.e., the period). Still, the period follows the poet's internal punctuation (i.e., the dash). If we note, he does this in stanza two as well as embed his solo sentence with two more nonrestrictive relative clauses:

Rose leaves, when the rose is dead,
Are heaped for the beloved's bed—
And so thy thoughts, when thou art
gone,
Love itself shall slumber on. (5-8)

Again, if we remove the relative clauses in our mind, then Shelley's lyric reads as "[r]ose leaves / [a]re heaped for the beloved's bed— / And so thy thoughts / [l]ove itself shall slumber on (5-8). However, the presence of the

pessimistic glare is larking once we allow the relative clauses to linger throughout the text.

IV. MEMORY, MUSIC, AND PERMANENCE – OH, MY!

Conceivably, what our speaker is voicing is that music in the form of art, which can be created by humans or by Mother Nature or a Higher Power can still be cherished by the auditor, reader, or spectator even after the tune stops, the flora stops growing, or we, as mortals, halt breathing.

David Braun, in his “Permanence in Memory,” states, “[t]he odd number lines (1, 3, 5, and 7) show death and termination . . . while the even number lines (2, 4, 6, 8), show that these brief events live forever” (1). Now, Braun makes an appealing point for the even lines also end with a period then a dash, which means those optimistic moments in one’s life ever so pithy may for some time pause; nonetheless, the dash reminds us that our memories can transport us back to yesterday to remember a song, an image, a flower, or a person.

Speaking of a person, as the speaker mentions someone in the final lines of this poem, many critics believe that fellow Romantic poet and close friend, John Keats, may have inspired Shelley’s poem. Keats died of tuberculosis the same year Shelley penned this verse. In his November 29, 1821 letter to Joseph Severn – a friend of both Keats and Shelley – Shelley maintains,

In spite of his transcendent genius, Keats never was, nor ever will be, a popular poet; and the total neglect and obscurity in which the astonishing remnants of his mind still lie, was hardly to be dissipated by a writer who, however he may differ from Keats in more important qualities, at least resembles him in that accidental one, a want of popularity. (par. 2)

Paradoxically, the very same words could be heard as Shelley’s swan song in some ways since both he and Keats died quite young. Possibly, not with a great deal of pomp as both would have liked had they indeed known how admired they both were as poets.

Nevertheless, most artists do not know his or her importance while breathing, for it is after one’s last stroke of a brush, a pen, or last note is sung that one experiences a rebirth on our terrain while living in a space known as infinity or eternity, depending on how one approaches the afterlife. Still, the rose leaves that the speaker mentions in the last stanza, as Kandeler and Ullrich reveal, “are widely used even today as symbols of love and beauty” (30), Braun further connects the word “[l]ove” with the

color red, which is closely linked to roses and with “life and vitality” (6). This relationship with the color makes sense if one reads this lyric as Shelley’s extra effort to keep Keats’ memory and work of art alive and vital for all generations.

V. CONCLUSION

Unfortunately, Shelley did not realize this verse might be his lasting legacy for others to cherish his body of work, as our future quickly becomes our past in our memories as Shelley utterly expresses in his “Skylark” ode:

We look before and after,
 And pine for what is not:
 Our sincerest laughter
 With some pain is fraught;
 Our sweetest songs are those that tell of saddest thought.
 Yet, if we could scorn
 Hate and pride and fear,
 If we were things born
 Not to shed a tear,
 I know not how thy joy we ever should come near.
 Better than all measures
 Of delightful sound,
 Better than all treasures
 That in books are found,
 Thy skill to poet were, thou scormer of the ground!
 Teach me half the gladness
 That thy brain must know;
 Such harmonious madness
 From my lips would flow,
 The world should listen then, as I am listening now. 103)
 (86-

Harold Bloom declares, “[To a Skylark] ends in sadness because it has not accounted for the joy that gives life to the skylark’s song” (48, 305). On the other hand, Shelley’s lyrical fragment ends with the hope that “[l]ove itself shall slumber on” with the memories that will at some point in time and space stay integral and transport us from our temporal horizon on Earth to our final horizon in Eternity.

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Theme Portrayal through Protagonist in Arthur Golden's *Memoirs of a Geisha*

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Abstract— This study concerned on the analysis of theme viewed from the portrayal of the main character in Arthur Golden's *Memoirs of a Geisha*. This study used library research as the methodology and obtained the primary data from the novel, while the supporting data obtained from books and internet sources. The result showed the theme in *Memoirs of a Geisha* was about achieving a goal, to achieve one's goal, one has to struggle. This was portrayed in 4 characteristics of the main character, Sayuri, who was strong-willed, brave, persistent, and resourceful girl. These characteristic was drawn in Sayuri's attempt in getting close to a man who was giving her a new purpose in her life. Through some difficulties, Sayuri finally succeed in achieving her goal and spent her life with the man she loved.

Keywords— Theme, characterization, struggle, goal

I. INTRODUCTION

Japan or "Land of the Rising Sun" has a cultural heritage called geisha. Geisha literally means "person of the art". It is a traditional Japanese artist-entertainer who trained to be a dancer, singer, *samishen* player, and other entertaining skills (Downer 2002). At first, geisha was consisted of men but since the number of men who took the job as a geisha was decreased, women started to take over the job (Dalby, 2005). Geisha is not a prostitute, what geisha really do is entertaining people with skills, witty jokes, and beauty. Geisha was popular in 18th and 19th centuries and still exist today, although the number is dwindling.

Geisha was belonging to the *okiya*, the house of the geisha. The owner of the *okiya* treated geisha as property. All the money the geisha girls made went to the *okiya* because geisha owe the food, the training fee, kimono, and others to the *okiya*'s owner. In order to get the freedom, geisha should either buy themselves out or find a *danna*, a patron who is willing to buy them out. Arthur Golden captured the life of geisha in 1930s in his novel *Memoirs of a Geisha* which took ten years to write the novel. Golden did an extensive research about the life of a geisha before World War II. He wrote novel based on a study and an interview with a former geisha who now lives in the USA. He wrote his fiction and nicely

combines it with historical events. He gave very detailed description about life in Gion, Kyoto at that time.

Memoirs of a Geisha told about the struggle of a girl named Sayuri who climbed up for her success as a geisha. She was willing to do anything to chase her dream; she let people hurt her, had very hard training, and sold her virginity, due to be together with the man she loves. Sayuri showed that all the hard work will get paid off someday. Therefore, the aim of this study was to reveal the theme of the novel through the portrayal of the main character in the novel.

Theme is a brief mind's full on any particular subject that presents and considers the subject in several of its various aspects. Robert stated that, "theme, like an essay, should be a short, accurate, and forceful presentation of ideas or descriptions, well contrived as totality or unity." (Roberts 8). Meanwhile, a protagonist is the main character in a novel or a film. A protagonist is usually put in a position where the reader is able to empathize with them, basically the central character in a story or narrative.

II. METHODOLOGY

This study used library research with descriptive qualitative methodology. Descriptive qualitative methodology used human as the instrument and collected the data from words or action that could be observed (Bogdan and Taylor 1975). This study obtained the primary data from Arthur Golden's *Memoirs of a Geisha*, while the supporting data obtained from books and internet sources. A careful reading was also done to analyze the theme through the protagonist characterization within the novel.

III. RESULT AND DISCUSSION

3.1 Theme

The theme of this novel was discussed about goal achievement, which meant that in order to achieve one's goal, someone has to struggle to achieve it. Sayuri, the main character in *Memoirs of a Geisha*, was experienced some difficulty in her life. She was struggling to get the purpose in her life. Sayuri, the former name is Chiyo, was sold to *okiya* because her parents cannot take care of her

and her sister anymore. Sayuri get bullied in *okiya* by the senior. She was accused for thievery and other horrible things that make her lost her dream and hope. Sayuri had a huge debt that forced her to become a maid for the rest of her life and lose dream;

“I felt like a child lost on a lake in the fog. The days spilled one after another into a muddle” (Golden 122).

The dialogue above showed Sayuri’s hopelessness. She could not find any purpose in her life. Until her encounter with the Chairman that gave her a new hope. The Chairman said that, “...that something besides cruelty could be found in the world” (Golden 131). After Sayuri met the Chairman, she found goal in her life. She wanted to be together with the Chairman. Since, being a maid did not give her any chance to achieve her dream, thus, she used every opportunity that she had when there is a second chance for her;

“To become a geisha . . . well, that was hardly a purpose in life. But to be a geisha ... I could see it now as a stepping-stone to something else” (Golden 131)

She got a second chance and started to work her way up from a maid to a geisha due to achieve her dream.

3.2 Sayuri’s Characterization

The theme also could be seen through Sayuri’s characterization. There were 4 characteristics that led to theme portrayal within the novel, those were; strong-willed, brave, persistent, resourceful.

a. Strong-willed

According to Oxford Dictionary, strong-willed is very determined to do what a person wants to do (“strong-willed,” def.). The protagonist, Sayuri, is strong-willed girl. It can be seen when she tried to find Satsu, her sister. She tried to find information about Satsu because she missed her and she wanted to go back to her home in Yoroido. She even compromises with Hatsumomo, a senior geisha who hates her and sees her as a rival. Sayuri did anything that Hatsumomo told her to do in order to get information about Satsu;

“Hatsumomo-san, I know you don't like me . . . If you would be kind enough to tell me what I want to know, I'll promise never to bother you again” (Golden 55). Hatsumomo tells her, “If you want to know where your older sister is, don't make me say anything twice tonight. I have plans for you. Afterward you may ask me a single question, and I'll answer it” (Golden 81).

Hatsumomo wanted Sayuri to ruin Mameha’s extravagant kimono. Despite the consequences that she had to bear, Sayuri was very determined to find her sister. She did what Hatsumomo told her to and she finally found out where Satsu is; “is in ajorou-ya called Tatsuyo . . . in

the district of Miyagawa-cho, just south of Gion” (Golden 89).

Another strong-willed characteristic was drawn when Sayuri got another chance to be a geisha. Sayuri wanted to be a geisha because she wanted to be closed to the Chairman. Sayuri realized that it was impossible for her to be with the Chairman if she is just a maid. For her, being a geisha is the only way to be together with the Chairman. Thus, when Sayuri had another chance to become a geisha, she did not waste it and tried her best. She did it for one goal, to be with the Chairman;

“I would suffer through any training, bear up under any hardship, for a chance to attract the notice of a man like the Chairman again” (Golden 132). The quotation showed Sayuri determination to be together with the Chairman.

It was also seen when Sayuri practicing her skills. After she got back to the geisha school, she still had to run errands in her *okiya*. She said, “What makes a geisha’s training- so difficult isn’t simply the arts she must learn, but how hectic her life becomes. After spending all morning in lessons, she is still expected to work during the afternoon and evening very much as she always has. And still, she sleeps no more than three to five hours every night” (Golden 167). If she wanted to be a successful geisha, she must be able to perform almost every art that exists at that time. She reminds herself that “I had longed for nothing so much as the chance to become a geisha and find a place for myself in the world” (Golden 176). The quotation showed that Sayuri was very determined to achieve her goal. It enables her to work and practice her skill at the same time. She knew that being a geisha was her only way to be with the Chairman and if she wants to become a geisha, she must be able to perform everything she learned from the school. She knew that if she fails to do so, it meant the end of her dream.

Her strong will also can be seen when Nobu tried to propose to become her *danna*. Since Sayuri started her career as an apprentice Geisha, Mameha already had a plan to make Nobu as Sayuri’s *danna*. A month after Sayuri became a full-time Geisha, Nobu proposed to become her *danna*. Sayuri told Mameha that she did not want Nobu to be her *danna*. The reason was because Nobu and the Chairman are good friends. Also, if Nobu became Sayuri’s *danna*, her dream to be together with the Chairman will never come true. Although Nobu was very kind and fond of Sayuri, Sayuri wanted something more than just kindness. Mameha said, “We don't become geisha so our lives will be satisfying. We become geisha because we have no other choice” (Golden 344). But Sayuri saw differently, for her, being a geisha as a stepping stone, not as the last option. Sayuri asked Mameha whether she ever

had a feeling for someone. She made Mameha think about her own feelings. Finally, Mameha convinced Mother to turn down Nobu's proposal.

However, after World War II, Nobu tried to propose to become her *danna* again. At this point, she had already spent so much time together with Nobu and she hardly had any connection with the Chairman. She confused whether accepting Nobu's proposal or not. She thinks that Nobu is probably a very desirable *danna*, but wonders if she could bear to live a life in which her hopes have been extinguished forever (Golden 461). In the end, she does not want to give up her dream for someone as nice as Nobu. She plots a scheme to make Nobu angry at her and draw back his proposal. She manages to make Nobu do so.

From her strong-willed characteristic, it can be perceived that strong will make her determine to do almost anything to achieve a goal. Therefore, Sayuri tried very hard to achieve her goal, as stated in the theme above "In order to achieve one's goal, someone has to struggle to achieve it."

b. Brave

Her second characteristic is brave. Brave meant ready to face and endure danger or pain ("brave," def.). Sayuri bravery can be seen from her decision to become a geisha and to endure the painful process of being a geisha;

"The problem, as I later learned, was that in her geisha days she'd used a kind of white makeup we call "China Clay," made with a base of lead. China Clay turned out to be poisonous, to begin with, which probably accounted in part for Granny's foul disposition" (Golden 53).

Sayuri knew that the makeup she wore was poisonous. But she kept wearing it in order to become a geisha. She even endured the danger of wearing poisonous makeup. She knew the fact but still took the risk of wearing makeup to become a geisha until the Chairman proposes her. Another example of her bravery can be seen from the quotation:

It says a great deal about how civilized we human beings are, that a young girl can willingly sit and allow a grown man to comb wax through her hair without doing anything more than whimpering quietly to herself. If you tried such a thing with a dog, it would bite you so much you'd be able to see through your hands. (Golden 190).

Sayuri realizes that applying wax to her hair is painful. Furthermore, the pain does not stop there, she had to sleep on a cradle that support her neck to maintain her hairstyle. She had to bear the pain not only when the hairdresser applies the wax, but also when she tried to sleep after that. If she sleeps without the cradle, her hair

will be flattened out of shape, and she will have to go to the hairdresser again.

Her bravery was also seen when she let Mameha purposely cut her thigh. The cut itself may cause an infection or leave a scar and it was painful. She was also afraid of blood. She said "I'd be lying if I said I wanted to obey her; but of course, I had no choice" (Golden 250). Despite all the risks, Mameha told her that it can help her to improve her career. She finally let Mameha do so. Afterwards, Sayuri and Mameha went to a doctor who has an interest in the young geisha to take care of the wound, and this doctor has a role in improving her career. This pain finally got paid off because the doctor was finally attracted to Sayuri and he bought Sayuri's virginity.

Her bravery also can be seen when she sells and sacrifices her virginity in order to become a famous geisha in Gion. When a geisha is going to sell her virginity, she has to hold an auction and present an *ekubo* or a rice cake to the potential buyers who are willing to bid for the geisha's virginity. She gives the *ekubo* to only two men who put an interest in her. "Most apprentices give them out to at least a dozen men, perhaps many more; but for me there would be only Nobu and the Doctor-if we were lucky" (Golden 278). This is may be risky for her because there might be only two possible buyers who would be interested in buying her virginity. With only two possible buyers, the competition would not be so intense. If that happens, it is possible that she may have to sell her virginity at a very low price. Geisha's virginity is the biggest asset that she has to pay her debt. It is impossible to pay her debt by only depending on her income because geisha must split their income with the teahouse, the *okiya*, and the geisha association. Since virginity can be sold one time only, it is important to sell it at a high price to drastically reduce the debt; or else, she will never be able to pay off her debt.

Her bravery can also be seen when she endures the pain of practicing *shamisen*. She says, "In winter, both Pumpkin and I were made to toughen up our hands by holding them in ice water until we cried from pain, and then practice outside in the frigid air of the courtyard" (Golden 167). She does it so that not only can she play the *shamisen* better, but she can also overcome her stage fright. She deals with the pain caused by the ice until her fingers become numb. Despite the pain or the risk of getting frostbitten, she can finally play better and she does not have a stage fright anymore.

Her bravery showed that people have to be brave to make a tough decision in order to achieve their goal. People are forced to make a choice despite the risk that may occur from one's decision. This is in line with the theme "In order to achieve one's goal, one has to struggle

to achieve it." The time people are facing difficulties is the time when people need to be brave to face these problems, and bravery helps us to struggle.

c. Persuasive

Another characteristic of Sayuri's is persuasive. Persuasive means "able to persuade somebody to do or believe something" ("persuasive," def.). When Mameha sends her maid to ask Sayuri to come to Mameha's place, Sayuri tries to find a reason to go out and come to Mameha. The maid asks, "Are you sent on errands from time to time, Chiyo? ... Arrange for yourself to be sent out tomorrow afternoon at three o'clock, and meet me at the little bridge that arches over the Shirakawa Stream" (Golden 138). She asks for Pumpkin's help to find a reason for her to go out for a while to meet Mameha. At first, Pumpkin does not want to help Sayuri because she is afraid if someone in the *okiya* finds out, she will be in trouble. Pumpkin is worried about getting into trouble, until Sayuri promises to find a way of repaying her (Golden 138). Pumpkin helps her by asking Sayuri to do some errands. She manages to ask for a help from Pumpkin and finally has a reason to go out.

Another example of her being persuasive is when she asks Pumpkin what Hatsumomo has told Dr. Crab. Dr. Crab suddenly does not want to talk with Sayuri and Mameha anymore. Sayuri tries to ask Pumpkin what Hatsumomo has done. Sayuri says, "You were in the room earlier this evening when Hatsumomo talked with the Doctor. I'm afraid my whole future may be affected by that conversation. Hatsumomo must have told him something about me that isn't true, because now the Doctor doesn't want to see me any longer" (Golden 275). At first, Pumpkin does not want to tell her because she is told by Hatsumomo to do something and she is very tired by then. Sayuri tells Pumpkin to sit down and do the errands for Pumpkin. After she is back, Sayuri tries to comfort Pumpkin because of her miserable condition caused by Hatsumomo. Sayuri takes Pumpkin's handkerchief and tries to smooth the makeup on Pumpkin's face. Sayuri feels so touched at seeing the old Pumpkin again, who had once been her friend, that Sayuri's eyes grow watery as well, and they end up in an embrace (Golden 275). Afterwards, Pumpkin says "I want to help you Chiyo." (Golden 276). Pumpkin finally tells Sayuri what has happened and why Dr. Crab does not want to see them anymore. Pumpkin tells Sayuri how Hatsumomo has manipulated Dr. Crab by telling a lie to him. According to Hatsumomo, Sayuri already has a boyfriend and she is not a virgin anymore.

From her characteristic of being persuasive, it can be perceived that people have to be persuasive to get what they want. Being persuasive helps people to get what they

want. If people can win the argument on two conflicting ideas, people already get what they want. It is related to the theme that "In order to achieve one's goal, one has to struggle to achieve it." Being persuasive is an effort that helps to achieve what one wants.

d. Resourceful

Another Sayuri's characteristic is resourceful. Resourceful means able to find and use different ways to help achieve your goals ("resourceful," def.). It can be seen when she tries to run away. Mother finds out that Sayuri has gone out when she is not supposed to. After that, the door of the *okiya* is locked and only Mother and Auntie have the key. Having only few days, Sayuri tries to find another way to run away. When she is cleaning the floor, an idea struck her head.

The roof! I was so astonished at the thought, I forgot my surroundings completely; and when the telephone near Yoko rang, I almost cried out in alarm. I wasn't sure what I would do once I reached the roof, but if I could succeed in finding my way down from there, I might meet Satsu after all. (Golden 107)

She has an idea of running away even though the front door is locked. When the night comes, she makes sure everyone has fallen asleep, and she climbs the roof and continues with her plan to run away.

Another example of her being resourceful is when she tries to seduce Dr. Crab again. They are attending a party and Sayuri has been instructed to make both Nobu and Dr. Crab interested in her. She uses the wound on her thigh to seduce Dr. Crab. She says that the wound has left a little tiny bump and then she says, "Perhaps it isn't as big as I've said. After all, my leg is very . . . well, sensitive, you see. Even just a drop of rain falling onto it is enough to make me shudder!" (Golden 288). She utilizes the scar on her thigh to make Dr. Crab more interested in buying her virginity. She knows that Dr. Crab has an interest in her and she tries to make him more interested by seducing Dr. Crab using the scar on her thigh.

Another example of her being resourceful is when she finally meets Nobu after she has got a *danna*. Because Nobu's proposal has been turned down, Nobu does not want to see Sayuri anymore. Without Nobu, she is no longer invited to Iwamura Electric's party and that means it becomes harder for her to meet the Chairman. Finally, Sayuri finds out that Nobu still often comes to Gion but never to see Sayuri. Nobu comes to the tea house that has no partnership with Sayuri. However, this does not stop her from meeting Nobu. Sayuri strolls for eight or nine weeks in front of Awazumi tea house, hoping that she will eventually be able to meet Nobu. She uses his knowledge about Nobu's habit so that she can predict what time Nobu

may arrive. She says, "I knew his habits well enough to make a fair guess about the time he might arrive" (Golden 363). She is finally able to meet Nobu in front of the tea house.

Another example of Sayuri's resourcefulness is when she tries to find a way to refuse Nobu who proposes to be her *danna*. Nobu is the Chairman's best friend; he even owes Nobu his life. If Nobu became Sayuri's *danna*, it would be impossible for Sayuri to be together with the Chairman anymore. The Chairman would never steal something that is so special from his best friend, which, in this case, is Sayuri. Nobu cannot stand the image of Sayuri being with another man. Nobu states that "If I was the sort of woman who would give myself to the Minister, he'd said, he wanted me to leave the room right then and would never speak to me again" (Golden 460). Knowing this fact, Sayuri tries to find an opportunity to throw herself on the Minister when they are on a holiday at Amami. She tries to use Nobu's jealousy to break his heart. She knows that Nobu does not want to see or even imagine her being with another man. Although her plan does not turn out the way she has expected, Nobu becomes angry at her and finally does not want to be Sayuri's *danna* anymore.

From her characteristic of being resourceful, it can be perceived that one should be resourceful in order to get what one wants. Being resourceful makes people able to overcome difficulties that may occur in our path to achieve goal. This is in line with the theme, "In order to achieve one's goal, one has to struggle to achieve it." Therefore, from Sayuri's characterization it showed that the theme depicted in the novel is to achieve one's goal, one has to struggle to achieve.

IV. CONCLUSION

After analyzing the theme through the portrayal of the protagonist in Arthur Golden's *Memoirs of a Geisha*, the conclusion is Sayuri, the protagonist, is sold to be a geisha because her parents cannot take care of her anymore. Because of her mistake, she lost her chance to be a geisha and becomes a maid, and owes an even greater debt. She can repay her debt only by being a maid as long as she lives. When she had lost all her hope and purpose of life, the Chairman came and brought her life another purpose. From here, Sayuri wanted to be together with the Chairman and worked her way up from being a maid to be a geisha.

The theme was about goal achievement which seen through Sayuri's characteristic as a strong-willed, brave, persistent, and resourceful girl. Sayuri had faced some difficulties in her life and overcome the difficulties in her life with those characteristics. Sayuri's characteristic of being strong-willed helps her become determined in

achieving her goal. When she sets her new goal after her encounter with the Chairman, she works very hard to achieve it. As she goes through a very hard training and a painful process of being a geisha, she finds a way to practice her skill amid her hectic schedule as a maid and as a student of a geisha school. With this characteristic, she lives her life doing everything that she can to achieve her goal. She goes through all of the process of being a geisha and finally she achieves her goal.

Being brave, also enables her to overcome the obstacles that occur in her way to becoming a geisha. She endures the risk of wearing a poisonous make up, lets someone apply a hot wax on her hair although it is painful, and sleeps with a cradle that supports her neck. She does anything just to get herself a step closer to her goal. Her bravery helps her to encourage herself to do things that are painful and uncomfortable in order to improve her career and make herself a step closer to her goal.

Persistent helps her to focus on her goal. Even when Nobu is already fond of her, she does not take her eyes off from the Chairman. She knows that Nobu is a fine and nice man, but she does not love him. She wants something more than just kindness and she can get it only if she is together with the Chairman. Therefore, every time Nobu proposes to be her *danna*, she turns him down. She knows that Nobu's kindness would not make her happy. She keeps on chasing the Chairman because she knows that she will be happy if she is together with the Chairman.

Her last characteristic is resourceful. It helps her to find a way to resolve the problems that come her way. For example, she seduces the man who has an interest in her by using the scar on her thigh. She uses her femininity and acts so innocent in front of Dr. Crab. She knows the fact that the doctor loves buying geisha's virginity and probably will buy hers too. She uses her scar to sexually attract Dr. Crab. From this quality of hers, she can find a solution to deal with her problem. Although there are only two men who bid on her virginity, Dr. Crab pays an outstanding amount of money for her virginity.

The protagonist, Sayuri, is portrayed as someone who is different from the other geisha girls. The other geisha girls become geisha because they do not have any other option. But Sayuri, becomes a geisha as a stepping stone for something greater, not as a dead end.

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Women Movements' Perspective in E.L. James's Fifty Shade of Trilogy

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Abstract— *Feminism is a popular terms dealing with inequality, gender, sex, education, cultural, unfair, legal, law, economy, empowerment of female against male. The women movements are the action for women to be able to speak for themselves. Many women write literatures to express their thought of feminism to inform and educate readers about the inequality. Then, the focus of this research is to find out the women movements' perspectives on Fifty Shades Trilogy to make reader realize the substantial matters about the author' hidden message. This research is using interpretivist Paradigm that is aimed to understand the subjectivity world of human experiences. The approach is qualitative methodology and using the novels as the primary data. Regarding to the National Women's Liberation Conference in 1978 there were seven demands was finalized. The seven demands are 1) equal pay for equal work, 2) equal education and equal opportunities, 3) free contraception and abortion on demand, 4) free 24-hour nurseries, 5) legal and financial independence for women, 6) an end to discrimination against lesbians, 7) freedom for all women from intimidation by the threat or use of male violence; and end to the laws, assumptions and institutions which perpetuate male dominance and men's aggression towards women. The symbolic interactionism theory by Herbert Blumer collides the meaning, thinking and language from conversation on the story and found the seventh demands that written on the novel.*

Keywords— *Fifty shades of Grey, Feminism, Seven Demands of Women Movements.*

I. INTRODUCTION

It has been century since the women bravely stand and ask for more despite all of the women' natural roles. History showed that it was not easy to achieve and prove that women have the equal rights as men in political status, education, marital status, reproductive rights, equal pays, job opportunity, financial and legal independence, freedom of will and others. It always shown that men have mostly held all the concrete powers; Since the patriarchy times men deemed it is

useful to keep women dependence to them (Beauvoir, 2011). The evolution of women demands grew because of the economical, political, as well as social condition. Back then, the freedom to speak about those concerns was limited. Hence, women have to do other ways to catch people attention. There were moments that all women were hand in hand marching down in the street, doing crazy things to attract the attention of mass people, making petition, collecting autographs, lobbying the legislative, making coalition with men and/or women who had the same interest. Especially, in those early years where women have no choice but to follow the rules, tradition and cultures that had been passing on in the family, environment and place where they belong to.

It all begun when women are opposed to the arguments that they must be sacrifice themselves to take care of the family matters and not given the privileges to own property, heritage and treasure. It is in line as stated in the bibles that women will be the one who responsible to the motherhood process including getting married, pregnancy, giving birth, breastfeeding and responsible for the growth and development of her children. Although, some of them are willing to live as women stereotyping, but some of them are willing to rebel its stereotype. Women need freedom, respects and the opportunity to have career.

The old generations who lived in the past that have no choices have been suffered from the inequality. The life customs had shaped women to be obedience to her husband (Beauvoir, 2011), submissive and dependable to man. Things were going good back then. They were fine with sexist, racist, misogyny, as long as they were in the same circumstances and status. The rich and the poorer, the white and the black, the high class and low class, the educated and non-educated were seems to know their own place. They were the objects of any violence from their own man. They were expected to be perfect but have no voice to express how the feel is. Meanwhile, the men keep on thinking that women were not capable enough to handle men's job. They were always considered themselves to be the tough one because they were able to do rough job. This era caught

perceptions that women were weak, no competence, no education, no power and not strong enough to be involved in man's world. The nineteenth century pioneers the women movements. The preceding journey of women movements took long time and exhausting but it was worth to fight for. Although nowadays women have the privileges to continue life as they proposed but somehow along the way, women still face the old paradigm of discrimination in the society.

In 1978, the British women finalized several issues that proposed during 1970 conference. At the National Women's Liberation Conference the seven women demands that had been addressed were; 1) equal pay for equal work, 2) equal education and equal opportunities, 3) free contraception and abortion on demand, 4) free 24-hour nurseries, 5) legal and financial independence for women, 6) an end to discrimination against lesbians, 7) freedom for all women from intimidation by the threat or use of male violence; and end to the laws, assumptions and institutions which perpetuate male dominance and men's aggression towards women. James as the author of Fifty Shades Trilogy successfully collaborates the love stories, adult fantasy with supporting background of women movements.

II. LITERATURE REVIEW

2.1 The Women Movements

2.1.1 The First Women Movements

Abraham Lincoln is the 16th president of the United States of America. His Gettysburg speech was one of the best-known speeches in America. He described ours as a nation "conceived in Liberty and dedicated to the proposition that all men are created equal". His speech gave moral symbol that inspires and guides the American life.

Susan B. Anthony and Elisabeth Cody Stanton founded National Woman Suffrage Association (NAWSA) in 1869 on the progressive era in the United States of America. They raised the public awareness for suffragist and had become the pioneer of woman movements' activist who protested about the rights to vote and property right and property. They lobbied the U.S Congress for constitutional amendment.

Woman plays significant roles in their daily life. Although not many women were working back then but they were all busy with the routines. Daily routines as housewife who taking care of husband, children, parents, and errands keep them busy, somehow they manage to find time to do other beneficiary things while waiting for the family come back home. Women involves in many kind activities such as community, church/religious event, school, charity, and so on.

Whether we realize it or not, they have contributed to massive amount of social events, economics, education, and networking. Yet, their contributions were not enough to prove that woman has the same rights to man. Furthermore, married women they have no privilege in owning their property, no legal claim to any money that they had and have no participations in politic. Women were totally expected to focus with the domestic life.

In 1874, Woman Christian Temperance Union (WCTU) was established. As the leader, Frances Willard declared "A wider freedom is coming to the women of America. Too long has it been held that woman has no right to enter these movements. Politic is the place for Women". She was an educator, activist suffragist and temperance activist. She became the greatest influence in the woman transformation. Through her leadership, she gained a lot of membership. By 1890 the WCTU became the largest female organization in the United States. This organization also proposed several agenda such as women suffrage, women's right, education reform and labor reform. Her reason was because many man were under the influence of alcohol and narcotics. She always thought that if the liquor was sold freely it might affect to the women at home. It would give impact to women because under certain drunk level, men can behave badly toward his family. It also could lead into poverty, dreariest, hopeless and encourage men to steal and abuse. She urged women to be in local and national political because of the intelligence, education, spirit, and experience.

After that, the women movements first wave was starting and with global networking they were hand in hand to stand together to fight for the women's right. They go down to the street and march along the way to the national capital to protest so that their voice could be heard to the entire nation. Finally, the 19th Amendment was ratified on August 18th 1920. The Amendment to the U.S. Constitution granted women the rights to vote. Hence, those were the ending of the long-haul journey of women first movement wave.

2.1.2 The Second Women Movements

After the first women wave movement was ratified, the women live in peace. The progressive era enhance the American to have growing economic condition. It leads to new comfortable of living standard thus giving many opportunities for women to have better education, working field and social economic status. Many parents encouraged the children to achieve high education to have better life achievements.

Apparently, the modern culture was not welcome for the old-fashioned American man. The old-fashioned American men still think that they are superior and powerful than women. They think of women physically is not strong enough to do men's job. Functionally than men is the one who should provide for his family. For over generations, it had been women's duty to fulfill the family needs and comfort their wife and family. Men tend to be more ambitious, competitive and have high confidence so the women will be dependable to them. In partnership, the man is the one who need to be satisfied and the women should be the submissive to their needs. Often, they forgot that women desires. The old saying was "boys don't cry" meant that the one you should cry is the women. Regarding to all situations, a man has to be able to control their emotional feeling. A man also has to make rational decision so they are the one who has to make a choice. Some of companies limit job vacancy for women.

Those old-fashioned characters were the barriers for women to step further. The high education that women earned, at that time were not supposed to be a strength for women to find jobs. They limit the job opportunities. When it comes to work achievements, they rarely give appraisal and compliments. Some of the co-workers, superior, boss were taking advantages to disrespect women by doing the sexual harassment.

Although some women still preferred to stay at home, unfortunately many men did not realize their accomplishment in doing the boring and hectic domestic life. They think that women were the baby's machines. They do not know how hard is for women to be pregnant over and over again meanwhile the older one were still babies. Sometimes it created dilemma for working mother to choose between her work and baby.

During that era, the "free sex" in big cities becomes the lifestyle. The irresponsible men often left his girl when he found out that the girl was pregnant. There were many cases where babies were born without the father. Women should be protected from this kind of situation. The job opportunity for women was limited. As well as they still think that women should take care of the house care, dress up for the husband and running errands for the family necessity.

Due to that situation, in the early 1960s the women rally was back. This time the rally is bigger than four decades ago. Women were marching down again to seek justice and protection for themselves. This time they were more creative in increasing awareness to people and governments. They fight for the reproductive rights, marital rape prevention, domestic

violence, sexual harassment, wage gap, women clothing.

These movements had been going on for almost two decades until the third wave movements comes along.

2.1.3 The Third Women Movements

In the mid 1990s, the generation X, who was born in the 1960-1970s redefined women and girls as assertive, powerful and in control of their own sexuality. Generation X was mostly raised by the parents of the second wave movement era. They had seen what their parents had gone through. Some parents had transferred some valuable messages about the second wave ideas. With the help of Internet era, the women movement managed to deliver the message throughout the world to gather the same perspective about the movement's ideas. The girl power slogan created by Bikini kill US Punked band encourages the women's empowerment, independence and confident. Media plays important roles on the success of this movement. Many literatures, movies, songs are using the women as they lead characters or inspirations. Recently, the fourth wave of movement has involved the women in different culture, racial and ethnic background. Many feminists concerned that there are many women out there still afraid, hesitant and did not confidence to tell about their experience of sexual harassment, violence, and other humiliation they had. Through the emerging of technology era, the feminist organization's help to awakening and increasing the awareness of such things by asking to march together to defend the women all over the world who still going through such experiences.

2.1.4 The Women Movements in Indonesia

In Indonesia, there are several national women heroes who willing to sacrifice her life to join in the battlefield during the colonialism of Dutch. The Dutch colonized the Indonesian for three centuries, from Sabang to Merauke. The separatism started when the folk were no longer bear of the torture, injustice, intolerance, harassment, poverty and decease of the family. The fighting spirit to establish the welfare of Indonesian revived and suddenly we all have the nationalism, encourage and bravery to fight the Dutch. People has detested of the Dutch and willing to fight back for the freedom. The men, ladies and children fought until their last breath for the sake of our independence.

To honor the fighting spirit of Indonesian women heroes, the Indonesian government has settled fifteen

Women as the National Heroes. They were not just brave but also admired for the spirit to stand equally with male heroes to take back their homeland. Some of them may not be in heroes as who died in the battlefield, but also intellectual women who thought of education, gender, political and religion were meant for all women. They persistently encourage women to live and achieve beyond their roles.

I highlighted two national heroes' women, RA. Kartini and HR. Rasuna Said, both of them significantly hold important roles to the future of women movements in Indonesia. RA. Kartini was born on April 21st, 1879 in Jepara to nobleman, RM. Sosroningrat and M.A Ngasirah. Her dad was a Regent in Jepara and her mom was the daughter of cleric. Unlike other parents who did not think that education is important, her parents encouraged her to have higher education in Europese Lagere School (ELS) until she was twelve years old. She then continued her self-education and developed her literatures skills by writing letters to her sisters and friends outside nations. Her western thought was influenced by the European literatures, she then evokes the spirit of women emancipation in Indonesia to pursue higher education, social status and remove the discrimination between man and woman. She was famous for her literatures called *Dood Duisternis tot Licht* that published in 1911. She died in the age of 24 after giving birth to a son, Soesalit Djojodhiningrat.

Carole Patemen, on her book the sexual contract (1988), specifically wrote about the participation of women in defending the nations. Although women did not physically engaged to the war, however women as a mother nature reproducing the next generation of soldier through her maternal situation. Women sacrifice her time to nurture, educate and taking care of the children until they are ready to service the public. She differentiate the roles of man and woman as stated below:

That women who died in childbirth were sacrifice their lives to the nation just as much as the men who died in the battle, that women who devoted their lives to bearing and rearing children performing tasks without which no society could survive, that this seemingly private activity was as much a qualification for citizenship as going out to work or defending the nation (Philips 1993, 107, summarizing Patemen 1988).

Hj. Rangkyo Rasuna Said is the women national hero that struggle for women empowerment in political status. All her life, She fought for the gender equality in politic and education. She was educated and raised in

Islamic boarding school. In 1932, she was the first lady who punished by the Dutch government because she dared to confront them. She was an activist then later on becoming the member of house representative represented her province, West Sumatra. Her ultimate political career was she became the Supreme Advisory Council (Dewan Pertimbangan Agung) in 1959. Her political journey leads mark for other women in Indonesia to follow her career.

According to Philips, 1993, "Democracy implies equality but, when it is superimposed on an unequal society, it allows some people to count for more than others". Many political parties sought that the women participations will increase their voting on the Election Day. The opportunity was welcome by the women because it gives mutual benefit. Starting in 1928, there were several women organization established In Indonesia. Most of them facilitate women issues such as, education, marital issues, child trafficking, political, women empowerment, poverty, discrimination and many more. After deserving the Independence Day in 1945, Indonesian once again had to struggle to fight the communist party. Several women organization was involved thus it makes government overprotected and control to any kind of women organization.

2.2 The Overview of Fifty Shades Trilogy

E.L. James who happened to be the generation X wrote the series of Fifty Shades of Grey. The main story of the novel is about fairytales that contain sexual fantasy theme. The writer seems to have influenced by the Victorian literatures because the plot stories are about; hard work, perseverance, love, luck and hero. In addition, James managed to portray and give brief story about the second wave movement idealism to support the whole story. She introduces the BDSM world on this book, which is something new and not common. The book has been phenomenal and becoming best-seller novel category.

III. RESEARCH METHODOLOGY

This research use research paradigm due to the need to understand the individual rather that the universal laws. In addition, it also the belief that knowledge is created by findings, can be value laden and the values need to be made explicit. The knowledge and comprehension on women movements is the fundamental matters to find out explicit message inside the novel.

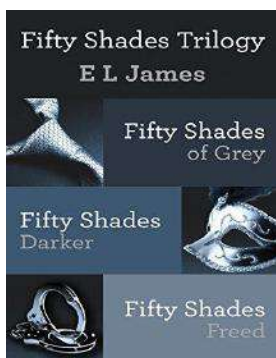
Regarding to the objectives study, the researcher needs to use qualitative and quantitative methods. The combination of this research is called mixed or multiple

methods. The qualitative research mainly used to describe about the situation, attitude, phenomena and condition inside the story. Further, the researcher believes that qualitative research can explore more details on women social movements reflect in the story. By using both of the system will give the bigger pictures to achieve the accuracy and reliability. The mixed methodologies that will be used in conducting the research paradigm are narrative analysis, oral history, and questionnaire form. Afterward, this research is going to use the document study involving the Fifty Shades trilogy. The researcher believes that the trilogy contain many women movement issues that is not explicitly seen.

This research will be using the narrative analysis that will focus on the conversations between the characters. The three core principles of symbolic interactionism theory by Herbert Blumer will define the meaning, language and thinking of each conversations subjects to women movements.

IV. ANALYSIS & RESULT

Picture 1



The Fifty Shades Trilogy Cover
 Source: (James, 2011)

According to data from Statistica (2012), back to the 2012, the series novel of Fifty Shades has sold 29 million on print copy and 15 million on digital copies. The story is simple and common but the author gives extra spices on the romance and it was never been applied for literature. In addition, this novel is described as a combination of Cinderella story and most of classic novel told about women such as Jane Eyre, Tess D'uberville and so forth. There are three series that compiled into one bundle, the Fifty Shades Trilogy. Each of the stories contains different background about the women movements. The first series is Fifty Shades of Grey. The book introduces each of the characters and how the couple meets as well as the conflict when the couple finally parted.

The discussion on the parts on the novel that had been picked was associated with each of seven demand lists. Ana Steel is the first character in the story. She is also the narrator, thus the analysis and description that will be discussed will be based on her action and thoughts.

The conflict of this story happened when Ana was giving up on the relationship. She could not bear to deal with Christian sadist's side anymore. She felt that she did not deserve his treatment although she knew it would hurt her. She stands up for her then left Christian.

On the first book, the writers also wrote about the education where Ana is an undergraduate student with 4.0 GPA. The rights to get divorced also well explained on Carla character as Ana's mother. The writer also clearly stated that Ana's favorite pants are jeans. As this is also one of the issues on the gender equality on clothing. The story took place in Seattle that is known for the home of Boeing Company, the birth of Amazon, American favorite sports professional, tourism and technology industrial. The first wave of woman movement result happened in Seattle, where Bertha Knight Landes became the first elected female mayor in America in 1926 (City of Seattle, (2013).

Story 1

Equal education and equal opportunities

"I'll call him", I muter evasively. If I tell Kate about Jose, she'll have him for breakfast. I collect the letters from the dining table and open them.

"Hey, I have interviews! A week after next, in Seattle, for intern placements!"

"For which publication house?"

"For both of them!"

"I told you your GPA would open doors, Ana."

Kate of course, already has an internship set up at *The Seattle Times*. Her father knows someone who knows someone.

This conversation happened at Kate and Ana apartement. Ana just got home, Kate told her that she had message from his friends and also received letters.

Table.1: The analysis of symbolic interactions story 1

Element	Description
Meaning	"I told you your GPA would open doors, Ana" sentence means that with her intellectual Ana easily accept to intern at the publishing companies she wishes. This is what supposedly to happen

	in the real world, everyone who had the potential should get the opportunity to work in field and company they dream of.
Language	The stimulus was when Kate is telling Ana that she received a letter. The letter came from the publishing house where Ana apply her internship. Kate believes that she got accepted because of her 4.0 GPA. It shows that her achievement will lead to something good.
Thinking	Ana has a low self-esteem in term of her ability, beauty, self-confidence and many other things. She always thinks that she would never be as lucky as Kate would. On the contrary, Kate as her best friend for 4 years always believes in her that someday she will be successes. And now, Ana believes that.

One of many demands on women movements is for a dream that girl to have higher education and being respected for their achievements. According to Friedan (1963), "Thanks to the women's suffrage movements of the early twentieth century, women in 1920s and 1930s earned university degrees and joined the workforce in droves." Through her literature, the femine mystique, she encourages women to go back to school or use their educational background to apply job. Anastasia with her intellectual had been accepted into publishing house where she desired. This is the women perspective that caught the attention of the researcher. This story emphasize on the education background at the first story.

Afterward, the second book, Fifty Shades of Darker written about working environment, sexual harassment points are expressed on this season and women empowerment. For example, Jack Hyde as Ana's boss tried to seduce his assistants in order to get career promotion. Christian also reveals about his mother who happened to be the victim of rape because of her cocaine addiction. Christian was the symbol of children's rape victims. Beside the kinky stuff, the writer try to make Ana as the symbol of strong, stubborn and brave to encounter Christian psycho ex-submissive that tries to harm her. The criticism of poverty, social gap, equal pay for equal work, man haphazard was written on these books, as well as

philanthropy and charity moments. The women empowerment is portrayed on Grace-Trevelyan-Grey, Christian adoptive mother. She is a woman who is proud to use both of her surnames and husband surnames. In western culture, when women get married, they oblige to use her husband surnames. Christian fell in love with Ana and proposed her to be his wife. As she said yes, Christian as symbol of modern man still believe in the value of parents blessing. He then asking Ana's adopted father to give his bless. In this book, Anna and Christian are engaged.

The table below shows the women perspective' through equal pay for equal work. This is what supposedly man react when his employee do things beyond his expectation.

Story 2

Equal pay for equal works

So... the media know that *the* Christian Grey has been found safe and well?" Kate Says.

"Yes, Andrea and my PR people will deal with the media. Ros called her after we dropped her home."

"Yes. Andrea called me to let me know you were still alive". Carrick grins.

"I must give that women a raise. Sure is late," Says Christian.

Source: James, 2011

This conversation happened when Christian and his father chatted during the drama when he back in one piece at his apartment. On this script on chapter nineteen page 918, Christian Grey mutters to raise his PA wage or vocation in order to value her work.

The analysis of three core principles of symbolic interactionism theory about the equal pay for equal work is shown below.

Table 2: The analysis of symbolic interactionism story 2

Element	Description
Meaning	"I must give this woman a raise" sentence means that Grey is going to either raise Andrea wage or vocation in his company.
Language	The stimulus was when his father, Carrick told him that Andrea had been keeping update with the situation. Andrea is his personal assistant and always do at his best

	interest. He knows about her job and he satisfied and now she has done more that he asked her to do.
Thinking	He suddenly thinks that Andrea is worthy and he would raise his wage as the compensation of her hard works, loyalty and dedications.

Christian Grey and Ros Bailey went Portland by using Helicopter C 135. On their way home to Seattle the engine was having a failure system and they had to have emergency landing in the forest. They survived from helicopter crashed landed and managed to get away from mount St. Helen and coming to Seattle. Meanwhile, back at home everyone is waiting for the news. He had been missing for almost 6 hours with no news at all. When he arrived home, Christian never thought that he would be welcomed with all of his family. He always thinks that no one cares for him. His father told him that they knew that he survived because Andrea, his Personal Assistant kept updating the situation without being asked. Andrea has been working for Grey for over two years. She’s been so loyal, smart and knows how to put herself at his best interest. He never complained about her work nor does he care about his her personal life. She deals with office work as well as his personal matters. As the personal assistant, Christian never thought of giving her any complimentary because that what a personal supposed to do. But this time, he realizes she is too dedicated to him and she deserves to get more.

Grey appreciates what Andrea has done to him in his company and personal matters. On the first demand, “equal pay for equal work” seems to be portrayed in this sentence. He does not hesitate to give more to dedicated women who had worked for him. Every work will give benefits to company, and women obviously give contribution not any less than men. There is a study show that business tends to make higher profits with women in leadership and that better decisions are made when there are diverse decision makers (Finkbeiner, 2018). A nineteen year study of all fortune 500 companies by Pepperdine University found a direct correlation between high levels of women in leadership and higher profit—and that promoting women meant outperforming the competition (Finkbeiner, 2018). The 1970s women’s liberation movements fought hard for the equal pay for equal work. According Friedan (2010), “The very blitheness with which feminism’s agenda is often viewed as fully achieved masks a host

of stubborn realities: women are still paid less on average than men, often for the same work. Women remain underrepresented in management positions.

The third book is *Fifty Shades of Freed*. This is the last series of *Fifty Shades* that giving the bigger picture of capitalism symbols, such as owning private jet, Luxurious Car and Yacht. Ana proved to everyone that she is not the gold digger as other people thought through her heroism stunt. *Gold Digger* is the stereotypes of modest girl who married the mogul. Finally, Ana and Christian have their happy ending like other fairy tales story. Once again, the writer is trying to tell that even though women are married, but they have right to choose whether she wants to be a career woman or housewife or both. At first, Christian as her husband reluctantly support her decision but later he is proud because Ana managed to take care of the family as well as running her publishing company successfully.

Story 3

“I enjoyed last night,” he says. “We should do that more often.”

“Me, too.”

“And we could, **if you stopped working...**”

I roll my eyes and he tightens his arms around me and grins into my neck.

“Are you rolling your eyes at me, Mrs. Grey?”

His threat is implicit but sensual, making me squirm, but as we’re in the middle of the meadow with kids nearby, I ignore his invitation.

“Grey publishing has an author on the New York Times bestseller list – Boyce Fox’s sales are phenomenal, the e-book side of our business has exploded, and I finally have the team I want around me.

“And you’re making money in these difficult times,” Christian adds, **his voice reflecting his pride**. “But... I like you barefoot and pregnant and in my kitchen.”

I lean back so I can see his face. He gazes down at me, eyes bright.

“I like that, too,” I murmur, and he kisses me, his hands still spread across my bump.

This conversation happened at Ana and Chris home in Seattle. Both of them are enjoying the view of Theodore and having a casual conversation. Christian give appraisal to Ana because her publishing house is success and giving good profit in economic crisis in US. The married couple seems to happy and they are expecting baby number two. It is through motherhood that women fully achieves her physiological destiny,

that is her "natural" vocation, since her whole organism is directed towards the perpetuation of the species. But we have already shown that human society is never left to nature (Beauvoir, 2011). Women also has the right to have self-development for her personal, behavior, career and others through human society. They need to have acknowledgement for their pride and happiness.

Table.3: The analysis of symbolic interactionism story 3

Element	Description
Meaning	"...his voice reflecting his pride" Christian is one lucky man and he is always be proud of his wife. As much as he wanted his wife to stop working and just become the house wive, he cannot let his ego to prevent her wife to do what she wants to do.
Language	The stimulus was when Christian is talking with Ana. Although he was a rich man but that does not make him to be the dominant in their marriage life. He still has to ask her wife permission if he wants his wife to stay at home. He surreptitiously pride with his wife achievements toward her business empire.
Thinking	To think that Ana has capability and achievements toward her career, Christian is proud and he hesitate to ask her to stop working, even though he just want her to stay at home.

V. CONCLUSION

Based on the discussion about women movements in the past, present and future, it is obvious why women movements marching still continue. There are many obstacles that prevent women get the whole equalities in every aspect of life. The researcher suggests that it is necessary to educate, inform as well as sharing about the urgency on studying women movements to avoid the misconception of feminism.

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The Representation of Bias Perception in “Nocturnal Animals” Movie

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Abstract— *Over the decades, the process of communication within human kind has become inevitable. The process of synchronizing information transmits and received is a little more complex due to the disruption called miscommunication. Miscommunication could happen from misinterpretation in the meaning intended by the sender. Misinterpretation can be caused due to psychological noise that occurs during communication process. Psychological noise could refer to biases, prejudices and feelings that interfere with the accurate transmission or reception of a message. One of the movie that contains aspects bias perception is Nocturnal Animals. By using Peirce’s Semiotic Theory as the analytical method, the researcher found five out of eight elements of bias perception using Gestalt Principle theory including Similarity, Symmetry, Closure, Figure / Ground and Continuity that occurs within the ten-analytical unit (20 scenes) chosen by the researcher.*
Keyword— *Bias perception, psychological noise, gestalt principle, peirce’s semiotic, nocturnal animals.*

I. INTRODUCTION

Over the decades, the process of interacting within human kind has become inevitable. This process is now a basic essential living in this world. Therefore, socializing has become the main aspect of life. One of the most effective ways to socialize is through communication.

Communication is one of the most essential of human personality’s growth. Lack of communication could have an effect in the development of personality. Communication is highly related to the behavior as well as past experiences of human kind. In a communication process, there are internal and external factors that might affect the process and result of it depending on the behavior, experience and environment they are exposed to (Suryanto, 2015, p.333–334).

The basic goals of communication are to get and give information, persuade as well as to ensure understanding from another party regarding a certain topic.

Although, in the application of it, synchronizing information transmits and received is a little more complex due to the disruption from one or more of the parties. This kind of disruption is called miscommunications. There are three type of miscommunications including Misunderstanding; Non-understanding; Misinterpretation (Perrin, 2015, para.2-4).

Misinterpretation can be caused due to psychological noise that occurs during communication process. It refers to biases, prejudices and feelings that interfere with the accurate transmission or reception of a message. Psychological noise may influence perceive of message. Perception itself is defined as the recognition and the responds towards a set of information (West &Turner, 2009, p.13).

The way we perceive message depends on our perception of the world. We perceive what we expect. Our perception is not necessarily the real ongoing situation. Therefore, our expectation becomes out perception. Perception is biased by three factors, as follows: the past (our experience); the present (the current context); the future (our goals). Unwittingly, Bias Perception theory has played a big role in our daily life.

Afterward, “Nocturnal Animals” is a neo-noir psychological thriller movie where the main plot of the story revolves around Susan Morrow (Amy Adams) who is haunted by her past through a novel written by her ex-husband (IMDB, n.d, para.1). This Hollywood movie was produced in March 2015, directed, written and co-produced by Tom Ford. The movie was made based on 1993 novel “Tony and Susan” by Austin Wright (Flemming, 2015, May 17, para.3-5).

Here, the researcher is interested in the phenomenon of bias perception within the story in the manuscript in relation to the life story of the main character in this movie. The bias perception phenomenon is a psychological noise in human communication that very often occurs in the daily life experience.

II. LITERATURE REVIEW

Bias Perception

The glass could be half full or half empty. The optimist says “half full” and the pessimist says “half empty”. This is a simple example of bias perception. Every single thing has different meanings based on how people perceive, judge, evaluate and understand the situation (Jussim, 2012, p.3). The way people view the world is not necessarily the exact thing that is happening. People perception is based on what people want to perceive and perceive what they expect to perceive. Therefore, people perception is basically its own expectation, since our perception is biased.

Human visual perception is explained through Gestalt Principle. This principle started off back in the 1920s where a group of German psychologists developed a series of theories of visual perception to analyse how humans can perceive different objects into one group when presented or arranged together in a particular that would make sense in human sense. This theory is called Gestalt Theory or collectively known as Gestalt Effect. The pioneer of this theory is Kurt Koffka, Max Wertheimer, Wolfgang Kohler, Kurt Lewin and Wolfgang Metzger. (Geremek, Greenlee & Magnussen, 2013, p.1)

To match up with present situation, there are seven most important Gestalt principle, as follows (Johnson, 2010, p.11-23):

- Proximity – The distance between an object towards people affect the perception. Human tend to put objects into group depending on the distance.
- Similarity – Objects that look similar will be grouped whereas the other objects are equal.
- Continuity – This principle explains on human’s tendency to fill out missing pieces of the data depending on the whole object. Human’s visual perception is biased to perceive information continuously based on the prior information.
- Closure – Human’s visual system tends to perceive information as a whole object rather than seeing it in separate pieces. The missing pieces of an object is unconsciously created in our mind.
- Symmetry – Human visual system somehow try to solve complex scenes by grouping it or combining it into a simpler scene.

- Figure/Ground – Human’s mind has the tendency to separate a visual into two field which is the figure and the ground. The figure is the foreground of the object, whereas the ground is the background of the object. It is said that human focus on one thing, either the figure or the object.
- Common Fate – The main concern of this principal is moving objects. This principle states the object that move together are perceived as grouped.

Semiotics

Semiotic is not only the study of sign but also study of system. The study itself is different depending on the founder. There’s Saussure with semiology and Peirce with semiotics. These two people are known as the co-founder of semiotics (Chandler, 2017, p.2).

The general framework of Saussure is the distinction between *langue* (language) and *parole* (speech). *Langue* is the system of rules and convention; this makes them independent. On the other hand, parole of speech refers to the use of particular instance (Chandler, 2017, p.9). Saussurean model of sign takes that sign consist of two parts, first is the sign itself and second is its meaning. Ferdinand de Saussure’s model stated that a linguistic sign is a connection between signified and signifier. Signified is the concept itself whereas signifier is the sound pattern, material or even the physical object. Saussure argued that signs are indeed formal, generalized and abstract in its system. The meaning of sign lies in their systematic relation to each other than collecting from material things. In conclusion, Ferdinand de Saussure stated that sign will only make sense if put in relation to other signs (Chandler, 2017, p.16-18).

Whereas Charles Sanders Peirce said “Sign is something which stands to somebody for something in some respect or capacity”. He adapted in a triangle model consisting of representamen (sign), interpretant and object.

There are also three fundamental divisions of signs in which Peirce believes in: (Lester, 2013, p.53-55)

- Symbol/Symbolic – A sign that has no logical or representational connection between them and the thing they represent. Symbolic signs are the kind of signs that is understood by its viewers due to social and cultural aspects that has a great influence towards them. The meaning of symbolic sign is often highly personalized. Words, Numbers, Colours, Gestures, Flags and Costumes are usually

considered as symbolic sign. For example, white colour which means purity among Indonesians.

- Icon – It is easier to interpret iconic sign as they usually most closely resemble. A sign where the relation with its reference has similarity. For example, the drawing on the restroom doors that communicate to human on the gender allowed inside or a horse statue as an icon of horse animals.
- Index –Instead of a direct resemblance to an object, indexical sign has logical and most common sense connection to the thing they represent. Humans learn indexical signs through experience in their daily life. For example, a smoke is an index of fire. Another example would be the shadow of the sun moving that implies the movement of time.

III. METHOD

The method that will be used for this research is qualitative interpretive method using Semiotic by Charles Sanders Peirce. Interpretive description itself is an approach to knowledge that is different within every single person. Interpretive methodology focuses on the way in which human beings make sense of their subjective reality and attach meaning to it (Thorne, 2016, p.82). The interpretive paradigm sees truth as something subjective, and is created by the participants. In this research, the researcher itself acts as a participant of this research (West & Turner, 2008,

p.75). The analysis will be guided through semiotic analysis to analyse and emphasize the film content then interpret it with the relevant theory used. The result of this research is subjective, which means having different meanings according to how people perceive it.



In order to gather the necessary data for this research, the researcher will be collecting two types of data including primary and secondary data. The primary data which will be used is the “Nocturnal Animals” film. The researcher will use this primary data to find the aspects of bias perception within the film. Then, it will be analysed using the film “Nocturnal Animals” as well as view the online ratings and comments from movie critics and audience that is related and could be a contribution to this research. From the data gathered, researcher will then be able to use the theory obtained from books and other secondary source that could be applied to this research in order to complete this research.

In order to show the process, Peirce’s Semiotic Triangle will be applied. The Peircean model is hoped to show the researcher’s interpretation of the data shown through the selected scenes within episodes picked. Below is a Semiotic triangle by Pierce that will be used by researcher to analyse the aspects of bias perception with Gestalt Principle in “Nocturnal Animals” movie. The triangle works as an identifying glass for researcher as it helps researcher to view all 20 scenes and 10 bias perception aspects included in Analytical Unit.

IV. RESULTS AND DISCUSSION

Description of Unit Analysis

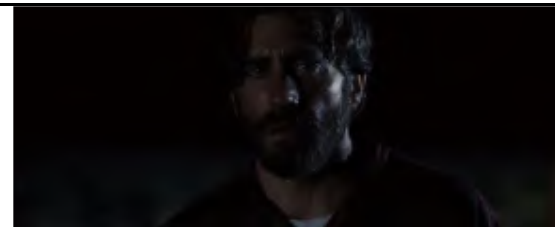
Table 1. Description of Unit Analysis

Scene	Details
Unit Analysis 1	
	<p>In this scene, Susan receives a manuscript from her ex-husband where she just opened the first page and the writing says “For Susan”</p>
	<p>Story in the manuscript where The Hastings Family is on a long drive to trip. In the car, there are Tony Hastings, Laura Hastings and their daughter India Hastings sitting at the back.</p>

Unit Analysis 2



In this scene, Edward caught Susan hugging another guy and he looked devastated and disappointed at Susan's behaviour. There are tears in Edward's eyes.



Story in the manuscript where Tony's wife and daughter is kidnapped and being taken away from him. Seeing this, Tony looked devastated and helpless. There are tears in Tony's eyes.

Unit Analysis 3



Backward to Susan's past where Anne, Susan's socialites mother does not agree to the Susan's relationship with Edward because he is too weak for her. She also mentioned how couple of years Susan will feel the same way as the mother.

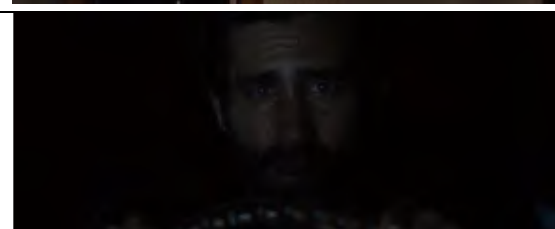


Fast forward to the time when Susan and Edward had a fight before they got divorced where Susan reflects on her mother's word and indirectly said Edward is weak.

Unit Analysis 4



A Scene where Edward told Susan the reason why all his novels somehow reflect his own life is because "Nobody writes about anything else but themselves".



The story in manuscript started off with Hastings Family getting ready to go on a trip. Susan as a reader assumed the story involves her due to past memory about what Edward say a writer only write about themselves.

Unit Analysis 5

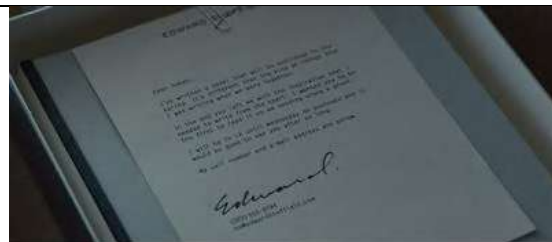


In the past, there was a time where Edward asked for Susan's opinion about his novel, Susan's reaction was not what he expected and that was the moment where Susan hurt Edward with her words.



In the manuscript, there was a scene where Laura and India was hurt, raped and killed by gangster. They were left stranded in the middle of nowhere.

Unit Analysis 6



Upon receiving the manuscript, there's a letter from Edward, Susan's ex-husband attached to it mentioning how the manuscript was inspired by Susan and he wanted to meet her.

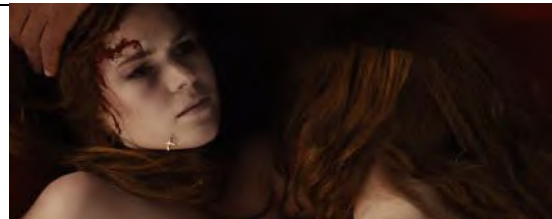


After reading the manuscript, Susan starts seeing things around her differently. In frame there's an art collection Susan purchased long back, but seeing it now makes her feel that frame is meant for her to reflect on the manuscript story line. The Frame reads "Revenge".

Unit Analysis 7



When Susan unwrapped the manuscript off the envelope, she found herself getting papercut from the envelope.



In the story, it is seen that Laura is unconscious with blood in her forehead and a stunt expression on her face. Next to her body, lies the body of her daughter, India.

Unit Analysis 8



Throwing it back to Susan’s past where Susan is breaking up with Edward by saying “I can’t do this with you anymore, Edward”. It is an accumulated feeling how she feels their relationship is going nowhere and only leading to a darker side.

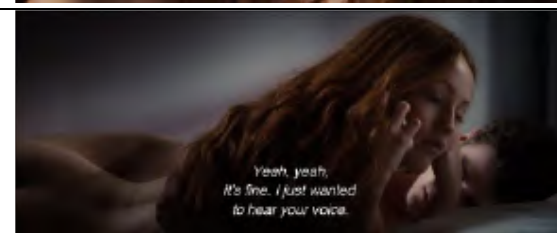


In the manuscript, during their drive to Marfa. So many times the audience were shown how the road is empty and dark and it looks like a road to nowhere with no lights.

Unit Analysis 9



Susan is seen calling her daughter who is away in college and minding her own business. In the call, Susan said “Yeah, yeah. It’s fine, I just wanted to hear your voice”



In the manuscript, Laura and India Hastings was found unconscious, naked and dead by the authorities and Edward in the exact place where Edward last lost them couple of nights before.

Unit Analysis 10



After reading the manuscript, Susan then emailed Edward to tell him that she is deeply moved by the story and she would love to meet him while he is in town and she have much to say to him.



Upon meeting Edward, Susan decided to give up her current socialites life in order to make amends with Edward and go back to how she was with him. She started by taking off her red lipstick to look “natural”

Source: Data Processed by Researcher, 2018

Afterward, here is a detailed discussion regarding with the Symbolic, Indexical and Iconic Signs in 10 Analytical Units (20 Scenes) that was chosen by the researcher. Organization of signs is one of the analysis stages based on Charles Sanders Pierce’s Semiotics. In the table below, researcher

also summarized the findings from all 10 Analytical Unit. Organization of signs and Findings that contains aspects of bias perception in “Nocturnal Animals” movie is listed in the table below:

Table.2: Organization of Signs

Unit Analysis	Scene	Signs	Organization of Signs	Findings
1	A	Writing "For Susan"	Symbolic Sign	Similarity & Closure
	B	A Man, A Woman and A Teenage Girl	Indexical Sign	
2	A	A man standing in the rain with teary eyes	Symbolic Sign	Similarity & Symmetry
	B	A Man standing with teary eyes	Symbolic Sign	
3	A	"He's too weak for you"	Symbolic Sign	Continuity
	B	"Weak? That's right, Yeah" and "What? I did not say you were weak"	Symbolic Sign	
4	A	Narration "Nobody writes about anything but themselves."	Symbolic Sign	Closure & Continuity
	B	Edward as Tony	Symbolic Sign	
5	A	Red Sofa	Symbolic Sign, Iconic Sign	Similarity & Closure
	B	Red Sofa	Symbolic Sign, Iconic Sign	
6	A	Writing on Paper	Iconic Sign	Closure
	B	Painting that writes "REVENGE"	Symbolic Sign	
7	A	Bleeding Finger	Symbolic Sign	Figure / Ground
	B	Bleeding Forehead	Symbolic Sign	
8	A	"I can't do this with you anymore, Edward."	Symbolic Sign	Symmetry
	B	Empty road in a dark night	Symbolic Sign	
9	A	2 Unconscious Auburn-haired girl	Symbolic Sign	Similarity & Closure
	B	Auburn-haired girl holding phone, "Yeah, yeah, it's fine. I just want to hear your voice"	Symbolic Sign, Indexical Sign	
10	A	A man, "You Killed my wife and my daughter"	Symbolic Sign	Figure / Ground
	B	A man popping up in front of nanny cam	Indexical Sign	

Source: Data Processed by Researcher, 2018

After analysing the Analytical Unit chosen, from eight (8) elements of Bias Perceptions in Gestalt Principle, it was found that five (5) elements of bias perception in "Nocturnal Animals" Movie which are Similarity, Closure, Symmetry, Continuity and Figure / Ground. The explanations for each of these elements are as follows:

- **Similarity:** the element Similarity can be found in the Unit Analysis below:
 - Unit Analysis 1: "Writing for Susan" is an analytical unit that explains about how Susan Morrow opens the manuscript from her ex-husband. As she unfolds the first page, she stopped on the credit page where it is stated "For Susan".

- After reading this sentence, the scene cuts to manuscript in Susan own perception where Susan plays the "wife". The similarity aspect is shown in the word "Susan" as it is her own name and it has a sentimental value to her. She automatically perceives how the manuscript is related to her. Susan perceive herself as being part of the manuscript and somehow taking the word "For Susan" on the credit page and subconsciously turning it into "About Susan" in her head and visualize herself as the wife.
- Unit Analysis 2: "Happiness taken away" is an analytical unit that is considered as one of the

“crucial” moment of this movie. The reason for this is because this is the moment that captures the feeling of Edward as the writer of the manuscript and Tony as the main character of the manuscript written. Through the image captured in Scene A of this Analytical Unit is the sole reason why Edward wrote this manuscript. In Scene A and B, the similarity is shown through the orientation. Based on Oxford English Dictionary, Orientation is described as a person’s feelings or believe towards an issue. The similarity in scene A and B is Edward’s reaction and feeling towards the situation itself. In Scene A, Edward is seen helpless, hopeless with tears in his eyes as he saw his wife did an abortion of their unborn child and is cheating on him with another man. In Scene B, Tony who is also played by the character Edward is seen helpless, hopeless with tears in his eyes as he saw his wife and kid is kidnapped and taken away from him. Both scenes explain how his wife and kid is taken away from him.

- Unit Analysis 5: “The Iconic Red Sofa” is an analytical unit that explains the feelings of Tony and Edward. In Scene A, it is a story from Susan’s first marriage with Edward. Susan was reading Edward’s manuscript in a red sofa, where she then commented how maybe he should take break or even give up on his writing. This is something hurtful for Edward because his wife killed his passion and career as a writer. Through this scene, the producer of this movie would like to create similarity element by creating a scene in the manuscript that uses the exact same red sofa where Tony’s happiness is killed. The similarity in this analytical unit is shown through color, shape, size and value.
- Unit Analysis 9: “Auburn-haired Girl” is an Analytical Unit that explains about Susan’s perception towards her daughter in the manuscript and her daughter in real life. As explained before, Susan perceives herself as Laura Hastings in the manuscript. Where Laura have an auburn-haired daughter named India Hastings. Therefore, Susan perceives India is her daughter. The bias perception in this analytical unit is proven through Susan’s reaction towards reading the manuscript in scene A where India is seen hurt and unconscious. Reading this, Susan felt the need to call her

daughter in real life just to make sure that she is fine and not hurt like the story in the manuscript. In Scene B, it is shown how Susan’s daughter is also indeed an auburn-haired girl. The similarity in this analytical unit can be seen through colour as Susan perceives India Hastings having the same hair length and colour as her daughter in real life. The similarity is also shown through orientation where Susan’s feeling towards India is reflected in real life. Therefore, when India Hastings is being hurt and unconscious in the manuscript, Susan’s reaction in real life is to call her daughter to make sure she is fine and not being hurt.

- **Closure:** Closure is related to human’s tendency to find and seek patterns. The way human fill out the missing pieces of information is based on each individual’s past, present and goal. (Smith, 2011, p.258). the element Closure can be found in the Unit Analysis below:
 - Unit Analysis 1: This Analytical Unit represents bias perception through the element of Closure due to the past experience Susan had. In the credit page of the manuscript written, “For Susan” is stated. This could mean different thing to different people based on the past experiences they had. Other people named Susan reading the manuscript might not perceive this manuscript as how Susan Morrow perceives it. Other than similarity, the reason Susan Morrow sees herself as Laura Hastings in the manuscript is also because of closure element where she draws the image of Laura in her head as herself to complete the missing information or image in her head to reduce complication of what Laura looks like. This is also because of her past experience with Edward.
 - Unit Analysis 4: This Analytical unit is the “crucial” moment where it explains Edward’s motive in writing the manuscript that created the base storyline of this movie. Researcher named this analytical unit as “Nobody writes about anything but themselves”. In Scene A, the story brings the audience back to Edward and Susan’s marriage when they were arguing about Edward’s writing skill. Susan stated how maybe he should be writing about something else. Edward was mad and he defied Susan’s opinion by saying “Nobody writes about anything but themselves” implying how every artist including writer will always create

something based on their own story or experience. Skipping to Scene B where the researcher captured the character Tony Hastings. It is seen how the character Tony is played by the same person that played Edward. As it is mentioned before how the whole manuscript is perceived from Susan's point of View where she perceives Tony Hastings being Edward due to Edward's word in Scene A. Susan unconsciously completes the missing information on how Tony looks by perceiving him as Edward.

- Unit Analysis 6: "Letter Towards Revenge" is an Analytical Unit that discusses over Susan's anxiousness as she received the manuscript from her ex-husband with a letter attached to it. In the letter, Edward mentioned how his latest manuscript was inspired by her. The moment she saw this letter, she knew this manuscript must be something that discusses over their past together and it was most likely going to hurt her. Despite that fact, she still decided to read the manuscript. Skipping to Scene B where Susan is walking in her own art gallery, she saw a painting with the writing "REVENGE" where she stopped and looked at it for a while as if it is something new and she has never seen it before. She asked one of her employees where the painting did come from and her employee was a little confused because that painting was actually something she bought 8 years back. Researcher chose this Unit Analysis to highlight how the producer is trying to portray how Susan's life turned upside down as she read the manuscript and how everything around her became something more than what it really is in her own perspective because she has the tendency to connect one incident with another and make it seem like it's interrelated. Susan sees that painting with the writing "REVENGE" on it like it was placed and framed in her office to somehow give more clues to her that the manuscript from her ex-husband is indeed a revenge story towards her and having that painting hanging in her office building is to make the message clearer. The element of closure that can be seen through this unit analysis is how Susan tries to make sense out of the painting by connecting the dots between the painting and the manuscript she received by the ex-husband when indeed there was no absolute connection between the two.
- Unit Analysis 9: "Auburn-haired girl" is an analytical unit that is strong on the element of Similarity as the character India Hastings in the manuscript has similar characteristics as Susan's real life daughter. This unit analysis also adopts a pinch of Closure element as whatever written and being told to the audience about the manuscript and about Susan's past is in Susan's point of view. When we as an audience were introduced to India Hastings in the story and how India looks like, it was also from Susan's perspective. As it was discovered in earlier scenes, Susan sees herself as part of the story, with that being said when she read the part where there is a daughter character in the story, she somehow draws a picture in her head that India Hastings is a auburn-haired girl, just like her real life daughter to reduce complication in her head on how the daughter looks like. She creates this pattern due to her present life or knowledge.
- **Continuity:** the element Continuity can be found in the Unit Analysis below:
 - Unit Analysis 3: This analytical unit is named "He's too weak for you", this analytical unit is a correlation between Susan's relationship with her mother and Susan's relationship with Edward. Susan was a realist who fell in love with a dreamer named Edward, she then asked for her mother's approval of this relationship. Without thinking twice, the mother disapproved of this relationship by saying "Edward is too weak for you". To top that, the mother also mentioned how years from now Susan will realize the things that do not matter to her right now will matter to her, in terms of money and wealth which is something Edward cannot give her. Skipping to Scene B where Susan is seen arguing with Edward and wanting to break up with him. That day Edward came to know how Susan felt he is too weak for her, and she actually does care about wealth and money just like how the mother predicted she would. The element of continuity here is how unconsciously Susan turned into her mother and how she feels the way the mother does just like how the mother said she would. How she perceives Edward's attitude and personality towards her is now biased due to the prior information she got from her mother about Edward.

- Unit Analysis 4: “Nobody writes about anything but themselves” discusses about Susan’s experience as she reads through the manuscript. This manuscript is written by Edward and every single thing learned by the audience is based on Susan’s perception, perspectives and point of view. The moment she met the character named “Tony Hastings” in the manuscript, she flashes back to the time Edward stated “Nobody writes about anything but themselves”. Due to this statement mentioned by Edward back when they were together, her gut feelings that tells her this manuscript is talking about her past marriage life with Edward even becomes more stronger than before. The element of continuity in this Unit Analysis lies on the part where she perceive the character Tony in the manuscript is indeed Edward due to the prior statement Edward made.
- **Symmetry:** This element explains how human mind tends to resolve complicated scenes into combination of simple. Then, the element Similarity can be found in the Unit Analysis below:
 - Unit Analysis 2: This Unit Analysis discusses over the story of Susan’s past and Susan’s perception of the manuscript. In Scene A, Susan just entered car with a man that is not Edward after aborting Edward’s baby. As she was hugging the guy, Edward saw the romance between this man and Susan from outside and he looked disappointed and devastated knowing not only Susan leave him, she also took away his chance of having a kid just because of her own selfishness. The same look Edward give Susan that day was reflected again in the manuscript written by Edward and read by Susan. Cuts to Scene B where we are shown Susan’s perception of the dramatic scene of the manuscript where Tony’s wife Laura and his daughter Laura is kidnapped and taken away from him. Seeing this, Tony freezes and stands for a moment paralyzed. His eyes reflected sadness, hopeless and devastation look for the fact that nothing Tony could do here to save his wife Laura and daughter India, just like how there is nothing Edward could do back then when Susan gave up their unborn baby and be with another man. Both Edward and Tony lost their chance of being happy as happiness it taken away from them out of a sudden. The element of Symmetry lies in how Susan organizes and interpret Tony’s reaction towards the situation to simplify the message Edward is trying to convey through this manuscript based on how Edward reacts to the past incident that happened between them.
 - Unit Analysis 8: This analytical unit symbolises the relationship between Susan and Edward back where they were still together. In Scene A, it is seen how Susan is ending their complicated relationship, where in Scene B is part of the manuscript that Susan reads where it is captured over and over again about a dark and empty road. This scene in the manuscript was shot just couple of minutes after the scene where Susan reminisces over her breakup with Edward. The Symmetry lies over the part where Susan interprets the dark and empty road that was shown over and over again in the manuscript was Edward’s cues to her on how their relationship went down, dark and not leading anywhere. The dark empty road could mean other things, but Susan interpret it that way in order to create simplicity in her mind.
- **Figure / Ground:** the element Figure/Ground can be found in the Unit Analysis below:
 - Unit Analysis 7: This Analytical Unit focuses on blood where both Scene A & Scene B has blood coming out of Susan. These scenes were purposely made to enhance on the symbolism of Susan getting hurt. In Scene A, it was shown how Susan got a paper cut from opening the manuscript sent and written by her ex-husband. In Scene B, it is seen how Edward killed the wife character in the manuscript by having a group of gangster raped, hit her in the head where it is also seen the wife who Susan visualizes as herself was being hurt badly. The principle of Figure / Ground in this Analytical Unit can be seen how in both Scene Susan focuses on the foreground object which is the blood which is something Susan focuses on because of the contrast colour and ignored everything else meaning the background.
 - Unit Analysis 10: This Analytical Unit shows how Susan is “traumatic” over the manuscript and felt like she is being haunted with the story and characters in the manuscript. In Scene A, it is a captured of the head of the gangster who raped and killed the character Laura who in Susan’s perception is indeed played by herself. In Scene B,

it is seen how Susan was looking at her employee's phone where the employee was showing her the nanny cam of her new-born baby. Seeing this, suddenly Susan saw a man popping out in the nanny cam to scare Susan, the man was the gangster in the manuscript she read. The Figure / Ground lies on the part where Susan suddenly focuses on the gangster popping out of the cam instead of the baby in the nanny cam.

V. CONCLUSION

From 10 Analytical Unit chosen in this research, it is found five (5) elements out of seven (7) elements of bias perception as mentioned in Gestalt Principle. The elements found in this research are as follows:

- Similarity (Found in 4 Analytical Unit)
- Continuity (Found in 2 Analytical Unit)
- Symmetry (Found in 2 Analytical Unit)
- Figure / Ground (Found in 2 Analytical Unit)
- Closure (Found in 5 Analytical Unit)

Based on the findings found by researcher in this research, the principles that was most found within this movie is Closure. It is due to the main character in the movie try to connect missing pieces of the story in the manuscript in order to reduce complication and reduce sense of incompleteness in her head by taking the memory from her past and present life and make relation of it with the manuscript itself.

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Filipino use of Medicinal Plants in Selected Literary Genres: A Reflection of Tradition

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Abstract— Literature in its various narrative forms (e.g. novel, legend etc.) reflects human society and culture, of which the latter comprising a whole complex of human behavior learned by people, can and is inherited across generations. One of these cultural traditions is the use of medicinal plants as cure for sicknesses which finds documentation in literary works among early Filipinos and carry the belief up to the present time. Using the four narratives consisting of three full-length novels and a legend as literary sources, the study determined the types of plants traditionally used to cure various sicknesses among Filipino communities, identified the kind of sickness cured by the plants, and presented insights gleaned from such exposition. The different medicinal plants mentioned in the narratives include the alugbati or Malabar nightshade or spinach (*Basella alba/Basella rubra*), Atis or Custard apple (*Annona squamosa*), Dampimbanal or holytouch (*Hierochloe borealis/Hierochloe odorata*), Banaba (*Lagerstroemia speciosa*) and tamarind fruit (*Tamarindus indica*). In the novels, Alugbati leaves together with tamarind juice was mentioned as remedy for psychosomatic symptoms associated with adolescent's stress from the onset of manhood. Custard apple leaves was mentioned as cure for body aches and pains, while Dampimbanal or holytouch was used as a relief for fractured bones. The plant parts of Banaba were mentioned to help address different internal disorders, like an ailing kidney, and problems related to the urinary tract and the stomach. In the legend, tamarind was mentioned to be a cure for colds. Some of the insights gleaned from this study are the renewed appreciation and valuation of the knowledge gained in the use of medicinal plants as cure for various illnesses among Filipinos in the context of conservation of cultural tradition, biodiversity and community health care and drug development, the awakening of the awareness and interest of the younger generation on the usefulness of medicinal plants as cure of sickness and their subsequent motivation, and the appreciation of respect for other peoples' traditions, knowledge gained on various medicinal plants and their uses which could have direct value in addressing ailments in their own homes.

Keywords— Filipino literary genres, medicinal plants, cultural tradition.

I. INTRODUCTION

Literature is a social product that reflects human society and culture. It represents the consciousness of the society and the spirit of age. Voices from the past as well as those of the present time are heard through literature. History, people's customs and traditions, beliefs and practices are learned through reading literature. It allows one to see varied experiences of people that give wisdom about life and relate those experiences to one's own life and emotions and find meaning in it through one's reflections. As literature portrays real events in life, the readers experience life as they get involved in reading literatures created and produced by people based on the actual accounts of their daily lives. Taine (1886) emphasized that literature is a collective expression of society embodying the spirit of the age; and race, milieu and moment are the formative factors behind the emergence of this expression [1]. The interaction of this triad produces a speculative mental structure which leads to the development of general ideas that find expression in great art and literature.

Literature is sometimes interpreted as a medium for reflecting norms and values, as revealing the ethos of culture, the processes of class struggle and certain types of social facts [2]. Society's existence is contingent with the presence of culture as it is the center of a society. People's ways and methods including behavior which comprise their social life are all part of culture which in turn can be inherited from generation to generation. These behaviors and actions of people in the society are inherent in the environment of culture. The British Anthropologist and founder of cultural anthropology, Edward Tylor stated that culture is "that complex whole including beliefs, art, religion, values, norms, ideas, laws, thoughts, knowledge, customs and other capabilities acquired by man as a member of a society" [3]. It is the totality of human experience acquired during transmission of heritage from one generation to another and to learn the ways of learning, eating, drinking, behaving, walking,

dressing, and working, all these constituting the “culture of man”.

In a social situation, culture is shared and transmitted. It is not confined to an individual but instead passed on to all members of the community. Customs, beliefs, traditions, values, practices, and traits are equally shared by members of the community. More so, these aspects of culture are conveyed from one individual to another in varying times. It is transmitted through language as a means for communication which passes cultural traits from one generation to the next [4]. Through culture, people and groups define themselves, conform to society's shared values, and contribute to society. Thus, culture includes many societal aspects: language, customs, values, norms, mores, rules, tools, technologies, products, organizations, and institutions which refer to clusters of rules and cultural meanings associated with specific social activities. Common institutions are the family, education, religion, work, and health care [5].

Culture as a whole complex of human behavior is learned by people in each generation. This means that the traditional forms of human behaviors are features of culture in a society. Kroeber (1987) pointed out that culture consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiment in artifacts; and the essential core of culture consisting of traditional ideas and their attached values [6]. Culture systems may, on one hand, be considered as products of action, and on the other as conditioning elements of further action.

Regarding respect for cultural boundaries, literature plays a very powerful force to people as it made use of language to reflect social life and express thoughts and feelings of authors [7]. Through language, relationship between culture and societal phenomena is clearly determined which in turn facilitates the understanding of literature. Swadesh (1964) stated that language is a “cultural complex with a body of customary forms transmitted from generation to generation and from society to society in no different way from other cultural forms” [8]. Likewise, language and literature display certain salient features of communication that distinguish one culture from another.

Among the literary genres that best showcase cultural traditions and practices is no other than a novel because it shows connections of people in terms of time and place, manifesting feelings, dreams, fears, happiness and other human emotions from the past to the present. Novel as a genre of literature represents life. This holds true based on Boland's maxim that literature is “an expression of society” where the modern social critics and novelists

considered the novel as the realistic picture of the society [9]. In the interaction of characters to one another in the novel there is that defining attribute of realism which serves as reflections of the different faces of man cloaked in different coatings such as culture, religion, history, and politics.

A novel is considered great if it is built on human experience where characters become real, convincing and timeless. The length of the novel allows greater number and variety of characters, a more complicated plot and elaborative use of setting as well as complexity of theme. It has opportunity for character development and deeper view of human nature and experience. Taine (1886), the father of the sociology of literature pointed out that a novel is a portable mirror reflecting all aspects of life and nature and it served as a dominant genre of industrial society.

Another type of literary genre that focuses on cultural tradition aside from novels is a legend. According to Tangherlini (1990) legend is a short mono-episodic, traditional, highly ecotypified historicized narrative performed in a conversational mode, reflecting on a psychological level a symbolic representation of folk belief and collective experiences and serving as a reaffirmation of commonly held values of the group to whose tradition it belongs [10]. Human values are demonstrated in legend as it possesses certain qualities that give the tale verisimilitude. De Caro (2015) stated that legends are true narratives regarded by their story tellers and listeners as recounting events that actually take place [11]. They are also considered historical accounts as they discuss human interactions with other worlds.

Part of cultural tradition and practice of early Filipinos up to the present is the transmission of customs or beliefs from generation to generation. Cultural tradition refers to a belief or behavior passed down within a group or society with symbolic meaning or special significance and origins in the past. One of these cultural traditions is the use of medicinal plants as cure of sickness. Early Filipinos believed that there are plants that can help cure sickness and this belief is even carried to the present time. Hence, it is in the novels “Salamanca” by Dean Francis Alfar, “Eight Muses of the Fall” by Edgar Calabia Samar, “Viajero” by F. Sionil Jose, and “The Legend of Sampaloc Lake” by Arias Querubin that the study aimed to determine the types of plants used to cure sickness, to identify the kind of sickness cured by these traditional plants, and present insights that can be gleaned from this study.

II. METHODOLOGY

2.1 Materials for Criticism

This study made use of four Filipino narratives consisting of three full-length novels “Salamanca” by Dean Francis Alfar, “Eight Muses of the Fall” by Edgar Calabia Samar, “Viajero” by F. Sionil Jose, and a legend, “The Legend of Sampaloc Lake” by Arias Querubin as its primary sources.

2.2 Treatment of Materials

The narratives were analyzed using the sociological and cultural approaches to literary criticism, and textual analysis. Sociological criticism focuses on the relationship between literature and society [12] and starts with a conviction that art’s relation to society is vitally important and that the investigation of this relationship may organize and deepen one’s aesthetic response to a work of art [12]. Literature in the cultural, economic, and political context in which it is written or received is examined by a sociological critic as well as exploring the relationship between the artist and society. Included also in the works of the critic is to analyze the social content of literary works—what cultural, economic or political values a particular text implicitly or explicitly promotes and to examine the role the audience has in shaping literature [14]. The critic may likewise look into the culture of society such as beliefs, values, taboos, and religion. In this study the literary genres are described based on the sociological and cultural elements present on the varied features and present them as excerpts supported with evidence and analyses.

Cultural approach involves textual analysis to gather information on how other human beings make sense of the world [15]. Textual analysis expresses how text ‘is unmade, how it explodes, disseminates – by what coded paths it goes off’ [16] under the control of the player. It is a means to gather information in making sense of the world by human beings. In relation to the study, the texts of the varied literary genres were read and assigned codes to indicate their relevance of the content to the study. Through content labeling of the texts, the content patterns were analyzed qualitatively to establish their meanings within the texts. Frey et al., (1999) stated that the purpose of textual analysis is to describe the content, structure, and functions of the messages contained in the texts [17].

III. RESULTS AND DISCUSSION

In the novel “Salamanca” by Dean Francis Alfar first published in 2006 [18], it made mentioned of alugbati (Malabar nightshade or spinach, *Basella alba/Basella rubra*) and tamarind juice as cure for psychosomatic symptoms. Part of the household remedies as cure for certain illnesses is the use of this traditional plant. The Rodriguez family who owned a butterfly farm had a son

named Rommel. He was on his transitional stage from childhood to adulthood. As he experienced physical and psychological changes in his adolescence, he became seriously ill.

“He had been at the cusp between childhood and manhood, the time when his body began its transformation into a man. Rommel did not have the luxury of a chrysalis that hid his ungainly changes. It was on the day that he noticed the sudden arrival of soft fuzz like kitten’s fur between his belly button and penis that Rommel began to get violently ill.” (p105)

Rommel’s family and relatives were so worried about him without knowing his real health condition.

“His parents and uncles, unaware that Rommel’s psychosomatic symptoms were brought about by the adolescent’s disgust towards the onset of manhood, immediately prescribed bed rest and a diet of alugbati steeped in the juice of tamarinds”. (105)

In the Philippines alugbati or Malabar spinach is a common backyard plant used as vegetable and source of herbal medicine. Local folks used this plant as source for alternative medicines aside from being a good substitute for spinach in steam or preparation of broth. According to Affleap (2011) local folks used the alugbati leaves to reduce local swelling of wounds, applied to boils and ulcers to hasten suppuration, helps soothe relief of pain when applied to burns and scalds and as mild laxative by decocting the leaves [19]. It is also an excellent source of calcium, iron and also a good source of vitamins A, B and C, with a high fiber value that improves bowel movement when use as food. Based on folklore, Stuart (2017) explained that the roots of alugbati are employed as rubefacient while poultice of leaves are used to reduce local swelling [20]. Alugbati sap on the other hand, is applied to acne eruptions to reduce inflammation and its pulp leaves applied to boils and ulcers to hasten suppuration. Sugared juice of alugbati leaves is also used for catarrhal afflictions in children while leaf-juice mixed with butter is used as a soothing and cooling agent when applied to burns and scald. Alugbati is gaining popularity worldwide with health benefits such as fighting oxidative stress, supporting eye health, improving digestion, and keeping the brain sharp [21].

For the novel “Eight Muses of the Fall” by Edgar Calabia Samar published in 2013 [22], the use of medicinal plants as cure for certain ailments as part of tradition of Filipinos is also evident. Daniel, the main character of the novel who wanted to be a writer created a character in his story.

He made Arcangel, the son of a medicine man, a native herbalist. And so, he was familiar with the many

shrubs and roots used for healing including those many shrubs and roots that the body cannot take (p89).

Daniel as a writer did research work as inputs for his story. He wanted to know what other plants can be used to cure ailments.

The custard apple, he found out, could cure many of the body aches and pains. He discovered the dampimbanal, the holytouch, a blade of grass that was placed over fractured bones... From there he learned many other herbs, even those that had no medicinal value- malit, carabao grass, lizardtongue, talahib (p89).

Custard apple or *Annona squamosa* is an edible tropical fruit and is also called sugar apple or sweetsop. Its local name in the Philippines is Atis. Its seeds have many beneficial effects and used as folk medicines like stomach pain. Yong et al., (2011) explained that custard apple seeds in traditional medicine were mainly used to treat various digestive disorders and showed some post-coital anti-fertility activity [23]. It is also an insecticidal agent. It has also been reported that apart from the root and the stem, custard apple leaves exhibit the following pharmacological activities such as antibacterial, antihyperlipidemic, analgesic, anti-inflammatory, antidiabetic, hepatoprotective, and antiulcer [24]. Custard apple is also used as a vermicide, for treating cancerous tumors, applied to abscesses, insect bites and other skin complaints while crushed leaves are sniffed to overcome hysteria and fainting spells [25]. Other uses of custard apples mentioned include: scrape root-bark are used for toothache; powdered seeds are used to kill head-lice and fleas while crude extracts of different parts and pure isolated phytoconstituents of its fruits were reported to acquire anti-diabetic, antiviral, antioxidant activity, respiratory stimulant, and diuretic properties. It was also reported that custard apple was very useful for the development of the brain of the fetus during pregnancy and improvement of the immune and nervous system.

For Dampimbanal or holytouch (*Hierochloe borealis/Hierochloe odorata*) on the other hand as a medicinal herb, its leaves are used as treatment for fevers, coughs, sore throats, chafing and venereal infections [26]. Its stems are also used to treat windburn and chapping once soaked in water. The smoke produced from steamed leaves is used as treatment for colds if inhaled.

In the novel *Viajero* by F. Sionil Jose published in 1993 [27], Buddy the main character of the story was reading the letters of Marcelo H. del Pilar, a Filipino hero, who was exiled in Spain. He recognized his anguish in relation to his experience of being sick abroad. On his fifth week in Spain he got feverish and his cough worsened. As he no longer received financial support, he cannot afford to buy medicines and food. It was that

moment that thoughts of being home came to him so he could have some medicinal plants for cure.

..If I were at home, I would most probably be able to prescribe some medicinal plants for myself. There are so many of them which we have not been able to develop because we do not know these plants, and even if we did know, we are so used to Western medicines.

... Take the common Banaba for instance... it is abundant in every part of the country; its leaves, its flowers when they are boiled, drinking the stock is a good cure for many internal disorders, for a bad kidney, for problems in the urinary tract, in the stomach. We tend to look down on our herbolarios-we even call them brujos-but there is a lot of experience in these people, experience with medicinal plants which they use in abundance (p111).

Banaba with the scientific name of *Lagerstroemia speciosa* is a flowering plant or a species of crepe myrtle tree that grows in the Philippines and Southeast Asia. It is widely used in the country as herbal medicine for diabetes and weight loss [28]. The folkloric use of Banaba include: decoction of the bark for the treatment of diarrhea; decoction of leaves for diabetes mellitus, as diuretic and purgative; the roots have been used for a variety of stomach ailments; bark, flowers and leaves are used to facilitate bowel movements, leaf decoction or infusion is used for bladder and kidney inflammation, dysuria, and other urinary dysfunctions [29]. Other folkloric uses involve decoction of fruits or roots as gargle for aphthous stomatitis, and decoction of leaves and flowers for fever and diuretics.

There are studies also indicating that corosolic acid in Banaba acts like insulin and lowers the blood sugar. Corosolic acid according to Murakami et al., (1993) is a triterpenoid glycoside that improves the cellular uptake of glucose [30]. Banaba as a popular medicinal plant, is also claimed to clear obstructions from the natural ducts of the body and induce urination if water from boiled leaves is taken. Moreso, extracts from boiled roots are used against small ulcers of the mouth and a leaf poultice is used to relieve malarial fever and applied on cracked feet [31].

In "The legend of Sampaloc (Tamarind) Lake" by Arias Querubin [32], a plant that can cure illness was mentioned. This plant is called Sampaloc or Tamarind (*Tamarindus indica*). As the legend goes, there lived a greedy couple who owned a large house with a big sampaloc or tamarind tree in their backyard in the latter part of the 18th century. An old woman who happened to pass by the couple's house asked if she could have a fruit of the plant which she believed was a cure for colds. The couple asked her:

"What do you want?" Don't you know that you are disturbing us at the time of the day?

The old woman replied: "I would like to ask for some Sampaloc fruit to cure my colds." ...Something sour will cure me.

But instead of responding to the old woman's request, the couple drove her away. The old woman begged the couple to give her a fruit.

"Please have pity. Please give me just one fruit".
(p62)

The old woman believed that if she could eat the tamarind fruit her sickness will be cured.

Tamarind (*Tamarindus indica*) according to Kuru (2015) belongs to the *Fabaceae* family of plants and used as traditional medicine [33]. It has a long history of medicinal use like other ancient foods. Traditionally, tamarind is used to help ease stomach discomfort, aid digestion and promote better bowel movement. It also helps relieve fever, sore throat, rheumatism, inflammation and heat stroke. Meanwhile, dried or boiled tamarind leaves and flowers are made into poultices for swollen joints, sprains, boils, hemorrhoids and conjunctivitis [34]. As a good source of thiamine, iron, magnesium, phosphorus and tartaric acid, tamarind also contains niacin, calcium, vitamin C, copper and pyridoxine [35]. People take tamarind for constipation, liver and gallbladder problems, stomach disorders as well as to treat colds and fever [36]. It is also used to treat pregnancy related nausea and children with intestinal worms. Tamarind is also used as flavoring in beverages and foods.

Man's significant experiences are captured through literature. It can be of social, political, personal or cultural aspects. Culture focuses on many facets such as beliefs, practices, traditions and language. According to Bueno (2012) tradition refers to the customs, rituals, belief, folklore, habits in a given ethnic group [37]. Oral and written communications serve as the modes for the transmission of knowledge, skills, and attitudes of person to others as well as their actions based on their experiences, imaginations and exposures to other members in the society. People's conformity to rules, ritual, custom, values, mores, folkways and other relevant prescription of culture is brought by their conversion of behavior out of varied interactions with others. They conform to the way of life of the community because of the social activities and experiences embedded in their respective individual practices. Their parents, families, and the society where they live- in transmit the social model provided by the social beings. One of the tradition of Filipinos is their belief in using plants as cure for certain illnesses. Plants are very essential in man's existence. According to Khan (2016) they are used for medicinal purposes long before pre-historic period aside

from being used as food, flavoring, perfume, and for spiritual activities [38]. Healing with medicinal plants is an old practice as old as mankind itself and the connection between human and their search for drugs in nature dates from the far past [39]. Man's awareness on the use of medicinal plants is the product of man's struggle for many years. The knowledge of early Filipinos regarding use of medicinal plants is manifested in their traditional story regarded as unauthenticated historical facts. It shares the understanding of the past and explains man's survival in their day to day life.

Truly varied literary genres showcase culture, beliefs and practices of early inhabitants. One can gleaned insights into specific practices like using medicinal plants in curing diseases or illnesses which are beneficial to people in the new generation. The study of Hong et al., (2015) stated that medicinal plants played a significant role in healing various human disorders and grinding for example, was a widely used method to prepare traditional herbal medicines [40]. This knowledge of early people in the use of medicinal plants captured in the pages of literature showed the value they put into their health. Mesfin et al., (2013) explained that traditional knowledge of medicinal plants and their use by indigenous healers, and the drug development in the present are not only useful for the conservation of cultural tradition and biodiversity but also for community health care and drug development of the local people [41]. This is supported by Ermias et al.'s statement that the indigenous knowledge on medicinal plants appears when humans started and learned how to use the traditional knowledge on medicinal plants [42].

This leads to the thinking on the importance of knowledge on the use of medicinal plants and the way to process them for cure of some physical illness and pain. This knowledge has been transmitted orally for generations through word of mouth and found in the pages of literature which shows how to preserve such very rare knowledge. The need to continuously nurture and preserve this knowledge, which is also part of tradition, the use of medicinal plants in curing illness is significant in a sense that the younger generation of our modern society have begun to show a waning interest in carrying this traditional practice. Hence, the role of literature is to make readers aware that such tradition and practice exist, and such exposition is both relevant and important in the present time.

IV. CONCLUSION

As literature captures significant human experiences, it also imparts knowledge on traditions, customs and beliefs of people. It plays a very powerful force to people

through the language used as it speaks vividly of the kind of life they lived in society. The details of their day to day life is captured ranging from varied experiences in relation to their culture, beliefs, practices and traditions. Part of this tradition is the use of medicinal plants which people use to cure different kinds of illnesses. This is best described in the pages of novels and legend which show that in the earlier times knowledge in the use of traditional medicinal plants as cure is very important as this has been handed through generations.

Using the four narratives consisting of three full - length novels and a legend as literary sources, the study determined the types of plants traditionally used to cure various sicknesses among Filipino communities, identified the kind of sickness cured by the plants, and presented insights gleaned from such exposition.

The different medicinal plants mentioned in the narratives include the alugbati or Malabar nightshade or spinach (*Basella alba/Basella rubra*), Atis or Custard apple (*Annona squamosa*), Dampimbanal or holytouch (*Hierochloe borealis/Hierochloe odorata*) and Banaba (*Lagerstroemia speciosa*) and tamarind fruit (*Tamarindus indica*). In the novels, Alugbati leaves together with tamarind juice was mentioned as a remedy for psychosomatic symptoms associated with adolescent's stress from the onset of manhood. Custard apple leaves was also mentioned to cure body aches and pains, while Dampimbanal or holytouch was used as a relief for fractured bones. The plant parts of Banaba were mentioned to help address different internal disorders, like an ailing kidney, and problems related to the urinary tract and the stomach. In the legend, tamarind was mentioned to be a cure for colds.

The insights gleaned from this study include the renewed appreciation and valuation of the knowledge gained in the use of medicinal plants as cure for various illnesses among Filipinos in the context of conservation of cultural tradition, biodiversity and community health care and drug development. This exposition also helps awaken the awareness and interest of the younger generation on the usefulness of medicinal plants as cure of sickness and further motivate them to value this knowledge. Furthermore, literature helps all readers understand the significance of respecting other peoples' traditions, the importance of knowledge gained on various medicinal plants and their uses which they could also make use as remedies for ailments in their own homes.

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The Role of Papuan Women in *Isinga* and *Namaku Teweraut*

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Abstract—The role initiated by Papuan women in providing balance and survival can in fact be realized by caring for others. This study aims at describing the role of Papuan women in *Isinga* and *Namaku Teweraut*. This research method uses content analysis with a feminist literary approach. The data is obtained using literature and interviews. The results of this study indicate that by managing the potential in women it will be able to anchor the nation's rank, improve the fulfillment of the needs and quality of life, give a positive influence on survival, and women have a big contribution in creating peace.

Keywords— the value of feminism, *Isinga* novel, *Papua*.

I. INTRODUCTION

The role of women is often a debate. Many people consider women to have a greater role in people's lives. On the other hand, there are those who see women as having only a role in the domestic life. However, it needs to be realized that the role of women is quite influential in development.

Role is an action or behavior carried out by someone who occupies a position in social status, if someone carries out their rights and obligations in accordance with his position; he carries out a role (Soekanto, 2002: 243). Roles can also be interpreted as demands given structurally through norms, expectations, and responsibilities (Suhardono, 1994: 15).

The increasing number of women is an asset and a problem in the field of employment. By managing the potential of women through various fields, it will have a positive impact on women's progress and personality. For example, managing the potential of women through the education and training sector, the female workforce will increasingly occupy a position that is more respectable and able to raise the rank of the nation.

In novel *Isinga* by Dorothea Rosa Herliany and the novel *Namaku Teweraut* by Ani Sekarningsih, women have a significant role in survival. Women are able to harmonize their gender identity through roles. Papuan women take advantage of the roles they can play. This is a manifestation of the feminist movement.

Feminism is a women's movement that wants equality between men and women. This movement is ideological, symbolic and political in nature which aims to dismantle and restore the roots of women's oppression to be equal in life and treat women fairly (Humm, 1986: 4). Feminism is not against men, but against endocentric notions that have taken root in the history of human life.

In relation to literature, feminism as a theory aims to analyze literary works in relation to the production process or reception of women's emancipation (Herawati, 2013). Wolf (1979: 139) states that feminism is a theory that expresses personal dignity and the dignity of all women. Meanwhile, Marry Wollstonecraft (in Djajanegara, 2000: 30) states that women, especially from the middle class, are an oppressed class that must rise from the shackles of the household.

For this reason, in this study, the author tried to analyze the novel *Isinga* by Dorothea Rosa Herliany and the novel *Namaku Teweraut* by Ani Sekarningsih in terms of feminist literary approaches or literary feminism. The main problem raised in this study is how the role of Papuan women in the novel *Isinga* and the novel *Namaku Teweraut*. The purpose of this paper is to describe the role of Papuan women in the novel *Isinga* and the novel *Namaku Teweraut*.

II. THEORETICAL BASIS

Feminism is interesting to study because it is an attempt to reorganize the stereotypes of women who have been standardized by patriarchal ideology of gender differences. The word feminism comes from the Latin word *femina* (female) which means "has the quality of women" (Arivia, 2003: 90). Aristoteles in his philosophical work states that naturally between men and women there are differences in which men are considered superior and women are considered inferior (Simone, 2003: 116; Alazzawi, 2018).

The position of women is always placed second only to men. Women have the duty to serve and satisfy the needs of men. Women are more often portrayed as patriarchal women, namely the image of women overshadowed by men. Therefore, in the 1960s the

movement of feminism understood in various fields and was a form of reform for women (Aziz in Irmayani, Asfar & Fuad 2005: 7). This is because people assume that feminism has not been well received by most people, especially in Indonesia (Suyitno & Nugraha, 2014: 34).

For this reason, feminism agrees to voice aspirations and freedom to choose and manage life both in the domestic and public sphere. Thus, women must be able to fight for their rights that are marginalized so that they can become women who have the agency to fill and live the life they want.

III. RESEARCH METHODS

This study uses qualitative methods, namely methods that are systematic, factual, accurate, and produce descriptive data in the form of written words (Bogdan & Tylor in Moleong, 2001: 3). This research strategy uses content analysis which aims to describe various situations or conditions that are the object of research. The data source consisted of primary data sources which included the novel *Isinga* (2015) by Dorothea Rosa Herliany and the novel *Namaku Teweraut* (2006) by Ani Sekarningsih and secondary data including books, relevant journals, and informants consisting of novelists and indigenous Papuan women.

Data collection techniques in this study use library techniques and interviews. This technique is used to analyze attitudes and views so that they can find the role of Papuan women contained in the novel *Isinga* by Dorothea Rosa Herliany and the novel *Namaku Teweraut* by Ani Sekarningsih with the work steps of determining novels that are understood as research objects, reading novels repeatedly and giving special marks on the data needed, classifying data and analyzing data and making conclusions.

IV. RESULTS AND DISCUSSION

Papua is one of the provinces located on the eastern tip of Indonesia and borders on Papua New Guinea. Topography of Papua consists of lowlands, highlands, and mountains that surround forests, rivers, and settlements of Papuan people. The life of the Papuan people is still closely related to the 'Bapak' system of customs and governance. This is because men still have inheritance rights, the right to control property, the right to lead the family, and the right to take care of other public problems. As Aristoteles stated that there are differences between men and women naturally, men are considered superior and women are considered inferior. In addition, because the Indonesian people are still colored by the remnants of patriarchal feudalism so that

men determine and women are determined (Suryana & Gunawan, 2001).

Since childhood Papuan women have always been given advice by the Mothers. This aims to encourage them so that they are not weak under the power of men and can provide survival. For Papuan women, enthusiasm is important because it can be used to do various jobs if there are difficulties both in the garden, in the forest, and in the household environment. With enthusiasm and unyielding work can be done well (Herliany, 2015: 23).

1. *Isinga* (2015) by Dorothea Rosa Herliany

Dorothea Rosa Herliany is an Indonesian female writer who has produced literary works in the form of poetry, short stories and novels. This woman born in Magelang, October 20, 1963, has been recognized by various Indonesian writers including Joko Pinurbo, Lucianus Bambang Suryanto, and Korrie Layun Rampan. According to the three writers, Dorothea's literary works were able to surprise readers. In addition, the literature written by Dorothea is not merely a mere imagination but a reality that exists in a society where the telling of novels is based on real problems. That is why novels, including in the most sociological and responsive literary works, are very sensitive to sociohistorical fluctuations in society (Ratna, 2004: 336).

The novel *Isinga* tells the story of the struggle of a Papuan woman called Irewa Ongge from Aitubu village. Irewa was the daughter of Mama Kame and Father Labobar. Since childhood, Irewa and Aitubu women had been bound by customary rules. Women were only allowed to do domestic activities, such as serving husbands, taking care of children, gardening in the fields, and raising pigs.

Papuan women in this novel had never been given education. Education was only for men including hunting skills. However, due to high curiosity, finally Irewa ventured to join a class opened by Reverend Ruben. With education, Irewa was able to provide survival for her children and other women in her village.

In addition to facing the rules of customs and the power of patriarchy, Papuan women in the novel *Isinga* also had to deal with the entry of foreign cultures (Wiyatmi, Suryaman, Swastika, 2017: 105). Outside culture was free association and the emergence of various venereal diseases (syphilis or HIV / AIDS). From that incident, the role of women changed to the public sphere.

Women like Irewa Ongge, dr. Jingsi Pigay, and Ms. Selvi were movers for other women. They took concrete actions in the fields of education, economy, health, environment, family and society. This was also supported by the principle that is known to everyone "*Akahi paekahi*

yae ewelende, wali onomi honomi eungekende" which means "If all of you consider your brother, your life will be safe and peaceful (Herliany, 2015: 158).

1.1 The Role of Papuan Women in Education

Education is an important process in human life. Through education, one can share with others, teach goodness and knowledge, and give a positive reflection of behavior. In the novel *Isinga*, the role of Papuan women in education lies with the Irewa Ongge figure. Irewa is the main character in this novel who was abused by her husband and got injustice from the rules of customs.

However, Irewa's passion for sharing and giving knowledge to fellow women was very high. When Irewa moved to Yar District, she felt sympathy for her neighborhood. Many women got venereal disease or syphilis from sexual relations with their partners. This disease originated from a place of prostitution that was increasingly mushrooming in the Yar District.

From this incident, Irewa was determined to improve the lives of the Yar District people and provide knowledge about the dangers of syphilis or HIV / AIDS, as shown in the following quote:

Irewa mulai menyampaikan pendapatnya tentang pelacuran. Ia menceritakan pengalamannya saat terkena penyakit sifilis. Ia menceritakan walau perempuan hanya melakukan hubungan badan dengan suami saja bisa saja terkena penyakit kelamin. Ia juga mengajak perempuan pedagang di pasar menjaga anak lakinya hati-hati (Herliany, 2015: 157).

Irewa began to express her opinion about prostitution. She recounted her experience when exposed to syphilis. She told me that even though women only had had sexual relations with their husbands, they could have contracted venereal disease. She also invited women traders in the market to look after their sons carefully (Herliany, 2015: 157).

Irewa was able to convey the dangers of syphilis from her own experience and the knowledge provided by Dr. Jingi Pigay. According to her, the spread of syphilis occurred because of the entry of a number of people from outside Papua who came to look for expensive Gaharu wood. In addition to timber seekers, also came groups of migrants from other islands who eventually settled in Papua. From there various public facilities emerged including brothels.

Therefore, Irewa invited women traders in the market to guard their sons carefully and unite against them by forcing the businessmen in prostitution to close down their businesses and repatriate prostitutes to their home areas.

1.2 The Role of Papuan Women in the Economy

In the novel *Isinga*, the role of Papuan women in the economy is reflected in the character of Ms. Selvi Warobay. Ms. Selvi was a woman who served as a sub-district head in Yar District. Ms. Selvi's role in the economy was to collect *noken* and necklaces from moms in the village and help to sell them. The activities carried out by Ms. Selvi sought to build the economy of women and harmonize women's lives. *Nokens* that had been sold were special *nokens* made of hardwood leather which was hard to come by. Here's the quote:

Sebelum menjadi kepala distrik. Ibu Selvi punya kegiatan dengan para perempuan lain di sebuah kelompok kerja. Kegiatan mereka antara lain mengumpulkan noken dari mama-mama di kampung dan membantu menjualkannya. Noken ini adalah noken khusus yang terbuat dari kulit kayu yang susah didapat. Juga kalung dari manik-manik dan mata kalungnya dari buah di hutan (Herliany, 2015: 189).

Before becoming head of the district, Ms. Selvi had activities with other women in a working group. Their activities included collecting noken from mothers in the village and helping sell it. This noken was a special noken made of hardwood leather that is hard to come by, also necklaces from beads and necklace eyes from fruit in the forest (Herliany, 2015: 189).

From the quote, Ms. Selvi wanted to invite women to abandon bad habits and turn to good habits that could make money. The money obtained from handicrafts would be women's rights, although sometimes if a woman was generous, she could only give money to men as a sign of affection (Wasaraka, 2019: 111).

In addition, Ms. Selvi also taught teenagers to make *noken* using materials from wool yarn and manila yarn. *Noken* was a mandatory skill that must be owned by Papuan women. *Noken* was not only valuable for trading, but also to express the feeling of falling in love.

1.3 The Role of Papuan Women in Health

Health is an important aspect of life, because if the community is healthy, all activities can be done well. In the novel *Isinga*, the role of Papuan women in health is reflected in Jingi Pigay. Jingi was Irewa's twin and a doctor. Jingi was very concerned about the lives of Irewa and other women. Jingi's concern was higher when Irewa was exposed to venereal disease. From that incident, Jingi and the nurse were always on duty to ensure the existence of the disease and to give drugs or injections to patients. Here's the quote:

Jingi dan para perawat yang bertugas keliling mendengar tentang banyaknya orang yang sakit karena penyakit kelamin. Ia datang dan membagi-bagikan kondom ke masyarakat (Herliany, 2015: 158).

Jingi and the traveling nurses heard about the many people who were sick with venereal disease. She came and distributed condoms to the community (Herliany, 2015: 158).

Condoms are contraceptives or devices to prevent transmission of venereal disease. Condom distribution carried out by Dr. Jingi and the nurses were intended to help and maintain the harmony of the people in Yar District. Jingi also did not want the spread of the HIV/AIDS virus to be a terrible plague for local people.

1.4 The Role of Papuan Women in the Environment

Patriarchal power over nature and the environment that directly affects women was seen in the novel *Isinga*, especially through the voices of women in the interior. They had lost food, medicine, and income sources due to logging and replacing trees in the forest that did not pay attention to the basic needs of indigenous people.

In the novel *Isinga*, the role of Papuan women is reflected in the figures of the Mama and Irewa. The Mama always said that since the ancient ancestors, parents taught to respect nature, respect others, and respect the forest. This method was carried out to protect natural and environmental ecosystems. If the sago trees were cut down replaced with oil palm, then the indigenous people were not capable of eating.

Therefore, the women who met with Irewa also said:

Tanah, hutan, dan air adalah sumber kehidupan. Baik bagi manusia, hewan, tanaman, dan berbagai makhluk hidup lainnya. Masyarakat adat setempat secara turun temurun memiliki sejarah. Batas-batas wilayah dan tanda bukti alam. Ada lembaga adat yang mengurus dan mengatur masyarakat dan hak atas tanah. Hubungan antara tanah dan manusia ibarat ibu dan darah. Memberikan napas dan kehidupan bagi manusia sejak lahir. Tumbuh besar hingga mati. Karenanya tanah dan hutan harus dijaga, dilindungi, dikelola, dan dimanfaatkan untuk kelanjutan hidup manusia (Herliany, 2015: 163).

“Land, forest and water are sources of life for humans, animals, plants, and various other living things. Local indigenous peoples historically have a history, regional boundaries and natural evidence. There are customary institutions that manage and regulate the community and land rights. The relationship between land and humans is like mother and blood, giving breath and life to humans from birth, growing to death.

Therefore land and forests have to be protected, managed and utilized for the continuation of human life.” (Herliany, 2015: 163).

2. *Namaku Teweraut* (2006) by Ani Sekarningsih

Ani Sekarningsih is an Indonesian female writer who has a concern for the lives of the Papuan people, especially the *Asmat* people. She founded the *Asmat* Foundation along with M. Kharis Suhud, Muchroddi, Mashud Wisnoesapoetra, and Syarif Tando in 1986. In addition to literary works in novel form, Ani also has literary works in the form of poetry. The novel *Namaku Teweraut* received an award from the Main Book Foundation of the Indonesian Ministry of National Education in 2002 (Wiyatmi, Suryaman, Swastika, 2017: 106).

The novel *Namaku Teweraut* tells the story of the struggle of a Papuan woman named Teweraut who came from a remote indigenous community within the *Asmat* tribe. In the Tewe's family, women were not entitled to education. Because women only served families, gave birth to children, and care for them, and found good food (Sekarningsih, 2006: 63). Even so, Endew (Mother) Teweraut opposed the demand and asked permission from nDiwi (Ayah) to allow Teweraut to get an equal education.

From the tradition that marginalized women, the role of women also extended to the public sphere including in the fields of education, health, family, society, and social status. The female figures who held the role of control were Teweraut, Endew, and Mama Rin.

2.1 The Role of Papuan Women in Education

Education cannot be separated from the reality and socio-cultural context because education has a big contribution (Wiyatmi, 2018: 43). In the novel *Namaku Teweraut*, the role of Papuan women in education is reflected in the character Endew (Mrs. Teweraut). Endew had understood the importance of education for children, especially women. Endew was even willing to oppose traditions that apply in customs. Endew wanted her child to be able to read and write. According to Endew, by prioritizing education someone would be able to prepare themselves and their future. Here's the quote:

“Sudah waktunya kita mempunyai sikap. Waspada menerima perubahan zaman yang semakin maju. Hal Tewe, biarkan ia sekolah. Agar nasib masa depannya berubah lebih baik. Bisa kerja di kantor kecamatan atau di kantor keuskupan,” begitu selalu Endew meyakinkan tiap anggota kerabat tentang harapannya dalam

mempersiapkan kesejahteraan masa depanku (Sekamingsih, 2006: 12).

"It's time we have attitude. Beware of accepting increasingly advanced times. About Tewel, let her go to school, so that her future fate changes better. She can work in the sub-district office or in the diocesan office, " Endew always assured each member of his family about her hopes in preparing for my future welfare (Sekamingsih, 2006: 12).

2.2 The Role of Papuan Women in Health

Meanwhile, in the novel *Namaku Tewelaut*, the role of Papuan women in health is reflected in the figure of Mama Rin. Mama Rin was a female researcher and assistant to the Asmat tribe. When there was a cultural mission between Indonesia and Amsterdam, Mama Rin always reminded the dancers to maintain cleanliness and not to have sex or *papisy* carelessly. This is to guard them and maintain the honor of the nation. Here's the quote:

Akhir-akhir ini Mama Rin sering uring-uringan. Kuakui kamarku dan teman-teman selalu berantakan. Pakaian-pakaian yang bersih dan kotor bercampur menjadi satu. Bergantungan di kamar mandi atau teronggok disetiap sudut kamar.

"Mama telah membacakan aturan bahwa semua duta seni harus bisa menjaga diri" (Sekamingsih, 2006: 116).

"Lately, Mama Rin has been furious. I know that my room and my friends' have always messed up. Clean and dirty clothes are mixed together, hanging in the bathroom or thrown away in every corner of the room."

"Mama has read the rules that all art ambassadors must be able to protect themselves" (Sekamingsih, 2006: 116).

Every person must be obliged to participate in realizing environmental health. This is to prevent the occurrence of diseases or health problems. Mama Rin responsibility to remind her needs to be appreciated because is not easy to organize everyone to lead a healthy life.

2.3 The Role of Papuan Women in the Environment

In the novel *Namaku Tewelaut*, the role of Papuan women in the environment is reflected in the figure of Mama Rin. Her concern for illegal logging affected forest loggers to no longer cut down forests. Here's the quote:

"Tidakkah kamu sadari bahwa hutan yang sedang kamu babat itu sesungguhnya pinjaman dari anak cucumu?" kata Mama Rin dalam suatu kesempatan tatap muka dengan beberapa penebang.

"Bayangkan, kamu dituntut menyediakan 1500 batang pohon untuk memenuhi kebutuhan 4300 kubik setiap bulan dan sekian ratus batang rintisan yang juga harus ditebang! Dan kamu jangan lupa, selama ini erosi hutan rawa ini tertunda keparahannya karena tertahan oleh akar-akar pohon. Apa yang akan terjadi beberapa tahun mendatang kalau tidak diadakan pencegahan sejak dini? Asmat akan berubah menjadi lautan, karena sudah tak ada penahannya!"

"Don't you realize that the forest you are tripping is actually a loan from your children and grandchildren?" said Mama Rin on one occasion to face several loggers.

"Imagine, you are required to provide 1500 trees to meet the needs of 4300 cubic feet per month and several hundred stems that must also be cut down! And don't forget, all this time the erosion of swamp forest has been delayed due to being held by tree roots. What will happen in the next few years if prevention is not done early? Asmat will turn into an ocean, because there is no barrier!"

Mama Rin called for this insistence on loggers so they could think about survival. Mama Rin also warned about the dangers of illegal logging, as the impact on erosion and the Asmat nature would turn into the ocean. As a report from Greenpeace that between 2000-2005 the rate of loss of forest areas in Papua reached 2% or 2.8 million hectares per year (<https://p.dw.com/p/FpFb>). For this reason, Papuan must be careful so that they can prevent erosion, flooding, and global warming.

V. CONCLUSION

Based on the research findings and the discussion of the research, it shows that in the novel *Isinga* and *Namaku Tewelaut* there were various public roles in the fields of education, economics, health and environment. By managing the potential of women through education and training, the female workers will occupy an honorable position. In addition, women will have new and more complex knowledge and insights. The role of women in the economy will have an impact on economic growth which spurs on the growth of the industry and increase fulfillment of the needs and quality of life. In the world of health, women who prioritize healthy life have a positive influence on the survival of their families and those around them. Women also have great potential to participate in environmental management and planning. Further, to maintain the integrity of the nation it cannot be separated from the role of women because women have a big contribution in creating peace.

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The Cooperatives as an Alternative Partners for Social and Economic Development: Its Perceived Attainment to the Sustainable Development Goals(SDG)

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Abstract— This study focused on the assessment of the socioeconomic status and analysis of the financial and social services of the four(4) selected cooperatives in Tabuk City, Kalinga, Philippines. The descriptive and empirical method was used in the study. The extracted data included the following indicators of the Cooperatives' financial reports such as the following: Assets, Deposits, and Loans, Net Surplus, Dividends and Patronage refunds. It also conducted a survey from the selected 300 cooperative members on the level of participation of the Cooperatives to the attainment of the Sustainable Development Goals (SDG) of the Philippines. The objectives of the study are summarized as follows: to describe the profile of the cooperatives in terms of its assets, number of members, and age; to determine the members' economic participation according to their average assets, share capital, deposits, and gross surplus; to determine the members' economic benefits of the four cooperatives; to identify the percentage of participation in social and financial obligations of the four cooperatives, and to find out the percentage of contribution the cooperatives have contributed to the sustainable development goals (SDG) as partners for social and economic development of the country.

This study found that: the Cooperatives have generated a total of four billion worth of assets and a total members of 16,437, the cooperative greatly contributes to its assets, there is a significant difference in the members' economic participation on the cooperatives' services. Moreover, the cooperatives extended funds for the needs of communities, the cooperative as an economic institution had helped a lot as partners for development and provide quality education as well as in sustaining decent work and economic growth, responsible consumption and production, and peace, justice and strong institution. Finally, the percent contribution of the

cooperative in attaining the sustainable development goals of the government is at most 49 percent.

Keywords— Cooperatives, Socioeconomic Status, Deposits, Economic Benefits, Social Contribution.

I. INTRODUCTION

Long years ago, people have been facing problems of economic due to poverty, exclusion, and inequality all over the world. For this reason, they proposed a new way of addressing their needs like putting up cooperatives. The concept evolved between the practical and the ideal, inspired by the values of equality, democracy, liberty, fairness, solidarity, and empowerment. This organizational change now became a challenge to our concepts of the economy and business management.

The study of Dogarawa Ahmad Bello (2005), he quoted the definition of cooperative based on "The International Cooperative Alliance (ICA) in its Statement on the Cooperate Identity, in 1995, defines a cooperative as "an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly-owned and democratically controlled enterprise." It is a business voluntarily owned and controlled by its member patrons and operated for them and by them on a nonprofit or cost basis (UWCC, 2002).

The Copenhagen Social Summit, 1995 defined Social Development in terms of three basic criteria: Poverty Eradication, Employment Generation, and Social Harmony According to Amartya Sen, 1995 "Social Development is equality of social opportunities." According to M.S Gore, the concept of social development is inclusive of economic development but it emphasizes the development of the society in a totality that is, in its economic, political, social and cultural aspects.

In the Philippines, particularly in the Cordillera region, based on the CDA reports, there are forty-one (41)

cooperatives that are operational since it has been marked that the principle behind the cooperative is an effective means to improving the socioeconomic well-being of the people in the community. On December 2015, the Cooperative Development Authority (CDA) of the Philippines reported 9,826 cooperatives complied with the reportorial requirements of the CDA, including the submission of audited financial statements. Their combine numbers constitute 68% of the total number of reporting cooperatives. The total volume of business generated by all cooperatives, as of December 2015, was PhP322,697.5 Million and engaging direct employment of 463,789 persons.

The functions of cooperative help the government economic system in solving such poverty problems in the country. Although we knew that the government is providing poverty alleviation programs, this cannot still meet the people's need for financial assistance.

Cooperative organizations are a voluntary organizations initiated by the people, as it is a "self help". "People should seek it because they see a use for it", shares Dr. Castillo, which is why as much as they can, they educate people on the benefits of cooperative organizations, more so, if they are able to make it grow. "People should be taught of the world and its businesses. (www.cda.gov.ph/).

From the study of Deriada*(2005), she wrote that : As a Business Enterprise Generally, cooperative enterprises are considered as an attractive model of business organization due to following reasons: a) they are run as democratic enterprises where members have the control over their own business and operate it to meet their common needs, thus enabling them to be socially and economically self reliant citizens; b) by pooling members' financial resources, the cooperative can provide a way to raise capital; c) cooperatives provide members with a guaranteed market for their produce and lastly, d) cooperatives contribute to rural development by affecting the lives of their members through increase in employment and improvement in financial position and social conditions (Quintana, 1996).

Based on membership, the CDA reported as of December 2002 that there were a total of 2.8 million and 0.8 million regular and associate members in primary cooperatives respectively. Their contribution to the national output has been continuously increasing providing a total of 65,196 and 18,796 jobs in fulltime and part time employment respectively. It has also generated a total of PhP13.9 billion in net surplus and has accumulated a total of PhP76.1 billion worth of assets with paid-up capital of around PhP 22.2 billion.

In our economy today, salaries and wages are no longer enough as sources of financial supports for the family budget. But, with the establishment and operation of cooperatives in the communities and sectors of the economy, personal income limitations can be augmented in terms of borrowings from the cooperatives, which has a lower interest rates and returns on investment for every member borrower. The cooperative way of financing and investing is much affordable among the members. Therefore, it is must engage in cooperative investment in order to be prepared for any urgent financial needs.

The best practices of cooperatives are beneficial to the members and to other financial institutions to note. Thus, this study was conducted to disseminate the significant contributions of cooperatives as partners of government and private industries in providing sources of funds and opportunities for wiser investment and elevate the economic and social development of a country like the Philippines and other countries in the world.

II. OBJECTIVES OF THE STUDY

This study purposely aimed to assess the general status of the selected cooperatives in Tabuk City, Kalinga in order to seek answers to the following objectives:

1. To determine the socioeconomic profile of the four cooperatives as to rank in size, number of members, age, savings, share capital, average loan, average assets, patronage refund, and net surplus, in the past five years of operation from 2013 to 2018

1.1. Is there a significant relationship of the Cooperatives' age to the average amount of assets?

2. To determine the members' economic participation of the four cooperatives according to their average assets, share capital, deposits, and gross surplus.

2.1 Has there been is a significant difference of the members' economic participation among the four cooperatives?

3. To determine the average members' economic benefits from the four cooperatives' performances from 2013 to 2018.

3.1 Is there a significant difference of the members' economic benefits when grouped according to the four cooperatives' allocation and distribution?

4. To determine percentage of participation of the cooperatives in giving financial supports to the

beneficiary, NGOs, and the poor sectors of the community.

5. To determine the percent of contribution or participation of the cooperatives in attaining the 9-points sustainable development goals of the government.

III. METHODOLOGY

This study used the descriptive method through documentary analysis of the annual reports of the selected cooperatives in Tabuk City, Kalinga, Philippines. The researcher conducted the study to explore the financial and social services of the Cooperatives and investigate if there are significant differences in the financial performance of the cooperatives. It also evaluated the economic participation of the members, the economic benefits derived by the members. Likewise, the social and economic contributions of the cooperatives were also analysed and discussed. The extracted data included the following indicators of the Cooperatives' financial reports such as the following: Assets, Deposits, and Loans, Net Surplus, Dividends and Patronage refunds. It also conducted a survey from the selected 300 cooperative

members on the level of participation of the Cooperatives to the attainment of the Sustainable Development Goals (SDG) of the Philippines.

LOCALE OF THE STUDY

The study was conducted among the four of the cooperatives that are located at Tabuk City, Kalinga, Philippines.

RESPONDENTS

The subjects of this study composed the four cooperative entities, located at Dagupan and Bulanao, Tabuk City, Kalinga. These cooperatives that are located at Tabuk City, Kalinga, Philippines, they are: Tabuk Multipurpose Cooperative (TAMPCO), the BIBAK Multipurpose Cooperative (BIBAKMPC), and Tabuk Farmers Multipurpose Cooperative (TAFAMULCO) and St. Thomas Parish Church Credit Cooperative (STPCC). The four cooperatives were assessed on their profiles as institutions. And, the three hundred respondents were assessed about their participation and contribution of the cooperatives in the economic and social development goals.

Table 1 The Profile of the Four Cooperatives based on the Financial and Social Services.

Cooperatives	Services
Tabuk Multipurpose Cooperative (TAMPCO)	Deposits Credit Pi Water TITC- training center TFC- Funeral Center TGAS-Gasoline station
Tabuk Farmers' Multipurpose Cooperative (TAFAMULCO)	Deposits Credit TSP Agriculture
BIBAK Multipurpose Cooperative	Deposits Credit Catereria & Canteen
St. Thomas Parish Church Credit Cooperative	Deposits Credit Farm supplies

The Tabuk Multipurpose Cooperative (TAMPCO) as the oldest established cooperative in Tabuk city offers more businesses than the others. The Tabuk Farmers Multipurpose Cooperative is the second oldest established among them, followed by the BIBAK Multipurpose Cooperative, and the youngest is the St. Thomas Parish Church Credit Cooperative (STPCC).

As to size, it is seen that TAMPCO is ranked 1 and it is a billionaire. While the rest are classified as

millionaires. As to membership, the TAMPCO has the highest number, followed by St. Thomas Parish Credit Cooperative, Tabuk Farmers' Multipurpose Cooperative (TAFAMULCO, and the BIBAK Multipurpose Cooperative (BIBAKMCO). As to assets: the TAMPCO rank First followed by the TAFAMULCO, BIBAKMCO, and STPCC.

DATA GATHERING

The data were gathered through the use document analysis and data mining from the annual reports of the selected cooperatives (subject of the study). The secondary data on the financial profiles of the cooperatives were used in this context study. The specific indicators which were considered as the focused of the study are : members 'economic participation ,the economic benefits that they derived from the participation in the cooperatives, and the socioeconomic contribution of the cooperatives towards the environment and communities of the Kalinga Province.

DATA TREATMENT

The data gathered and summarized by the use of statistical tables. The data were analysed and compared through the use of frequency, averaging, ranking, and percentage.

STATISTICAL TREATMENT

The treated data shall be processed using statistical formulas as follows: Mean, Rank, and percentage, Regression Correlation and Analysis of Variance. The comparative analysis was done through the use of analysis of variance.

IV. RESULTS AND DISCUSSIONS

Table 2 the Profile of the Four Cooperatives as to Number of Members, Average Assets, and Age.

Name of Cooperatives	Number of Members As of Dec.2018 And their rank	Average Assets (2015to 2018) and their ranks	Age of the Cooperatives
Tabuk Multipurpose Cooperative (TAMPCO)	13,937 (1)	P1,088,257,417.11 (1)	45 years
Tabuk Farmers' Mutipurpose Cooperative (TAFAMULCO)	667 (3)	291,667,135.29 (2)	33 years
BIBAK Multipurpose Cooperative(BIBAKMCO)	406 (4)	118,276,740.84 (3)	30 years
St.Thomas Parish Credit Cooperative(STPCC)	1,427 (2)	104,239,175.9 (4)	14 years
Total(Average)	16,437		

The Tabuk Multipurpose Cooperative (TAMPCO) as the oldest established cooperative in Tabuk city offers more businesses than the others. The Tabuk Farmers Multipurpose Cooperative is the second oldest established among them, followed by the BIBAK Multipurpose Cooperative, and the youngest is the St.Thomas Parish Church Credit Cooperative (STPCC).

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Table 3 the Correlation obetween Age and Assets of the Cooperatives ,and between Number of members and Total Assets of the Cooperatives.

Age and Total Assets	Regression Statistics	No. of Members and Totals Assets	Regression Statistics
Multiple R	0.82476	Multiple R	.997
R Square	0.680229	R Square	0.994694
Adjusted R Square	0.520343	Adjusted R Square	0.992041
Standard Error	3.23E+08	Standard Error	4.78E+08

The relationship between years of age, of the cooperative and the amount of assets is positive and it is described as

very high relationship. The table showed that as the cooperatives' years of age increases, the assets also

increase. It reflected that the age contributes 0.68 or 68 % in the economic growth of the cooperatives. It was also revealed that there is a significant relationship between

the cooperatives' age and assets. There is a perfect correlation between the number of members the the total assets of the cooperatives.

Table 4 . Average Assets, Deposits, Share Capital, Loans, and Net Surplus (in Pesos) of the Four Cooperatives for the past four years of Operations (2014 to 2018)

Financial Profile Indicators	Tabuk Multipurpose Coop(TAMPCO)	Tabuk Farmers Coop	BIBAK Multipurpose Coop	St.Thomas Parish Credit Coop	Total	Rank
Total Assets	1,088,257,417	291,667,135	118,276,740	104,239,175	1,602,440,469	1
Time and Savings	609,904,399	229,695,604	25,427,779	49,107,343	914,135,125	3
Share Capital	372,890,464	109,743,072	20,249,333	40,409,575	543,292,445	4
Dividends	24,744,261	6,522,085	2,081,962	10,457,206	43,805,515	5
Total Loans Receivables	444,711,940	167,795,765	101,699,016	74,717,208	788,923,931	2
Net Surplus	47,884,525	15,280,359	3,018,354	5,083,955	71,267,194	7
Patronage Refund for Borrowers only	12,234,837	2,785,829	2,582,517	1,493,886	19,097,070	8
Net Surplus before provision	47,756,660	34,135,158	4,023,449	7,452,163	93,367,432	6
Total	P 2,648,384,506	P857,625,010	P277,359,152	P292,960,515	P4,076,329,185	
Percent	65%	21%	6.8%	7.2%	100%	

The table revealed that the total amount that the four cooperatives have generated and utilized for its services to their members and the community have reached four billion,seventy-six million,three hundred twenty-nine thousand and one hundred eighty five pesos (P 4,076,329,185) from 2013 to 2018. As to the cooperatives share in the total amount, the Tabuk multipurpose cooperatives(TAMPCO) has the greatest total which is(65%) or P2,648,384,506, the second is the Tabuk Farmers Cooperative with a total amount of P

857,625,010 or 21%, the third is the St.Thomas Parish Credit Cooperative with a total amount of P 92,960,515 or 7.2%, and the fourth is the BIBAK Multipurpose Coop with a total amount of P 277,359,152 or 6.8%.

The amount of money being generated by the operation of the cooperatives from the different services showed evidences of active participation in serving their members financial and economic demands and needs.

Table 7 Present the Summary of Averages on the Cooperatives Members Economic Participation

Members' Economic Participation	Average amount in Pesos	Rank
Share capital	135,823,111	2
Savings & Time Deposit	228,533,781	1
Net surplus	17,784,833	3

The data in the table also shown that along the members' economic participation, the amount of savings and time deposits of the cooperatives is ranked 1, followed by the amount of share capital and the net surplus. This indicates that the operations of cooperatives

have generally provided economic benefits to its members. As expected, that the members should gain mutual benefits in terms of the financial services such income from dividends and the provisions for loans.

Table 8 Present Whether there is a Significant Difference on the Members' Economic Participation among the Four Cooperatives using ANOVA single factor.

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	5.45E+17	3	1.82E+17	3.909264	0.023908	3.098391
Within Groups	9.29E+17	7	4.64E+16			
Total	1.47E+18	11				

Significant at .05

The test indicates that there is a significant difference in the Members' Economic Participation among the Four Cooperatives as revealed by the result of the F-ratio of 3.909 which is higher than the F-critical value of 3.098 at 0.05 level of significance. The differences lie between the amount of the members' economic contribution along the

indicators such as amount of deposits and gross surplus. This gives an idea that the cooperatives should also guard the direction of their operations that the managers should look into the convenient techniques to convince more the members to sustain increases in their deposits and share capitals in their respective cooperatives.

Table 9 Present the Distribution of Members' Economic Benefits derived from the Operations of the Four Cooperatives

Members' Economic Benefits (2015 to 2017)	TAFAMULCO (Average) In Pesos	BIBAK (Average) In Pesos	STPCC (Average) In pesos	TAMPCO (Average) In pesos	Average
Dividends	6,522,085.20	2,081,962.07	10,457,206.70	24,744,261.68	10,951,378.91
Patronage Refund	2,785,829.44	2,582,517.28	1,493,886.53	12,234,837.36	4,774,267.65
Total average	9,307,914.64	4,664,479.35	11,951,093.23	36,979,099.04	
Rank	3	4	2	1	

On the Members' economic benefits derived from the four cooperatives, TAMPCO is the highest in terms of dividends and patronage refund allocation for the past three years in the amount of P36, 979,099.04. While St. Thomas Parish Church Credit Cooperative (STPCC) has allocated an average of P11, 951,093.23 for the members' dividends and patronage refund. The other cooperatives

like TAFAMULLCO and BIBAKMCO also do allocate enough amounts for the members' financial benefits. Thus, the members are benefiting from their membership to the cooperative by saving while they have borrowed some money to use for their needs. In this manner, the establishment of a cooperative can help reduce poverty and restore people's economic security.

Table 10 Presents the Result of the ANOVA on the comparison of the Four Cooperatives along the Indicators of Members' Economic Benefits

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	3.20318E+14	3	1.07E+14	3.478866426	0.129869	6.591382
Within Groups	1.22767E+14	4	3.07E+13			
Total	4.43086E+14	7				

Significant at .05

The result showed that there is no significant difference in the Cooperatives financial allocation for dividends and patronage refund to their members. This implies that the

four cooperatives provide almost same amount of ratio for the allocation of the members' economic benefit like the dividends and patronage refund.

Table 11 Present the Different Socioeconomic Contribution (in Percent) Granted by the Cooperatives as perceived by the Beneficiaries

Cooperatives' Socioeconomic Contribution	TAMPCO (Percent)	TAFAMULCO (Percent)	BIBAKMCO (Percent)	STPCC (Percent)	Mean (%)
Mortuary Aid	100	100	100	100	100

Community Development Fund	100	85	85	85	89
Education and Training Fund	100	85	75	85	86
Health /Medical Fund	85	90	90	85	88
Donations to typhoon victims	100	95	85	85	91
Funding for Church rehabilitation/ improvement	85	85	85	100	89
Funding of farmers' organization	100	100	85	80	91
Giving of Tithe	75	75	-	100	83

The table reveals that the four cooperatives are participating in the social concerns through the use of allocated funds for aids that are provided by them to the different social concerns like the community development

fund, mortuary aid fund, education and training fund, health and medical aid fund..This is evidenced by the responses of the different beneficiaries of the cooperatives which shown as percent in the above table.

Table 12 .Cooperative's Contribution To The Attainment of Sustainable Development Goals (SDGs) as perceived by the Respondents(n=300).

Sustainable Development Goals	Number of Respondents	Percent
1.Zero hunger	15	5
2.Good Health and well being	24	80
3.Quality education	200	67
4.Gender equality	58	19
5.Decent work economic growth	175	58
6.Reduced Inequalities	89	30
7.Responsible consumption and production	128	43
8.Peace, Justice and strong institutions	120	40
9. Partnership for development	285	95
Average %		49%

The table reveals that the percent contribution of the cooperative in attaining the sustainable development goals of the government is 49 % . It can be seen in the table that most of respondents(of the 300 respondents) said that the cooperative as an economic institution had helped a lot as partners for development and provide quality education as well as in sustaining decent work and economic growth, responsible consumption and production, and peace, justice and strong institutions.

V. CONCLUSIONS

Based from the findings the following can be concluded:

1. Among the four cooperatives, the TAMPCO is ranked 1 with an average amount of P435, 234,235 in the members' economic participation indicators, followed by the TAFAMULCO, St. Thomas Parish Church Credit Cooperative(STPCC), and the BIBAKMCO.
2. The table showed that as the cooperatives' years of age increases, the assets also increase. It reflected that the age contributes 0.68 or 68 % in the economic growth of the cooperatives. It was

also revealed that there is a significant relationship between the cooperatives' age and assets. There is a perfect correlation between the number of members the the total assets of the cooperatives.

3. The relationship between years of age, of the cooperative and the amount of assets is positive and it is described as very high relationship
4. That there is a significant difference in the Members' Economic Participation among the Four Cooperatives.
5. On the Members' economic benefits derived from the four cooperatives, the TAMPCO is the highest in terms of dividends and patronage refund allocation for the past three years in the amount of P36, 979,099.04.
6. On the Cooperatives financial allocation for dividends and patronage refund to their members, the result showed that there is no significant difference This implies that the four cooperatives provide similar range or amount of ratio for the allocation of the members'

economic benefit like the dividends and patronage refund.

7. the cooperatives as an economic institution had greatly contributed a lot as a partner for development in sustaining the SDG of the Philippines as evident by the different services which have provided quality education, decent work and economic growth, responsible consumption and production, and peace, justice and strong institutions. Finally, the percent contribution of the cooperative in attaining the sustainable development goals of the government is at most 49 percent

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