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*Editor in Chief*

Dr. Manoj Kumar

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# FOREWORD

I am pleased to put into the hands of readers Volume-5; Issue-6: 2020 (Nov-Dec, 2020) 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**

Editor-in-Chief

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# ÖMER ÖZSİPAHİOĞLU: “Not a Chameleon absorbing the Color of the Culture they come into Contact with”

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**Abstract**—Migrant literature has generated interest around the world since 1980s and consistently produced different accounts of the migrants either fictive or factual or fictive formed out of facts. These have been intensively read and hotly discussed under the arguments of diasporic studies. However, most of the time the difference between being diasporic and migrant has been neglected. This seems to be what happens in Elif Shafak’s *The Saint of Incipient Insanities*; the characters there, especially Omer, is the migrant who chooses to leave his hometown as well as all the collective identities defining him to become someone else. Not being a diasporic at all, he is not forced to go to USA neither does he ask to abandon what makes him who he is. On his journey to become someone different, he has encountered all the collective identities he thinks he leaves behind and experienced how badly he fails to create a new identity to himself because of his self-denial. In the end, he has to accept his own failure, which appears to be inevitable once a man is in conflict with who he already is.

**Keywords**—being a migrant, collective identities, identity formation, the sense of (un)belonging.

## I. INTRODUCTION

Elif Shafak’s *The Saint of Incipient Insanities* is not a novel of diasporic experience; it is the novel of migrants whose life ends up with somewhere in America. Ömer is one of these characters who comes from Turkey to lead a different life while attending a PhD programme. In the light of Murat Belge’s criticism of the migrant, Ömer is the one who makes his own decision to move/migrate to America to adapt himself to the place where he migrates and to gradually turn himself into a man of those who have already inhabited there (a preface written by Belge). Thus, he is obviously neither the forced nor the expelled one; on the contrary, he is the migrant who consciously or willingly chooses to live somewhere different to get rid of what he used to be, for the sake of turning into someone new whom he may like or justify more. In order for such a new identity and individuality, Ömer chooses America as an ideal place

to do so and the narrator describes this privileged environment Ömer wants to stay as follows:

Here he was, surrounded by hundreds of faces of dazzling variety, and not even one of them looked familiar. None of these individuals had any idea who he was. Not even one single soul. He was a nobody to each and all of them, so pure and immaculate---absolutely nameless, pastless, and thereby, faultless. And because he was a nobody he could be anybody[...]fully enjoying the exclusiveness of being a total eclipse, the unique freedom of being here, right in front of everyone, and yet seen by no one. The freedom of... (Shafak, 2004, pp.81-2).

Accordingly, there is no one reminding him his past or his previous life in this newly-gained environment, which can help him easily erase what he was once and create an entirely new existence without any specific name or past. In such a reconstructive project of himself, Ömer follows the demands of identity that K. Anthony Appiah analyses in



The Ethics of Identity. In response to Appiah's criticism (2005, p.107), he wants to "make up any self [he] [chooses]"; yet he ignores the fact that creating identities requires both individual and collective identifications. As to the collective identifications, Appiah believes that they are people's life scripts which are generally associated with being a man/woman, homosexual/heterosexual, white/black, Catholics/ Jews/ Muslims, American/ Turk. However, "these collective identities [are] not as sources of limitation and insult [but rather] as a central and valuable part of what they are" (2005, p.108). Therefore, they should not be ignored; if it is, the reconstruction of a self cannot be succeeded, which Ömer painfully undergoes.

## II. SELF DENIAL: FOR THE SAKE OF IDENTITY FORMATION

No matter how hard Ömer denies the collective identities belonging to him or at least being a part of him, it is impossible not to witness their impact on his newly-formed life. Ömer is a Turk speaking English with his Turkish accent; thus, his Turkishness is something concealable. For example, when he talks to Abed, his Arab-looking friend, he murmurs: "When you are a foreigner, you can't be your humble self anymore. I am my nation, my place of birth. I am everything except me" (Shafak, 2004, p. 110). It seems Ömer knows that he is the embodiment of his nation although he is not satisfied about it. Throughout the novel, his other collective identities formed by his nation accompany him to reveal him what he conceals from himself. He sometimes misinterprets these confrontations and keeps believing that he can create a new self/ identity to himself out of all collective identities. Once, for instance, he comes across Jesus-told-me-you-had-a-spare-cigarette woman and has to enter into a direct dialogue with her. The moment the conversation starts the woman asks him where he brought that accent from (Shafak, 2004, p. 209). Although this is a clear proof for the inescapable connection between the self and its collective identities, Ömer likes the way she asks it supposing that "as if it were our accents that belonged to nationalities but not necessarily us" (Shafak, 2004, p. 210). Indeed, accents are certainly belonged to nationalities which explicitly belong to people.

Ömer striving to get rid of his collective identities believes that he "[is] better acquainted with [American] culture than his own" (Shafak, 2004, p. 75); he feels "somehow not that foreign" (Shafak, 2004, p. 73) in this new place, America.

However, he is badly mistaken since *who* we are is closely related to *what* we are as Appiah stresses in the preface of *The Ethics of Identity* (2005, p. xiv). It seems evident that this cannot be thought separately; what we are is the combination of our collective identities that we need to accept their life scripts. If this is accepted, then it will be probable to work on constructing new and positive life-scripts onto them (Appiah, 2005, p. 109). Yet, as long as collective identities are neglected, the attempts to construct new identities demonstrating who we are turn into a mere dream or a fantasy. This perfectly explains why "Ömer Özsipahioğlu [is], in every single layer down to the lowest echelons of his soul, demoralized and unsettled" (Shafak, 2004, p. 75) in America. Although Ömer moves to America in order "[to run] away from the person he was" and "not to be himself anymore" (Shafak, 2004, p. 77), he ends up with an existence of "self-destruction" (Shafak, 2004, p. 266) and on the way of becoming someone different with a new identity, he suffers a lot. To exemplify, he suffers a lot from his own name which continuously reminds him that he does not belong to this newly adapted place. In contrast, his name hauntingly attaches him to his nation, one of the collective identities he tries to leave aside. This might be the reason for which he gets so obsessed with his dots and explains why he tries to put them back to their usual place whenever possible. At this moment, the narrator makes a comment of Ömer's obsession stating that "[w]hen you leave your hometown behind, they say, you have to renounce at least one part of you. If that was the case, Ömer knew exactly what he had left behind: his dots!" (Shafak, 2004, p. 5). His dots are not only the part of him but also the part of one of his collective identities: his nation.

It is obvious that Ömer craves for his name which lacks its dots whereas the narrator justifies the fact that "his dots [are excluded] for him to be better included". In fact, the lack of the dots does not guarantee his smooth insertion into the American context. Contrarily, it becomes the eternal signifier of his Turkishness. What is worse, if the "names are the bridges to people's castles of existence" (Shafak, 2004, p. 22), as the narrator describes, Ömer certainly lacks such a proof validating his existence, which upsets him a lot. "[T]he problem of his surname being dotless and far too long to fit into a tag on a mail-box" (Shafak, 2004, p. 20) makes him mourn after the loss of his nation, one of the most distinctive collective identities forming who he is. He says,

When I write my name in Turkish, it has dots. In English, I lose them. It sounds stupid, I know, but sometimes I lament losing my dots. Therefore, those dots up there must be mine, take care of them (Shafak, 2004, p. 216).

Ömer loses his accent, language as well as his name with its dotseach of which structures his nationality, one of the determining factors to shape his collective identities. At the end of such a loss, he is not certainly sure whether “those dots up there” truly belong to him although they supposedly belong him.

In addition to his denial of his nation, Ömer does not seem as a man of Muslim countries. He is not only addictive to alcohol, which is one of the accepted sins of Islam, but also indifferent to praying or talking to/about God throughout the novel. This is most possibly why he is depicted as a drunk at the beginning of the novel in stark contrast to Abed, his pious Muslim roommate whom, “despite the apparent similarity (being both from Muslim countries), and despite being close friends, [he] might not have that much in common” (Shafak, 2004, p. 3). This contrast is also emphasized by Abed while he is discussing with Ömer in this way:

I am a pious Muslim whereas you are a *lost* one.

“A lost Muslim...” Ömer gallantly [repeats], closing his eyes in some kind of an ecstasy as if expecting a “lost Muslim animation” to appear before his eyes...As nothing [appears], he [has to reopen] his eyes, and observe some deep sense of wretchedness filling the void where he [expected] the image to appear (Shafak, 2004, p. 14).

Even though Ömer tries to envisage a person who loses himself and his religious beliefs, he fails and consequently he comes up with the emptiness, the inexplicable. Once through the end of the novel, Ömer is exposed to talk about religion and God when he is with his beloved Gail but he, “Ömer the Infidel” (Shafak, 2004, p. 337), instantaneously stops her claiming that she is also not a type of person who believes “in *these* things” (ibid). Obviously Ömer avoids speaking of *these* religious issues as he loses his faith in them; he is namely “a born Muslim who [wants] to have nothing to do with Islam or with any other religion” (Shafak, 2004, p. 14).

What Ömer wants to leave behind seems more than these indeed. He has to sacrifice his childhood memories as well as his family ties, including his beloved cousin Murat who means a lot to him. The narrator tells their common past in such a deep nostalgia:

It [is] sad the way things [turned out]. It [is] sad because everything was so different once. Their mothers being not only sisters but also neighbors who spent more time in each other’s houses than in their own, and they being of the same age, it was inevitable for them to pass all their childhood glued to one another. Back then they had so many things in common, or maybe, perhaps, each merely echoed what the other voiced. They collected the same things: stamps, foreign coins, and girls’ hairbands [...] In camaraderie they dreamed of the same professions [...] read the same books [...] supported the same team [...] They were like peas in a pod then, with interests, accomplishments, and even failures so much alike, and to continue the resemblance, they started dating girls that were close friends [...] Such was the destiny of their camaraderie (Shafak, 2004, p. 162).

Ömer and Murat were such close, “as close to one another as two trains stationed side by side at some transitional station” until “the moment of departure [came]” (Shafak, 2004, p. 163). Afterwards, Ömer left METU, the university, and the department, Industrial Engineering, as well as so many memoirs and experiences he went through with Murat. That leads Ömer to leave his cousin behind, move to Istanbul to study in the Department of Political Science in Bogazici University. He achieves considerable success in his classes unlike his disappointing failure in his affairs with the other sex, which eventually results in more drinking and more irregular life full of pains and laments (Shafak, 2004, p. 165).

All these imply the idea that his attempts to rebuild himself in denial to his family ties as well as all the other collective identities seem to be in vain. No matter how hard he tries to have a new identity different than Murat’s, he fails and thereby he decides to give a new try in a different place where he is accepted as no one. Nonetheless, this does not go in a way Ömer plans; leaving everything and everybody he values behind, he encounters a sense of loss which hinders his chances of constructing a new existence in America. The narrator shares how he feels as follows:

Soon Ömer found himself wallowing in a set of existential questions, such as what was he doing (not in this plane but in life), where was he going (again for that matter), why was he leaving his country, what difference would it make to have a Ph.D. in political science in America, was that the real reason why he was on this plane or was he sort of running from the person he was, and so on (Shafak, 2004, p. 77).

It is obvious that his mind is full of questions and anxieties even on his way to America; he seems unsure about his moving to a new place. Therefore, the idea of moving to America does not sound as if it were a well-thought decision; it appears to be a suddenly-settled one instead. This may explain why he is not so prepared to move to America “with wheelless suitcases” which lead him to drag along them “through the rush-worn corridors under the pitying gaze of nocturnal passengers” (Shafak, 2004, p. 80). This scene evokes a sense of pity towards Ömer but its effect somehow changes when Ömer “thought to himself, it was sort of ironic that his very first act in this new city should be sweeping of its dirt” (ibid). It is ironic in a sense that the place where he imagines to create a new identity and existence to himself makes him clean its dirt but it is not ironic in a way that the dirt he sweeps of arouses in the reader a sense of foreboding: as he does not precisely know why he moves there, he tends to get lost in the borders of this new territory as well. So, this is the very first experience of Ömer in America which does not sincerely welcome him.

It is not so late that he realizes “the difficulty of being a non-American in America” (Shafak, 2004, p. 108) since he does not find any appropriate place to locate himself. The first attempt he makes to belong to somewhere is his search in Abed and Piyu’s house although to be accepted in this house as one of them is not as easy as he thinks. The first question they ask is where he is from; this is certainly not a prerequisite for his staying there but it is a strong reminder to Ömer about who he is. He once again encounters one piece of his collective identities and once again ignores its relation to him. His nationality is not the only question Abed and Piyu ask; they have a list of questions interrogating his life which “are not intended to judge [his] personality or morality, but only to gauge how well [they] will get along” (Shafak, 2004, p. 88). Yet, these questions annoy him and after the first three questions he “[starts] e-ing everything they [ask]” (Shafak, 2004, p. 89) as a token of his annoyance and disturbance. Finally, Ömer is accepted as a flatmate at the end of some private talk away from him.

This procedure and weird test are all to test if Ömer is sensitive to garlics or not; yet the way the questions are posed and the way Ömer answers show that the condition that one sets to make the other belong somewhere can be as unreliable as the one which puts someone somewhere randomly. That is to say, there is no definite way to be accepted in or belong to somewhere; it is all perchance.

### III. CONCLUSION

Throughout the novel, Ömer does not follow the demands of identity that Appiah analyses. To start with, he does not recognize his collective identities such as his nation and religion. Even if he does, “recognition means...not mere acknowledgement of one’s existence” (Appiah, 2005, p.107). He also needs to search the authenticity of his newly-constructed self. “Authenticity speaks of the real self buried in there, the self one has to dig out and express. It is only later[...] that the idea develops that one’s self is something that one creates, makes up, like a work of art” (ibid). However, Ömer is “unable to be his usual self” (Shafak, 2004, p. 229); at any rate, he is incapable of having any access to his real self and thus what he does is to pretend, which “[bothers] him most in life” (Shafak, 2004, p. 214). He says,

‘I guess I envy Piyu and Abed. They know so well what they would like to accomplish in life. Why did you come to America? What will you do upon graduation? Where is home? They know the answers! But me... I am only pretending... (Shafak, 2004, p. 215).

If authenticity is a matter of being true to who you already are as Appiah states, Ömer is certainly unaware of his true self since he does not know any of the answers of these questions which may help him to dig out his true self.

In the end, Ömer turns into “the clown in the mirror” (Shafak, 2004, p. 279) whose reflection is not familiar to himself any longer. He [sighs and sighs], getting more transparent with each sigh, like a floating shadow riding on puffs of air, his toes barely skimming the rough rug of Reality” (Shafak, 2004, p. 246). He is literally becoming no one that he had aimed before he moved to America. He becomes a shadow, the mere reflection of a form. Indeed, even though he accepts his transformation into the shadow, he refuses the fact that he really has it (Shafak, 2004, p. 261). Namely he does not even belong to this shadow self. Such a transparent existence makes him question himself, his newly constructed identity/existence, more. “Who am I, what do I want, do I really have to want...someone, something...do I really have to be... someone, something?” (Shafak, 2004, p. 262); nevertheless, what he eventually has nothing except for admitting that “he [is] afraid. Afraid of really, truly loving someone, and then losing that person, afraid of settling down and belonging to somewhere, be it family, country, or marriage, afraid of the irreversibility of

life, and the sternly linear flow of his eternal enemy: time” (Shafak, 2004, p. 240).

At the end of the novel, Ömer comes back to his country, Istanbul, which is the city of “the negation of a negation” (Shafak, 2004, p. 329) where “each sound is met with a disagreeing reverberation” (ibid). Istanbul is a perfect place which evokes the sense of being in-between or neither-belong-to-here-nor-there; if the setting of the finale is considered, the importance of location is getting more and more significant since it does not take place anywhere in Istanbul but on the Bosphorus Bridge, which separates the Asian side of the city from the European side. The last time the readers see Ömer, he is on this bridge watching the running of Gail over the barriers. Petrified, he does not prevent her from leaving him (Shafak, 2004, p. 349). So, what Ömer will do next, whether he goes back to America, the place where he hoped to construct a new identity and existence, or stays in Istanbul, the place where he had previously failed in constructing a new identity and existence, are ambiguous. Yet, it is quite clear that Ömer is not the migrant who easily adapts to the place he migrates and changes into a man of those who have already settled there. He may not be forced or expelled as moving/migrating to a new place is his own decision but even he may not be suffering from any diasporic experiences, it does not necessarily mean that he as the migrant does not suffer at all. Hence, being a migrant might lead to different challenges if the one thinks and behaves against who he actually is like Ömer who “is not a chameleon absorbing the color of the culture [he comes] into contact with” (Shafak, 2004, p. 265).

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# Depiction of Tribal Life in Gopinath Mohanty's the Ancestor (Dadi Budha)

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**Abstract**— The dissertation paper attempts to analyse the representations of tribal life presented in Gopinath Mohanty's novel *THE ANCESTOR*. It is originally written in Odia by Gopinath Mohanty, and later translated by Arun Kumar Mohanty into English. It is a novel about the lives, customs, belief and rituals of the tribal communities and about the outer intervention that causes disintegration of tribal society disrupting and affecting tribal harmony in adverse ways. Tribes are rich in their culture, custom and folk tradition. Tribal society lives in isolated areas and their social life style is different from the main stream society. Its culture, customs, rituals and traditions are in heritage from the earlier generations and moves to the next generation. The life of tribals changed significantly under British colonialism. This effect is also found in the Paraja tribe. Overall the study explores the blissful moments, the plight and the outer intervention of Paraja life.

Gopinath Mohanty, the first Oriya recipient of prestigious Jnanpith award is considered one of the most significant novelists of twentieth century. The pictures of the primitive world that his novels depict are purely honest Tribals, who could not be the part of main stream society and dwell in remote areas of forests and hills, sparkled as the prominent subject to his major novels. Working as a member of state civil service in Koraput district with a predominantly tribal population, Gopinath Mohanty had the juncture to be familiar with life style, culture, customs, ritual, festivals and songs and dances of these tribal people, as well as he interacted with the miserable conditions, poverty and pathetic scene of these blissful innocence tribals.

**Keywords**— Tribal, Culture, Significant, Society, Poverty, ancestor, Spirit, dirty, custom, adored, Lulla, Land, Community, Christinity, Colonial, Modernity.

## I. INTRODUCTION

Mohanty's literary and non literary works are elaborate portrayal of the past history and pristine culture identities of the Paraja tribal society, before the point of contact with western power. The Paraja tribal colony presented in novels is a self sustained community which has still retained their myths, customs, belief, religion, proverbs, tradition, tales and taboos with maximum sense of duty. But all these undergo drastic changes with the intervention of the white man Gopinath's novels map the various contours of the tribal life in its struggle against the systematic encroachment of their cultural space. (Chopra, p. 76)

The Ancestor (Dadi Budha) is Mohanty's first prominent novel published in 1944. It is based on tribal

life. Dadi' in Paraja language means 'grandfather!' and Budha' also means 'grandfather' in Kondh language. For the tribal people of the Koraput region, Dadi Budha is their eternal ancestor in the form of immediate God. Dadi Budha, the date palm tree, is a representative of both the ancestor's spirit and the natural spirit. The tribal people of Lulla village accord the status of supreme spirit and presiding deity to the palm tree. Their innocent belief makes the palm tree along with the termite mound the spiritual entity of their tribal faith. They have the belief that nature, mankind, the spiritual and ancestral worlds are interrelated. The through rituals and celebrations appease Dadi Budha as it brings forth stability and order, good health and harvest, and in case of failure of all these there is a discord at a large scale. Dadi Budha is benign deity, the eternal ancestor, a God who is calm and steadfast, a

mightiest spirit, the cause and creator of all phenomena and responsible for the prosperity and misery of everyone. Everything happens before his watchful eyes. The day passed and night came, but he remains silent to the witness of the joy and sorrows of these innocent tribals.

## II. STORY HIGHLIGHTS

Dadi Budha was a benign deity. He never expressed his anger until he was provoked. He was the eternal ancestor. Everything was his creation, his play. Anyone can speak on his behalf, for he was mute. All kinds of vegetables grew in abundance. Dadi Budha watched them all; he saw his children and grand children gathering in the harvest from the rocky fields. Then Dadi Budha took a short nap. The crows plucked the ears of maize one by one. The cattle strayed into the fields.

All this was his play (Mohanty, p. 8)

The Parajas of Lulla village not only worship the date palm tree as embodiment of ancestral spirit but also believe in natural objects-animals, birds, the river Muran, and the hill-as embodiments of divine spirit. They never forget the gift

of their mother earth and the importance of nature in their lives. They associate themselves not only with the biological mothers, fathers, but also with the ancestors that are the rivers, mountains, trees, and the changing season also. They believe that crops used as food for the tribals are the sacred gift of nature and they worship Mother Nature as a deity who brings nature's bounty to human world.

The village has at its centre the dormitories', the dhangda hall and the dhangdi hall for the young men and women respectively where they keep awake all night and pour their love through various songs accompanied by the sound of dungadunga. It is an institution which gives an opportunity to young tribals to know the essence of their tribal customs. It is indeed a democratic institution for promoting and carrying culture of the tribals. The marriage custom is praiseworthy as it takes into account a girl's wish and her acquiescence for her marriage. The headman on the occasion of his son's engagement with Saria Daan asks for her consent. "We are Paraja people, our minds are nobody's slaves. If you wish, you can give your consent and if not, you can refuse now, and I'll immediately return all his gifts. Be frank. onanty, p. 44). Marriage is not simply an arrangement between two individuals but it has community sanction and a moment of celebration for the whole village. Along with the customary bride price jhula) marriage, there exists another form of marriage preferably suitable for poorest of the poor, it is called udulio. According to this custom, the boy after getting girl's

consent kidnaps her and brings his would be bride to his house and gives a small feast to a few. There is no elaborate ceremony, no music, no drum, and no canopy, nothing of the sort. The girl's father searches for his daughter and finally by accepting a minimal Jhula in front of panchayat, marriage is solemnized. The tribal women are treated equally as men. They have their own will and no one dominates over them.

In the tribal culture, women are adored. They share equal rights in every matter with their male members. In the choosing of bridegroom or in the event of divorce, the tribal panchayat gives due weightage to the opinion of women. In their marriage, a bride price is given to the parents of the bride by parents of bridegroom. Thus, there is no question of dowry torture and bride burning in their cultures, which

are the evils of the modern society. (Panigrahi, p. 33)

In Paraja culture, festivals and seasons go hand in hand with celebrations as the essential part of the tribal festivals or rituals and are perhaps the metaphorical extension or enactment of the festivals in nature. Rituals with rigorous penance are meant to eliminate evil spirits and to overcome hard times whereas the festivals are meant to celebrate joy of good times. Most of the festivals are pertaining to various agricultural, ecological, conventional and spiritual practices. The ritualistic celebration includes worship and sacrifice before the deity, followed by dancing, drinking of home brewed wine, feasting etc. It indicates triumph or restoration of new energy as well as the supplication of the spiritual force to restore source of positive energies to the world. These are also the acts of propitiation to appease the divine beings as well as the evil spirits for happy and prosperous life and good fortune. They enliven their past heritage and culture despite their poverty and bad times.

The tribals, despite their poverty and struggle for survival, have tried to retain their rich and varied heritage of colourful dance and music! forming integral part of their day to day life. It is through the songs and dances the tribals seek to satisfy their inner urge for revealing their soul. Their songs are rare beauty and deep simplicity. They sing and dance during their work and in the evening after a day's hard work. (Panigrahi, p. 33)

The Parajas divide time in two categories - good or auspicious time and bad time; good times are those when the stars and planets are in right places bad times are when the planets are not in harmony with the universal system. "By the help of dishari, the Parajas determine the auspicious time for their rituals like the beginning of cultivation, harvest, festivals etc. They also predict the

approach of various seasons and weather, machination of evil spirits by studying the planets that helps them in getting good harvest (Mohanty, p. 3)." They are of the belief that prosperity depends on proper astrological calculation and meticulous study of nature's calendar; miscalculation leads to chaos, scarcity, disease, death etc,

The people of Lulla have the only desire and drive to enrich the land and the community. Land is an important instrument of ownership and it is a symbol of social status and is essential for their spiritual development. Losing their land means a loss of contact with the earth and a loss of identity. Land is not only an asset of economic and financial value but also an indispensable part of their belief systems. The fascinating and fertile land inspires the tribal people to engage themselves in toils, to enrich the productivity of the land, from which they may derive good health and happiness. They lead a life of self sufficiency with harvesting rice, alsi, swan, ragi and castor and collecting valuable products from jungle. Tribal world offers a contrast to the modern world because the warm sun, the delicate moon, sweet breeze, the green paddy fields, the hills and rivers, surrounded by trees give them the required joy. Instead of being busy in satisfying unlimited desires and hoarding for future luxury as is done by the so called modern man, they live in the present and a stomach full of rice and ragi gruel, home brewed wine is sufficient for immense joy and celebration.

The impact of modernity and glamour of city life is clearly discernible among the tribals especially in Domb tribals manifested in the character of Santosh Kumari whose visit to the town of Koraput has initiated an unquenchable thirst for rest houses in dark rainy nights, varieties of sarees, comed blouses --- parat prints, star prints, tiger prints. Her mind is lost in wide roads, vehicles, and trucks loaded with tribal boys and girls bursting with laughter. For her, the forests are like a desert, only a drowsy forest, with just rocks and trees and fields where people never come out of their houses being content with rice, sweet potatoes and spinach. It is this influence of modernity which makes her subvert the customary norms of their community and marry Thenga, a Paraja and finally run from traditional life. Mohanty hints that misfortune falls on the tribal village because Thenga Jani fled with Santosh Kumari, the Christian Domb girl, breaking social norms (it is like the inter-caste marriage of our society). That indicates the unbroken continuity of tribal life. It can be said that it is the story of disintegration of a tribal community under the influence of modern civilization. After Thenga and Kumari fled away from the Lulla village, the village witnessed the degradation of the Paraja

people. The dishari dies and after him ten or twelve others died of chest pain. In another year the cattle were covered with blisters. Several of them died of diarrhoea. The chicken died of some unknown disease. They drooped and collapsed. Within a month twenty persons fell prey to the man eater, the tiger. The village decayed. The Paraja people left the village with the message of Gurumai and the village became a desert "Lulla village became deserted. Wreaths of smoke would no longer rise from the thatches, garbage would no longer pile up: children would not make these houses untidy, herds of cows or

groups of men would not be seen coming down the hill to this village. There would be no dancing on moonlit nights (Mohanty, p. 74)." Mohanty points out that the entry of the outsiders into the tribal world signals disintegration. It is easy for the outsiders to motivate tribal people. Any moment can spread like fire in the tribal region. This is how Mohanty recorded the influence of Christianity among tribals and visualized the scientific perception among the Domb tribes against notion and hallucination under the influence of modernization. That is clearly shown in the conversation between Ram Muduli, the village head man and Eleo Sunna, the old man from Christian settlement at the beginning of the novel Ram Muduli said supporting with dumas (spirits of dead persons) existence.

Ram said: "If it's not dumas, who is it then? It's only they who make the night, the stars, mountains, valleys and all. They alone cause the fire and the rain. This is not what only we believe today; it has been the belief of our forefathers. These mysteries are beyond you Dombs. Bring your sahib here and show him the fire and ask him what it is. How can dumas not exist? So many people die. What do they become?" "Our faith recognises no such thing," said Eleo. Ram said: "is your religion older than me? I am as old as this hill. I died and my grandfather was born. My grandfather's brother died - I am his dumo. I'll die - my duma will have a rebirth. (Mohanty, p. 3)

Here, Mohanty emphasizes the superstitious notion of the tribal community. It

indicates that once the tribal people believe in someone or something, believe in, forever. They cannot be separated from their traditional principle and faith. For them, breaking the traditional disciplines constructed by their ancestors is to make the deity annoy, that causes different causes.

### III. CONCLUSION

Gopinath Mohanty canvasses the living history of tribal community and the way of its disintegration in the civilizing mission of colonial modernity in Orissa. The tribal life is deeply rooted in indigenous eco-ethics, traditions and beliefs which exist in antipathy to modernity. This impact of modernity has influenced their culture to some extent but the key tenets of their tradition remain unaffected. Despite an attack on the native indigenous system as unscientific and regressive by disparagement and devaluation, they preserve their mythological history, religious culture, spiritual practices and eco- agricultural values. This belief system renders them contentment, joy and strength and reinforce unity of life at one level and constitute their cultural identity on the other.

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# Exploring Campbell hero's journey in the light of two selected epic poems: Beowulf and The Mwindo epic

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*"When the will defies fear, when duty throws the gauntlet down to fate, when honor scorns to compromise with death - that is heroism"*(Robert Green Ingersoll)

**Abstract**— *Through various genres, literature reveals how many cultures hold stories about the triumph of great men as depicted in epic and myth, two genres which hold a big space in dealing with human heroic exploits and superhuman deeds. Those genres embed the consummation of all aspects of society and oral traditions. In this study, Campbell's theory of heroic journey outline and Otto Rank's theory of a mythic hero were used to analyse the protagonists in two epics namely The Mwindo Epic from Africa, and Beowulf from western civilization. Discussion revealed that the two epics reflect the hero's journey divided into three main sections videlicet separation, initiation and return. The two heroes' journeys depict their power for each. It was also found that the two stories are concerned with human heroic exploits and superhuman deeds which range the protagonists not only among epic characters but also other bygone heroes led by destiny. agains. The two epics teach humanity that one's genuine heroism lies in their persistency.*

**Keywords**— *Epic, myth, supernatural, quest, hero, Campbell, Otto Rank, Beowulf, Mwindo.*

## I. BACKGROUND

Life, death, injustice, generosity, heroism, immortality and the supernatural range among the recurrent themes discussed in literature. Literary studies contend that almost every culture has its stories of human beings who triumph over fate, gods or natural disaster; not because they are always strong but often because of their personal attributes, including without limitation to courage and cleverness. Myth and epic are no exception as they tell stories about loyalty and betrayal, heroism and cowardice, life and death, love and rejection among other things. Myth and epic are two literary subgenres that are not easy if not impossible to distance as both are heroic narratives whose protagonists are equipped with both human and superhuman powers - and are led by destiny, which allow them to perform extraordinary wanders in their quest for their identity, along their fight for a cause, for justice

they are often times denied. Mwindo was denied by Shemwindo, his father who did not wish to beget a son any more, but Mwindo proved him that "A father cannot be a father without a son, and a son cannot be a son without a father" and consequently made that father to accept him as his son despite all the attempts to end his life but in vain as he (Mwindo) said to him "You must be my father so I can be your son." Savitri is a similar exceptional figure. She is a daughter of a long - before- childless king Aswapathy who lived in Madra country. Now that she has grown mature, her father sends her to find a partner for herself as he says; "Why don't you go ahead and find a partner of yourself?" and then undertakes that hazardous quest. Shaka cannot be expelled from these rejected but saved characters. Kunene (1979) accounts that his father Sezangakona perpetrated injustice against him until he wants to kill him. Beowulf, the hero of an

epic of Old English, cannot be left out. The poem *Beowulf* is a partly historical narrative describing a set of events set in Scandinavia. Its hero, Beowulf, is the biggest presence among the warriors in the land of the Geats, a territory situated in southern Sweden. Beowulf crosses the sea to the land of the Danes in order to clear their country. He was called to fight Grendel, a dragon and a man-eating monster that had devastated Horthgar's kingdom (Heaney, 2000). For both of these two epics attracted readers' attention, the heroic journey in each was explored by measuring the protagonists in the light of Campbell hero's journey and Otto Rank's theory of hero-myth. Simply put, Mwindo, the hero in the Nyanga epic is measured to Beowulf, the hero of the Old English epic.

## II. AIM OF THE STUDY

Literary studies vary from critic to critic and their interests for each. Some studies focus on central characters and themes affecting them while others look into how language is used in a literary works or the like. In this study, the aim was to carry out a literary analysis by exploring epics' protagonists while identifying their heroic deeds. Put another way, the purpose of this study was to discuss heroism and the supernatural in two selected poems namely *The Mwindo Epic* and *Beowulf*.

### Study questions

This study is a literary analysis that sought to explore selected epic poems using Campbell's heroic journey framework and Otto Rank's Theory of Mythic hero. The researcher wanted to find out answers for the following questions: (1) How far are myths and epics related literary genres? (2) To what extent do Campbell's heroic journey and Otto Rank's hero-myth theory apply in the study of *Beowulf* and *The Mwindio epic*? and (3) what authorial messages are conveyed through the characters of Beowulf and Mwindo? In the light of these study questions, two theories discussed in the following sections played an invaluable part.

### Mythic and epic hero: Some literature reviewed

An epic is generally a long narrative poem recounting in elevated style the deeds of a legendary hero, especially one originating in oral folk tradition. The epic tradition has been part of many different cultures throughout human history (Bazimaziki, 2017) and has held an important space in the literary arena. For example, the small Nyanga tribe (in Congo) possesses a highly diversified oral rich literature of this kind including the *Mwindo Epic* (Biyebuyck & Mateene, 1969).

Literary critics believe that epics are cultural monuments which preserve the cultural values and customs (Rummel, 2002) and create into the readers' mind a feeling of belonging and pride (Biyebuck, 1978). Epic is also referred to as the consummation of all social aspects and oral traditions (Scheub, 2012). In many literatures, studies on heroic epics have not had as wide ground as other genres but heroism has attracted an interest of many critics who deal with exceptional characters on a quest for triumph and elixir, power and the boon depicting mythic heroes often referred to as legendary heroes.

In literature, myths and epics are not easy to distance. Both are concerned with heroic highly ranked personalities described by human and supernatural achievements. They are characterised by particular traits, and are extraordinary figures found in various cultures at different times. Myth is generally regarded as a traditional story concerned with early history of a given people or explaining a natural or social phenomenon, typically involving the natural or supernatural beings or events. Cousineau (1990) believes that the great mystery that myths deal with is the essence of life and adds that a typical myth is a kind of covenant between the animal and human world. Clyde (2000) asserts that myths convey the perennial wisdom of humanity: the creation of the world, the hero's journey, our relationship with nature, death, and resurrection. Using Mwindo, the hero in the Congo's epic, the author posits that these stories involve the sacred warriors who reflect the path each person must travel to discover their true destiny through a quest orchestrated in three main movements that is, departure, initiation and return. Although not conceived and born as a normal human being, Mwindo is a human child born from the sexual intercourse but through his mother's medius (Biyebuyck & Mateene, 1969). He is son of a chief, rejected but ultimately is accepted by his father and becomes chief. Thus, the mythic hero may be historical or fictional as well shown in Abrahams (1999:170) that

*"...a myth is one story in a mythology—a system of hereditary stories of ancient origin which were once believed to be true by a particular cultural group, and which served to explain (in terms of the intentions and actions of deities and other supernatural beings) why the world is as it is and things happen as they do, to provide a rationale for social customs and observances, and to establish the sanctions for the rules by which people conduct their lives.[...]If the protagonist is a human being rather than a supernatural being, the traditional story is usually not called a myth*

*but a legend. If the hereditary story concerns supernatural beings who are not gods, and the story is not part of a systematic mythology, it is usually classified as a folktale”*

Looking at the above words, one can put it that myth is concerned with human life, both human and supernatural exploits, and the origin of things. Toliver (2014) explicates it well that myth assigns gods both cyclonic power and regularity much as nature itself mixes springtime growth, crops, irregular floods and storm. It is said that after Mwindo was thrown away into the deep of the river, earth and heaven joined together because of a heavy rain which lasted for seven days. Inherently, the epic poem is not far distant from the above situation. As concerned with battles and royal issues, epics reveal how the divine and human forces operate concurrently and how the superhuman power interferes in human affairs. In other words, human beings in epic stories are driven by forces which they cannot control. More so, they epic protagonists, in most of cases, are tied with fate and destiny that they are unable to alter or deviate. Abrahams(1999) says that epic or heroic poem is a long verse narration about a serious subject, told in a formal and elevated style, and centered on a heroic or quasi-divine figure on whose actions depends on the fate of a tribe, a nation, or (in the instance of John Milton's *Paradise Lost*) the human race. The author contends that these actions involve superhuman deeds in battle where gods and other supernatural being play an active part.

A mythic hero is a child of distinguished parents, usually a son of a king, whose origin is preceded difficulties such as the continence or prolonged bareness or secret intercourse of the parent (Rank qtd in Bazimaziki, 2017). Mwindo fits many of these characteristics. He was born unusually as he passed through his mother's navel. He said, "I am ready. I will not come out like other babies. I will come out through my mother's navel." This happened as we are told that "His mother lay in bed and the son came out through her navel. He jumped down and ran around the room. In his hand was a *conga* flyswatter, with a handle of wood and a swatter of buffalo tail" (Shepard, 2006. That is an exceptional birth which is beyond human belief especially that he walked as soon as he was born ('the-little-one-born-just-he-walked'). Hence, Mwindo ranges among mythic heroes. Savitri is not far distant from these features in that she is concerned with elevated parentage, and is an infant exposed to marvelous adventures or the like. To illustrate, Savitri was begot after her

father, king Aswapathy had spent many years without having a progeny. Besides, myths and epics have meeting points in the sense that both are bent on the quest theme and the immortality of their heroes associated with the magical power. Mwindo's *conga* defeated his father who wanted to end his life. Further, many myths are anonymous and are of less historical background than epics whose historical backgrounds are known.

Thus, the two epics involved in this paper display some mythic and epic features including life and death. One will conclude here that the distinction between a mythic hero's journey and epic hero's is not easy to draw as they involve a blend of both human and supernatural plot for each.

### III. THEORIES AND METHOD

This study compares two protagonists in two heroic epics. The discussion hinges concurrently on Joseph Campbell's "Hero's Journey" outline and Otto Rank's theory of mythic hero. The author's choice of these two theories in this paper was dictated by his particular interest in literary analysis involving the quest theme discussed in his early papers. Actually, Campbell advocates that the mythic hero generally participates in a cyclical journey or quest along which he faces adversaries whom he will defeat and return home transformed. The epic hero, he said, illustrates traits, performs deeds, and exemplifies certain morals that are valued by the society the epic originates from. We will find that this theory fits for the two heroes under discussion. Otto Rank's theory of mythic hero fits for this study too. According to this theory, Hero-Myth is interpreted following eleven important features such as (1) hero is a child of distinguished parents( as are Savitri, Mwindo and Beowulf) (2) parents have previous difficulties(a case of Mwindo and Savitri) and the child birth is extraordinary, Mwindo being a good reference because, he climbed up into his mother's belly, then farther up toward her shoulder, descending down her arm where it was born through the preferred one's middle finger"( Clyde, 2000), (3)prophecy threatens father (4) baby is put into water in box(as happened to Mwindo), (5) baby is saved by animals or peasants and (6) baby is nursed by lowly woman(Mwindo being the most concerned as he was saved by her aunt, Iyangura), (8)hero finds parents, (9)hero takes revenge on father and (10)father acknowledges hero(Shemwindo now accepts to be father to Mwindo, a son he had refused and then rejected vainly long before), and lastly (11) hero is honored. For example, the Geats honoured Beowulfas the gentlest and the most gracious

of men, the kindest to his people, and the most desirous of renowned (Wright, 1957).

### Summary of “The Hero's Journey” Outline

Campbell explores the theory of survived myths for thousands of years as they share a fundamental structure, which he called the *monomyth*. In a well-known quote from the introduction to *The Hero with a Thousand Faces*, Campbell summarized it

by outlining stages along this journey. In a cogent summary, these stages may be organized in a number of ways, including division into three sections: *Departure* (sometimes called *Separation*), *Initiation* and *Return*. "Departure" deals with the hero venturing forth on the quest, "Initiation" deals with the hero's various adventures along the way, and "Return" deals with the hero's return home with knowledge and powers acquired on the journey as outlined on the figure below:

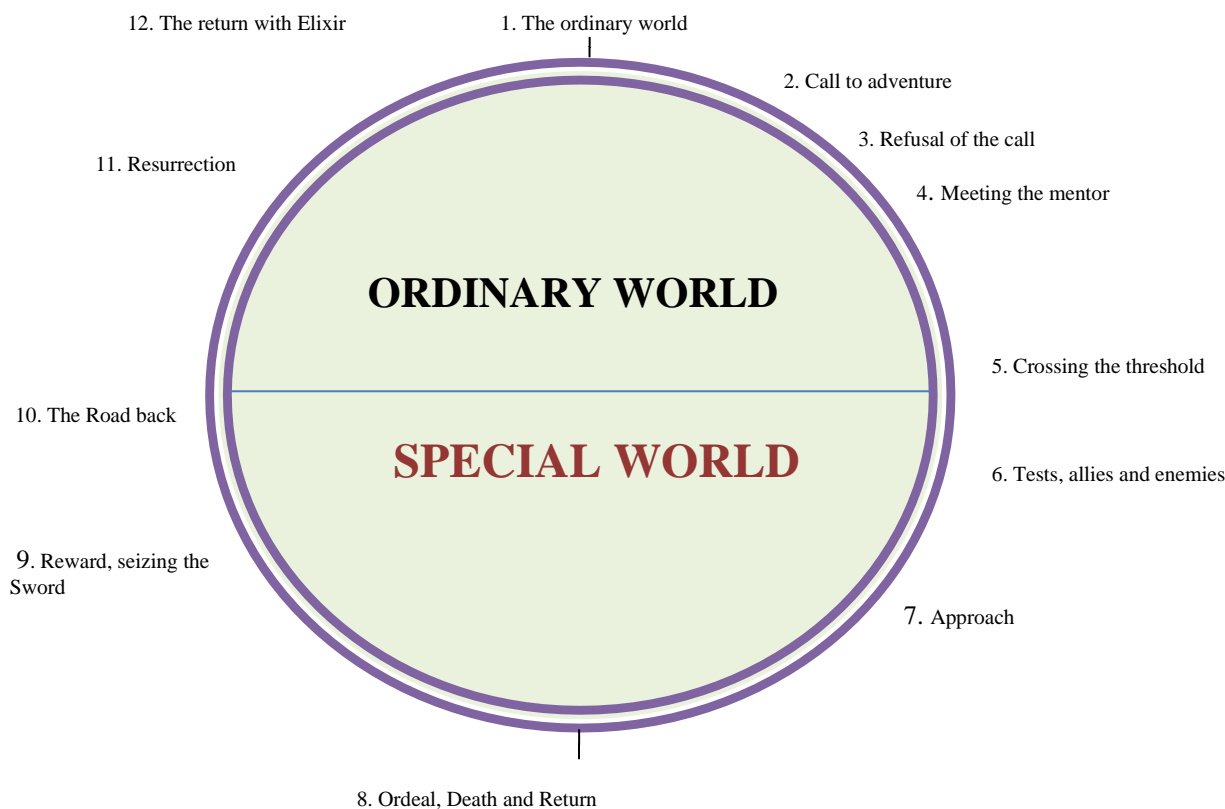


Fig.1: Campbell's Heroic journey outline (Adapted from Bazimaziki, 2017)

Actually, the hero is introduced in his ordinary world where he receives the call to adventure. He is reluctant at first to cross the first threshold where he eventually encounters tests, allies and enemies. He reaches the innermost cave where he endures the supreme ordeal. He seizes the sword or the treasure and is pursued on the road back to his world. He is resurrected and transformed by his experience and finally returns to his ordinary world with a treasure, boon, or elixir to benefit his world. Campbell's theory of Hero's journey fits for this study as it holds that epic core events lead to the birth

of the hero, the hero's youth and exile, and the hero's return to conquer his nation from the enemy.

### IV. DISCUSSION

In this section, the stages of the hero's journey are discussed in the light of *The Mwindo Epic* and *Beowulf*. While Campbell advocates that the Hero's Journey is a pattern of narrative that appears in drama, storytelling, myth development or the like, for this study myth is more concerned than the rest. Not all the

twelve stages fit the two stories hence those that do not match the situation in the epics under study were not given much space.

At stage one, the hero is introduced in his ordinary world before he is taken to a special world, new to a hero. This is the birth of the hero. Ordinarily, human life journey starts at birth time where a child is taken to the world of ordinary people. To start with Mwindo, his father Shemwindo had called all his seven wives, his counselors and all his people and told them that "When a daughter marries, her family is paid a bride-price. But when a son marries, it is his family that pays it. So, all my children must be daughters. If any is a son, I will kill him" (Shepard, 2006). However, the story teller revealed that the child exceptional birth through his mother's navel would lead to his father's failure to kill him. We are told that "Mwindo was born laughing, speaking, and walking, holding a conga-scepter in his right hand and an ax in his left. He was born wearing a little bag of the spirit of Kahindo, the goddess of good fortune, slung across the left side of his back, and in that little bag there was a long rope" Clyde(2000). He is therefore identified himself as "the Little-one-born-just-he-walked." Concerning Beowulf, his birth is not described but Heaney (2000:28) says that he is a descendent from Hygelac's. Although his birth is not described in the poem, he is announcing his name among the Geats whom he is called to come for help. The hero says: *The man whose name was known for courage, the Geat leader, resolute in his helmet, answered in return: "We are retainers from Hygelac's band. Beowulf is my name. If your lord and master, the most renowned son of Halfdane, will hear me out and graciously allow me to greet him in person, I am ready and willing to report my errand.*

Following Campbell's heroic journey, stage two is concerned with the call to adventure. At this stage, the hero is presented with a problem, challenge or adventure. Each of the two heroes in this study is affected with this stage. Mwindo's initiation stage is concerned with his father's plan to kill him. He is called to claim his right. Beowulf is called to fight a man-eating monster. He is tasked by king of Geats as shown in these words: "Hrothgar, protector of Shieldings, replied: "I used to know him when he was a young boy. His father before him was called Ecgtheow. Hrethel the Geat gave Ecgtheow his daughter in marriage. This man is their son, here to follow up an old friendship. [...] Now Holy God has, in his goodness, guided him here to the West-Danes, to defend us from

Grendel. This is my hope; and for his heroism I will recompense him with a rich treasure." (Heaney, 2000: 28)

It follows that the hero refuses the call at stage three. Often at this point the hero balks at the threshold of adventure facing the greatest fear of the unknown. Concerning Beowulf, Heaney (2000:29) says that he accepted the call by declaring that he will fight Grendel as shown in these lines: "Now I mean to be a match for Grendel, settle the outcome in single combat. And so, my request, O king of Bright-Danes, dear prince of the Shieldings, friend of the people and their ring of defense, my one request is that you won't refuse me, who have come this far, the privilege of purifying Heorot, with my own men to help me, and nobody else." As the journey progresses, the author shows that Beowulf's is determined to defeat Grendel as shown from line 559 to 606. He said; "He knows he can trample down you Danes to his heart's content, humiliate and murder without fear of reprisal. But he will find me different. I will show him how Geats shape to kill in the heat of battle. Then whoever wants to may go bravely to mead, when morning light, scarfed in sun-dazzle, shines forth from the south and brings daybreak to the world." (p.41)

Similarly, Mwindo accepts the call since he was driven by fate that he could not fathom. He is now on his journey led by superhuman forces. Clyde (2000) reveals how "The counselors dug the grave and placed him in that grave. But Mwindo howled, saying, "O my father, this is the death that you will die, but first you will suffer many sorrows." Strangely, he will get out of the grave during the night and go back to his mother's house. The poem lines say it that "During the first watch, when the rest of Tubondo was already asleep, Mwindo got out of his grave and crept silently into the house of his mother."(Clyde, 2000) The King Shemwindo and his counselors could not believe it when they saw him there. Now that he ordered his counselors to cut a piece from the trunk of a tree; carve from it the body of a drum; and then put the skin of an antelope in the river to soften for the drumhead, and place this Mwindo in the drum, and seal it tightly so that expert divers to throw him into the watery depths. They did it so but in vain. Maidens coming to fetch water, they saw Mwindo's drum turning round and round in the middle of the pool and heard him "I am saying farewell to Shemwindo, Oh, you ungrateful people, do you think I shall die? The counselors abandoned Shemwindo. He who appears to die but actually will be safe; he is going to encounter Iyangura. In the next lines of the poem, aunt Iyangura will rescue her nephew. She slashed the drumhead and helped him get out of the drum,

still holding his conga-scepter, his ax, and the little bag with rope in it. This situation matches with two of the characteristics of Otto Rank's mythic- hero's where the baby is put into water in box but later rescued by animals or low peasants.

Following closely, stage four is concerned with mentorship. The hero/heroine is encouraged by a wise mentor who provides them with advice and power, sometimes a magical weapon so that he/she will resist the enemy. Beowulf is not mentored to a great extent but the poem reveals that the Queen empowered him by offering him a cup which he drank probably as power provision. The poem lines say that "...the Helming woman went on her rounds, queenly and dignified, decked out rings, offering the goblet to all ranks, treating the household and the assembled troop until it was Beowulf's turn to take it from her hand. With measured words she welcomed the Geat and thanked God for granting her wish that a deliverer she could believe in would arrive to ease their afflictions. Heaney, 2000: 43) Added to this, King Hrothgar's words might reveal a particular wise advice and encouragement to Beowulf as he tells him, "Be on your mettle now, keep in mind your fame, beware of the enemy" before he left him. Similarly, in the Mwindo Epic, Mwindo was nursed by his aunt Iyangura, wife to Mukiti.

Next, the hero passes the first threshold. The hero fully enters the special world of the story for the first time. In *Beowulf*, this stage matches the situation when Hrothgar leaves Heorot in Beowulf's keeping. It is Beowulf's first time to manage the place that he is not familiar with but as he is driven by exceptional power that made him to come to the Danes help, he will accept the load. The lines 655- 661 say that "Hrothgar wished Beowulf health and good luck, named him hall-warden and announced: Never, since my hand could hold a shield have I entrusted or given control of the Danes' hall to anyone but you. Ward and guard it, for it is the greatest of houses. Be on your mettle now; keep in mind your fame, and beware of the enemy" (p.45). In the Mwindo Epic, Mwindo's arrival to his aunt's area matches this stage.

Now that the hero/heroine already entered the world of trials, stage six comes where he/she is forced to undergo tests, make allies and enemies in the special world. It is this stage that will train the hero all along his/her quest. Concerning Beowulf, he is ready to fight Grendel as shown from line 688 to 693 that "Then down the brave man lay with his bolster under his head

and his whole company of sea-rovers at rest beside him. None of them expected he would ever see his homeland again or get back to his native place and the people who reared him (p.47). Similarly, in the Mwindo Epic, Mwindo faces trials and makes allies and enemies when reaches to Iyangura's. Kasiyembe and Kahungu are among the enemies who are trapping *the little-one-just-born-he-walked*. Katee is one of the friends he makes as the poem says "Now, Katee the Hedgehog said, " 'Mwindo', Kahungu and Kasiyembe are holding secret council against you; they are even preparing pit traps against you, with pointed sticks and razors. But I am Katee, a hedgehog," he continued. "I am going to dig a tunnel for you, a road that begins right here and comes out inside the house of your aunt." (Clyde, 2000) Thus, he will reach to his aunt's thanks to Katee's tunnel and "other unseen helps by Master Spider". Similarly, in his journey to Tubondo where he pursued his father, Mwindo was also helped by Nkuba and Kahindo Kahindo, the daughter of Muisa and guardian of the entrance to the underworld. Clyde (2000) put it that Mwindo was met by Kahindo, the daughter of Muisa and guardian of the entrance [...] She cautioned him against going farther: "No one ever gets through Muisa's village".

As the journey progresses, the hero comes at last to a dangerous place, often deep underground, where the object of the quest is hidden. Campbell terms this stage the approach to the innermost cave. Regarding Beowulf, this is the Heorot from which Grendel used to attack especially during nights. As discussed in the previous stage, he is waiting for the attack of Grendel and is ready to win a victory over it. In the Mwindo Epic, it is revealed that Kasiyembe, Kahungu and Mukiti plot against him but the Conga he was born with made all those enemies impotent. He would kill them and bring them back to life thanks to this magical tool. Clyde(2000)says, "When Iyangura saw that Mwindo had killed both Mukiti and Kasiyembe, she begged of her nephew to set his heart down; untie his anger and heal her husband and his guardian Kasiyembe; without harboring further resentment." [...] and shortly after Mwindo opened his heart, he wove his conga-scepter above Kasiyembe and returned him to life, then water returned to the jars, the river was full again, and Mukiti awoke from death."

At the eighth stage, the hero/heroine endures the supreme ordeal. This is a critical moment when the hero/heroine faces the possibility of death, brought to the brink in a fight with a mythical beast. The hero appears to die and is born again. It's a major source of the magic of the hero myth. According to

Campbell, what happens is that the audience has been led to identify with the hero. We are encouraged to experience the brink-of-death feeling with the hero. We are temporarily depressed, and then we are revived by the hero's return from death. We can see Beowulf is now fighting against Grendel and the latter faces a warrior different from others. In the poem, it is well illustrated that "Venturing closer, his talon was raised to attack Beowulf where he lay on the bed; [...]. The captain of evil discovered himself in a handgrip harder than anything he had ever encountered in any man on the face of the earth. Every bone in his body quailed and recoiled, but he could not escape. He was desperate to flee to his den and hide with the devil's litter, for in all his days he had never been clamped or cornered like this" (Heaney, 2000:51). It follows that Beowulf defeats Grendel as well shown in the lines 813-820 that "the monster's whole body was in pain, a tremendous wound appeared on his shoulder, Sinews split and the bone-lappings burst. Beowulf was granted the glory of winning; Grendel was driven under the fen-banks, fatally hurt, to his desolate lair. His days were numbered; the end of his life was coming over him. Thus, this fight ends Grendel life in favour of Beowulf who will later be honoured and rewarded for a great deed he has performed.

Mwindo in pursuit of his father, Shemwindo, reflects this stage by which Mwindo risked his life but thanks to Kahindo's advice about what he should; and with the support of Nkuba the lightning god, he survived. The tale reveals that "Mwindo, his aunt, and her servants set off on a war march to Tubondo[...]Mwindo forces were badly beaten, so he called on Nkuba to help, and the lightning hurler unleashed seven bolts against Tubondo[...]. But after entering the devastated city, Mwindo soon learned that Shemwindo, his father, had fled before the holocaust, escaping to the underworld realm of Muisa, "the place where no one ever gathers around the fire"(Clyde, 2000). Mwindo is now heading to Muisa's village where he tasted the worst of his journey. He is given many challenging and fatal tests so as to get his father but overcame them helped and rescued by his Conga, Nkuba the lightning hurler and by Kahindo and Kahungu as well.

The ninth stage is termed seizing the sword where or in other words the reward stage. Having survived death, beaten the dragon, the hero now takes possession of the treasure he has come seeking. Sometimes it is a special weapon like a magic sword or some elixir which can heal the wounded land. For Beowulf, the poem lines reveal that he was thanked, rewarded and his name was praised everywhere. He has now healed the

wounds of the Danish people and, indeed, has done what great warriors there failed to do. Hrothgar's words revealed it here: "But now a man, with the Lord's assistance, has accomplished something none of us could manage before now for all our efforts" and expresses her strong feelings of appreciation by saying; "So now, Beowulf, I adopt you in my heart as a dear son". Indeed, Beowulf has played an invaluable role for the Danish King. He will later be presented with precious gifts and is now ready to return back. The poem says the earls' defender furnished the hero with twelve treasures and told him to set out, sail with those gifts safely home to the people he loved, but to return promptly. And so the good and grey-haired Dane, that high-born king, kissed Beowulf and embraced his neck, then broke down in sudden tears (Heaney, 2000: 128) expressing a sad joy as a result of Beowulf's achievement. This is now the road back stage knocking as Beowulf says: Now we who crossed the wide sea have to inform you that we feel a desire to return to Hygelac." As for Mwindo, the traps and tricks of Muisa delayed him but failed. The tale says that Kahungu played an invaluable role revealing Mwindo all about his father's whereabouts. Mwindo finally seizes his father and will return having resurrected Muisa whom he had killed as he had offended him in many ways but in vain. The story has it that "After seizing his father, Mwindo returned to Sheburungu's, telling the god he did not want any of the things he had won during the game. Then Mwindo bid farewell to Sheburungu and tugged on the rope to remind his aunt he was still alive. (Clyde, 2000)

"The road back" stage now takes place and is connected with "Resurrection" stage which entails survival of the hero/heroine. Emerging from the special world, transformed by his/her experience, they once again face death but luckily survive. The hero is not out of the woods yet and is pursued by the vengeful forces from whom he has stolen the treasure. If the hero has not yet managed to reconcile with his father or the gods, they may come raging after him at this point. For Beowulf, this stage is featured by his fight against Grendel's mother that would avenge her only child but in vain. As this time Beowulf fought with bare hands, he would risk his life but later discovered a mighty sword with which he slay Grendel's mother's head and cut the monster's corpse as well shown in the lines 1585- 1590 that Beowulf saw the monster in his resting place, war-weary and wrecked, a lifeless corpse, a casualty of the battle in Heorot. The body gaped at the stroke dealt to it after death: Beowulf cut the corpse's head off (Heaney, 2000: 109). Related to the above situation, Beowulf is on his way back with his troop. He "returned with a sword's

hilt and Grendel's head" which he now presented to King Hrothgar when he said: "Now, son of Halfdane, prince of the Shieldings, we are glad to bring this booty from the lake. It is a token of triumph and we tender it to you. I barely survived the battle under water. [...] If God had not helped me, the outcome would have been quick and fatal. In the Mwindo Epic, this stage is featured by a hero's triumph return to Tubondo from the Muisa's where he found his father. The story lines say that "Mwindo journeyed back from the underworld, exiting from the Kikoka fern with his father and triumphantly reached Tubondo." Shemwindo's son proves his power after getting his father back. He now resurrected all that passed away as requested by his aunt Iyangura, a deed that ranges him among the mythic heroes than epics'. In line with Otto Rank's theory, a mythic hero finds parents, hero takes revenge on father, father acknowledges hero and is finally honoured. Mwindo does not take revenge to his father. Shemwindo now accepts to be father to Mwindo, a son he did not want at all long before.

The last but most important stage is the "Return with the Elixir". The hero/heroine comes back to the ordinary world, but the adventure would be meaningless unless he/she brought back the elixir, treasure, or some lesson from the special world. Sometimes it's just knowledge or experience, but unless he/she comes back with the elixir or some boon to mankind, he's doomed to repeat the adventure until he does. Beowulf is now ready to return to the ordinary world. He is well transformed and has learnt a lot from his fight against Grendel as he said to King Hrothgar "Now we who crossed the wide sea have to inform you that we feel a desire to return to Hygelac. Here we have been welcomed and thoroughly entertained. You have treated us well. If there is any favour on earth I can perform beyond deeds of arms, I have done already, anything that would merit your affections more, I shall act, my lord, with alacrity (Heaney, 2000:125). It is a triumph return worth for a heroic figure like Beowulf whose fame spread among the Danes, the Geats and even beyond." and Mwindo, is honoured at this stage. He has reached his goal. He has now got right to life, the right not to be denied a father by the same father who wanted to end his life. He has learnt a many lessons all along his journey. His father now repents and accepts the ills he has committed against the little-one-just-born-he-walked as shown below:

*"All you chiefs," Shemwindo stammered, "I don't deny the evil that I have done against my son; indeed, I passed a decree that I would*

*kill all male children. I tried many times to kill this child, but each time, instead of harming him, I only made him stronger. I fled to the underworld thinking I would be safe, but my son set out in search of me; he came to take me away from the abyss of evil in which I was involved. I was at that time withered like dried bananas. And it is like that I arrived here in the village of Tubondo. So may the male progeny be saved. My son has let me see the way in which the dark sky becomes daylight and given me the joy of witnessing again the warmth of the people and of all the things here in Tubondo."*(Clyde, 2000)

His father enthrones him and Mwindo is now ruling generously his fathers' people whom he promises he will be caring following the recommendation by five gods videlicet Rain, Moon, Sun, Star and Lightning. Mwindo now wishes his people peace, prosperity, harmony and a happy life; sharing the ups and down in their village. It follows that his fame will stretch in many places. He said it in these words:

*"Mwindo then passed good laws for his people, saying, 'May you grow many foods and many crops. May you live in good houses and a beautiful village. Don't quarrel with one another. Don't pursue another's spouse. Don't mock the invalid passing in the village. Accept the chief; fear him; may he also fear you. May you agree with one another, harboring no enmity nor too much hate. May you bring forth tall and short children; in so doing you will bring them forth for the chief'".* (Clyde, 2000)

Taken together, the two heroes' journey reflects their power for each. They are led by destiny that they could not escape. Mwindo is more mythic than Beowulf. Biebuyck & Mateene(1969) account for his fabulous power as he can move on land, in water, underground; has powerful human and supernatural allies including without limitation to his paternal aunt, spiders, bats, lightning; and is equipped by birth with powerful magic objects like conga-scepter by which he copes with all the worst hurdles in his journey. He is also the destroyer of evil forces that could harm him; but also a savior to people and by and large a generous leader. Beowulf is a



more epic hero than mythic. Although he performs exceptional wondrous deeds, his deeds are more human than superhuman. Although the two epics are set for the different communities that produced them, they are both concerned with the quest in the light of Campbell's hero's journey. Mwindo fits more Otto Rank's hero than Beowulf. Both share the feature of being children of distinguished parents. We are not told about Beowulf's birth but Mwindo's is well described. His parents faced difficulties before his extraordinary birth reflected by his climbing up into his mother's belly, then farthinger up toward her shoulder, descending down her arm where it was born through the preferred one's middle finger (Clyde, 2000). Although the two stories do not reveal anything about prophecy threatening father, Mwindo's story gives details about how he was put into water in box, a drum, thrown into a pool but later was saved by her aunt's maidens who came to fetch water. Mwindo was now nursed by a lowly woman that is, her aunt Iyangura, and thereafter found his father. Otto's hero takes revenge on father. However, though Mwindo is boastful and aggressive due to his father's perpetrated injustice against him, he did not revenge. Rather, his father acknowledges him and repents by enthroning him. Finally, the hero is honored. It is a long hazardous journey which ends in triumph as he is now ruling his father's people while he was denied life right long before his birth. This happens often times where the hunter becomes the hunted and vice versa. Many literary works including the two epics discussed in this paper reveal how one's life journey is a blend of ups and downs to be endured. One can learn from the two protagonists that "to be heroic is to be courageous enough to die for something; to be inspirational is to be crazy enough to live a little".

## V. CONCLUSION

This paper focused on the protagonists in two heroic stories namely *Beowulf* and *The Mwindo epic*. Three questions guided the study. The first question was about the interface between myths and epic literary genres. Discussion revealed that they are stories about exceptional heroes whose deeds are a good blend of human and superhuman exploits. It is consistent with Scheub (2012) that an epic hero is a visionary who must fight external adversaries; and is often times affected by myth, gods or other divine forces; and is characterized by liminality. The second question was about the extent to which Campbell's heroic journey and Otto Rank's theory of hero-myth apply in the study of *Beowulf* and

*The Mwindo epic*; while the third and last question aimed to know the message conveyed through the characters Beowulf and Mwindo. In the light of these questions, the two theories played an invaluable part in the analysis of the two protagonists. The two heroes are affected by many of Campbell's twelve stages of hero's journey but Mwindo is particularly described by Otto Rank's mythic hero characteristics. Taken all in all, the two heroes are extraordinary characters whose exceptional traits range them among other bygone heroic figures led by fate that can be challenged but cannot be altered completely by human powers. One can learn from the two situations that one's rights end where his next door's start and that one can challenge but is unable to alter the destiny of so and so. The two epics also teach humanity that 'genuine heroism lies in persistency'.

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# Study on the Role of Context in Discourse Analysis from the Viewpoint of “Make” in Different Sentence Meanings

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**Abstract**— *In our real life, we have been performing various verbal communications on different context condition of the discourse analysis. The study of context is derived from the study of language meaning. Then, what is “meaning”? This is a question which scholars have been striving to answer for a long time. In the course of their study, they realized that the explanation of meaning could not be achieved without a full understanding of context. Early in ancient Greek and Rome, scholars began realizing the intimate relationship between language and certain features of situation. We will find out that different words and sentences should carry the same meaning, or vice versa, one word should express different meanings. The key point is whether the selected words or sentences can match the homologous context. If it does, then, sound effects are shown; if not, what we have emerged has no claim to be a successful communication.*

*Context and text are complementary and mutually dependent. Text, without its specific language environment, is impossible to be accessible to the true meaning of it. This essay will first give a review of the researches on context and discuss the development of scholars’ studies of context. The author is going to present the view on context from the point of “make” in different sentences.*

**Keywords**— *Contexts; discourse analysis; function.*

## I. INTRODUCTION

Language, as the most significant communicative means for human beings, has been employed to perform various functions. Also, its forms and contents are continually enriched with each passing day. With the emergence of new items, especially in the field of economy and technique, new elements and new expressions are added. Therefore, language is a complicated system, where we can find some rules, which is what we call linguistics. However, it may also face a certain subject under different conditions of specific time, occasion, social and historical background. We can find out that even the same sentence, appearing in different context, may be endowed with opposite meanings. The better comprehension and digestion of context appears, the easier for us to catch the deep-seated information the author implies.

## II. LITERATURE REVIEW

Context is considered as the environment where language exists, functions and develops. It restrains language as well as determines language meaning. It can be classified into two major types, linguistic context and non-linguistic context. The study of language meaning nourishes a long history, actually. Scholars, both abroad and at home, from different fields of philosophy, psychology, linguistics and so on have exerted great effort to the study of context in discourse analysis. They have published multitudinous books or papers on it, and some researches are under the way.

### 2.1 Previous Study on Context: Abroad and at Home

Context is first postulated by anthropologist, which is now evolving into a basic coral concept. In 90s of last century, we formally accept the term “context”, but we do not form a systematic acquaintance of context.

Nida believes that most misunderstandings of expression and discourse are owed to context. We should take verbal factors into account, as well as nonverbal factors. Moreover, in the process of understanding some grammar structure, context is badly significant. Baker considers context as an abstract concept. She thinks that context is a theoretical structure. Specific verbal language can be used to express ideas of specific participants, by which we can express some hints about the close relationship between language and culture. All these characteristics are helpful for readers to taste their own taste of text. That is to say, context decides the sphere of hints which we grasp from the discourse.

As mentioned above, a consensus is achieved that context shares its hold in discourse analysis. Many systemic functional linguists argue that the context of situation from systemic perspectives is targeting at providing a set of discourse analysis to associate the text with context. According to Malinowski, situation refers to the environment where a word, phrase, utterance or even text appears. Firth develops Malinowski's idea and points out that the concept of situation is not to be interpreted in specific terms as a sort of audiovisual record of the surrounding environment but is an abstract representation of environment in terms of certain general categories enjoying relevance with the word, phrase, the utterance or the text.

Then, it is cultural context. It is concerned with the whole social and cultural background against which a word, phrase, utterance or a speech event appears. For instance, while we are watching American soap operas, if the actor or actress says something humorous or witty, the native speakers of audience will laugh in a minute. However, the non-native speakers do not understand the true meaning in joke. Consequently, their facial expressions are mixed. This is mainly because the two kinds of audience do not share knowledge of American customs, traditions, beliefs, values, history or culture.

## **2.2 Previous Study on the Discourse Analysis**

Context is the precondition of discourse analysis. That is to say, context exerts many-sided influence on the discourse analysis, in other words, different contexts convey different meanings. Consequently, context and text are complementary and mutually dependent. This article, from the viewpoint of "make" in different discourse meanings, in-depth gives a study on the role of context in discourse analysis.

Here, we first of all make clear the term "discourse". What is a discourse? There are various controversial views on it, and on a similar term "text". In general, people

literally interpret "discourse" as a spoken part of language and "text" as a written one.

This essay takes exemptions to prove the article, which shows that the method is not only given for one situation, but various sentence meaning. The way is powerful in identifying the functions of context in the understanding of discourse. It also shows readers the importance of context, and recall more attention should be paid to the understanding of discourse. It also gives some correction to many disapprobative comments and misunderstanding on the context, a new development of pragmatic theory is achieved. Although, it may not be complete, or may also have deficiency and inadequacy, it still has a fine potential for interpretation of utterance and the analysis of discourse.

A consensus is achieved for most linguists that context is a complicated term. Linguists classify the context from different perspectives and for different goals. For example, according to their scopes, context may be classified into broad one and narrow one; according to their content, may it be notional and situational; according to their emotions, may it be emotional and rational; according to their expressing forms, explicit and implicit. Anyhow, context is awfully complicated and complex. Therefore, it is endowed with various functions in discourse analysis.

## **2.3 Summary**

Generally speaking, at the beginning of the study of context, it is restricted to the linguistic environment where a linguistic element immediately precedes or follows another. During recent years, the notion of context has been enlarged to various aspects. It may cover the whole text or the whole book. What is more, it even covers the whole physical, social or cultural background. Among the scholars who involved in the study of context, Malinowski and Firth were two important linguists who contributed much to the understanding of the notion of context. The first one suggests that language should be considered as a mode of action, not simply as a matter of stating information. Firth holds the view that the meaning of a discourse does not come from the words which comprise it but from the relation it involved to the context of situation in which the utterance occurs.

There are two known old sayings in English: No context, no text. Each word is a new word when used in a new context. These two sentences tell us that context has played an important role in determining the meaning of word. Considering context's multidisciplinary nature, we may adopt some views of other disciplines when necessary.

### III. ANALYSIS OF THE MEANING OF ‘MAKE’ IN VARIOUS STRUCTURES

Each scholar has their own definition on sentence pattern. For example, Zhao huapu believes that so-called sentence pattern is labeled as a typical sentence structure. We call it typical, because it is abstracted from the meaning and the characteristics of sentence. It is endowed with abstract, typical, and systemic features. What is more, different sentence cherishes different characteristics. Sun, a linguist in China, claims that sentence pattern is the form which should be obeyed and extracted from lots of real sentence in our communication, both oral and written. Therefore, it is typical and universal. All in all, sentence pattern is most likely the same as a discipline which is applied for various kinds of sentences, purified from all kinds of language phenomena. It is no isolated but interrelated with each other. We should know that sentence pattern does not only reflect the discipline constructing the sentence, but also be helpful for the study and utilization of corresponding language learners. Because the language is not isolated, we are able to analyze it from the relationship between word and phrase, clause and text. According to Xu, both in English and Chinese, there are synthetic expression and analytic expression. On one hand, synthetic expression means to use a single word to express a complete and complex concept. While analytic expression means to use a phrase to express a complex concept. Previous research has indicated that Chinese is more reliant on analytic expression than English, because the degree of lexicalization is higher than that in Chinese.

#### 3.1 Meaning of “make” in SVOC

In terms of the causative relation, “make + object + complement” is typical in English expressions, besides, “使+宾语+补足语” is common and typical in Chinese. Nevertheless, it can never be said the two structures are totally equivalent. Chinese students of English often have a problem of overusing the sentence pattern like “make + object + complement” inappropriately. It may attribute to the negative transfer of this sentence pattern in Chinese. Few previous studies give exploration to the differences between the two structures. Thus, there is necessity to dig the differences as well as similarities of the two structures. In recent years, corpora have been widely used in applied linguistics, because of its large scale of utilization. Corpora are frequently applied in studies to quantify the possible results and thus make it more convincing. The present study aims to find out the differences and similarities between the two structures on the basis of online platform. The possible results may have important implications for both students’ writing and English teaching.

By analyzing the phenomena, it can be found out that there are mainly three kinds of structures when “make” is used as a causative verb, in the following examples, we can see much clearer in the functions of “make” in discourse analysis.

Make + noun (pronoun) + infinitive phrase, -ed participle phrase, propositional phrase, noun phrase, and adjectives or adjective phrase, for instance:

*Let us not make ourselves deceived.*

*It will make you look and feel better.*

*They make you think of birdies.*

*It makes him one of the best.*

Inverted structure of “make + adjective phrase + noun phrase”. In order to keep sentence structures balanced, the long noun phrases are usually removed after complements without formal object “it” in most cases, as the following examples:

*And make black my hair.*

In this example, “my hair” is moved after the complement “black” without formal object “it”.

Make + it + adjectives + infinitive phrases (clauses). When infinitive phrases or clauses act as objects, it is a need to move them to the positions after the complements with formal object “it” in order to keep sentence structures balanced.

*These make it far less likely that they will dive vertically.*

*The government is also expected to make it easier for foreign investors to take profits out.*

*Specials make it sound fractionally bigger and deeper.*

In the above examples, we are getting to know that the key word “make” is serving as a causative verb. It occurs with words that share the same or similar semantic prosody. Here, “make” serves three different functions in the corresponding discourse analysis.

#### 3.2 Meaning of “make” in SVO

As we can see in the above examples, sometimes, people always express what they think directly but in a roundabout way. It is caused by context, which means the communication occurs in a certain occasion. The speakers express indirectly. However, not all indirectness is intentional. We can see that some are launched by linguistic inadequacy. For example, if you want to express something that you think may be harmful to others, you may express it in an indirect way. The use of indirectness in these circumstances can lead the hearer to infer all kinds

of things about you. In this way, the hearer can get to know what you have implied.

According to Oxford Learner's English-Chinese Dictionary, in English, notional verb refers to the kind of verb which expresses a certain kind of action. It may occur alone, such as the sentence structure as S+V, *I do not know*. It may also occur with object, for example, in the structure S+V+O, *I beat him*. Here, the notional verb "beat" is followed by an object *him*. Besides, the verb can also occur before a complement, for instance, in the sentence,

*You make me unhappy.*

The sentence occurs in a way as S+V+O+C. The second word is a verb and it is followed by an object and a complement. These adverbs or prepositions are also sometimes called particles. Most traditional studies on English verbs are conducted from structural approach and focus on their syntactic properties, and in this thesis, we will give an illustration of the function of context in discourse analysis. We are going to extend the discussion from the following examples such as:

*I am making a cake.*

*I can make a difference.*

*We can make a new world.*

As we can see in the above examples, "make" serves as a notional verb. And verbs are tended to be classified into two categories. For example, verb can serve as transitive verbs and intransitive verb. The first kind of the verb is the one which cannot collocate with objects directly, and the transitive verb is just the opposite one.

In the first example, we are getting to know that the word "make" is the same as "do". That is the object "cake" determines the meaning of it. As we know, meaning of the word is variable and it is realized at different levels of languages, only the context finally determines which one of the meanings is suitable here. A word may hold many extensive meanings as associative meaning according to Leech. The same discourse can be interpreted into different meanings. Why does it happen? What makes this problem more complex and complicated? The answer is attributed to the context and frequent cases, a specific situation. All of these factors may bestow on a language unit some temporary meaning which is distinct from any other meaning it has under a certain condition. Absolutely, in these cases, the interpretation of a discourse is dependent on the context.

#### IV. MEANING OF "MAKE" IN CONTEXT

##### 4.1 Function as causative verbs

A causative verb is the one that denotes something to

happen. It is often used to describe a situation where the subject "causes" the changes of the action or the state of the object. In linguistics, it is an expression of an agent which causes or forces a patient to perform an action.

In the first sentence structure, "make" means to turn something to another state. It is followed by nouns or pronouns. That is the object of the whole sentence, such as the word you, ourselves, and him. According to Searle, the successful classification of an illocutionary act shows that there are very limited members of basic things we have done with language. We tell people how things are and how things ought to be, we try to get them to do things, we commit ourselves or others to do things, we express feelings and attitudes, besides, we bring about alterations through our utterances.

Then, why do people tend to use indirect verbs instead of more direct causative verbs? We can easily find out that using indirectness is prevailing in our daily language use, which means people do not usually express what they think directly but talk in a roundabout way. This language phenomenon is called the indirectness of language. It is very common in human language communications. Therefore, it can be easily found in any language. What is more, using indirectness in different degrees is illustrated in the following examples:

*The wind makes papers scattering.*

There is a condition under which people employ indirectness. Moreover, people choose indirectness out of certain reason when they have a choice between indirectness and directness. This indirect speech is obviously intentional. The examples above belong to this kind. Thus, people have no choice but to use indirect verb to express their feelings and attitudes. This kind of situation is often met in our daily life, certainly. For instance, we will discuss something as a shaped piece of wood fixed across the necks of two animals pulling a cart or plough and so on. Here is an example to start our analysis. The word "make" may be used with other illocutionary forces. For example, the utterance of "the wind makes papers scattering" has an illocutionary force of a warning or a threat. What is more, whenever somebody accused you of stealing money, you will reply that "no, I didn't. I promise you I didn't". It is an emphatic denial. Just like what the beginning of that part says, not all indirectness is intentional, but some is caused by linguistic adequacy, that is to say, for instance, when you do not know the correct word for some object in your own language or a foreign language. On other occasions, we may have to use indirectness because some performance error exists. If you temporarily forget a word, owing to fear,

nervousness and excitement and so on, you cannot get out. The use of indirectness in these conditions may lead the hearer to infer all kinds of things about you. However, you cannot be called that you have generated any implications. In pragmatics we are more interested only in intentional indirectness.

#### **4.2 Function as Notional Verbs**

The context may offer explanation for the interpretation of a discourse and it is considered as the explaining function. In order to understand the total exact meaning of a discourse, the hearer should not only acquire the literal meaning of it, but also analyze as well as infer the implied meaning according to the context. The explaining function of context can be shown in the second example. Moreover, in every language, we can fetch many rhetoric uses of language, such as metaphor, tautology, irony and so on. These rhetoric phenomena conceal the real meaning employed by the producer of a discourse behind the literal meaning. To infer the intended meaning and the implication carried by the producer, the receiver has to ask help from the context. This can be seen in the third example.

In the preceding relevance theory, a context is considered as “a psychological construct”. Some scholars claim that. “It is these assumptions, absolutely, rather than the actual state of the world, which affects the interpretation of an utterance.” It is unquestionable, that psychological construct is characterized by its variability with the progress of communication. In the course of communicating and interacting with each other, the participants all strive to obtain from each new items of information as great a contextual effect as it is, that is to say, context has played a significant role in the process of information conveying. Context is not given but chosen, and the selection of a particular context is determined by the search for relevance information. All in all, the selection of an appropriate set of contextual assumptions is so crucial to the understanding of a discourse and an utterance.

#### **IV. FUNCTION OF CONTEXT IN UNDERSTANDING THE MEANING OF ‘MAKE’**

We know that language is a complex phenomenon. In order to understand the true meaning of the context, we have to give a full understanding of the context. Context is the basis of the discourse analysis. Besides, language is a magic and powerful tool used to transmit information, which carries not only syntactic but also semantic information. Language is attached to some additional context. In order to understand the meaning of additional information that the author tries to bring to us, we should

give a full acquirement of the context.

In the preceding chapters, we have come to know what context is and the definition of discourse analysis, and what makes the relevance theory a new approach to the study of discourse and human communication. Absolutely, one of the most important aspects is the view on the context, which is vastly different from other related theories. We have also found out that relevance theory attaches more emphasis on the part of hearer instead of speaker. The hearer is who can select and construct an appropriate context in the process of interpreting what the speaker has tried to convey. The notion of context is so important that lots of linguists and scholars, including Halliday, Saussure, and many other scholars, made a large number of researches on it, in order to expound utterances in a most appropriate way. As Brown has proposed that “A variety of approaches in linguistics have illustrated some crucial part of the role that context plays in the interpretation of utterances.” Though they hold different views on the contextual factors, they have all studied the notion, both from the social and cultural perspectives.

All communication and interaction among human beings is set in concrete situation or context. Context refers to all specific factors in a communicative situation. It can be divided into two categories. Context plays a crucial role in understanding the special meaning of an utterance. It can effectively guide people to perform much more politely and acceptably in mutual communication and interaction.

As it is, what is context? How can we utilize the context? Context is the specific time, or space, or social and historical background where the communication occurs. Furthermore, it also represents the close relation among the elements in sentence and the article. Language is an important concept in the linguistics. Language is no single. As we all know, the alphabets are combined according to certain disciplines to constitute words, and words make up sentence, and sentence comprise article. Thus, it can be seen that language is a system and its components are related to each other intimately. We cannot analyze the language without its partners, in another words, context. Besides, language is a process of alteration. As time goes by, new elements and expressions emerge, also, the meaning or emotional coloring is changing along with time passing by. That is why human beings are superior to other animals. We have our own verbal language system.

Communicative language learning has probably turned into a prominent methodology and a great guideline for syllabus study in various contexts. With regard to the Chinese context, there is a view holding that

communicative language study should be adopted to enhance awareness concerning about the concrete time, space, or target. Context is a very complicated branch in linguistics. Its functions should be made most use of in our daily communication and comprehension. In further study and research, we should accumulate the knowledge of context and culture as much as possible, so as to achieve smooth and fluent daily communication and intercultural communication.

### 5.1 Identifying the Meaning of a Word

The importance of context in utterance is self-evident. Only when the language is put in a specific context can the discourse be well understood. Most words require some explanations from their respective linguistic context. Especially the context-bounded words, such as homonyms and polysemy, their meanings dominantly depend on the situation where it occurs. For example, the adjective word “pretty” has some different meanings as follows:

*Pretty late (very late)*

*A pretty lady (a beautiful lady)*

*A pretty piece of music (a sweet piece of music)*

*A pretty sum of deposit (a very large sum of)*

As we can see, without the context, the hearers are not able to grasp the exact meaning of the just word “pretty”, because it is a polysemy. However, only if we place the word in a certain collocation, then, it does enjoy a fixed frame, the specific meaning becomes much clearer and regular. The first one phrase, for instance, the word “pretty” modifies person. Thus, we are able to translate it into “beautiful”. But the meaning of this word changes, when it is followed by another noun. From the linguistic viewpoint, we’ve got to know that language is a verbal system which is constituted to convey information according to certain rules. However, we cannot analyze one single, isolated and separated word.

### 5.2 Eliminating the Ambiguity

No matter what the comprehension of one single word or a certain grammar is, we cannot manage it without the help of context. Word is a basic element of language. Sometimes, one word can constitute one sentence. However, in order to correctly grasp the true meaning of the one-single-word sentence, we should turn to the concrete context, such as the specific location of the target sentence, or the collocation.

Context also contributes to identify the ambiguity of the syntactic sentence by some grammatical and structural factors. For example:

(1) *Young man and woman* ( [*young man*] and

[*young woman*]; or *young*[ *man and woman*])

(2) *I like money than Mary*

*I like money more than I like Mary*

*I like money more than Mary does*

In the two examples, we can see that each sentence has different meaning in different context, which is called ambiguity by virtue of the structural divisions, logical relationship, the pause and tone and stress. In these situations, context is an essential part in canceling the syntactic ambiguity, as well as making it possible for both the speakers and listeners to correctly understand and communicate with each other. Besides, situation also influences the way of communication. Different occasions determine that we should choose different ways of expression to show our politeness and respect. If you have a notice to all these details, one sentence can help you establish pretty relationship with others, otherwise, what you say may result bad consequence, even make a poor impression on other’s minds. A good language learner is the one who can not only study the grammars taking on our communication and writing, but also the language in its correspondent situation. That is why our language system has lived for thousands of years, and why human beings have been studying it all the time. As an old saying goes in China, “every time I study the book, every time I will find something new.” That is true of it.

### 5.3 Overcoming Cultural Obstacles

With the great development of international exchanges, people from all walks of life, more or less, take part in the international exchanges. Thus, languages are all under certain context of culture. Communication is no more than language in this degree. It involves translating ideas of different cultural background. Sometimes, culture gap may arouse misunderstanding or block in the communication occurring between two people from different culture. For example, in Chinese, “dog” may be used to express something bad, such as “狗眼看人低”; “丧家犬”. However, in western society, “dog” refers to something auspicious, for example, if someone is fortunate, we will call him or her “lucky dog”. In addition, here is an old saying going as “it rains dogs and cats”. From the two opposite attitudes towards “dog”, we can see that there exists huge difference among different cultures. We live in one world, but we do not cherish the same way of thinking, customs. Therefore, the depth of the understanding of cultural context determines how well we grasp the true meaning which the author is going to convey to readers. According to Malinowski, a well-known linguist, the language learners should fix great attention on the



difference between the mother tongue and the target language resulted by culture. The task for a language learner is not only to study the grammars, but also the difference caused by culture, religion, and custom.

At the very beginning, Chinese culture is discussed in a broad sense. The term “culture” is defined as “a transmitted pattern of meaning historically embodied in symbols, which is a system of inherited conceptions, expressed in symbolic forms by means of which people communicate. Culture expresses and develops one’s knowledge about the attitude towards life. The social context, also called cultural context, should be considered when discussing about grasping the true meaning of the author. This may result in a conflict for majority of hearers between the native language and target language.

Language is not only a symbol system, but also the carrier of culture. Any kind of language is a composing part of culture. In order to get to know the true meaning of the speaker, we should learn to overcome the cultural gap. Otherwise, it is impossible to continue the communication. Actually, culture permeates every aspect of life. Therefore, cultural context does not only compromise history, philosophy, politics, but also social custom, religion, way of thinking and tradition. Learning a language is to learn what the culture context has reflected. In order to correctly and efficiently master the original information which the author tries to convey to us, one of the most important points is that we should get to know the condition where the dialogue lies in. It is the basis of understanding the discourse. For example, when we are praised by some others, in China, we may say, “no, no I’m not that good” or “no, it is just so-so”. Anyhow, Chinese people will deny what they have achieved, even though that is true of them. However, in western society, they will accept all these praises frankly. This is one big difference between eastern society and western society. If we treat a friend from another culture, it may make them feel confusing. In one word, if we want to make a clear understanding of discourse analysis, we should take culture context into account. I will show clearly in the following examples:

*A: Do you know the sales manager will be dismissed because of his rude treatment to his clerks?*

*B: Really? I do not believe it! He does well in his work.*

*A: If not, I’m a Dutch man.*

In this short essay, the first speaker bets if the manager does not be dismissed, he is a Dutch man. In history, English people have discriminated the Dutch man. Therefore, the phrase “Dutch man” has a little negative sense. As we can see, if we do not know the tradition in

English, it is hard to get a sense of true intention which the author tries to convey to us. Anyhow, context is the basis of discourse analysis. Discourse depends on the context. It is an important part of language learning and research. We should remember that “no context, no text”. Besides, every word is a new word in a new context. Only based on different context can we develop our comprehension in discourse analyze. And context, as a complicated branch in linguistics, its function should be made full use of in our daily communication and comprehension. In further study and research, we should accumulate the knowledge of context and cultural as much as possible. Only in this way can we manage to achieve smooth daily communication and intercultural communication.

## V. CONCLUSION

In our English study, listening is one of the skills which are difficult to master. Listening, as an output skill, is the basic factor for English learner to handle some other skills. It also becomes one significant factor to measure one’s level of language study. However, in actual class teaching, many teachers are familiar with the occasions where though the material, grammar and vocabulary are very easy, students cannot make up complete meaning with this scattered information. All that they have got are some fragmentary words or sentences. How does it happen? Actually, in spite of the fact that familiar with the words and grammar, they lack a keen sense of context. Thus, they are stuck in confusion and not able to possess the data they have listened.

Understanding and communication is the way of conveying information. However, nowadays, communication is not only based on the simple oral communication. Sometimes, we cannot understand and grasp the true meaning of the speaker. That is because of the context. In other words, if we do not know the relationship between the text and the related knowledge such as culture background, it perhaps results inappropriateness in certain occasions. Thus, context is the environment of expressing language. It is not only the tool for human beings to know about language, but also equipped with value of study. Our knowledge about context is a process from concrete to abstract, widening and innovating the way of study.

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# Thematic and Narrative Standards in American Cinema: An Analysis on Character Arc, Catharsis and Audience's Bias

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**Abstract**— Movies and TV series are a visual medium, that are intended to evoke the sensory root of vision and the auditory system. The niche, in the cinematic and the television medium is not the mere presence of a story and the subsequent plot attached to it but it is the culmination of expert writing, character arcs (of all the characters) in the movie and TV series, the cathartic experience of the protagonist/antagonist and the plot that builds up to a boiling point which has nowhere to go other than to ingrain in the psyche of the audience. The cinematic and television masterpiece that demands further analysis by critics, which becomes the standard on which many other movies and TV series are made, is not without its own flaws. In spite of said existing flaws, there seems to be a glaring indication that the movie and TV masterpiece has the above qualities mentioned in order to fulfil its place as the 'movie of all movies' or simple put cinematic masterpieces. For the sake of brevity and convenience, let us call the criteria in which every movie must be judged as writing, character arc, catharsis, cast's performance, and plot or 'WCACCP' analysis, for short. Critically acclaimed movies (Christopher Nolan's movies) and television series (breaking bad) have an unparalleled depth in them that other modern movies or TV series simply fail to match, barring a few exceptions like Francis Ford Coppola's *The Godfather Trilogy* (1972-1990), Brian de Palma's *Scarface* (1983), all of Martin Scorsese's movies, Stanley Kubrick's movies such as *2001: A Space Odyssey* (1968), *The Shining* (1980) and *Dr. Strangelove* (1964), Orson Welles's *Citizen Kane* (1941) and the 'master of suspense' Alfred Hitchcock's movies such as *Psycho* (1960) and *Vertigo* (1958) to name a few. The aim of this paper is to formulate a link between the biases of the audience as well the struggle of the directors and the writers in producing a work of art, being cinema. The audience's reaction to a particular genre of movies and TV series as well as the category of audience that the writers and directors focus on is a key aspect to dwell deep into.

**Keywords**— Audience psyche, catharsis, character arc, cinematic medium, plot, writing.

## I. INTRODUCTION

Movies and TV series are the crux of cultural heritage of a particular country and its people. We as people establish this connection with the effect that the visual medium of movies and TV series has on our psyche. That is why human beings believe that cinematic mediums are the best representation of their culture and what society represents as a whole. Thus it is important to analyse the effects that such cinematic mediums (Movies and TV series) have on us. The audience's psyche is crucial to the analysis of whether a particular

cinematic work is a 'good masterpiece' of a film or a bad one. When considering what constitutes as being a 'classic' movie, we can look at five cogs that make up a movie or TV series being writing, character arc, cathartic experience of the protagonist/antagonist, the cast's performance and the plot (or 'WCACCP' analysis for short). Only with all these five cogs turning properly can a particular cinematic work be considered as a 'classic' over a regular commercialized cinematic work. The 'WCACCP' in the critically acclaimed TV series drama AMC's *Breaking Bad* (2008-2013) is so

deeply engrained in the series that audiences still have a profound effect when they view it till this day or after multiple viewings. However, TV series such as NBC's sitcom *Friends* (1994-2004) pander to the common denominator and has no real depth of meaning or cinematic flavour underneath the comedic timing of the dialogues and the quirkiness of the beloved six characters. We can see a glaring difference in the two TV series and that is the basis of this research paper. When we look at cinematic motion pictures that fall under the 'classic' umbrella and adhere to the 'WCACCP' cogs of perfection, we will be taking a look at Christopher Nolan's Sci-Fi/Thriller *Inception* (2010), Francis Ford Coppola's *The Godfather Trilogy* (1972-1990), all of Martin Scorsese's movies (mainly *Goodfellas* (1990) and *The Departed* (2006)) and the 'Master of Suspense' himself Alfred Hitchcock's *Psycho* (1960). These cinematic works are considered by the general audience as well as the film critics to be the 'classics' and they live up to their reputation. It is not to say that these cinematic works are devoid of any imperfections but the idea being that they are miniscule compared to their depth as a cinematic art form. On the other spectrum we have cinematic works such as Michael Bay's *Transformers* series (2007-2017) and *Pearl Harbour* (2001) or *The Fast and the Furious* series (2001-) which not only have been less appreciated by the critics but also panders only to the teenage/adolescence audiences with their quirky one liners and fast paced explosive set pieces and CGI based action with their big budget productions all give us an illusion of a 'classic' movie but missing the key aspect in the 'WCACCP' traits that a movie is required to have.

## II. ANALYSIS ON CINEMATIC WORKS

### 1.1 Fictional Crime Classics vs Realistic Crime Classics

In order for us to fully understand what it is that develops in an audience's mind and what constitutes their psyche when watching a cinematic work of either a movie or a TV series, we must first take a look at the various cinematic works and how they present their thematic, narrative and philosophical ideas through their movies and TV series. First let us take a look at the classic era of Francis Ford Coppola's *The Godfather Trilogy* (1972-1990) of how it represents a period in filmmaking where the performances of the actors were empathised over the actual story or plotline. The representation of Vito Corleone as the benevolent mafia crime lord who values honour and family over all else and

always looks to help the little guy. This movie is in stark contrast to Martin Scorsese's *Goodfellas* (1990) where it represents the violent psychopathic nature of the Cosa Nostra or the Sicilian Mafia and how they operated on a day to day basis with facts from real life events. We can compare both these films as being the prime examples of what the audience might undergo when they watch these two movies, where one movie preaches about honour, respect and family and the other movie gives a clear and unedited picture of reality that is the crime world and the harsh reality of people who are involved in the crime families of the Cosa Nostra.

### 1.2 Crime Drama vs Casual Sitcom

On the other end, we have the critically acclaimed TV series AMC's *Breaking Bad* (2008-2013) that deals with the concepts of freedom, neoliberalism, crime, greed and the ideas of what it is like when the capitalistic nature of the economy offers a very corporate approach to crime (shown in characters like Gus Fring) and how a man faced with extreme odds and being dealt a very bad hand in life, deals with it choosing to go the easy way of getting recognized and building an empire and a name for himself rather than forgetting about the moral and ethical dilemma that is crime and drugs. On the other spectrum we have NBC's *Friends* (1994-2004) which is a sitcom that is intended to evoke the humorous emotions of people and represent the modern and regular life of people that live in New York and trying to make a living while facing normal everyday problems. It is safe to say that they do not adhere to any major philosophical ideals or deal with any intellectual concepts and is just there to get a laugh and joy out of the audience with their quirky one liners and their dialogue delivery with some slapstick humour thrown in the mix.

## III. REVIEW OF LITERATURE

The first article *Hollywood, The American Image And The Global Film Industry* by Andrew Alibbi talks about the Hollywood industry and how it reflects the 'American' sense as a whole to the Global film industry. The second article *American cinema's transitional era. Audiences, institutions, practices* by Charlie Keil and Shelley Stamp talks about the transitional era of American cinema and how it has evolved or adapted itself over the years. The third article *Disappearing in Plain Sight: The Magic Trick and the Missed Event* by R. Joseph talks about the idea of infusing illusion in movies and how the visual art evokes the minds of the audiences. The fourth article *Time, Ethics, and the Films*

of Christopher Nolan by Tom Brislin emphasizes on the idea of time and ethics and how they play a vital role in the films of Christopher Nolan. The fifth article "An Aesthetics of Astonishment" from *Storytelling: Self-reflexive Tendencies of Narrative Strategies in Contemporary Hollywood Cinema* by Radomir D. Kokeš emphasizes on the fact that the spectacle element that appear in movies is a trick asserted by the narration and the style of the classical filmmaking. The sixth article *The Monster in the Labyrinth - Finding Your Way In and Out of Inception* by L. Jensby gives us a sense of the labyrinth nature of both the plot as well as the cathartic experience we have when watching Christopher Nolan's Sci-Fi/Thriller *Inception* (2010). The seventh article *Cinematic Philosophy* by R. McGregor deals with the relationship between films and philosophy and they affect the audience, in particular reference to Christopher Nolan's *Memento* (2000). The eighth article *Crime and Punishment: Greed, Pride and Guilt in 'Breaking Bad'* by Alberto Nahum García Martínez and Pablo Echart talk about the motivations and reasoning behind the character of Walter White's actions throughout the series. The ninth article *Intertextual Representations of Drugs, Violence, and Greed in Breaking Bad* by Douglas Rasmussen uses the methods of Intertextuality to analyze the nuances and the concepts of Neoliberalism and medical debt in the modern society of the TV series *Breaking Bad (2008-2013)*. The tenth article *Simone de Beauvoir meets Walter White: Breaking Bad as Authentic Literature* by Kelly Beck uses the idea of Simone De Beauvoir of freedom and the philosophy in literature, the relationship between contemporary literature and how the TV series of *Breaking Bad (2008-2013)* can be read as an authentic literature.

#### IV. CONCLUSION

This research paper has attempted to bridge the gap between the what is considered to be a cinematic 'classic' work in terms of both movies as well as TV series and the not so good movies that just favour one set of audience or appeal to the lowest common denominator. However, this paper is not definitive in assessing the audience's bias as there is limited sample size and the analysis of the various cinematic works were only limited to how they were written, directed and presented to the audience in the silver screen and not what was intended and perceived by the audience at a particular point in time. From the limited scope of the research paper, we can come to a conclusion that the 'WCACCP' method of approaching a said cinematic work, whether it is a movie or

a TV series there will be a certain amount of evidence that we can draw from it to ascertain whether or not a particular cinematic work is considered a 'classic' or not and if that is the case how well do the audience respond to it in the initial stages of the movie or TV series' release. Thus it is important for us to understand the necessary attributes a cinematic work (movies and TV series) needs to have in order to be considered among the greats and not to be so overpowering that it cannot be understood by the average moviegoer and only cater to the intellectually elite and among the academicians or the film critics.

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# Children in War Situations: A Study of Ngugi's *Weep Not Child* and Onyekwelu's *Fugitive in Biafra*

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**Abstract**— Children, the so-called future of every generation, have always been caught up in warfare. This is because they are innocent, helpless and have little choice but to experience the same horror as their parents as casualties or even combatants. Recent developments in warfare have significantly heightened the dangers for children. The past decades have recorded millions of children killed, disabled, orphaned, separated from their parents or dislocated from their homes. War and terrorism are man's perpetrated acts of violence that have emotionally and psychologically affected generation of children and young people for the rest of their lives. In the Nigerian situation at present, same is seen in the lives of children tormented by Fulani Herdsmen and Boko Haram menace on the populace. The hope of the nation for which this menace occurs continues to be bleak. This paper explores such trauma in children as Ngugi Wa Thiong'o and Onyekwelu Manankiti in their *Weep not Child* and *Fugitive in Biafra* respectively present it.

**Keywords**— War Situation, *Weep not Child*, *Fugitive in Biafra*.

## I. INTRODUCTION

Artists do not write in intellectual vacuum. The work of art is not separated from the social context that produces it. Therefore, there is close correspondence between the writer, history and social contexts of his people. The two writers under study are exposing the anomalies in the lives and times of their societies and mostly apprehensive of the young ones. They become the mouthpiece of numerous children who suffer the absurdities of war. Ngugi observes that:

A writer responds with his total personality to social environment, which changes all the time. Being the kind of sensitive needle, he registers with varying degree of accuracy and success of the conflict and tensions in his changing society. (45)

Together, they clamour that whether won or lost, war is a horrible phenomenon that tears the children and youths to shreds. Whether they are engaged in war or not, it leaves them with an experience that is emotionally painful, distressful or shocking, which often results in lasting mental and physical effects. Still if the war is lost, the

unborn generations would struggle among their opponents as fish in water treated with gammalin.

Using Ngugi's *Weep Not Child* and Onyekwelu's *Fugitive in Biafra*, the essay is poised to buttress this fact that war violates every right a child should have such as the right to life and right to be with the family and community. They are denied the right to health, the right to education, the right to the development of personality, the right to be protected etc. This combatant influence and involvement in conflict is a violation of the most basic ethical foundation of the society. This is exactly what occurs in the worlds of *Weep Not Child* and *Fugitive in Biafra*. They stand as the voice of numerous children who have been traumatized and victimized by war.

Festus Iyayi captures a good description of war situation on the first page of his second novel *Heroes*. It goes thus:

- It was the third year of the Civil War and it was the evening of the last Friday in the month of June. There was no light in the city for fear of the air raids and everywhere it was dark and uneasy and the soldiers were nervous as they paraded the dark streets, waiting, watching, anticipating (1).

That was a good depiction of the tension synonymous with war situations and children suffer it most. This is evident in Osime Iyere's response to his informants. He said "Don't let this information spread as the other one did. Ten people died then several children are still missing"(1). Although he was mocking them as rumor mongers, yet, those were the likely news of every war situation. Children suffer the most.

When the war commences proper in the world of *Fugitive in Biafra*, schools have to be closed down to avoid any casualties. Instead of engaging in reading and writing, Hamaka and the likes are recruited as soldiers. In his bid to save his life, he leaves the camp stealthily and is faced with dangerous journey across the weird Ezeudene Bridge alone, unprotected. In the same vein, Njoroge has to be withdrawn from school when his father falls a victim of war. So they watch the brutal killing of their parents or siblings. The young boys may serve as porters, spies, cooks or even messengers, hence in the Red Cross camp at Umuinem, John serves as a spy while Hamaka takes the part of a cook though he is soon bundled to the ditch after his lewd prank with Justina.

The children and youths who suffer violence are more prone to use violence in solving problems. Violence has negative effects on the children such as psychological trauma with symptoms as nightmares, mental health, quality of life and subsequent behaviour as adults. This is likened to why 'Oga kpatata' resolves to commit arson and rape if he ever gets free. In war-besieged children, there is inclination to sexual violence, which includes rape, sexual mutilation, forced prostitution and forced pregnancy. In *Fugitive in Biafra*, Hamaka reports that there is sexual laxity in the camp. Soldiers come to collect girls, spend all night and return in the morning. The camp is more of buying and selling of sexual immorality. War should be prevented in the first place, that is the best method to protect children from wars. If not, Hope's question should be answered; "Why doesn't the President just go there himself?"

Ngugi's *Weep Not Child*.

In Eastern part of Africa, we embrace one of the greatest novelists and playwrights in the person of Ngugi Wa Thiong'o. His novel *Weep Not Child* was one of the first novels to make the literary world realize that writers in Africa were making a fresh and original contribution to world literature. Land is the obvious motive in most of Ngugi's works. Much of East Africa has mild tropical climate further made cool and beautiful by hills. The lands were fertile and ideal for the cultivation of such crops as tea, grain and fruits. There is facility for big game hunting.

East Africa is famous for a large variety of game. I don't think any other country has above attractions at its disposal more than East African Kenya. Consequently, Europeans have preferred the place for the settlement of a large number of disbanded soldiers even after making it one of her colonies. The settlers turned the original African owners into labourers in low wages. A continuous stream of settlers poured into Kenya that at the end of Second World War it became obvious that the large part of Kenyan population were a little bit above the level of slaves on "their fatherland. This resulted to birth of Mau Mau revolt. It is this heinous conflict that Ngugi tries to illuminate with *Weep Not Child*.

The novel emphasizes the evils of war and their effects on the growing children. Of course, this is the area this write up wants to illuminate. War is an evil wind that blows no one any good. It is a period when moral and social value of people is trampled underfoot. The whole populace is left without any hope.

There is total despair for the common man who is exploited and abused by the leaders of both sides. There is great threat to life and security of the masses by the invading enemy. Slaughter of the innocents is the order of the day. There is general atmosphere of mistrust and suspicion by which many innocents are proclaimed saboteurs and brutally eliminated. The cankerworm manifests itself through scandals, gossips and propaganda. Hence, the government of Kenya was on the verge of panic following the arrest of Jomo Kenyetta and others and subsequent declaration of emergency. This left Kenya in grip of terror for ten years; terror by Mau Mau as well as terror of government's brutality against suspects and emergency law-breakers.

Ngugi the author was in a day school at the core of this historic atmosphere, which he is reporting through this work. In those days he was not only fed with fear of walking to and fro school, rumours of deaths and detentions, hard sound of machinery guns but with disappearance of his elder brother into the forest which turned the government's ugly eyes on his family. Because of this, the government turned several members of his family including his mother into detainees for several months. It is Ngugi's experience that propelled *Weep Not Child*, as lime Ikeddeh puts it in his introduction to *the novel*: a "fiction based on a historical event recreated in human tears".

The novel has two dichotomies; part one is captioned "The Warning Light", the gradual decreasing light as the title suggests reflects on dissatisfaction over the lost land to the European settlers. Protest to these effects develops to a



strike, but before this, Ngotho's family lived a normal life pattern. When eventually the strike fails, Jomo is arrested, the light goes out to usher in part two when the "Darkness falls". This engulfed the whole society and Ngotho's family in particular. This second part records the activities of the Mau Mau revolt, activities of the government and the influence of these activities on the growing children, Njoroge and Mwihaki.

Ngotho, Njoroge's father was one of those selected to serve the white man during the First World War, returns home to discover that his land has been occupied by a white settler - Mr. Rowlands. He was humiliated to work for the white man hoping that it is the only way he would repossess the land that is when the white settlers must have decided to quit. He squats on Jacobo's land with his two wives and several children. During the Second World War, Ngotho's two sons, Boro and Mwangi, are conscripted into the army. At the end of the war only Boro comes back. The war has ripped him to shreds for many reasons; he is not compensated and his generation has surrendered their land to the white settlers. He has nowhere to settle down, he says; "we fought for them, we fought to save them from their white brothers". He is so frustrated, becomes a terrible boozier and sleeps outside often. He points accusing finger on his generation for disposing their land to white settlers. His situation is a slight on the face of Ngotho's peaceful polygamous family. For in Ngotho's family, children do not discriminate. They call the two women of the family elder or big mother and the other woman, mother. This presents Boro's accusation and the Ngotho's hopes for recovering their land from the whites have been shattered. He quickly realises that the only way out for the blacks is education; at least in retrieval of the land. He decides that one of his sons should be sent to school. Kori, one of his sons has crossed school age. Kamaic is learning carpentry work. So the question of going to school falls on Njoroge, the hero of the novel, the boy through whose eyes we see all that goes on in the work. His interest in education is shown early in the very way he welcomes his mother's news that he is to go to school;

O mother. I'll never bring shame to you.

Just let me get there, just let me...

Oh mother, you are an angel of God,  
you are, you; are... (3).

He has strong belief in the potentiality of being educated. At least it is a sure way of emancipating his people and their land from the usurpers. He begins to endow himself with the attributes of the Biblical Moses and other Bible heroes. The poverty and bondage of his family spur him on

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to be educated as the only way of freedom for his people and also a way to bring them to status of the rich.

Jomo's arrest somehow shatters his dreams but he hangs his hopes on the future. Jomo's return opened wide the eyes of the Africans. They became more conscious of their rights. They plan a strike to paralyze the economy of the white settlers. Some Africans on the pay of the whites sabotaged the strike and it failed. Jacobo, the stooge of the whites, was even against his fellow blacks. Ngotho is infuriated and he led an attack on the Chief. Confusion broke out and the white policemen came round and used the opportunity to put an end to the meeting. That was the end of the strike. Ngotho lost his right to squat on Jacobo's land and he is evicted with his family. He also lost his job with Howlands and his family is thrown into dark penury. Contrary is the ease for the children of the two warring families. Njoroge strikes up friendship with Mr. Jacobo's daughter, Mwihaki. There is great difference in their social statuses. Besides Mwihaki enjoys an added advantage for she has an elder sister who is also a teacher in their school. But Njoroge's brilliance raises his status to Mwihaki's, notwithstanding. This makes their relationship equal and makes it grow steadily. The unfortunate incident of the strike, Ngotho's attack on Jacobo and white police intervention occur just on the day Njoroge and Mwihaki are happiest in each other's company, both have passed their examination and they go home with their hands linked together. Their happiness was shattered at home because of the state of affairs. Apart from Mwihaki's movement to a boarding house, Njoroge- Mwihaki relationship is hampered by a state of emergency declared as black militants kill a prominent collaborationist. Besides, Jomo Kenyetta, the political leader of the blacks, is arrested.

Howlands becomes the District officer and Jacobo is made the chief of home guards. As a result of Kenyetta's imprisonment, violence multiplies. Boro joins the freedom fighters in the forest. Ngotho's family becomes a target for Howlands and Jacobo. Meanwhile, inconsiderate of the enmity existing between the two families, the two children meet on the plain after Sunday service and seal a bond of friendship. Mwihaki suggests elopement because she wants to be away from the ugly violence. She desires both of them to leave the scene of violence and to come back when the bloody violence ceases. But Njoroge would want them to stay back since they are most needed at home at the trying period. This trying moment is not easy to shoulder for many people are missing every day. The famous barber, Kipanga, teacher Ishaka and numerous others die violent deaths. Njoroge goes to secondary school while Mwihaki becomes a teacher's training college

student. At Siriama, Njoroge strikes friendship with Jacobo's son in a neighbouring white school. This union soon shatters by chaos at home. Jacobo arrests Ngotho and Rowlands brutalizes him. In his furious retaliation, Boro, Ngotho's son murders Jacobo. Njoroge's education is disturbed; he is recalled from school and is also brutalized. Boro again murders Rowlands and is also arrested.

As it were, the cruel atmosphere has swallowed both children's parents. This cruel situation instead of separating them even brought them closer. When they meet again fear has gripped

Njoroge, he suggests for elopement this time. He wants both of them to fly away. She wanted to sink in his arms and feel a man's strength around her weak body. She wanted to travel the road back to her childhood and grow up with him again. But she was no longer a child.

"Yes, we can go away from here as you have suggested when....."

"No! no!" she cried, in an agony of despair, interrupting him, "you must save me, please, Njorogo, I love you. (133)

### **Onyekwelu's *Fugitive in Biafra***

Menankiti Onyekwelu bares the impact of War on Children with *Fugitive in Biafra*. This is another novel that exposes the brutality of war and its concomitant effect on growing children. It is also a fiction which has its roots on history of disaster and misfortune in Nigeria -Nigerian civil War of (1967-1970). It is a period of chaos that lasted for a short time of three years as against Kenya's period of ten breathless years. It depicts a general atmosphere of mistrust and suspicion by which many innocent people were proclaimed saboteurs and brutally eliminated. The war was a political conflict caused by attempted secession of Southeastern provinces of Nigeria as a self-proclaimed Republic of Biafra. The underlining conflict is as a result of economic, ethnic, cultural and religious tensions among the various groups in Nigeria. The British initiated an artificial structure, which has neglected to consider religious, linguistic and ethnic differences. The major ethnic groups, the Hausa, Yoruba and Igbo have differing political system. These three ethnic groups produced radically divergent customs and values. Hausa-Fulani group obeyed political decisions without Question to maintain Islamic conservative values. The Yorubas have comparable political system which consists of Monarchs being the Obas, but these monarchs unlike those in the North were less autocratic in dispensing their duties. There is disparity in the political structure of Igbos if compared

to the two other groups. They live in democratically organized villages. There were monarchs who were either hereditary or elected. They only function as figureheads. Contrary to the other groups; decisions among the Igbos were made by a general assembly in which every man could participate. These groups developed educationally according to their speed in accepting the missionaries. The Yorubas happen to be the first group in Nigeria to hug the missionaries who rapidly introduced Western forms of education. Sequel to this, they become the" first group in Nigeria to become modernized. As a result, they provided the first African civil servants, doctors, lawyers, and other technicians and professionals. In Igbo areas, the existence of highly autonomous villages hindered the missionaries' full control. But the Igbos later took education more seriously with an overwhelming adherence to Christianity. An intense desire for economic improvement and population pressure drove many Igbos to other parts of the nations.

As a result, many Igbos who resided in the North were massacred in a retaliatory combat that resulted from coup that bore no fruits which was organized mostly by Igbos. As an aftermath of the coup, Aguiyi Ironsi, an Igbohead of Nigerian Army became the President of Nigeria and the first military Head of State. Ironsi alleged that democracy has failed 'and a cleanup is required before reversing to democracy. The Northerners executed a counter coup because they think that the first coup favoured and promoted many Igbos at the glaring expense of Yoruba and Hausa officers. This later coup brought Col. Yakubu Gowon into power. The tension caused by the coup and counter coup culminated large-scale massacres of the Christian Igbos living in Muslim North as aforementioned. Colonel Odumegwu Ojukwu, the then military governor of Igbo dominated southeast reacted against the northern massacres and electoral fraud. He announced the secession of the southeastern region from Nigeria as the Republic of Biafra on 30th May 1967. Though there were several peace accords, example Aburi/Ghana peace accord. All failed to succeed and war ensued. The war proper began on 6th July 1967.

It is this historical era that provided a window into Menankiti Onyekwelu's mind as he writes *Fugitive in Biafra*. The main character, Hamaka sees Biafran war as vehicle of growth into adulthood. The work is a flash back of Hamaka's childhood reminiscences. The story is recalled to Chike when both have become secondary school teachers. This historical war that started on 6th July, 1967 begins at the middle of the school term in Onyekwelu's work. During this period, Hamaka was in junior secondary school. Flora Nwapa recalls in her *Never*

Again the use of men in positions of power and authority for mass deception as an instrument of morale boosting while the true Biafran military position is hidden both from the masses and fighting soldiers. Such was the mission of teachers in Hamaka's school; they have this mission of boosting the children's morale by extolling the virtues and prowess of the new Biafran Head of state. The teachers sometimes compare Biafra to Israel- the God's chosen people. They made the students believe that war will be won in a question of days since God cannot abandon Biafrans as He didn't abandon the Israelites. News reached the school that His Excellency directed that the schools should be shut down for a while to avoid unwarranted casualties. The closure of schools gave some students opportunity they have been looking for to join the army to demonstrate love and patriotism for their newborn state. Hamaka happens to be one of those attracted to demonstrate their patriotism for the desire to fight but his true interest is on army uniform. In his enthusiasm, Hamaka tries several times to be enlisted in the service of the nation's army. He is disqualified because he is not yet grown. He then resigns to join the civil defense. One day at their civil Defense training ground, it dawned on him that war is not "a child's play". Three lorry-loads pulled up just before the amazing eyes of the civil Defense trainees;

The presence of the refugees was a constant reminder of the war and because the southwest sector of the war was less than fifty kilometers away; we clearly could hear the sound of artillery shells and bombardment. Each time we heard the noise of those frightful shell bombs, we imagined how soldiers were dying. (26)

The prowess of the Biafran head of state is still sung by the propaganda machinery. It is also becoming emphatically obvious that the war is going to be extended more than expected. People have started losing interest in the war. As this interest fades, soldiers withdraw while conscription becomes order of the day. The case is similar with Hamaka who withdraws from civil defense and rather chooses to receive training as a member of Red Cross. With this membership he would continue his patriotism by helping to rescue wounded soldiers. Reality of the war struck on the faces of Umuokam when the first Engineer produced by the community is shot dead during one of the raids. Though he is given a befitting burial but the youths of Umuokam are disappointed. It dawned on them that one must do something to survive the next minute. Military service must be avoided. The death of Nnamdi brought a radical change of attitude on the part of the people of Umuokam and their neighbours regarding the war. From

that moment they saw war as evil wind that blows well to no one.

As the soldiers who buried Nnamdi marched away, people shook their heads and regarded them as birds lured into the bird catcher's cage with baits. From that day on, military service was no longer a longed-for career, but something to be avoided. (32) The avoidance of military service gives much concern on the part of the new government. People desert for their dear life. This gives impetus for conscription of very under-aged boys into the army. Hamaka is nominated to join the army the very day his father is late to the meeting. This similar tension occurred when Ikemefiina in *Things Fall Apart* is taken to Umuofia to be sacrificed to the gods. That day, darkness struck the family and the mother cried bitterly but Ikemefiina failed to understand the situation.

In absence of his father's presence in the meeting, Hamaka is nominated to be conscripted. That evening he was taken away, his father watches helplessly while his mother wails bitterly as soldiers march Hamaka away to the military training depot at Ebenato. He becomes a recruit. They have his hair shaved clean just similar to the full moon. The quantity and quality of food they eat is never commensurate with early morning road walks, parade and tactical parade. It is all awful. The whole newly conscripted soldiers are looking for a way of escape. Hamaka's plan is triggered by his mother's visit to their camp. Though with mixed feelings his escape becomes obvious.

But he dared not make any mistake for if caught; he would be subjected to inhuman treatment that day. He and his colleagues have only been taught what a sentry should do; to stand on guard till dawn. Hamaka deceives his colleague by pretending to ease himself in a nearby bush and escaped. You can imagine a teenage boy walking alone in the thick night on a road dreaded even in the daytime; a road feared for human head hunting and highway robbers. Worst still, the road crosses a river called Ezeudene with its weird stories. Hamaka picks a race; he becomes a fugitive in his fatherland. His highest task is to cross the Ezeudene River; the river feared in the daylight by most "courageous men". Amidst goose pimples and numb body, he crosses the bridge and steps on Agumba town. This is an ordeal, which an innocent cannot be allowed to experience under normal circumstances. At the village, Hamaka could not hide long for the danger of being caught at home. The only option left for him is Nota where his senior sister is spending her marital life. The place is so remote that the conscriptors have not thought of the place.

Through the passage of marshy roads and crossing of four rivers he is at Nota. The place is quite accommodative if not the giant mosquitoes. He goes fishing with the rest of the boys from Nota. But soon the quiet terrain Nota used to be, changed drastically as the pressure of the war heightens'. As more people see Nota as a hiding place, a brigadier in charge of recruitment dispatched a squadron of conscriptors to Nota to round up all the run-away soldiers. Life toughens for Hamaka again. His sister allows him to hide in the ceiling made of bamboo materials. When the soldiers started searching the ceiling, Hamaka and his group resorted to sleep in the bush. Nowhere is safe for Biafran boys. The unsafe atmosphere brings Hamaka back to Umuakom through the bush paths. Though back safely but the future is still bleak. Hamaka couldn't move about easily because an enemy even in one's hamlet can report the person to the conscriptors.

Apart from the hazards of war, people played evil against one another. Those who want one's son's death would easily report for his conscription. The person can even make sure the boy is placed at the war front to assure his death. So war carries along with it heinous treachery. When Hamaka eventually found a hiding place under the Red Cross Society, again he is only exposed to danger by mere treachery. With the help of his friend; the branch secretary of Red Cross, he got posted to Umuinem where he served in the kitchen and helps to get food ready for members of the casualty. Each batch is replaced every month, but Hamaka renews his own tenure by a deal he struck with Goddy Lukana, his friend's confidant secretary. He made a new friend in camp whose name is John. Hamaka is oblivious that John is a military intelligence serving under the Red Cross as a spy. He emptied his past to John from his initial conscription to his sneaking away; unaware to Hamaka, John gathers the information until one day. In the camp-turned into Sodom, there is a girl who plays lewd pranks with Hamaka. Hamaka has never lived in close range with strange girls but in the camp it is the order of the day:

In the evenings, army officers came and carried off most of the girls, some of the girls spent the night with officers and come back early in the morning to join us in our daily chores. Life in the camp was really permissive. (76)

Such is the existing aura in the camp when Justina in her moral laxity entices Hamaka, as he is naked taking his bath of which both were only separated by a dwarf wall. Before Hamaka knew it, Justina leaned over the wall and shouted, "I have seen it! She has seen what Hamaka has been hiding. This embarrassed Hamaka so much for he has not

been initiated to such immoral games. When Hamaka embarks on his retaliatory journey and sees her nakedness over the same dwarf wall after two days, Justina did not find it funny, she wept bitterly, amazingly. This is more than what Hamaka envisaged. The news spread the whole camp like wild fire. With this harsh order "move or I move you" Hamaka is marched by John and two soldiers into waiting army jeep taken to brigade headquarters. There, Hamaka is bundled into fifteen feet deep ditch- the home of stragglers and war criminals. John is one of those the war has turned into heartless sadists. How could he treat his friend this way because of Justina whom Hamaka is not aware that they do funny things in the dark?

In the bunker, the real ordeal as a fugitive commences. The ditch is a wonder world of its own. He is first received with hot slap on his face. The bunker has a brutish hierarchy. At the highest hierarchy is "Oga kpata kpata". Then there is a facilitator, the local police or "korofo" as he is known in the ditch. The korofo orders Hamaka to look around the ditch. All he could see are half naked, aggressive looking inmates and besides:

The walls of the ditch were very dirty. There were visible marks of human wastes on the walls. The floor was littered with all sorts of rubbish. The inmates hardly bathed and it was horrible. I was forced to swallow my saliva, as spitting it out would have provoked them even more. Apparently the inmates were accustomed to the odour in the ditch. They did not seem to be bothered about it. (81)

After the looking round, the next order was to remove his shirt which is immediately collected by someone. The duty roster on the wall is shown to him the roster is obviously scribbled with human blood; the blood of new inmates who resisted orders during initiation. Hamaka is ordered to read out the orders thus;

First day cleaning Nyash; Second day, removal of kwarikwata; Third day, removal of shit; Fourth day, ikpo ubo (84).

It is too unfortunate, the state of degradation of human beings. They are reduced to mere animals wallowing in the quagmire of jungle justice. How can the inmate of that ditch adjust to normal life? One may ask. These are youths; the legacy of every race, those who bear the societal imprint in a formative sense. The youths who will carry societal ideals to the unforeseen future are tortured by war. They undergo a life of uncertainty, torture, risk, hunger, loss of innocence and embrace crime. Such a society struggles with most unholy and the most savage of

human animals full of treachery as a result of psychological wreck the youths undergo.

Unfortunate is the society that lives to absorb such outlet, the outlet of humiliating experience of waiting and watching a man stool after which his anus is cleaned for him by another youth. Even a sick man doesn't even find it easy to allow others to do this most private work for him. This is highest level of sickness, I guess. This is what war breeds. Its influence penetrates several generations and man is in great jeopardy. How can these inmates forgive the perpetrators of war and adjust to life of peace and justice having spent their life in most disgusting and unlawful way?

The ditch is a typical example of jungle justice. The 'Oga' changes any rule at will to suit his whims and caprices. He has become so disillusioned about life that he swings to the negative side of it. He hates decency. His language is most obscene. He has no scruples. He openly admits that he has no regard for law and order and swears that if he ever becomes free; his only business would be committing rape, arson, and stealing. He recounted with pride the number of rapes he had committed. He congratulates himself that his victims feel helpless. He laughs as he recounts how dejected his victims feel after their ordeals. War is the highest producer of law-breakers, sadists and those drunk in opium of crime. This is what Onyekwelu uses his *Fugitive in Biafra* to buttress through his hero, Hamaka. Although he succeeds in reconstructing his life into good adult life but his life is almost shattered as a result of intense frustration during his run away days, loss of trust in friends like John, loss of innocence and seduction at the camp, severe tortures, humiliation and overdose of jungle justice in the bunker. All these make Hamaka to grow into an experienced adult. It has helped him to combat even the last experience with Justina that brought him into the ditch, it has also helped him in a similar pressure from his female principal who is trying by all means to drag him into immoral quagmire. The same principal's pressure is what Chike cannot shoulder; this is the crisis that gives birth to Onyekwelu's long flash back style in which Hamaka retells his chequered life to console Chike.

## II. CONCLUSION

All human afflictions, hunger, disease, death, penury are multiplied at the period of war. During such time the children are the highest victims. They are exposed to disaster, horror, discomfort, tragedy, which harden their lives and bring them close to protracted undesirable behaviour. This is the primary motive of Ngugi and Onyekwelu in their works. The experience of children

during the war is generally abhorred. Though some lucky ones like Hamaka use the period to be more experienced in life. Hence Hamaka says;

I cannot say precisely whether such experiences were a blessing or curse. I am happy though that I had them. They made me see the other side of life. I had been enjoying a life of tranquility and sound morals. In the ditch, I was exposed to the way criminals reasoned and that put me in a better position to appreciate the world and the people and circumstance in it (88).

Perhaps our leaders are oblivious of how war can retard a populace. They are always well protected otherwise if they envisage or better experience what endorsement of war could cause the people, economy, education, peace etc they would always be ready to settle every dispute with dialogue and peace accord. Hamaka says;

Although life in the ditch was certainly undesirable, it may be good to expose some of our leaders and administrators to experience life in such places for at least one week... (88).

War retards the education of the children. This is exactly what happens to Njorogo and Mwihiaki, whose prolonged war lasted from their primary to secondary school days. At the height of war, Njorogo is recalled from school. The loss of the parents cannot promote their education in any way. Besides, the general atmosphere in the society is such that is infertile to the growth of education for any one. This has drastic effects on children that undergo such ordeal. War breeds criminals and such criminals spread into the society. They become hardened and swear to propagate evil such as arson, rape, prostitution, murder, treachery etc.

Such is the like of 'Oga kpatata kpatata' in the bunker;

He openly admitted that he had no regard for law and order and swore that if he ever became free; his only business would be committing rape, arson and stealing. He recounted with pride the number of rapes he had committed (89).

From this parlance one can conclude that Onyekwelu's Hamaka, though grows into adulthood but not without unwarranted torture, which would have turned him into a brute. That was affirmed by Julie Phelpo Dieche in the statement:

The real war ...can be seen to serve as a metaphor for difficulty, even the torture it is for some young men to have behind the dreams of childhood, to embrace their adult selves (200).

But does Ngugi's Njorogo grow up? His vision commenced with his mother's announcement that he is soon to start school. This is his childhood heart's desire. This followed with a vision likened to Moses to save his race. Instead of becoming a brave adult and aspire to accomplish his vision not minding the protracted war and its horror, he reduces himself to a child's behaviour and is rescued from suicide by his mother. War has denied him good personality development. It has turned him into a coward. His dreams of being the Moses of his people are drowned in cowardice because of the horror in the atmosphere. War turns its claws on the children, it hardly leaves them responsible citizens. This alone bundles a society into abyss. No correct thinking man would fold arms and allow war in his lifetime. This article fans the embers of our 21<sup>st</sup> century consciousness in the present day Nigeria which is bedeviled by imminent war as bloodshed and victimizations abound in the present dispensation of the Muhammadu Buhari's regime where the acts of violence are meted by the terrorist group of Boko Haram and Fulani Herdsmen to which he does nothing to put their evil actions to check. It is a call for retractions because the trend is seriously moving towards WAR which is an ill wind that blows no one good, especially the young in the society who are the future leaders. Worthy of note is the prophetic character of Nnamdi, in *Fugitive in Biafra* whose death brought a radical change in the people of Umuokam and their neighbours concerning the negative effect of war, which is a pointer to the reality in the Nigerian situation concerning Nnamdi Kanu, the 21<sup>st</sup> century Biafran leader in Nigeria, whose sudden disappearance caused heightened bitterness in the minds and attitudes of the Igbo youths within and in diaspora, which up till date harbours imminent war breed. Let us all make hay while the sun shines. The likes of Ngugi and Onyekwelu have blown the warning whistle.

The duo has challenged the government to provide the society with something more than pleasure, something that would help to redefine the society and make it a living place for all. They have proved to be socially conscious artists who urge the society from where it is to where it ought to be. That is one of the essences of literature.

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# Comparison of Social Stratification Theories between Marx and Weber

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**Abstract**— As two giants of classical sociology, Marx and Weber have made great contributions in the field of social stratification, the content of which discussed by the two scholars not only play an important role at that time but also bring inspiration to later sociologists. In modern society, however, because the invisible social stratum still exists and has a positive or negative impact on all aspects of people's lives, analysis and comparison of social stratification theories by the two scholars are still of current significance. For exploring theories of social stratification by Marx and Weber, I will compare the differences and similarities between the two scholars' theoretical research in the field of social stratification. After all is done, it is delighted for me to find that their ideological sources could be enlightenment for us to understand modern society better.

**Keywords**— Social Stratification Theories, Marx, Weber.

## I. THE DIFFERENCES

### 1.1 The standard for social stratification

#### 1.1.1 Marx: Dichotomy

For social stratification, Marx adopts a single standard of division, defining whether or not to possess the means of production and how much to possess (i.e. economic basis) as the principle. "He used 'class' to divide the social member's ownership and the social level in which he belongs to, and thus his social power is often referred to the class stratification paradigm" (虞满华&卜晓勇,2017). Meanwhile, Marx believes that due to the differences of possessing production materials in the production process, the society is increasingly divided into two opposing classes: the bourgeoisie and the proletariat. And capitalist society is a bipolar society, despite the existence of an intermediate class, it will certainly belong to the bourgeoisie or the proletariat over time, so society will return to the situation -- 'two levels of opposition' again.

#### 1.1.2 Weber: Multidimensional Standard

Compared to Marx's simpler stratum division criteria, Weber adopted multidimensional criteria based on 'market'.

That is, social stratification based on three dimensions -- "Economical order, Social order, and Political order" (Bottero, 2005). "An individual's stratification position depends on their overall location in all three orders, but their class, status and party positions may not be identical" (Bottero, 2005).

#### 1.1.2.1 Economic Order: Class

Like Marx, Weber also affirmed that 'economy' is a prior factor in the distinction of class, but the difference is that "Weber does not base on the production relationship which can be regarded as the ownership of the means of production class, but from the way of utilizing market opportunities to get wealth and income to divide classes" (虞满华&卜晓勇, 2017).

#### 1.1.2.2 Social Order: Status

The concept 'status' is embodied in the humanist methodology of Weber. Weber believes that 'status' is a comprehensive product that reflects the characteristics of 'person' based on color, race, educational level, and so on. However, the focus of division between class and status is different: economy is an essential factor of class but status

values social honor factors more, such as lifestyle, consumption habits and prestige. The status in which these 'honor-style' factors compose of that determines the resulting 'identity group' of a person.

### **1.1.2.3 Political Order: Party**

"We can understand that Weber may tend to view political parties as a means of delivering power in a distribution system.... The reason why 'party' can be seen as a hierarchical perspective is that different classes can use it to exercise power and thus change the original way of market distribution. Moreover, in the process of distribution by the market, the size of political parties' power is directly related to how much social resources they can obtain, and the power of political parties is here."(谢泉峰, 2005)

## **1.2 The Perspectives of Class Conflicts and Struggles**

As a key word of the Social Stratification Theories, the discussion about "class" could not be avoided. Since the generation of class, different classes or within one class may have conflicts due to contradiction of interest. Nevertheless, the two scholars' analysis and views on this objectively existing fact are not the same.

### **1.2.1 Marx: Inevitable & Destructive**

What Marx emphasizes is that the inequalities in the means of production have caused the capitalist society to develop two opposing classes -- the bourgeoisie and the proletariat. Then, the antithesis between them will inevitably produce class contradictions and struggles derived from the exploitation and oppression by the capitalist in terms of benefits and interests and the unbalanced development relations between the productive forces and the relations of production. Finally, the revolution will eventually erupt. Here, Marx still attributes the causes of the contradictions and struggles to the economic level and believes that as long as the institutional cause of social inequality -- capitalism exists, class contradiction and struggle will also continue. However, it will be peaceful within one class because of the complete unanimity of the fundamental interests.

According to Marx's analysis, we can also conclude that the contradictions and struggles resulting from social inequality will have an impact on the existing social order and even result in the exchange of status between the ruling class and the ruled class. At the same time, this is also the

leading force that gives rise to social change.

### **1.2.2: Weber: Internal & Low Incidence**

Of course, Weber does not deny that differences in the share of resources in the market can also lead to differences between classes, but it is believed by Weber that class conflicts are more likely to occur within classes. "Because of differences in honor, there may be several completely different groups within a class, and only the same group may have the same ideology. As long as there is a difference in ideology, it is possible that conflict and struggle will occur" (谢泉峰, 2005). Here Weber puts the focus of class conflict and struggle on ideological differences, demonstrating that differences in consciousness can lead to group tension which will give rise to division within the class.

In addition, the low incidence of class struggle is believed by Weber. First, in order to guarantee and monopolize their own advantages and resources, there will be social closures set by classes, especially upper classes, so that the rates of contacting and flowing between classes will be greatly decreased, then reducing the incidence of conflict; Second, due to the ideological differences within one class, which will lead to continuous subdivision of the group, the corresponding contradiction is constantly subdivided. Therefore, class conflicts will not be able to concentrate and sharpen to a great extent, evolving into a class struggle to split the class and destroying the social structure. Besides, class struggle also requires specific social conditions as a catalyst, so the frequency of large-scale class struggles and even revolutions is very low.

## **1.3 Methodology**

### **1.3.1 Marx : Macro & Objective Criticism**

According to Marx, social stratification is an objective reality that is independent of human consciousness. Therefore, Marx prefers to analyze the social stratification resulting from social inequality from a macro perspective and builds the 'two-level social model' on this basis.

The theory of social stratification developed by Marx is based on the critical historical materialism. His opinion is that the private ownership and exploitation relations in capitalist society will bring about social inequality which gives rise to class contradictions and conflicts, and the division and confrontation between classes are more likely



to form. And this kind of struggle will eventually lead to a proletarian revolution, overturning the existing inequality. Therefore, the negative attitude of Marx about the capitalist system also extends to his negation towards social division -- the social stratification is not good.

Moreover, Marx holds a dynamic view of social stratification, pointing out that the social stratum is not fixed, but will change as the society develops. For example, with the development of social productivity, the proletariat, which gradually masters the excellent productivity will eventually overthrow the oppression and domination of the bourgeoisie through revolution, and then establishing a new classless society.

### **1.3.2 Weber : Micro & Static Humanism**

With the development of capitalist society, the middle class begin to rise and become the backbone of society. Weber sensitively captures the changes in this social structure and starts from a micro perspective, supplementing the theory of social stratification. What convinces Weber is that social stratification is not only the product of objective economics, but also the subjective consciousness built on people, and thus Weber develops the multidimensional social stratification standards centered on 'human'.

The difference from Marx is that "Weber asserts that making profits through investment, use of technology, equipment, and labor services under market conditions is the capitalist economic order which is a manifestation of the rationalization of economic life, compared with the situation of obtaining wealth and economic benefits through the means such as conquest, plunder, hereditary, feudal privilege, etc." (刘欣, 1993). From this we can see that Weber is more inclined to rational economy structure generated by market competition in capitalism than it was in the feudal era, who regards this change as an era of progress.

In addition, there is a neutral and static attitude derived from Weber towards social stratification. He argues that between different strata and within the same stratum, the influence of the "Economic order, Social order and Political order" (Bottero, 2005) will definitely cause differences between individuals. But this kind of objective difference is one of the characteristics of the society that causes the

emergence of social stratification. Therefore, Weber believes that no matter how society develops, social stratification will certainly exist. Even if there are some changes that will result in the breaking of the 'social closure' that fixes one class, another 'social closure' will immediately form. Under the different combinations of the three orders, the social stratification based on social inequality will follow, so social stratification itself is a relatively fixed order-structure in society.

In a word, the focus of Marx's theory about social stratification is class. He demonstrates that the differences in the means of production will produce the two major antagonistic classes. Then conflicts of economic interests will occur between them, which may results in the outbreak of struggles and even revolution, but we can see the same awareness and interests within one class. Because social stratification will bring social inequality and other bad effects, Marx's negative attitude can be found on it.

Nevertheless, Weber utilizes three orders: Economic order, Social order and Political order" (Bottero, 2005) as the starting point, pointing out only the combination of three orders can determine a person's stratification, not just a single division from Marx's method. Meanwhile, he also suggests that although there will be conflicts between classes, different groups can also be found within a class due to differences, such as the country and the color of the skin, thus creating different consciousness, internal conflicts and divisions in one class. Besides, Weber has a neutral and static attitude toward social stratification, who believes that differences and contradictions are normal social phenomena and will not pose a huge threat to society.

## **II. THE SIMILARITIES**

Although Marx and Weber take two different analysis perspectives and focuses on 'social stratification', their theoretical research still overlaps.

### **2.1 They both emphasize the role of economic factor in social stratification.**

Marx regards 'economy' as the decisive factor in class division. On accounting of there are differences in the means of production, social stratification then emerges. Although Weber believes that there are many factors that determine social stratification, however, he also agrees that

the economic factor is an important part of the stratification standards. After all, one of the three standards that determine social stratification--class, is using the 'economy' as a reference.

## 2.2 They both pay attention to ideology

Marx's discussion of ideology can be attributed to the two concepts he proposed: 'class-in-itself' and 'class-for-itself'. In simple terms, 'class-in-itself' is a passive attribution, making someone 'being' divided into a certain class, possibly because of some external criteria. 'Class-for-itself', however, is an active congregation, which reflects the recognition of class consciousness and interests by individuals who spontaneously moves closer to a class. "Only when each worker realizes that he is a member of the entire working class and his daily struggle with individual bosses and individual management is against the entire bourgeoisie and the entire government. Then their struggles can become the class struggles." (People's Publishing House, 1995)

For Weber, the class formed by economic factors is not solid enough, and only a unified ideology is capable of forming a solid group to prevent internal division. "He even thinks that 'status groups' (or 'hierarchical groups') are more mobile than 'class groups'. Because 'status groups' are intensively aware of their commonalities and the boundaries with other groups, and once this consciousness is related to race and religion with the combination of faith, it is very easy to organize collective action." (李东&谢维和, 1987)

## III. CONCLUSION

Marx and Weber, as masters of classical sociology, have made great contributions to the study of social stratification. Nevertheless, due to factors such as the era, methodology, and subjective judgment of individuals, their theories of social stratification is not perfect. As later students, however, we should learn to stand on the shoulders of the giants to see the problems. That means we can learn from their advantages in theoretical research and abandon their shortcomings in order to have a more comprehensive perspective for analysis.

The most important point for understanding modern society is to have a correct and scientific methodology as a

guide so that we can accurately grasp its essence. Luckily, classical sociologists have provided us with different perspectives for analyzing social events, helping us to view modern society in a more 'scientific' way.

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# Richardson's *Pamela*: Predicaments to Handle in Pamela's Marriage

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**Abstract**— In this presentation, I will tackle some social elements that we can learn from Richardson's *Pamela*. Well, many things in this masterpiece are promising that Pamela and Mr. B—'s marriage will be successful; e.g. the change of Mr. B—'s behavior towards Pamela. Yet, we have to consider the social backgrounds of this couple, the marriage across class-line and age-line, as well as Mr. B—'s jealousy.

Indeed, both Pamela and Mr. B— have many good virtues that will enable them to have a happy marriage life. At the same time, we shouldn't ignore those enigmatic barriers that they have to handle and be aware of. These obstacles will be of different natures; social, educational, psychological, etc. These barriers may take place in any marriage case; hence I will tackle these barriers as presented in the novel, hoping that this way will shed light on lessons readers may extract from *Pamela*.

**Keywords**— Richardson, *Pamela*; or, *Virtue Rewarded*, marriage, Mr. B—, Pamela

## I. INTRODUCTION

Samuel Richardson wrote the masterpiece *Pamela; or, Virtue Rewarded* in the form of letters to let us explore the hidden aspects Pamela Andrews, the main character, faces while staying and serving Mr. B—. This novel is about "the feelings of an English girl, Pamela Andrews. It is a simple story of a good girl who receives the rewards of virtue" (Thronley 86).

As a matter of fact, Pamela is another Cinderella, who waits her gentleman to take her from the lower level she is in and elevate her to a higher one. This step of elevation may take place if she marries Mr. B—. Indeed they get married. But this is not enough, and in order to continue her marriage, there are some barriers that encounter the success of their marriage. These expected predicaments are what will be addressed in this paper. I will trace these expected difficulties as they are introduced or referred to in the novel. As readers of literature, we can learn from literary texts what may help us in our life, and we can benefit from.

## II. TEXT AND ARGUMENT

[The novel, in] the form of a series of letters, deals with the fortunes of Pamela, a poor and virtuous maid, who

resists, then finally marries and afterwards reforms her wicked master. (Edward Abert 256)

Samuel Richardson's *Pamela; or, Virtue Rewarded* addresses some aspects that comply its readers to presume that the marriage between Mr. B and Pamela can indeed be successful, e.g. Mr. B's change of behavior towards Pamela. Unfortunately, some important factors are neglected, ignored, or let me say not taken into consideration in this general scenario such as, the social class. This paper will discuss the barriers that encumber the success of Pamela and Mr. B—'s marriage.

Many indicators in the novel contribute to the success of Mr. B— and Pamela's marriage, such as that changed attitude displayed by Mr. B— towards Pamela. But they have to face serious challenges due to their different backgrounds, their marriage across class-lines and age-range, and Mr. B—'s jealousy. These challenges may take place in some of current marriages and shouldn't be overlooked. Such differences will enhance both social and psychological consequences that may deteriorate the future of the continuity of their marriage.

At the end of the novel, we are gratified by the following quotation:

*As for the excellent Pamela, she enjoy'd, for many years, the reward of her virtue, piety and charity, exceedingly beloved by both sexes and by all degrees. She made her*

*beloved spouse happy in a numerous and hopeful progeny. And he made her the best and fondest of husbands* (409).

The above passage indicates that they have lived happily. Such qualities as “the purity and constancy of his affection, after his change; his polite behavior to his Pamela” (409) show us that Mr. B— appreciates and emblazons his wife. As for Pamela, we do not forget her parental, conjugal, and maternal duty, her social virtues, and her trust in God; all these characteristics should enable her to have a happy and successful marriage.

However, readers may see in Pamela at the beginning of the novel another Cinderella, who awaits her “prince” to take her from her lower social level and elevate her to a higher one. On the other hand, Mr. B— is proud of his class and social position, and marrying her will demean him; it is not accepted that a gentleman with his upper social status should marry a servant. Thus, before marrying Pamela, Mr. B— tries to seduce her and then leave her. Resisting his sexual behavior, she becomes more appealing to him. Furthermore, his position as a master enables him to read her letters to her parents. The letters show Pamela’s pure, innocent, and fine character. They are the keys to her personality because through these letters, he can explore what she thinks about.

On the other hand, and after Mr. B— learns about her character, he eventually finds it hard to hide more, and tells Pamela about his personality; regarding his class, for example, he says, “We [with this plural pronoun he means Pamela and himself] are usually so headstrong, so violent in our wills that we very little bear control” (366). His frankness emerges from his respect of the servant in front of him, and his realization to put an end for what each of them struggles for. He also submits, “Yet am I not perfect myself: No, I am greatly imperfect” (368). Here, he admits and recognizes his reality as a human being. In addition, readers may notice how he brings closer the gap between Pamela and himself when he addresses her, “Now my dear . . . be so kind to find fault with me, and tell me what you would wish me to do, to appear more agreeable to you” (311). These quotations from Pamela’s letters to her parents show that the couple is able to communicate because each knows the psychological attitude of the other. Also, this proximity in the way they are communicating indicates how they start understanding each other.

Nor do we forget that Pamela has been brought up in Lady B—’s house; thus she knows how to handle responsibilities and meet expectations in the family’s house. In one of his statements, Mr. B— points out, “And you have often play’d with my mother too, and so know

how to perform a part there, as well as the other diversions” (226). Hence, it is clear she is familiar of what is taking place in such a milieu.

In addition, the couple’s devotion, love and courage to forgive and accept one another suggest the strength of their marriage relations. What has been mentioned above is promising and might construct a basis upon which the future could rely.

However, to insure that Pamela and Mr. B— have a successful and lasting marriage, they must overcome certain impediments; I will shed light on them as referred to in the novel:

First of all, they have to triumph over the class difference. At the beginning, we meet Mr. B— as a proud man who is well known in society as a gentleman with a high social status. For him, marrying a servant will not do him justice or serve him and his position in anyway. Therefore, he attempts to lure Pamela and use her beforehand. In fact, he has been a master and she a servant, but now they are husband and wife.

This relation-change requires mutual respect and understanding. Mr. B— says to Pamela after their marriage, “Let us talk of nothing henceforth but Equality” (294). Her marriage elevates her social status, yet at the same time it eventually results in the loss of her independence and original voice. Her marriage requires submission to the upper-class norms of her husband. In order to meet the new demands, she has to embrace his husband’s social rules. Such a change requires a large amount of commitment and patience.

Second, this couple is subject to social reaction. They are part of their society; they cannot isolate themselves from it, and they cannot ignore the society’s reaction to their marriage. For example, Lady Davers becomes mad at their union, and they become under an external pressure and have to resolve the conflict. Later, Mr. B—’s uncle pays his nephew a visit; indeed, he wants to detest the “inferior creature” Mr. B— has married. Both Lady Davers and Mr. B—’s uncle represent upper class society. They object to the marriage that has raised Pamela’s social rank. If the new couple, as indicated in the novel, manages to win these two people’s approval of their marriage, then are they able to convince the whole society of the plausibility of their marriage? They have to be at least psychologically in a position where they can absorb the rage of the society who despises this step.

Third, Pamela has to treat Mr. B— in accordance with his upbringing; she knows that “his poor mother spoil’d him at first. Nobody must speak to him or contradict him” (210). Thus, she promises, “it will be my pleasure, as well as

duty, to obey you in every thing” (296). Pamela knows that whenever he becomes angry, he does not want her to interfere with his affairs. Thus, he dictates the 48 rules for Pamela to follow. Submitting to his rules at that time gives their marriage a chance to continue. Here, she has two choices: either submit to the rules or work on changing them. If she accepts and obeys those rules as they are, then her submission is a natural result of her absorption into the upper class as expected in a patriarchal system. For the sake of submission, she has to give up her preceding resistance; this will cost her her dependence. What is bothering here is the number of the dictated rules; forty eight. All this is set in order to control her. Anyhow, if she wants to change any of her husband’s rules, then she must be patient because the change will not happen all at once. Telling her parents about the rules, she writes, “after all, you’ll see I have not the easiest Task in the World” (372). Here, she knows it is not an easy job.

Fourth, they have to face their age difference. Mr. B— is about twenty-six years old and she is sixteen years old. When she talks about Mr. B—’s sister’s nephew, she says, “But for one of 25 or 26 years of age, much about the age of my dear master” (322). Pamela is “sixteen” (329). From the quotation, it seems that age means a lot to Pamela. I do not think the age issue will be a big issue, but I mention it here because Pamela brings it up in her letters.

Fifth, they are to establish a “Rule to regulate [their] Conduct by to one another” (263). As a husband and wife, their conduct toward each other should be based on many values including: mutual respect, responsibility, love and equality. Such values are necessary for any husband and wife. The way any pair treat each other will ultimately reflect on whether or not they have a healthy relationship where the focus will depend on respect, responsibility, love and equality; values human beings should emphasize at all times.

Sixth, both Mr. B— and Pamela are to assure their principles through practice. Pamela stresses in a letter that her parents taught her lessons “and they confirm’d their lessons by their own practice” (173). The new couple must practice the lessons they learned in their relationship, and develop a way to understand each other as a husband and a wife, not as a master and his servant. A mutual understanding may require some attention to be paid to the dictated forty-eight rules compiled for Pamela to follow in her life as a wife.

Seventh, psychologically speaking, they must face the inner enemy. After deciding not to drown herself in the pond, Pamela praises God and says, “I have been deliver’d from a worse enemy, myself” (154). And while he is

trying to decide whether to marry her or not, Mr. B— admits, “For my pride struggles hard within me” (185). Recognizing this inner challenge is an important step to surmount in their future.

Eighth, both have to trust in Providence; Pamela says, “Will I trust in Providence, who knows what is best for us and frequently turns the evils we most dread, to be the causes of our happiness” (235)? I mentioned earlier when she praises God and says, “I have been deliver’d from a worse enemy, myself” (154). As the text indicates, both have a religious tendency that will help them to fulfill their spiritual needs. Spirituality will enhance their marital life and provide them with some insights to confront their daily problems.

Ninth, jealousy is another barrier. Just before marriage, Mr. B— becomes jealous of Mr. Williams, the village minister. He confronts Pamela, “Here are several love-letters between you and Williams” (200). Furthermore, his interception of her letters, which he kept for himself, will affect their marriage unless he gets rid of them. He does not want Pamela to marry Mr. Williams, and at the end of the novel, he says, “If it please God, for my sins, to separate me from dearest Pamela, that you will only resolve not to marry one person” (404). Later, he adds, “this person is Mr. Williams” (405). Mr. B—’s excessive jealousy may lead to further consequences that neither partner wants in their life.

Tenth, Pamela has to avoid excessive pride as well; she says, “For fear I should grow too proud” (234), that is, after their marriage. She manages to deal with all the troubles she has faced; this victory will lead to feel proud. She displays her concern of becoming too proud, and does not want pride to devastate what she has planned for a long time.

Finally, they have to explore, admit and correct their faults. Pamela knows that she is long-winded and inclined to flattery. Mr. B—, on the other hand, regrets his cruelty against her and asks her to forgive him. These are good signs, but they have to remain frank with each other.

### III. CONCLUSION

In brief, if Pamela and Mr. B— take each of these barriers into consideration and try to deal with them, their marriage will prosper and work out according to the norms of the social system both are bound to uphold. Socially speaking, any couple should pay attention to these predicaments if they want for their marriage to succeed. Hence, literature does address social problems as explored above in this article and gives hints of guidance to its readers who may

get exposed to such obstacles in their actual lives.

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# The Relationship between Parents' Attention and Self Concept with Learning Achievements in Tenth Grade Students of SMA Negeri 3 Pematangsiantar

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**Abstract**—This study aims to determine the relationship between parental attention and self-concept with student achievement in tenth grade of SMA Negeri 3 Pematangsiantar in academic year 2019/2020. This research is descriptive quantitative with the instrument used is a questionnaire that has been tested for the validity of the instrument and documentation. Based on the results of data analysis, it can be concluded that the correlation coefficient between the variables of parental attention and learning achievement is 0.57 (57%) and after being compared with  $r$  table 0.164 ( $\alpha = 0.05$ ), the rest of the level of relationship can be influenced by other variables, and the magnitude The correlation between self-concept variables and learning achievement is 0.50 (50%) and after being compared with  $r$  table 0.164 ( $\alpha = 0.05$ ), the rest of the level of the relationship can be influenced by other variables, and the magnitude of the correlation between parental attention and self-concept variables with learning achievement of 0.78 (78%) and compared with  $r$  table 0.164 ( $\alpha = 0.05$ ). This means that it is significant, so the hypothesis ( $H_a$ ) is accepted and it can be concluded that the greater the parental attention and self-concept, the higher the learning achievement.

**Keywords**—Parents' Attention, Self-Concept and Learning Achievement.

## I. INTRODUCTION

A parent's role is especially needed when it comes to watching a child's progress in learning. This is still the case within the family circle being left to the teacher in the schools. A lack of parent attention also result in a child's personality, where she/he feels free or out of control and that the learning process is interrupted.

The observation of the writer as a lecturer who also has to be responsible for the phenomena that occur today such as the phenomenon of current parental attention, including: It is evident from the many bustle of parents in their daily work and activities, It is evident from today's parents that they are more interested in their own activities when it comes to controlling a child's learning process, There is still a lack of parental interest in child

studying which is evident from the child's inadequate learning, While parents still lack concern for their child's study needs, it is evident that many of the needs for children to go to school are neglected. Parents must strive to guide their children in learning, to oversee the child's learning process, to motivate them to learn and to meet their child's learning needs.

Likewise with self-concept, worth in children results from lack of the opportunity to talk with others, it is difficult to admit that they are wrong, are unable to express their feelings in a normal way, tend to be unnoticed and unpopular by others, so that the child acts on others as an enemy, thereby creating warmth, a closeness of friendship.

Another problem researchers have discovered is the concept of self-worth in school work tends to lack

confidence in their abilities. Students still avoid interacting with their friends when they have difficulty studying such as engaging in discussion with friends and students tend to be less honest during exams.

## II. REVIEW OF LITERATURE

### Parents Attention

The term of attention is an activity of the soul directed something, both inside and outside itself. Furthermore, according to Abu Ahmadi and Widodo Supriyono (2013: 41), that attention is the concentration or activity of the soul or observation, understanding in leaving the others aside. Meanwhile, according to Slameto (2010: 105) is a person's activity in relation to the stimulus selection coming from her/his ward. From several definitions by experts that have been described researchers can conclude that attention is in the individual's concentrations on an object that is both inside and outside the individual.

The term parent is the most important figure in the form of children's character besides teachers at school. Furthermore, Indonesian Dictionary (2012: 987), parents are fathers, biological mothers (people who are considered old, people who are respected and respected). Furthermore, according to Simanjuntak (2005: 7) states that parents are a mother and a father, the one closest to a child. The writer may conclude that understanding of the parent is an important role in the development of a child's identity. From both the terminology terms, researchers backed up the terms, so that a parent's awareness of caring for the child, both in guiding children, educating, and meeting their children's needs.

### Kinds of Parental Attention

According to H. Abu Ahmadi (2018: 144) mentions a variety of attention, including the following:

1. Spontaneous and deliberate attention deliberate attention generated by the will on account of a specific purpose.
2. Statistical attention is constant attention to something. Dynamic attention is fluid mindfulness, easily shifting from one object to another.
3. Concentrative attention (focused attention), namely attention that is only directed at one particular object (problem). Distributive attention (divided attention).

4. Narrow attention is focused on a limited object. Broad attention is that people who have great attention are more likely to be drawn to the surrounding scenes.
5. Fictitious (fixed attention) attention, that is easily focused on a subject or that it can linger on the object. The fluactive (corrugated) attention can be observed at one time or another, but most are not careful.

Furthermore, according to Janwar Tambunan (2015: 149) attention can be distinguished, as follows:

1. Intentional attention.
2. Spontaneous attention.
3. Intensive attention.
4. Centered attention.
5. Gushing/various attention.

Furthermore, according to Abu Ahmadi & Widodo Supriyono (2013: 41) mentioning the types of attention, which is:

1. Senses attention
2. Spiritual concern.
3. Deliberate attention.
4. Involuntary attention.

From all kinds of attention it can be concluded that a parent's attention to a child can be seen by his or her parental upbringing and way of dealing with their child.

### Factors that Influence Parental Attention

In focusing attention on an object, there are certainly many factors that influence attention.

According to H. Abu Ahmadi mentions a number of factors affecting attention:

1. Disposition  
There are certain traits associated with the object being reacted, so a little or a lot of attention will arise to that particular object.
2. Practices and habits  
Even though it is felt that there is no natural talent for nature, but because of practice it can readily give the attention given to the field.
3. Needs  
The need for something could be attracting attention to the object.
4. Obligation  
The obligation contains responsibilities that must be fulfilled by the person concerned.
5. Physical state



Physical health or not, whether the body is fresh or not, has a profound effect on our attention to something object.

6. **Psychological climate**  
Mental states, feelings, fantasies, thoughts and so on greatly influence our attention, may be helpful, and vice versa can also be inhibiting.
7. **Surrounding atmosphere**  
The existence of various stimulants around us such as noise, commotion, chaos, temperature, socioeconomic, beauty and so on can affect our attention.
8. **The decomposition of the stimulant itself**  
How strong the stimulant is concerned with the object of attention greatly affects our attention.

Furthermore, according to Wina Sanjaya (2008: 268) the factors that can affect parental attention are:

1. The physical condition of each individual
2. Motivation of each individual.
3. Individual needs.
4. Clear goals.

Furthermore, according to Sumadi Suryabrata (2017: 14), attention can be distinguished, including:

1. On the basis of the intensity  
Much or less awareness that accompanies an activity or mental experience
2. On the basis of how it arose  
Spontaneous attention (involuntary attention) and reflexive attention (intentional attention).
3. On the basis of the object which is subject to attention  
Distributive attention and concentrated attention.

### **The Nature of the Concept**

The self-concept terms are about "who I am" and "how I feel about myself". But people don't have a unified concept of self. They think of themselves in some way in various situations. In the book M. Nur Ghufon & Rini Risnawati (2018: 13-14) according to Burn, defines self-concept as an impression of oneself, and an opinion of oneself in the eyes of others, and an opinion of what is being achieved. According to Slameto (2010: 182) states that self-concept is a belief about one's own state that is relatively difficult to change. Thus, from some of the definitions presented by experts it can be deduced that a concept of self is what a person feels and what one thinks about her/himself.

### **The Essence of Learning Achievement**

The term learning achievement is the maximum effort one achieves after learning efforts. According to R.

Raudlatun Nikmah (2018: 81) learning achievement is the achievement of students as a result of completing certain tasks or activities at school. In the book Euis and Donni (2018: 155) according to Purwanto, learning achievement is a change in behavior that results from following the teaching process that is for the purpose of education. So, from several definitions put forward by experts, it can be concluded that learning achievement is the result obtained by students in carrying out the tasks they are doing.

### **III. Research Methodology**

This type of research used is descriptive quantitative. According to Sugiyono (2012: 14) quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research on certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative / statistics with the aim of testing the hypothesis that has been set ". This research was conducted by SMA Negeri 3 Pematangsiantar.

### **IV. RESULT AND DISCUSSION**

The writer acknowledges that this study is imperfect for both writing and content because it still has such infirmities as the following:

1. The questionnaire / instrument used was insufficient as a data collection tool because it was limited in terms of the number of questions asked to students.
2. The extent of the educational subject being the sample has not been able to fully represent the research compilation.
3. The data obtained from field research are purely converted into numerical form so that there is a possibility of miscalculation.

Research conducted by the writer "The Relationship of Parents' Attention and Self-Concept on Learning Achievement" with total sample are 100 people. Data collection tools were questionnaires and achievement tests. The results showed that the variable parental attention was more influential (0.57) than the self-concept (0.50). Many factors influence low levels of learning, some of which are parental attention and self-concept.

#### **A. Discussion**

##### **1. Parents' Attention**

As for results obtained in each statement item that has been given to respondents, as follows:

1. The results of the instrument from 100 samples in the first indicator, 57 answered strongly agree, 30 answered agree, 4 disagreed, 9 answered strongly disagree; 2) The second statement 38 people answered strongly agree, 54 answered agreed, 6 disagreed, 2 answered strongly disagree; 3) The third statement 49 people answered strongly agree, 32 answered agree, 9 disagreed, 10 answered strongly disagree; 4) For the fourth statement, 42 people answered strongly agree, 38 answered agreed, 9 disagreed, 11 answered strongly disagree; 5) The fifth statement 48 people answered strongly agree, 37 answered agreed, 10 disagreed, 5 answered strongly disagree; 6) The sixth statement 34 people answered strongly agree, 50 answered agreed, 12 disagreed, 4 answered strongly disagree; 7) The seventh statement 26 people answered strongly agree, 45 answered agreed, 20 disagreed, 9 answered strongly disagree; 8) The eighth statement 26 people answered strongly agree, 33 answered agreed, 26 disagreed, 15 answered strongly disagree; 9) The ninth statement 27 people answered strongly agree, 38 answered agreed, 26 disagreed, 9 answered strongly disagree; 10) The tenth statement of 57 people answered strongly agree, 28 answered agreed, 8 disagreed, 7 answered strongly disagree; 11) The eleventh statement 35 people answered strongly agree, 50 answered agreed, 12 disagreed, 3 answered strongly disagree; 12) The 12th statement of 53 people answered strongly agree, 34 answered agree, 9 disagreed, 4 answered strongly disagree.

## 2. Self-Concept

The results obtained in each statement item that have been given to respondents are as follows:

The results of the instrument from 100 samples in the first indicator, 54 answered strongly agree, 21 answered agree, 10 disagreed, 15 answered strongly disagree; 2) The second statement 52 people answered strongly agree, 36 answered agreed, 10 disagreed, 2 answered strongly disagree; 3) The third statement 46 people answered strongly agree, 43 answered agreed, 8 disagreed, 3 answered strongly disagree; 4) The fourth statement 46 people answered strongly agree, 35 answered agreed, 12 disagreed, 7 answered strongly disagree; 5) The fifth statement 47 people answered strongly agree, 37 answered agreed, 10 disagreed, 6 answered strongly disagree; 6) The sixth statement 40 people answered strongly agree, 29 answered agreed, 22 disagreed, 9

answered strongly disagreed; 7) The seventh statement 48 people answered strongly agree, 39 answered agreed, 7 disagreed, 6 answered strongly disagree; 8) The eighth statement 45 people answered strongly agree, 26 answered agreed, 24 disagreed, 5 answered strongly disagree; 9) The ninth statement 47 people answered strongly agree, 33 answered agreed, 6 disagreed, 4 answered strongly disagree; 10) The tenth statement 50 people answered strongly agree, 37 answered agreed, 7 disagreed, 6 answered strongly disagree; 11) The eleventh statement 43 people answered strongly agree, 33 answered agreed, 10 disagreed, 4 answered strongly disagree; 12) The 12th statement 49 people answered strongly agree, 39 answered agreed, 8 disagreed, 4 answered strongly disagree.

Based on the results of the simple correlation analysis that has been done, there is a link between the variables of parental attention, self awareness, and the performance of studying at SMA Negeri 3 Pematangsiantar. And the significant value of 0.000 < 0.005. That means the value is significant because it's less than 0.005. That means, there is a correlation to parental attention, self-concept, and student achievement.

## V. CONCLUSION

Based on the data processing results, the description of hypothetical testing is following:

1. There is a positive and significant relationship between parental attention and student achievement in tenth grade of SMA Negeri 3 Pematangsiantar, namely 0.57 or 57%, the current relationship rate of 0.57 or 57 percent, which is affected the rest of the variables. So this research shows that the higher the parents' attention learning achievement.
2. There is a positive and significant relationship between self-concept and student achievement in tenth grade of SMA Negeri 3 Pematangsiantar namely 0.50 or 50%, the level of the relationship is moderate, the rest can be influenced by other variables. So this study shows that the higher self-concept and the higher learning achievement
3. There is a positive and significant relationship between parental attention and self-concept with student in tenth grade of SMA Negeri 3 Pematangsiantar namely 0.78 or 78%, the remaining strong relationship level can be influenced by other variables. So this study shows that the higher the attention of parents and self-concept and the higher the learning achievement.

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# Comparative Analysis of the Refusal Language between 2 Broke Girls and Ode to Joy

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*Abstract— Rejection, as an indispensable part of interpersonal communication, is a negative response to suggestions, invitations, offers and requests. Because of the differences in language and cultural background, in the same situation, there are many similarities and differences in strategy between China and the United States. If we do not pay attention to these differences, the rejected will be confused or even enraged. As a result, the relationship between the rejected and the rejected is not well maintained, as a result of which the relationship between the rejected and the rejected is not well maintained.*

*The purpose of this study is to explain the similarities and differences of rejection strategies between China and America by comparing the two TV serials 2 Broke Girls and Ode to Joy. This paper not only studies the rejection strategies in English or Chinese, but also analyzes and expounds them from the perspective of Chinese and American comparison. Combining theoretical analysis with empirical analysis, the study of rejection language is more comprehensive and specific.*

*Keywords— Direct rejection, Rejection strategy, Politeness principle.*

## I. INTRODUCTION

Rejection, as an indispensable part of interpersonal communication, is a negative response to suggestions, invitations, offers and requests, a speech act that threatens face. Since it is essentially a threat to the face of both communicators, it requires the careful treatment of the speaker and the correct interpretation of the listener, which puts forward a higher demand for the communicative pragmatic competence.

In order to ensure the smooth communication, people will adopt certain strategies, which vary from person to person, and the rejection strategies of people in different cultural backgrounds will also be different. Only by knowing yourself and knowing each other can we be able to avoid all kinds of pragmatic failures and ensure the smooth progress of communication. Pragmatic principles and strategies are more acceptable of social and cultural networks than social and cultural networks, rather than in

order to succeed in communication and interference with human beings. Indirect rejection is a special pragmatic strategy, driven by intention and purpose. The research is more about enumerating and describing the corpus, lack of a systematic classification of rejection. In the analysis of the factors that affect the choice of refusal strategy, it is limited to the social status, social power and cultural factors, while neglecting the role of both sides of the communication.

In theory, this study not only enriches the theory of refusal speech act, but also widens the scope of application of these theories. In practice, the study provides a lot of rejection techniques to help us minimize the threat to face while achieving the goal of rejection, helping to preserve our own interests and social relationships. In addition, the study will deepen the understanding of western culture and provide some inspiration for cross-cultural communication and English teaching.

The purpose of this study is to explain the similarities

and differences of rejection strategies between China and America by comparing the two TV serials *2 Broke Girls* and *Ode to Joy*. The content of the study is divided into roughly three parts. In the first part, it will introduce the similarities of rejection strategies in *2 Broke Girls* and *Ode to Joy*, then the differences of rejection strategies and finally find out the causes of differences.

## II. THE SIMILARITIES OF REJECTION STRATEGIES IN *2 BROKE GIRLS* AND *ODE TO JOY*

### 2.1 The Use of Rejection Strategies in Indirect Way

Indirect refusal belongs to an interrogative speech act, which refers to the indirect completion of another extra-verbal act by means of an extra-verbal act. Searle has proposed in indirect speech acts the speaker communicates to the hearer more than he actually says by way of relying on their mutually shared background information, both linguistic and non-linguistic. Together with the general powers of rationality and inference on the part of the hearer. In indirect speech act, if communication does not directly say what it wants to say in indirect speech act, it expresses its intention indirectly by another (often direct) speech act. And the speaker uses the knowledge shared with the listener to convey his implication to the listener. It emphasizes the tone of the string and the meaning of the words.

In daily life, there are three types of dialogue with the most obvious form of question-and-answer, namely, request, invitation or proposal. The difference between indirect refusal and direct rejection lies not only in whether there is "No", but also in whether to propose other relative buried causes. In the analogy strategy of indirect refusal, the use of objects and figurines plays a very good role in refusing. The image of Max in *2 Broke Girls* has always been a mean tongue, but the answer is often in a serious manner.

The highest rate of indirect rejection was found that the frequency of indirect rejection was also observed in this TV series. The protagonists in *2 Broke Girls* are familiar with each other and depend on each other. Because of familiarity, direct rejection would be too hurt, and it also can not show the fun of the protagonist. Therefore, indirect refusal is most appropriate.

In different situations people choose different ways to reject. In formal request or invitations people prefer to

choose the indirect ways to reject to keep the relationship of each other.

#### 2.1.1 Refuse to Formal Request

When it comes to the formal request situation, people in both two countries would like to reject someone in an indirect way. We can see from two TV serials *2 Broke Girls* and *Ode to Joy*. There are some examples.

Example 1: (*Ode to Joy*, Season 1 Episode 6)

Qi Dian: "I just found a few friends eating here. Would you mind having a table with them? They take the mouth with their families."

Andy: "I'm not so comfortable with my family. I'm sorry."

Qi Dian: "OK, then ignore them."

This was the second time Andy met Qi Dian in a public place, so when he invited Andy to sit with his friends. Instead of saying "No, I don't want to." She chose to say "I'm not so comfortable with my family." That decline the invitation in an indirect way. Then "I'm sorry." to apologize this behavior. Most Chinese may like Andy to reject this invitation indirectly. Because saying it directly may lose one's face. There is also common in America.

Example 2: (*2 Broke Girls*, Season 4 Episode 11)

Sophie: "Max, do you want to be my maid of honor?"

Max: "I would be eaten alive by a rabbit, which would take a long time and be a less embarrassing."

In season 4, Polish-born neighbor Sophie decided to marry the restaurant's chef, Oleg. When asked if Max would like to be her bridesmaid, Max's answer was clearly no, and compared the feeling of being a bridesmaid rather than being embarrassed by the fact that she would rather be a raw rabbit.

Taking these examples is to show that in these two TV series, they are often reject people in an indirect way when they are in a formal situation. Both Chinese and America know the importance of saving one's face in front of the public place. This is called "Politeness principle."

#### 2.1.2 Refuse to Invitation

Fuzzy strategy means giving the speaker vague questions and answering them in the form of listening or mislistening questions.

Example 1: (*2 Broke Girls*, Season 4 Episode 18)

Caroline: "Sophie. I've been looking at color choices, and how would you feel about us in a nude?"

Sophie: "Max could go nude but you don't have the rack to pull it off."

As Sophie approached her wedding date, when Caroline asked her bridesmaid to wear a naked (nude) dress, Sophie deliberately sounded "nude" as "naked" and satirized Caroline's poor figure, which no one would be interested in. Here Sophie makes use of nude's pun, not only to reject the suggestion of wearing naked color indirectly, but also to satirize the taste of Caroline.

Example 2: (*Ode to Joy*, Season 1 Episode 11)

Lin: "Hello, Guan, Are you ready to pack up your things when you go home?"

Guan Juer: "Excuse me, bro. Our company is temporarily going to change a very large project, and then our boss tells us that everyone has to stay and work overtime. I may not be able to go back with you."

Lin: "That's a shame. It's okay. There's nothing I can do about it."

Guan Juer has packed her luggage, but still use "need to do extra work" as an excuse to refuse my Lin's invitation to go back home together.

In these two examples showing that once there is an invitation, it is hard to say no or refuse it directly in both two countries. In *2 Broke Girls*, Sophie uses a humour way to reject the Caroline's suggestion of wearing a nude bridesmaid dress. It is not only saying no to her but also in a joke way. It is the same in *Ode to Joy*. Guan is afraid to hurt Lin's feeling when saying no directly. So she made up some reason like working overtime to refuse going home with him. Therefore the reaction in these two TV series exactly reflects an indirect ways in rejection.

### 2.1.3 Social Statue or Higher-ups

Sometimes, because of the power relationship, refusal becomes more difficult. For example, when the person who gives up the task is his or her own officer or senior colleague, you also have to worry that if you refuse the task, it will be regarded as insufficient effort, not willing to dedicate, "disobeying your boss."

Because executives or colleagues are willing to hand things over to you, it may be to value and appreciate your abilities. But on the premise of knowing how to assess one's ability, if you feel that time, ability is limited, or your supervisor's request is not reasonable, you still have to tactfully reject it. It is best to communicate with your boss or someone who

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has more power than yourself. When you feel unable to take over the task, you have to use specific evidence to illustrate your difficulties. For example, when you have several projects that must be completed before the date, which plans cannot be postponed, periods need to be available for meetings, rather than simply responding to "no." There are specific facts, support is called reason, nothing is easy to be used as an excuse and even if promised, you should also let the other party see your sacrifice specially in cross-departmental cooperation.

Example: (*2 Broke Girls*, Season 2 Episode 18)

Secretary: "Most people leave after two hours."

Caroline: "Well, it's not a problem for us. We'll wait two hours, three, a whole day."

Secretary: "That sounds about right."

Aunt: "Stephanie."

Secretary: "Coming. That's not my name, but I'm afraid to tell her." (speak to Caroline.)

The secretary's name is not Stephanie, but being afraid of boss. So, she didn't to correct it.

Example 2: (*Ode to Joy*, Season 1 Episode 16)

Guan: "Manager, what's wrong?"

Manager: "How did you check it out, didn't you find such a big mistake? There was an error in the original data, and the rest of the scheme was done in vain."

Guan: "This case was originally Michelle's. She said she was sick, and I took it."

Manager: "I don't care so many of you, since you take over should do well, I only ask you, who is the last signatory, is not you?"

Guan: (Nod her head)

Manager: "Since it's you, does the company require you to double-check it before you sign it, and don't make any mistakes, do you?"

Guan had nothing to say.

These examples is to show that facing with higher-ups, people in these two TV series are fear of saying no or express what they are thinking to high social statue.

We all assume that each other is not as busy as ourselves. Others take your efforts for granted, and they must feel more nauseous. If the other party is just deliberately difficult or just want to push things to you, it does not need to compromise. You can say no in a gentle, firm tone, and let the other person walk away. Letting people slaughter is

tantamount to acquiescing in this kind of thing happening again and again.

#### 2.1.4 Opposite-gender Friends

As we mentioned above that the gender difference of rejecting speech act can also be interpreted in the pragmatic framework of speech act theory, face theory, politeness principle and cooperative principle.

Example 1: (*2 Broke Girls*, Season 2 Episode 12)

Andy: "Hey, is everything okay with your shop? 'Cause the landlord came into my store today and mentioned guys hadn't paid your rent. If there's a problem, I'd be more than happy to help."

Max: "Well, the fact is, we just don't have."

Caroline: "Don't have a clue why our online payments just never go through. Technology, right? You used to be able to shake them mailman's hand. Now it's all holograms and lasers."

Max: "Granma's right, those were the days. It was a more honest time."

(After Andy's leaving.)

Max: "What's with a lies? Just tell him the truth. We can't pay our rent, life sucks."

Caroline: "No Need."

Andy: "Hey, Max told me about rent. Why didn't you tell me you guys needed help?"

Caroline: "I guess I just didn't want to have to admit to you or to myself that we're in a real trouble."

Andy: "I want you to have this. Cash it, don't cash it. Do whatever you want, but just know that my success doesn't mean anything if I can't share it with you."

Caroline: "Thank you. Andy, that is so amazing, and I really appreciate it, but I can't take it."

Caroline and Max had no money to pay for rent, Andy knew it. So he asked Caroline whether they need help. Even they really need this money but they still refused.

Example 2: (*Ode to Joy*, Season 1 Episode 16)

QiDian: "How's it going? Is it so hard to accept my pursuit and admiration?"

Andy: (Keep Silence)

QiDian: "What should I do? I just got here two days before I wanted to go back. I didn't understand until I met you. Human acquaintance is so wonderful that magnetic poles and poles attract each other. It's like a volcano is

erupting in my heart. It was both overflowing and quiet. Yes or no? Think carefully about my problem before I come back. I need your answer."

Andy: "My dishes are ready."

When Qi Dian ask Andy for an answer, Andy choose to ignore at first. And then use the excuse "My dishes are ready." to reject him indirect.

From that examples, we can know that both in America or China even the people around the world are hard to refuse the opposite-gender people. Even though they really need help or something. But, the people both in America and China choose to use indirect ways to reject when with opposite-gender friends to saving their face.

#### 2.2 The Use of Rejection Strategies in Direct Way

The study found that, in terms of the number, women use more rejection strategies than men; in terms of the type, men use direct verbal strategies and non-verbal strategies such as silence, hesitation, facial expression, and walking away. Women tend to use indirect speech strategies to express their refusal to speak. Although men also have a sense of courtesy and face protection, they are less able to achieve these ends with a variety of pragmatic strategies.

The gender difference of the rejection strategy can be attributed to a variety of reasons, such as the different physiological foundations, social needs and psychological tendencies of the sexes. The two gender lives in different sub-cultural groups tend to follow their fixed communication patterns, such as men tend to use a competitive session model. Women tend to be in the form of a collaborative session. The gender difference of rejecting speech act can also be interpreted in the pragmatic framework of speech act theory, face theory, politeness principle and cooperative principle.

Because the politeness principle under the guidance of social status is more important in customer relationship, this paper chooses the dialogue between friends, which is more extensive in the category of indirect refusal. Indirect denials are further divided into four categories: requests, suggestions, invitations, and offers. These dialogue require a positive response from both sides of the dialogue.

Intimate relationship includes best friend, family or lovers. People often tends to express what they are. So when they ask for help, they will direct to reject it when they are not want to help or be helped.

For the same scenario, Max and Caroline don't have the money to pay the rent. When Andy wants to help, Caroline reject Andy's help for twice in an indirect way. When it comes to close friend or family, Caroline and Max choose to reject directly and then accept it.

Example 1: (*2 Broke Girls*, Season 2 Episode 12)

When everyone knows they don't have money to pay for the rent.

Erle: "Caroline called me last night. Told me that you two couldn't pay your rent that you were losing the shop. That girl can talk."

Oleg: "She called me too, and said you didn't have your rent. So we put together what we had, and ...here."

Han: "Consider it an early Christmas gift from all three of us."

Caroline: "Thank you, but we can't take it. Yes, you can. We're family."

Caroline: "500 whole dollars? Thank you, guys."

When come to close friend or family, the same in China.

Example 2: (*Ode to Joy*, Season 2 Episode 12)

when Andy help Qu Xiaoxiao to deal with the business case, she wants to treat Andy a meal.

Qu Xiaoxiao: "Andy, do you like crabs? I'll bring you some tonight."

Andy: "Don't be so polite. The rest of the work is on your own."

Qu Xiaoxiao: "What are your plans for the evening? I'd like to buy you a casual meal to express my gratitude."

Andy: "Come on. We are neighbors."

Qu Xiaoxiao: "Ok, bye. Neighbors."

We can see in the dialogue, when Qu Xiaoxiao want to buy her a meal, Andy said "Come on, we are neighbors."

When facing the people who really intimate like close friend or family members, they can express their feeling without hesitation. Because they know no matter what happens they can still accept what they really are without pretending. In this kind of relationship, people in the two countries can freely refuse or accept.

### III. THE DIFFERENCES OF REJECTION STRATEGIES IN 2 BROKE GIRLS AND ODE TO JOY

#### 3.1 Character Features

Satire is a common language phenomenon in Chinese  
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communication. It is a kind of speech act and strong language power. Satirical tactics are often used to state facts in a way that allows to talk about it, and uses the common saying that he insinuates the current politics or the speaker. Although *2 Broke Girls* lives at the bottom, it does not prevent them from making fun of political and economic scandals, making serious questions to a joke through Max's interpretation.

Example 1: (Season 1 Episode 2)

Caroline: "And I'll do the rest till you believe."

Max: "I believe everything you just said and that chill drenare the future."

When Caroline describes her business ideas, Max uses a soul soup like "believe the child is the sun of tomorrow" to express a negative view, which is the perfect illustration of the beauty strategy. Max has a tenacious spirit. But she could not believe that the world was good for those who did not have high hopes for life. Such a beautiful quote came out of Max's mouth as a sign that she didn't believe Caroline and she could do a good business. The strategy of seeking beauty replaces disbelief with belief and disapproval with consent, which is one of the most ingenious aspects of indirect refusal.

Example 2: (*Ode to Joy*, Season 1 Episode 13)

Colleague : Xiao Guan, are you busy now? I seem to have caught a cold. I feel terrible.

Guan Zuer: "I have cold medicine here. Here you go."

Colleague: "I have a lot of things in my hand now, and I have to hand them in the morning. There is no time to drink water now."

Guan Zuer: "Well, here's the deal. You do your job first. I'll take it for you."

Colleague: "Thank you. In fact, if I had a good night's sleep, I might be fine tomorrow. But our work is so urgent that we probably have to stay up late again tonight." (pretend coughing)

Guan Zuer: "Well, you send me some of the emails you've finished, and then I'll do mine for you."

Colleague: "Really? That's very kind of you. I'll help you with something next time."

(Then Guan Zuer sent voice messages in a low voice to her friends in WeChat group said: Girls, I'm still not good at rejecting people. It looks like I'm going to work overtime



again today.)

The Guan Juer in *Ode to Joy*, for she is sweet-looking and kind-hearted. But she is often criticized, because her heart is too good, she does not know how to refuse others. Guan Ju-er often works late because he works for others. At last, the colleague was ill again and asked her to finish the rest of the work. Finally, she signed and confirmed. Colleagues do that part of the mistakes are missed, the manager only scolded Guan Juer after knowing. Because she was the last person to sign, and she was responsible for all the responsibilities. And the colleague, after the accident did not say a word for her, not a word of comfort. Guan Juer's foolish and sweet behavior is also the portrayal of many people today. Because they want to shape their good image, they refuse to refuse their friends' requests. Finally, we warm others, but tired ourselves.

Example 3: (Season 4 Episode 5)

Caroline: "Do you think other business got successful by leaving early?"

Max: "They did it by hiring legals and moving their bank accounts offshore."

Max suggested closing the store early, but Caroline was still willing to stay on the job. She asked Max if she thought other industries were successful by leaving work early. Max responded quickly and calmly because they hired black workers and moved their bank accounts overseas to evade taxes, as a sign that they would not have succeeded if they did not leave early. From the point of view of indirect refusal, she refused to respond positively to Caroline's question; from the perspective of pragmatic strategy, Max has pointed out some facts to allude to the successful enterprises who walks the sidewalk.

Example 4: (*Ode to Joy*, Season 1 Episode 1)

(Qu Xiaoxiao had a party with friends to celebrate her recent move. The noise was so loud that the neighbors rested.)

Then, Qiu Yingying knocked her door and said: "Hello, this is 2202 next door. Could you keep your voice down?"

(After a long time, the voice is still loud.)

Fan Shengmei called the residential property to complain. It didn't work.

(And then the cops came.)

Andy said: "I am owners of the 2201, I have checked the noise nuisance standard in Shanghai, China, from 10:30

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to 7:00 the next morning more than 55 decibels are disturbing people. If it is late at night more than 15 decibels already constitute a nuisance to the people. It's 12:00, and I've tested your room music with iphone own app decibels over 70 decibels. It reasonable for me to call the police. Of course, if you have any objection, you can also contact my lawyer to sue me at any time. If there is another time, I won't wait for 15 minutes to call the police as it is today. I'll call the police immediately and I'll claim it from you."

Andy, well-dressed, rich in money, first-rate in intelligence, and beautiful in appearance. She spoke bluntly, boldly, decisively and forcefully. Grew up in the United States and not very good at the Chinese more implicit expression. Unlike Guan Juer, Andy is more direct to express her feeling.

Picking good words is one of the most common strategies for seeking beauty in speech activities. It shows people's pursuit of beauty, their utilitarian purpose and their efforts to remedy unsuitable topics. The strategy of seeking beauty in indirect rejection is to reject others in good language and euphemism. This not only accords with the meaning of indirect refusal, but also accords with the cooperation principle and politeness principle of pragmatics.

A person's value often not built up through affirmation and acceptance, and a proper rejection is more a reflection of one's value. In these two TV series, with the different character the will has different ways to deal with things. Like Max often use humour language to cheer people up and reject it in the same time. Guan is a timid girl, always afraid of whether it is appropriate, then hardly to reject anyone's request even if she do not want to do it at all. Unlike Guan, Andy is confident and power enough, so she won't obey her feelings. When dealing with the same situation, Guan may choose to endure silently, but Andy choose to adopt a harder means --calling the police. From that we can know that the difference in everyone's character makes a difference in the way they refuse.

### 3.2 Rejection Modes

Language is the carrier of culture. Different cultures form different value orientations, which extend to the rejection of speech acts. The Chinese are influenced by collectivism and attach great importance to the harmony between the state, the collective and the individual.

Therefore, it is more important to think about others first, to think in the position of others, not too direct when expressing rejection, so as not to let others lose face as far as possible. English-speaking countries, because of their outstanding personal value orientation, they pursue freedom and independence. In their view, they use the way to refuse, whether to follow the principle of politeness is a personal matter, it is not much significance to the society. In communication, they prefer to follow their own wishes, so they are more likely to consider themselves first when they reject others.

Chinese often think that refusing someone in face is not so great. So they may say yes at first and then refuse it later on the phone with an excuse.

It can refer that the Guan Juer's brother wants to go home with her. She say yes at first and then refuse it on the phone. (*Ode to Joy*, Season 1 Episode 11)

Unlike Chinese, American is more direct and face-to-face rejection.

Example 1: (*2 Broke Girls*, Season 1 Episode 3)

Han: "Max, three weeks in a row, you have not yet accept my request to be a Facebook friend." (Max pretended not to hear.)

Han: "Max? I am talking to you."

Max: "I didn't hear you, I have my ear buds in."

(Han picked up the ear buds on the table)

Han: "What are these?"

Max: "Okay, you had to bust a move, to get "the truth" on my ass? Fine, let's go there. Han, I'm never gonna be your Facebook friends."

Han: "Woo! Hard to hear."

#### **IV. THE CAUSES OF DIFFERENCES IN 2 BROKE GIRLS AND ODE TO JOY**

##### **4.1 Cultural Background-Hierarchy thought and Equality thought**

The difference between hierarchy thought and equality thought in Chinese and English is also influenced by Chinese traditional hierarchy thought and equality thought in western culture. Hierarchy thought has a long history in China. In ancient times, it changed from matriarchal society to patrilineal society. With the change of social mode of production, the status of men and women in the same tribe changed. In order to maintain the social order and hierarchy,

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the primitive society formed a feudal patriarchal system composed of political power, clan power, theistic power and husband power according to the relation of kinship and alienation. The feudal society was influenced by Confucianism, and the hierarchical system was gradually developed and perfected. In order to maintain their supreme power status, the rulers established a hierarchical system from top to bottom. There are national laws, family rules, gender differences, differences in generations, subordinates and subordinates, status and prestige have a great impact, to different generations and levels of people, given different names, compared to Western countries, the title is different, compared to the Western countries, the name given to different generations and levels of people, compared to the Western countries, the name given is different, Chinese forms of address can be said to be a variety of, which also reflects the Chinese people treat people with courtesy.

English-speaking Western countries pursue freedom and equality. They have no strict restrictions on the use of address forms, and they can call the names of elders and teachers unscrupulously in public, while in China, This kind of behavior not only reflects a person's lack of accomplishment, but also a kind of offending and harming the face of the other party. Chinese people usually wear a "surname title" when they reject their superiors, while people in English-speaking countries can call their superiors by their first name or replace them with simple "Sir".

##### **4.2 Particular Environment-Collectivism and Individualism**

The cultural differences between collectivism and individualism in different countries have a great influence on the smooth process of interpersonal communication. Among the many influential conditions, Chinese-English culture embodies the most obvious differences in values. Chinese culture is most influenced by Confucianism. Everyone cannot exist alone from the society, everyone exists in a certain relationship, the whole society is a harmonious system-body, as a member of society, we should look at all things from the overall situation, and be influenced by this kind of thought. You have to think about others, care about others, be humble, and be polite. In the final analysis, it is required that we learn to give up the ego and save the great self in the complicated social relations.

The vast territory of China, along with the continuous migration and fusion of ancient times, the various nationalities have formed the characteristics of large and small communities, so the Chinese people have a strong collective concept from an early age, and in the long social life, people have formed mutual help and mutual assistance. A collective consciousness that depends on one another. In addition to the thousands of years of natural economic development, the Chinese people who grew up in this situation regard themselves as a member of the collective, and the value of the individual can only be realized in the collective. Collectivism is the core of Chinese social values, and it plays a guiding role in people's values and values pursuit.

The majority of English-speaking countries take western ideology as the mainstream. Most of them belong to capitalist countries. The Renaissance movement based on ancient Greek culture and Roman culture in the 14th to 16th centuries is a ideological liberation movement that promotes the progress of human society. It also promoted the formation of the value concept of western individualism. Puritans had a profound influence on the development of Western culture. They advocated industriousness and economy and believed that they could change society on their own. Take the United States as an example, influenced by bourgeois liberties, equality, and fraternity, the pursuit of personal values and material wealth is the dream of many people, and many people of humble origin expect to rely on their constant efforts to achieve their ideals and aspirations. All these unknowingly promoted the development of individualistic values.

## V. CONCLUSION

Some people dare not refuse others' requests because they feel that once they refuse, they do not attach importance to each others friendship, or worry about creating an embarrassing atmosphere. The "great good man" should take some time to listen to each others difficulties and even encourage him to feel your concern for him. Sometimes, the person ask for help is just looking for someone to talk to and soothe his anxiety and share the pressure. He doesn't have to ask for your help. If you refuse the invitation, you can thank the other party for your kind invitation, or then take the initiative to care about the

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participants. Awkward situations can sometimes be avoided, if the other side is angry, but also calmly express your regret for his reaction, and still wish him a smooth solution to the problem.

Through the study of pragmatic principles and strategies of indirect refusal in *2 Broke Girls* and *Ode to Joy*, this paper provides an approachable language learning style for English learners in non-English-speaking countries. The answer can be found in the American TV series, which provides a wealth of cases for pragmatic studies and cross-cultural communication studies.

Due to the characteristics of English and Chinese language, speech act theory provides a basic starting point for this thesis. Politeness theory and relevance theory are the theoretical basis and tools for the study of rejection strategies. This paper attempts to explain the application of relevance theory to language relevance in rejection situations. From the perspective of relevance theory, "rejection" can be understood as a choice with dynamic contextual assumptions made by the communicative party in the process of conversational interaction in response to the requests, invitations, suggestions, and offers made by the other party. The process of using refusal can be regarded as the best relevance choice for a set of contextual assumptions in order to satisfy the communicative purpose of the communicator and obtain the success of communication. The different choices made by different groups form the diversity of rejection strategies. The impact of social status and gender differences on relevance, which is precisely the content of politeness theory. So far, the two theories are well integrated to explain the similarities and differences of rejection strategies between China and the United States.

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# An Analysis of Cthulhu Mythos' Influences in Modern Western Spine-chillers

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**Abstract**— *Cthulhu mythos is the general name of a series of horror novels represented by a horror writer who named Howard Phillips Lovecraft. This artificial mythological system provides a new content for horror novels, using special images to promote the plot and to set off the atmosphere to bring readers a new horrible feeling. Although when Lovecraft was alive, readers not paid attention to his works, but in the 21th century, with the rapid development of technology and the Internet, more and more people are addicted in this strange world. Moreover, not only writers, but also video, game, animation and other fields have creators involved in it, showing the charm of Cthulhu Mythos. This paper mainly discusses the influence of the gruesome elements in Cthulhu Mythos on modern western Spine-chillers.*

**Keywords**— *Howard Phillips Lovecraft, Cthulhu Mythos, Modern Western Spine-chillers.*

## I. INTRODUCTION

As one of the important type of popular literature, horror fiction pays more attention to the content and theme on the feeling of terror than other kind of literatures. To this kind of fictions, Xiong Xin and Song Dengke had provided their definition:

Horror novels cause the reader to feel afraid, frightened, or disgusted by guiding the emotion of terror or fear. The subtlety of horror novels is that people are immersed in a scene, shocked by some kind of foreign body or pressure, forget time and all trifles, and completely immerse themselves in the atmosphere created by terror. Stimulate the reader's psychological and physical fear response. Horror novels may not be suitable for everyone, but this does not affect its strong literary and aesthetic appeal. (224)

Most critics thought that western horror literature consisted of gothic fictions and modern horror novels. Although the horror fiction is a kind of preference which belongs to a small group of people, but the desire of writers to describe the horror feeling promoted them to add gruesome elements into their works.

When people used to talk about gothic fictions, the prominent masters, who were as influencing as Edgar Allan Poe, come to their mind. However, today those outstanding writers are deemed the representatives of an outdate fiction style by the young people, and their works can hardly stimulate the sensory feelings of the youth any more. Under this circumstance, a new artificial mythology system catch the people's eyes – it called Cthulhu Mythos, which was created by Howard Phillips Lovecraft in the last century. Unfortunately Lovecraft had a few readers when he was alive, and he did not have some reputation until he died. After H P Lovecraft passed away, August William Derleth, an important person to the whole Cthulhu Mythos, had

collected Lovecraft's whole works about Cthulhu Mythos and published them. Then he also helped to accomplish a complete world system of Cthulhu Mythos. In a word, H P Lovecraft is the father of Cthulhu Mythos, and August helps to promote more and more people to know it.

Actually, H P Lovecraft was seemed to be one of the most influencing horror fiction writers in the 20th century. Innumerable modern writers learn from Cthulhu Mythos, and it continued attract new writers to join the creating group. Stephen Edwin King once referred H P Lovecraft as the most grand classical horror fiction author of the 20th century. From his work *The Shinning*, we can see the influences from Cthulhu Mythos – the whole peak hotel was a closed-inferno, for whoever in this hotel finally became insane. As a breakthrough, H P Lovecraft's works are much different from traditional gothic fictions.

Today, people can not only find the gruesome elements of Cthulhu Mythos from literature, but also can find them from modern films and television programs, even popular computer games. The gruesome elements of Cthulhu Mythos has integrated into western spine-chillers, exhibited a new horror system to people around the world.

And there are various kinds of aspects to study Cthulhu Mythos, but this paper chooses the relationship between the gruesome elements of Cthulhu Mythos in modern western spine-chillers. The 21th century has witnessed the growth of the Internet, meanwhile horror programs are becoming general things among the people, especially the young fellows. They are unsatisfied with the conventional stimulation, and furthermore, they have an appetite for the deepest dread inside them -- Cthulhu Mythos open a fresh door to them. It seems that a large number of programs make great use of the gruesome elements of Cthulhu Mythos, like *Aquaman*, *The Shinning*, and so on. It's essential and diverting to find the relationship among the gruesome elements of Cthulhu Mythos in modern western spine-chillers, and it will help people to know better how H. P. Lovecraft and his work influence modern programs then to understand better what is Lovecraft's fictions and modern culture.

## II. LITERATURE REVIEW

### 2.1 An introduction of Cthulhu Mythos

#### 2.1.1 Life of the author

In 1890, Howard Phillips Lovecraft was born in to a wealthy family in Rhode Island. His father accumulated considerable wealth for jewelry and mineral business, and his mother also had a dignified birth. But something unexpected happened anytime. His father was certified and sent to the mental hospital when Lovecraft was three. From then on, he did not meet his father until his father passed away. Furthermore, Lovecraft had no choice but to recuperate at home for his chronic psychiatric illness when he was nine. The misfortune came one after another, his family members were trapped in the poverty since his grandfather left. They had to move out of the old residences, huddled in an entirely different and uncomfortable house. Lovecraft was extremely impressed by losing his family and his mental illness afflicted him at any moment. Causing physical and mental suffering, he failed to graduate from high school or get a permission of Brown University, even his marriage finally came to nothing.

As Kong Xiaoyi mentioned in the paper, Lovecraft's life experience had a great influence in his works: "The checkered experience and mental illness not only helped to improve Lovecraft's personality, but also helped him to contact with the world of fantasy literature, which led Lovecraft to write horrible fiction without hesitation." (80)

Not only Kong Xiaoyi thought Lovecraft's life related to his works, but also Carter Lin and Joseph A Lesny also gave the agreements:

During H.P. Lovecraft's lifetime, his published works include one hundred and one short stories and forty-five poems that can break down into two literary themes: the cosmic horror of his Cthulhu Mythos and his Dreamland Epics inspired by the folklore of Lord Dunsany. (15)

Lovecraft's style of fiction brought new literary themes to the horror genre. Cosmic fear takes the place of the supernatural and mystical. The description of the physical

atmosphere immerses the reader in such detail that the visuals set the suspenseful tone before any action is taken. (18)

### 2.1.2 Definition of Cthulhu Mythos

Cthulhu Mythos is a generic terms of the programs which used Cthulhu gruesome elements or images. It was a new-born artificial mythic system, a mythic system collected a number of writers' works and based on American writer H P Lovecraft's fictions, put in shape by August William Derleth. Lovecraft did not finish this system until he died, he tried to reveal a universe without order just full of chaos, but his world view was substituted by Derleth's mind. Derleth put his Christian value into Cthulhu Mythos, and add a new concept – Elder Gods – into the system.

Because of the ups and downs of his life, Lovecraft's works are full of doubts and pessimism contrary to the spirit of the times. The understanding of the small existence of human beings and the perception of the unknown universe are the two main lines that run through the beginning and end of Lovecraft's novels. They also achieve the common theme of Lovecraft's novels: human is meaningless in the universe, and all the exploration of the mysterious unknown will lead to the end of disaster. Humans often rely on the forces of other powerful beings in the universe, but these beings have no interest, if not malice, in humans.

As opposed to small human beings, there are endless unknown, powerful and terrifying evil gods. These old dominators, who existed long before the birth of mankind, crossed the universe into the young world, but now they are far away from human beings and live in the depths of the earth and the ocean. The most famous of these old dominators is Cthulhu, who sleeps in the undersea city of R'lyeh in the South Pacific. When the great evil god Cthulhu wakes up from the powerful undersea city of R'lyeh, he becomes the strongest being, and the whole world will be back under his control. When the houses of the stars are arranged in a certain order, Cthulhu will return to the world. Although Cthulhu is so famous that the entire legend system is named after it, it is not the most powerful in this story system, nor is it the center of the story. It belongs to the core part of Cthulhu Mythos – Great Old Ones, an ancient horror force which controls evil power.

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Actually at the center of the system is Azathoth, the head of Outer Gods. And Nyarlathotep, who comes into contact with the human world more frequently and prefers to deceive and seduce humans than other Outer Gods. At the beginning of the birth of the universe, only Azathoth existed, from Azathoth came "darkness", "nameless fog" and "chaos". The blind and foolish Azathoth first gave birth to "darkness," and "darkness" gave birth to the "supreme mother god," Shub-Niggurath, who had a strong fertility. It is said that she gave birth to almost all Great Old Ones, including Cthulhu, and even all life. "Nameless fog" produced the "key to the door" Yog-Sothoth, knowing all the time and space, is the existence of the silver door key. Chaos, often referred to as the messenger, is the symbol of ridicule and contradiction.

In addition to the old dominators who existed in the name of God, some sci-fi intelligent alien creatures also accounted for a number of articles, such as Mi-Go in *The Whisperer in Darkness*. And Kelabu mentioned it in his article:

Mi-Go is a creature that looks like a crustacean, and according to Lovecraft's description, the Mi-Go race comes from Eugene, Pluto. They have many abilities that transcend human technological forces, the most famous of which is the ability to take out the human brain alive and put it in a cylinder made of Eugene's idiosyncratic metal, the Lagh metal. So that it can be carried on an interstellar journey. Whether this exciting-sounding interstellar trek is harmless or not, and whether Mi-Go was malicious to humans, the story didn't tell us, but at the end of the story he left a skinned Mi-Go and cut off his hands. A pitiful human whose brain is placed in a metal tube. (85)

### 2.1.3 Origin of Cthulhu Mythos

As a young artificial myth, Cthulhu Mythos cannot be separated from the modern people's exploration of the unknown – it is the embodiment of people's uneasiness about this kind of exploration. Although human technology has so far been able to easily change nature, but universal space and endless new mysteries are still lingering,

accompanied by new fears of the unknown. The world's most famous theoretical physicist, Stephen William Hawking, once warned humans to be hesitant about making contact with our extraterrestrial neighbors. He said that meeting an advanced civilization could be like Native Americans encountering Columbus. That did not turn out so well. So it is not yet known what kind of dangers lie hidden in the universe and what kind of crisis it will bring to the earth so far.

The active pursuit of aliens dates back to 1974. The Arecibo Observatory sent Earth radio signals to a globular cluster called M13 in the constellation Cassiopeia, 25000 light-years from Earth. It contained a lot of basic information about the Earth, such as the solar system, the human DNA structure, resident characters and so on. The idea was to explore the behavior of other living things in the universe, but now it is being questioned – it is impossible to predict whether the existences of receiving information will bring disaster to the planet. To this day, people's exploration of the universe is still limited, the universe is full of fatal dangers everywhere. If you are not careful, you will die. The birth of Cthulhu Mythos reflected Lovecraft's own deep concern about the exploration of the universe. Almost all of the powerful and evil ancient gods and strange inhuman things in his story came from the deep universe. All in all, Lovecraft's concerns went beyond the context of the times, which was why people could not accept his work at that time. Kelabu mentioned in his article in *Science Fiction World*:

From today's point of view, the reason why Cthulhu Mythos was criticized by the public at that time was that it transcended the era of its existence and exceeded the reader's favorite taste: in an age when people still insisted on geocentric theory. Most of Lovecraft's works contain pessimistic and cynical feelings, which are incompatible with the values of enlightenment, romanticism and Christian humanism. In short, readers at the time preferred to see the hero's heroic adventures in outer space rather than scream at the inexplicable unknown. (84)

But with the birth of nuclear weapons, people are becoming more and more aware that technology is a double-edged sword, and no one knows whether the rapid development of technology will create a new sword of Damocles. Cthulhu Mythos suggest that the evil gods in the depths of the universe are equally alarming: whether the random exploration of the universe will lead to extinction by violating the powerful existence of inviolability. Therefore, this young artificial myth is not only an amazing imagination, but also a projection of the cosmic world under modern science.

## 2.2 Comparison of the supernatural images and the images in Cthulhu Mythos

Once Tong Qingbing had given a definition to the image:

“Image” is image, which ancient meaning is “ideographic image”, is used to express some “abstract ideas and philosophies.” (230-231)

Now, it refers to “a special kind of expressive artistic image or literary image”. Therefore, its most important feature is symbolism and philosophy, which turn the image into a “carrier of meaning.” (233)

The images used in different types of novels are often different. There are also distinctive images in horror novels, which are constantly changing and expanding with the development of the times. However, the most typical images are supernatural images. Regulars in traditional horror novels, such as the ghost of Edgar Allan Poe's *The Fall of the House of Usher* and the headless knight in Washington Irving's *The Legend of Sleepy Hollow*, are the first sensory stimuli the author gives the reader in order to create an atmosphere to drive the plot. In turn, the reader is aware of the hints and fears hidden behind the daily taboos. According to Zhao Wei and Liu Yuping, it is easy to understand supernatural images:

All in all, supernatural images are directly related to the reader's sensory impact at the same time, and people are born with the "fear of the unknown". The introduction of it into the novel can make the reader have both physical and psychological terror. (88)



Supernatural images are essentially people's exploration of the soul and the postmortem world, and fear of the unknown. On the one hand, with the development of the times and the progress of science, the phenomenon that could not be explained in the past has already been reasonably explained. The development of science is making the fear and uneasiness caused by ignorance disappear gradually. That is what Wang Fenning pointed in her paper: "In other words, the concept of ghosts comes from 'a kind of misperception and primitive thinking experience of one's own physiological phenomena and the surrounding world'." (123)

On the other hand, despite the development of science, people's fear of the unknown continues unabated. That is what Lovecraft had said: "The oldest and strongest emotion of mankind is fear; and the oldest and strongest kind of fear is fear of the unknown." (Yao back cover)

What is emphasized in Cthulhu Mythos is a new kind of unknown thing. Readers can only see a corner of the unknown from the description of a few words, which is enough to make the readers realize the indescribable terror hidden behind. Unlike traditional supernatural images, Lovecraft's novels do not appear in images such as ghost or zombies, but are replaced by unheard of evil creatures, some of which do not even belong to Earth. Just knowing they exist had driven the characters crazy in the story. For example, Stephen Edwin King's *The Mist*, hidden in the fog of evil forces, people in face of this unknown force to fight back, can only come to an end in madness and fear. In Cthulhu Mythos, the fear of the unknown is constantly becoming fierce, and as the narrator in the story has a deeper understanding of the events in which he is located, he will have a deeper understanding of the hidden dangers in the depths of the universe. Further discover the insignificance and ignorance in the face of indescribable forces. How shallow the current understanding and knowledge of human beings are all displayed in front of the reader, causing the reader's surprise at the same time just let people feel cold behind.

In a word, the use of supernatural images shows that horror novels with the development of the times and the widening of the narrative field of the novel, the efforts in the text and the excavation of the inner secret world of

contemporary people. The horror novel emphasizes that the reality is reflected by strange events. The weirder the story is, the stronger the reader's reaction can be, which makes the reader fall into a complicated plot and eventually fall into a horrific and creepy atmosphere. So people can see Cthulhu Mythos is the product of the development of the times, and the images it contains reflect the new concerns brought about by the new science and technology and advanced research progress under the background of the modern era. The combination of Lovecraft's concerns about the development of science and technology and the fear of human beings in the face of the unknown gives readers a whole new feeling.

### III. THE INFLUENCE OF CTHULHU MYTHOS ON MODERN WESTERN SPINE-CHILLERS

#### 3.1 The gruesome elements in modern western spine-chillers

Due to the development of the times and the evolution of novel types, supernatural images have been far from meeting people's stimulation and fidelity to the requirements of horror novels, and have been proved to be the product of false fantasies has been unable to bring fear to people. Under this condition, the image of modern western horror novels has also undergone new changes and introduced new content. In order to find new images, the types of terror focus on the things that can be seen everywhere in daily life. At the same time, with the economic recovery of modern western society, people's pursuit of spiritual and material aspects has increased, which is the reason that so many people are pursuing fresh stimulation. They are not even satisfied with the simple written experience. Instead, it requires other senses, such as vision. This makes the industry in the consumer era have flocked to the market to form an industrial chain. Under the demand of external stimulation and internal creation, the creators of new terrorist works emerge in endlessly.

One of the classic writers, Stephen King, is a new generation of horror novelists who can change history. And Kang Shi gave the example in his essay:

Stephen King believes that traditional Gothic horror novels only focus on rendering the

atmosphere of terror, resulting in the lack of the inner plot of the novel. The description of the characters' personality characteristics is not perfect, and a series of modern terrorism novels, such as *The Shining*, *The Stand*, *Salem's Lot* and so on, have been successfully created through the fusion of human films to express their skills and novels. (202)

Whether the hotel which gradually push people into crazy in *The Shining*, or the clown who bring childhood shadows to countless people in *It*, these images throw away impracticality and become so different from supernatural images. They have become something closely related to people's lives, which brings readers the fear of metaphors hidden in daily life.

In addition to novels, a large number of film and television programs and online games have begun to add gruesome elements to attract people's attention. Like *Silent Hill*, a horror game which was adapted into a movie and moved to the screen later, is still a classic in the hearts of countless people. There is an inner world in the game, where it will not only awaken the dark side of people's hearts, but also have unreasonable monsters that do not exist in real world. In fact, consciousness is the reason for the difference between the inner world and the real world. As a unique horror image, consciousness is actually the reaction of the characters' spiritual world. As Nietzsche said, 'when you stare into the abyss, the abyss gazes at you.' Sometimes people's fears of themselves are far greater than the stimuli of foreign objects.

Modern western horror film and television works also try to innovate something new, as a result, the wax figures in *House of Wax* have left a deep impression on many viewers. In addition, new animal images have been added. Such as in *Jaws* hidden in the water ferocious cunning white shark, as well as in *Anaconda* living in the dense forest python. In such works, people are often placed in isolation from the outside world, close to these animals with far more power than human beings to fight for a chance of survival. The selection of well-known animals as the protagonist of the enemy. These animals are either species that survived from prehistoric times, or have been influenced by human technology, for a variety of reasons.

This is not important. What is important is that these animal images can be seen everywhere and are closely related to people's lives. Because of this, the audience can touch the potential crisis in life, and then make the audience feel the fear of this unknown threat.

### 3.2 Comparison of images in Cthulhu Mythos and modern western spine-chiller

Although the new elements and images of terror introduced in modern western Spine-chillers are in full bloom, readers can still find out the inextricable links with the myth of Cthulhu. For example, Stephen Edwin King, the horror writer mentioned in the previous section, his most representative of which is the evil force in *The Mist*, which is helpless to even the military. It is clearly that the evil force directly uses the monster image from Cthulhu Mythos' story – *The Void*. The atmosphere of madness and despair in the novel sets off the smallness of human beings. In the face of this unknown and powerful force, most of what human beings do is futile. Such a similar situation is reminiscent of Lovecraft's works, such as the mysterious island in *Call of Cthulhu* and the disturbing underwater shrine in *The Temple*. In addition, many of Stephen Edwin King's works are influenced by Lovecraft, meanwhile, inherited the structural characteristics of cult fanatics, vague clues and obscure endings in Lovecraft's literature.

The unique style and characteristic mythological system of Cthulhu Mythos has attracted a large number of fans in modern times, whether it is film and television or game animation industry are deeply affected by it. Because Cthulhu Mythos works are always accompanied by detective behavior such as the protagonist's step-by-step excavation of the truth, the scripts for role-playing and desk-playing games adapted against the background of Cthulhu mythos are also dazzling. And "Steam", an online gaming platform that is now popular with young people, can also find many games that contain Cthulhu gruesome elements, and even have special Lovecraft tags to describe such games. More games, even if not labeled, involve Cthulhu gruesome elements. In the popular online game *World of Warcraft* can also find the relation of the terrorist elements of Cthulhu Mythos: Yogg Salon, Enzos and so on, which are based on Outer Gods of Cthulhu Mythos. They come from the universe to Azeroth in ancient times,

enslaved and squeezed the natives and were eventually sealed by the Titan gods, part of which saluted the struggle between Great Old Ones and Outer God in the Cthulhu Mythos.

In modern western films and television works, the influence of Cthulhu gruesome elements is more intuitive, the best known is Captain David Jones in *Pirates of the Caribbean*, whose face is almost identical to Cthulhu's description. Moreover, there are a lot of films and television that salute and use the gruesome elements of Cthulhu, like the macrophage worm in *Star War* and the prequel to *Alien: Prometheus*. In the long horror drama *Supernatural*, there is also a small town written by Lovecraft: "Innsmouth," and Yog-Sothoth, one of the Great Old Ones in Cthulhu Mythos, also has an alias "Yogth" appeared in the play. There are also scenes of homage to Cthulhu Mythos: for example, one of the protagonists reads Cthulhu Mythos in the bedroom; and the book, *The Haunter of the Dark*, appears in the blood in another scene, which refers to one of the Nyarlathotep, ternary gods.

However, the original author Lovecraft himself describes more of the unknown horrors from the universe, which is why in many alien sci-fi films, people often see extraterrestrial creatures or monsters that draw on the horror elements of Cthulhu Mythos. The core of Lovecraft's terror is cosmology. He emphasizes that the limited mind of human beings cannot understand the nature of life and the truth of things. Because of the smallness of human beings, the universe is ruthless to human beings. He argued that any search for the mysterious unknown would lead to a disastrous outcome. The world of Cthulhu Mythos is a world that cannot be understood by the existing knowledge of human beings. What is really scary about it is that it is beyond the imagination of the unknown. From today's point of view, the reason why Cthulhu Mythos was criticized by the public at that time was that it transcended the era of its existence and exceeded the reader's favorite taste: in an age when people still insisted on the geocentric theory, Most of Lovecraft's works contain pessimistic and cynical feelings, which are incompatible with the values of enlightenment, romanticism and Christian humanism. In short, readers at the time preferred to see the hero's heroic adventures in outer space rather than scream at the inexplicable

unknown. It is precisely because of scientific progress that people understand their ignorance, begin to face up to and appreciate the charm of Cthulhu Mythos, and bring this charm to their own creations.

### 3.3 Summary of the gruesome elements in modern western spine-chillers

Cthulhu Mythos has remarkable characteristics, as Massimo once mentioned: "Adjectival accumulation and emphasize the insufficient ability of words to depict the scene in order to transcend the observed object to achieve the description of the observed object." (Massimo 418)

It is different from the concepts of Greek mythology and Sumerian mythology. It is neither the imaginary spiritual destination of human beings nor the political means used to control the people. The gods of Cthulhu Mythos are the existence of evil which is difficult for human beings to understand or even call evil. The protagonists in Cthulhu Mythos system always take the familiar world as the starting point and expose the anomalies hidden under the ordinary appearance in the obscure clues until they find that the world is actually surrounded by distortion and madness. As Lovecraft himself said:

The mysteries end with the narrator discovering the existence of these beings though ancient forgotten knowledge found in some tomb, recorded incidences reported in various media and investigations, and the first hand encounter with said cosmic entity. As the story unfolds, the truth leads to the character's contemplation and admission of the hopeless plight of humanity which stands ignorant. (23)

The Cthulhu Mythos, an artificial myth full of incomprehensible unknown forces and unknown fears, has become more widely known and more easily accepted with the development of the Internet. It also makes it clear that terrorist works are not only blood and murder, but also broadens people's understanding of terrorist works. Joseph A. Lesny also provided his point of view about Lovecraft's works:

To Lovecraft, humanity is a smug and insignificant race that fails to contemplate the

infinite void of chaos that surrounds the earth. From that void of cosmic space come creatures and entities of such power that humanity cannot contemplate the existence of such beings and risk being consumed by the madness brought from such a horrible truth. (19)

The source of Lovecraft's Cthulhu Mythos is not based in the supernatural. There are no ghosts or fiends of the night that plague humanity with unholy evil. The wickedness of Lovecraft's creation is existential and cosmic. (18)

Cthulhu Mythos, such a mythological system, which runs counter to humanitarianism, has an indescribable attraction in today's rapid development of science and technology and the Internet. It attracts creators to understand it and finally indulges in it. As a matter of fact, it has indeed greatly promoted the development of modern Spine-chillers, as evidenced by the endless stream of works honoring Cthulhu Mythos. The traditional Gothic horror novels only pay attention to the rendering of the horror atmosphere, ignoring the description of the plot and the shaping of the characters' character. Although there are also various problems in Cthulhu Mythos, however, it's strange and indescribable characteristics and reverie of unknown space coincide with people's aesthetic value. Whether it is well-known or unknown works, people can find traces of their influence by Cthulhu Mythos, and sigh at the greatness of the works left by Lovecraft.

#### IV. CONCLUSION

There is no doubt that the current Cthulhu Mythos is a collective secondary myth. In the 19th century, people could not understand Lovecraft's worries about transcending the times, thinking that his description of the universe and mystery was just nonsense tortured by misfortune, guiding the development of science and technology and deepening people's understanding of the universe. It is only when we realize how small the human race is to the universe that we really realize the value of Cthulhu Mythos. Cthulhu Mythos shows Lovecraft's

worries about the rapid development of science and technology, and his awareness of human limitations. Today his caution and worries are still not out of date. The more people improve their living standards in the progress of science and technology, the more they should remain vigilant, treat and use the double-edged sword of science cautiously. Although the creation time of Cthulhu Mythos is short, the research on Cthulhu Mythos is not thorough and comprehensive enough, and the existing data is not enough to study and analyze it as a model. But Cthulhu Mythos still really belongs to the 20th century, belongs to the myth of mankind, and it is open and infinite. Because more and more people are aware of the importance behind the Cthulhu Mythos, contemporary writers can better participate in its creation, and under the promotion of popular culture, which can be understood and accepted by more people. And at the same time, with the continuous development of the network, they can put in new substance, for the modern west and even the world's terrorist works into a new vitality.

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# The Effectiveness of Rotational Blended Learning Strategy on the Mathematical Word Problem Solving Skills of Grade IV Pupils

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**Abstract**— This study focused on the performance of the at-risk pupils in solving mathematical word problems before and after the use of the rotational blended learning strategy. The research adopted the Pretest – Posttest design which dealt with two groups. Data obtained were processed through the Statistical Package for Social Sciences (SPSS) using mean and t-test. Findings revealed that before the use of given mathematical learning competencies, both the controlled group and experimental group have average performance levels. But after the use of given mathematical learning competencies, both groups have an improved average performance level. It is recommended that the school leaders and local educational policy makers planned the development of rotational blended learning strategy for classroom use.

**Keywords**— *Rotational Blended Learning Strategy, Mathematical Word Problem, Solving Skills, At-Risk Pupils, Grade IV.*

## I. INTRODUCTION

Word problems in Mathematics is an innovative way of presenting activities in textual form that can be read and understand rather than in abstract form (symbols and notations). In dealing with mathematical word problems, one must have a mental representation and understanding skills to comprehend the written text in a problem. It is in the task of the teacher to make sure that students get both skills (Boonen et al., 2016). Teachers need to be innovative and creative in using technology to guide their students. It comes as a challenge most importantly to the elementary teachers because getting the attention of students at an early age poses a big threat for learning to take place. Blended learning model is an excellent way to address the short attention span of students on learning. In a study of student attention, trained observers watched students during a lecture and recorded perceived breaks in attention. They noted attention lapses during the initial minutes of “settling-in,” again at 10-18 minutes into the lecture, and then as often as every 3-4 minutes toward the end of class. (Wilson, et.al, 2007). In a study, students who

are taught with blended learning feel happier and attractive not easily bored during the lesson. Blended Learning can improve student activity, understanding concepts and student learning outcomes. (Fitri, S., & Zahari, C. L., 2019).

In a research conducted in one of the schools in the Philippines, students showed positive perceptions about the blended courses in terms of their relevance to learning and in capturing students’ interest. Also, students indicated that compared to their non-blended courses there is an increase in the amount and quality of interaction between teachers and other students. (Alontaga, et.al. 2013)

It has been shown in studies that there was a change in behavior of students that uses media supported by Blended Learning Strategy. Being inquisitive, critical thinker, open-mindedness, cooperative, persevere, and with respect to the data and fact are the effects on scientific attitudes of students. Further, it makes the students enthusiastically eager to begin early and make it until the

end of learning with the use of e-learning media supported student worksheet. (Budiharti & Waras, 2018)

Further researches shows that students in the blended course were more satisfied with using technology to facilitate and help them improve their learning than students in the traditional course. Students in the blended course had more positives perceptions of their learning experiences than students in the traditional course. The perception of the majority of the students in both courses indicated a positive view of technology use in the classroom. The findings further suggest that student participants would choose blended course delivery as an alternative to face-to-face instruction. (Arano-Ocuaman, J.,2010)

In terms of test scores, one research revealed that an instruction using technology in the mathematics posttest results of the students is significantly higher than the posttest results of the groups who were instructed without technology. (E. Ramadan & Yaratan, Hüseyin, 2014) Therefore, the infusion of technology as part of learning is essential for academic achievement of students.

On the other hand, the use of technological tools holds a promising aid for the teachers to plan their work with ease and therefore creating a conducive atmosphere for learning. It is evident in many researches that technology intervention had a positive effect on students' attitudes toward and use of computers for educational purposes. (Gibson, et.al, 2014)

The importance of blended learning strategy comes from the student feeling towards this method, they feel that they play a major role during learning and because they have the option to choose which method of learning suitable to them. Finally, using blended learning strategy as a teaching method, reflect on raising student achievement and improving their attitudes towards learning. Moreover, it develops student's skills, including: communication skills, receiving information, and the interaction between the student and the teacher. Blended learning strategy saves the time for both the teacher and the student.

This action research was designed primarily to determine the effectiveness of the rotational blended learning strategy to the mathematical problem solving ability of Grade IV at-risk pupils of Gapan North Central School during the School Year 2019-2020.

Specifically, this research study attempted to answer the following questions:

1. How may the performance of the at-risk pupils in solving mathematical word problems be described before the use of the rotational blended learning strategy?
2. How may the performance of the at-risk pupils in solving mathematical word problems be described after the use of the rotational blended learning strategy?
3. Is there a significant difference between the performance of the at-risk pupils in solving mathematical word problems before and after the use of the rotational blended learning strategy?

## II. METHODOLOGY

### A. Type of Research

Mainly, the study was an experimental research because it attempted to examine the ability of the at-risk pupils in solving mathematical word problems before and after the use of rotational blended learning strategy.

The research also adopted the Pretest-Posttest Design which dealt with a two groups of pupils and the results compared to determine the effectiveness of the rotational blended learning strategy in the mathematical problem-solving ability of the Grade IV pupils.

On the other hand, T-test was employed on the attempt to determine the significant difference between the performance of the at-risk pupils in solving mathematical word problems before and after the use of the rotational blended learning strategy.

### B. Respondents and Sampling Method

The purposive sampling technique was used in determining the respondents of this study, as to who will be included in the controlled group and the experimental group.

*The table below shows the distribution of the student-respondents.*

Controlled Group	Experimental Group	Total
20	20	40

Forty (40) grade 4 at risk pupils under the mathematics class of the proponent during the School Year 2019-2020 were the main participants of this study. The proponent's research locale was Gapan North Central School.

The controlled group was not given any learning intervention. They were subjected to the traditional teaching-learning process.

On the other hand, pupils under the experimental group were subjected to the intervention which was the rotational blended learning strategy.

### C. Instrument

The diagnostic tests (Pre-test and Post-test) was used to determine the competency of the at-risk pupils in solving mathematical word problems. Constructed by the proponent, it is composed of 15 items for each 8 learning competencies: Envision numbers up to 100 000 with focused on numbers 10 from 1 to 100 000, Gives the place value and value of a digit in numbers up to 100 000, Compare numbers up to 100 000 using relation symbols, Orders numbers up to 100 000 in increasing or decreasing order, Multiplies numbers up to 3- digit numbers by up to 2-digit numbers without or with regrouping, Solves routine and non-routine problems involving multiplication of whole numbers including money using appropriate problem solving strategies and tools, Divides 3- to 4-digit numbers by 1-to 2-digit numbers without and with remainder, and Divides 3- to 4-digit numbers by tens or hundreds or by 1 000 without and with remainder. The use of the average weighted mean using a 3-point scale was also employed.

Scale	Weighted Mean	Verbal Interpretation
12.50	10.00 – 15.00	Outstanding
7.50	5.00 – 9.99	Average
2.50	0 – 4.99	Poor

### D. Data Collection and Ethical Considerations

The official approval of this research was obtained by submitting it to the Division Research Evaluation Committee for evaluation and eventual acceptance for implementation.

Specifically, 40 at-risk pupils were the participants of the study. The pupils were administered a diagnostic test prior to the implementation of the rotational blended learning strategy. The scores they obtained were recorded.

The implementation phase immediately followed. At the end of the implementation of the rotational blended learning strategy, the proponent once again gave a diagnostic test to the participants. Their scores were tabulated.

The data gathered were processed by the researcher to statistical analysis to facilitate the data interpretations.

### E. Data Analysis

The data that were obtained were processed through the Statistical Package for Social Sciences (SPSS) using the following statistical methods:

1. Mean to determine the performance of the at-risk pupils in solving mathematical word problems.
2. T-test to determine the significant difference between the performance of the at-risk pupils in solving mathematical word problems before and after the use of the rotational blended learning strategy.

## III. RESULTS AND DISCUSSIONS

### 1. Level of Performance of the Pupils Before the Use of Rotational Blended Learning Strategy

Learning Competencies	Experimental Group		Controlled Group	
	Average Score	Verbal Interpretation	Average Score	Verbal Interpretation
Visualizes numbers up to 100 000 with emphasis on numbers 10 001 – 100 000.	6.10	Average	7.10	Average
Gives the place value and value of a digit in numbers up to 100 000.	8.20	Average	7.50	Average
Compares numbers up to 100 000 using relation symbols.	5.50	Average	6.50	Average
Orders numbers up to 100 000 in increasing or decreasing order.	9.10	Average	8.80	Average
Multiplies numbers up to 3- digit numbers by up to 2-digit numbers without or with regrouping.	7.10	Average	8.50	Average
Solves routine and non-routine problems involving multiplication of whole numbers	8.05	Average	6.35	Average



including money using appropriate problem solving strategies and tools.				
Divides 3- to 4-digit numbers by 1- to 2-digit numbers without and with remainder.	9.05	Average	8.33	Average
Divides 3- to 4-digit numbers by tens or hundreds or by 1 000 without and with remainder.	4.35	Poor	4.85	Poor
Average	7.18	Average	7.24	Average

Legend: 10.50 – 15.00 = Outstanding; 5.60 - 10.40 = Average; 1.00 - 5.40 = Poor

Before the use of the intervention, both the controlled and experimental groups had difficulty when it comes to their performance in mathematics lessons particularly in multiplying numbers up to 3- digit numbers by up to 2-digit numbers without or with regrouping.

Both groups had an average performance in the following competencies: visualizes numbers up to 100 000 with focused on numbers 10 001 – 100 000 (experimental group: 6.10; controlled group: 7.10); gives the place value and value of a digit in numbers up to 100 000 (experimental group: 8.20; controlled group: 7.50); compares numbers up to 100 000 using relation symbols (experimental group: 5.50; controlled group: 6.50); orders numbers up to 100 000 in increasing or decreasing order (experimental group: 9.10; controlled group: 8.80); multiplies numbers up to 3- digit numbers by up to 2-digit numbers without or with regrouping (experimental group: 7.10; controlled group: 8.50); solves routine and non-routine problems involving multiplication of whole numbers including money using appropriate problem solving strategies and tools (experimental group: 8.05; controlled group: 6.35); and divides 3- to 4-digit numbers by 1-to 2-digit numbers without and with remainder (experimental group: 9.05; controlled group: 8.33).

On the other hand, both groups had poor performance in dividing 3- to 4-digit numbers by tens or hundreds or by 1 000 without and with remainder (experimental group: 4.35; controlled group: 4.85).

The findings imply that that majority of the pupil-respondents have difficulty in terms of performance when it comes to learning the given competencies.

**2. Level of Performance of the Pupils After the Use of Use of Rotational Blended Learning Strategy**

Learning Competencies	Experimental Group		Controlled Group	
	Average Scores	Verbal Interpretation	Average Scores	Verbal Interpretation
Visualizes numbers up to 100 000 with emphasis on numbers 10 001 – 100 000.	9.10	Average	8.25	Average
Gives the place value and value of a digit in numbers up to 100 000.	10.20	Outstanding	8.30	Average
Compares numbers up to 100 000 using relation symbols.	9.50	Average	7.50	Average
Orders numbers up to 100 000 in increasing or decreasing order.	9.80	Average	8.80	Average
Multiplies numbers up to 3- digit numbers by up to 2-digit numbers without or with regrouping.	10.10	Outstanding	8.80	Average
Solves routine and non-routine problems involving multiplication of whole numbers including money using appropriate problem solving strategies and tools.	9.05	Average	7.85	Average
Divides 3- to 4-digit numbers by 1- to 2-digit numbers without and with remainder.	12.10	Outstanding	9.33	Average

Divides 3- to 4-digit numbers by tens or hundreds or by 1 000 without and with remainder.	9.30	Average	7.45	Average
Average	9.89	Average	8.29	Average

Legend: 10.00 – 15.00 = Outstanding; 5.00 - 9.99 = Average;  
0.00 - 4.99 = Poor

After the use of the intervention, both the controlled and experimental groups had improved when it comes to their performance in the given mathematical competencies.

Both groups had an average performance in the following competencies: visualizes numbers up to 100 000 with emphasis on numbers 10 001 – 100 000 (experimental group: 9.10; controlled group: 8.25); compares numbers up to 100 000 using relation symbols (experimental group: 9.50; controlled group: 7.50); orders numbers up to 100 000 in increasing or decreasing order (experimental group: 9.80; controlled group: 8.80); solves routine and non-routine problems involving multiplication of whole numbers including money using appropriate problem solving strategies and tools (experimental group: 9.05; controlled group: 7.85); and in dividing 3- to 4-digit numbers by tens or hundreds or by 1 000 without and with remainder (experimental group: 9.30; controlled group: 7.45).

In terms of giving the place value and value of a digit in numbers up to 100 000, the experimental group had an average score of 10.20 while the controlled group obtained 8.30.

The experimental group got an average score of 10.10 in multiplying numbers up to 3- digit numbers by up to 2-digit numbers without or with regrouping while the experimental group scored 8.80.

Lastly, in dividing 3- to 4-digit numbers by 1-to 2-digit numbers without and with remainder, the experimental group got an average score of 12.10 while the controlled group obtained 9.33.

The findings imply that that majority of the pupil-respondents have a relatively improved performance levels in terms of academic performance when it comes to the given mathematics learning competencies.

### 3. Significant Difference in the Level of Performance of Both Groups Before and After the Use of Rotational Blended Learning Strategy for Grade IV

Groups	t-value	Critical Value	p-value	Result	Decision
Controlled	3.6961	1.987	0.00036	Significant at $p < 0.05$	Reject the null hypothesis
Experimental					

The results showed that the absolute value of the computed t-value 3.6961 was greater than the critical value 1.987. It showed that the level of performance of the pupil-respondents in terms of the given mathematical learning competencies is significantly different at  $p < 0.05$ .

This validated that after the use of rotational blended learning strategy, the pupil-respondents, specifically the experimental group improved their level of performance. Hence, this gave the researcher a generalization that the rotational blended learning strategy greatly helped the pupil-respondents improved their performance in given mathematical learning competencies and found to be effective.

## IV. CONCLUSIONS

From the findings gathered by the researcher, the following conclusions are drawn:

1. Before the teacher’s use of given mathematical learning competencies, both the controlled group and experimental group have average performance levels (7.18 and 7.28, respectively).
2. After the teacher’s use of given mathematical learning competencies, both the controlled group and experimental group had an improved average performance level (9.89 and 8.29 respectively).
3. As to t-test, the results showed that the absolute value of the computed t-value 3.6961 was greater than the critical value 1.987. It showed that the level of performance of the pupil-respondents in terms of the given mathematical learning competencies is significantly different at  $p < 0$ . This validated that after the use of rotational blended learning strategy, the pupil-respondents, specifically the experimental group improved their level of performance.

## V. RECOMMENDATIONS

From the conclusions drawn, the following recommendations are suggested by the researcher:

1. Lower grade pupils may be exposed in the use of rotational blended learning strategy to enhance their mathematical learning competencies and other subject areas.
2. Mathematics teachers must maintain a focus in teaching given mathematical learning competencies.
3. The government of the Philippines in close collaboration with the Department of Education and other stakeholders in education should try and include in the mathematics curriculum a play-based format to facilitate teaching-learning in schools.
4. Development of rotational blended learning strategy for classroom use may be planned by the school leaders and local policy makers.
5. Similar study may be conducted in other learning

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# Structural Analysis and Didactic Values of Batak Toba Turi-Turian Sigale-Gale and Tunggal Panaluan (Case Study of Batak Toba Local Wisdom)

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**Abstract**—*Turi-turian Sigale-gale and tungkot Tunggal Panaluan are local wisdom of Toba Batak culture. To develop the structure of the sigale-gale and the single-limb it is necessary to understand the forming structure and contain the didactic values. So it can be applied and passed down for the next generation. This study aims to describe the structural elements and didactic values of the Toba Batak tourism “Sigale-gale” and “Tungkot Tunggal Panaluan”. The method used in this research is descriptive qualitative. The data collection techniques are observation, documentation, and interviews. The Toba Sigale-gale Batak tour and Tungkot Tunggal Panaluan have the theme of an object that has magical powers. The plot used in the Toba Batak folklore is the forward plot. The dominant characterizations in Batak tours of Toba Sigale-gale and Tungkot Tunggal Panaluan are direct depictions by the authors and depictions by other characters. The more dominant place and atmosphere settings are found in the Batak folklore of Toba Sigale-gale and Tungkot Tunggal Panaluan. In the Sigale-gale and Tungkot Tunggal Panaluan tours, they also have varying mandates, as well the didactic values contained in the Sigale-gale and Tungkot Tunggal Panaluan tours are social, religious, cultural and moral values.*

**Keywords**—*Local Wisdom, Structural, Didactic Value, Tourist.*

## I. INTRODUCTION

Taking into account the division of literary types, it turns out that Batak oral literature is classified as an old type of literature, both in prose and poetry. One of the characteristics of Batak oral literature it is spread orally Batak, which is spread through word of mouth including examples followed by actions from one generation to the next (Nainggolan, 2016: 110). From oral literature (turi-turian, for example, tudosan, torhan-torhanan, andung-andung, tonggo-tonggo and so on) there is also written literature as a legacy of traditional or classical literature (Nainggolan, 2016: 130). One of the old literature is

anonymous or unknown to the author, that is considered to be a common property.

Toba Batak oral literature in Samosir is the story "Turi-turian Sigale-gale" and "Turi-turian Tungkot Tunggal Panaluan." The structure of the Batak oral story includes: (a) The plot system shows the usual plot from the beginning of the story or the peak of the end of the story. Nothing has been found yet the flow of the flashback, the opening sentence and the closing sentence show stiffness. (b) The characters represent center of the story, which in some stories is played by animals and natural objects. (c) The story

setting shows of natural setting, life style, and those related to customs and religious beliefs (Nainggolan, 2016: 112).

There have not been many recorded and documented oral stories and poetry (Nainggolan 2016: 99). Oral literature is generally stored in the memories of parents and storytellers such as the parhata( Speaker) king in Batak and the number is decreasing every day (Nainggolan, 2016: 99).

Based on the description above, the writer examines detail the structural (theme, setting, characterization, point of view, and mandate) and didactic values in folklore or turiturian. Researchers also chose two folk tales in Samosir, namely the story "Sigale-gale" and "Tungkot Tunggal Panaluan" because both of them have a unique background in Batak Toba culture and good life values to be practiced and there has been no previous research.

## II. REVIEW OF LITERATURE

### Literary Appreciation

According to Alwi (2007: 62) that appreciation is an awareness of the value of cultural arts. Literary appreciation is an assessment of the quality of literary works and giving them a fair value based on clear, conscious and critical observations and experiences (Tarigan, 2011: 233). The higher level of appreciation of society's literature, the deeper its critical power will be. Literary appreciation without literary criticism is clearly unsatisfactory. So it can be concluded that literary appreciation is the grading of reasonable literary works by consciously observing literary works.

### Folklore

Folklore is part of the wealth and history that every nation has. Folklore can be interpreted as a cultural expression of a society through spoken language that is related to various aspects of the culture and the composition of the social values of the community. Folklore is passed down from generation to generation in certain societies (Tera in [http:// indonesiatera.com/Mem Understanding-Cerita-Rakyat-di-indonesia. Html](http://indonesiatera.com/Mem-Understanding-Cerita-Rakyat-di-indonesia.html)). Folklore is a story that lives in a certain collective environment. In the scientific arena, folklore is known in English which indicates that folklore belongs to a certain society which is different from other societies (Rampan, 2014: 1). Folklore is not only in the form of stored in various forms of story, but also includes various other things such as various signs, reminder aids, songs,

children's games, proverbs, stories, puzzles, and so on which can be done verbally and nonverba (Rampan, 2014: 1).

Folklore includes myths, legends, and customs that have been preserved by a party or a nation from generation to generation. In the past, folklore lived in an oral world (Rampan, 2014: 1). In simple terms, folklore serves as a means of education. Therefore, most of the folk tales contain didactic stories that show figures who are steadfast in their stance, have noble character, are honest, loyal, have faith, have chivalrous traits. Another function social criticism or social protest. In a number of folk tales, the characteristics of social criticism arise because of public dissatisfaction with a certain situation or atmosphere that existed in his day (Rampan, 2014: 13).

### Didactic Value

Reading literature is not just for fun. The reason is that literary works are actually miniatures of life with various problems. From that literary work we can also make it a reflection of life. We learn a lesson because literary works contain moral (didactic) teachings, aesthetics, and various matters relating to human relationships (Kosasih 2003: 195).

Based on the above opinion, it can be concluded that didactic values are values that are educational and provide instruction to others in everyday life.

### The Synopsis of Batak Toba "Sigale-gale"

In Garoga village, Tomok established a kingdom led by a king named king Rahat. King Rahat was a kind king, caring for his villagers as well as a wise king. Therefore, the king of Rahat gathered all the kings from other villages, so that many people asked the Almighty God to give them a child in the kingdom of king Rahat.

King Rahat was very happy and became excited because a boy was born in his kingdom. The child was named Tuan Raja Manggale, the first child the king was waiting for and he was also a boy and a girl considered his mother.

King Manggale was a child who was obedient to his master, therefore king Rahat loved Lord King Manggale very much. In ancient times there were still wars between one government and another to expand the area of power. King Rahat then ordered King Manggale to go war and expand the kingdom or territory of his parents. However, during the war, Tuan Raja Manggale died because he did not have the skills to fight and his body was not found. Then

king Rahat held a contest or information to find the body of his son and will give a gift to anyone who knows where the body of Mr. King Manggale, but no one knows where the body of Mr. King Manggale and has not been found until now.

The grief feeling of the king who has no more descendants, they are all determined to follow the king's command. A statue resembling Tuan Raja Manggale was formed and carved. Then after everything is done, bring the statue to the kingdom and call a datu or shaman to bring the statue to life so that it can dance. A ceremony was held to summon the spirit of the King's son to enter the statuem.

For 7 days and 7 nights dancing or maneuvering the statue like a normal human being. King Rahat was happy and he smiled happily because he could still feel his son as if he was alive again. King Rahat instructed, "If I die the statue that was previously carved to dance or manor, because I have no children anymore." The statue that you have carved is called "Sigale-gale", because he is weak enough to dance

One day the king of Rahat died, so the villagers carried out as ordered or mandated by the King. Dance the statue of Sigale-gale that has been carved before and all his wealth was spent at his death.

### **The Synopsis of Batak Toba "Tungkot Tunggal Panaluan"**

In one kingdom, there was a king named Guru Hatimbulan and his wife named Nas Aksi Panaluan. They have been married for a long time but have not been blessed with any children. It was time for Guru Hatimbulan's wife to give birth, the woman gave birth to twins, a boy and a girl, immediately it rained heavily, so all the plants and trees looked fresh again and things turned green again. Then the Martutu Aek (giving names) party was held for the two children.

The days, weeks and years passed the child grew up. Without realizing it, the parents both had a feeling of love for each other and were very close and always together wherever they went. The silence of the forest grows a feeling of love which is increasingly turbulent between them and in the end they have sexual relations.

Seeing their behavior which is always the same wherever they go and like people who are dating. Raja Guru Hatimbulan also thought and made a decision to exile his daughter to the forest, rather than embarrass his kingdom later.

Then he saw a tree, namely the piu-piu Tanggulon (hau tada-tada) tree, a tree whose trunk was full of thorns and had ripe and sweet fruit. Seeing the fruit of the tree, there arose a desire to eat it. And to maintain its safety so that it is not eaten by wild animals, then Si Boru Tapian Nauasan climbed onto the tree and stuck to the tree and could not come down.

Shouting for help is Si Boru Butian Nausan, hearing that scream came the families and people who were around his house to see the incident. Saddened his parents and tried to save him from the tree. As well as his brother Si Aji Donda Hatautan who helped to release his twin in vain and got attached to the tree.

From the information and directions he was looking for, he met a datu named Datu Parmanuk Koling, and invited the datu to the tree to help his child, accompanied by many people who wanted to see, then the Datu started the ritual, the datu prayed and recited a mantra. To persuade the spirit that captivated the Guru Hatimbulan's child, after the ceremony was over, Datu Parmanuk climbed to the tree, but the same thing happened, he was swallowed by the tree.

Then Guru hatimbulan heard the news that there was a great datu, his name was Marangin Bosi or Datu Mallantang Malitting. The man went to the tree, but suffered the same fate. Then there is also Datu Boru Si Baso Bolon, he is also a prisoner of the tree. The same thing happened to Si Aji Bahar (the Jolma so Begu) where half human and half demon also suffered the same fate. And a snake who helped also swallowed the tree. Even the dragon snake, the lizard who participated in helping nothing worked and was sticking to the tree.

Finally came a datu named Datu Parnansa Ginjang. He asked that the ceremony be held first. A party was held to worship and worship God Almighty to ask for forgiveness of sins, and after that he would cut down the tree. After the Datu finished casting a spell on his will, then he cut down the tree but all the heads of the people in the tree disappeared.

To commemorate the incident that happened to his son, the king was summoned by the village advisors and carvers to carve wood. After finishing carving the stick into 9 faces and the top order is the daughter.

After a long discussion, finally an agreement was reached that the wood from the carved tree would be a tool for the Batak tribe to: hold back rain, summon rain during

the dry season, weapons during war, treat disease, catch thieves. After the ceremony, each of them went home.

### III. RESEARCH METHODOLOGY

This research method is descriptive qualitative. Describing the data is done by showing facts about the structural aspects and didactic values in the "Sigale-gale" and "Tungkot Tunggal Panaluan" tours. There are four keywords that need to be considered, namely, scientific methods, data, objectives, specific uses. Scientific way means that research activities are based on scientific characteristics, namely rational, empirical, and systematic. Rational means that research activities are carried out in ways that make sense, so that human reasoning can reach them. Empirical means that the ways is done can be observed by the human senses, so that other people can observe and know the methods used. Systematic means, the

process used in the research uses certain steps that are logical (Sugiyono, 2015: 3). The research location chosen was Samosir, because the Sigale-gale and Tungkot Tunggal Panaluan stories originate geographically from Toba Samosir, Samosir Regency is located at 20 24'-20.20 25 'North Latitude and 980 21'- 990 55' East Longitude. Respondents of this study consisted of two sources, namely (1) parents aged 50 years and over, (2) certain figures in society.

### IV. RESULT AND DISCUSSION

#### 1. Analysis of the Didactic Values of the Folklore of Sigale-gale

##### a. The Social Values

The data which states that there are social values are as follows:

Batak	Indonesia	English
Jumpang ma tikkina tumundun ma pardihutana ala naung sorang sada poso-poso baea. Mansai las do rohani raja Rahat dohot akka pardihutana dihasosorang ni poso-poso baea di bagasan harajaonna i.(paragraf 2)	“Seluruh warga kampung datang ke kerajaan untuk melihat serta menjaga anak raja yang telah lama dinantikan karena telah lahir seorang anak laki-laki dalam kerajaannya”. (paragraf 2)	"All the villagers came to the kingdom to see and look after the king's long-awaited son because a boy was born in his kingdom." (paragraph 2)

The quote above shows that King Rahat had a good relationship with the citizens of his kingdom so that the citizens came to see the birth of his child.

##### b. The Religious Values

The supporting data are as follows:

Batak	Indonesia	English
Dibahen ma pungan asa dijou tondi ni anakkon ni Raja i asa bongot tu bagasan patung i. I bahen ma Gondang Sabangunan manang Gondang Bolon, dung mangkuling Gondang Sabangunan manang Gondang Bolon manortori ma patung i songon jolma. Manortori sandiri do patung i jala dang adong sampuran ni jolma, alai diurupi datu do manang halak na bongak . 7 ari 7 borngin leng na manortori ma	“Diadakanlah upacara untuk memanggil roh anak sang Raja untuk masuk ke patung tersebut. Ditabuhlah Gondang Sabangunan atau Gondang Bolon, setelah Gondang Sabangunan atau Gondang bolon dibunyikan menari atau manortor sendiri lah patung itu persis seperti manusia. Menari atau monortor sendiri lah patung tersebut tanpa campuran manusia tetapi dengan bantuan datu atau orang sakti. Selama 7 hari 7 malam menari atau manortorlah patung	A ceremony was held to summon the spirit of the King's son to enter the statue. The beat of Gondang Sabangunan or Gondang Bolon, after the Gondang Sabangunan or Gondang bolon is sounded dancing or the manortor ( Dancing) itself, the statue looks exactly like a human. Dancing or the monortor itself is the statue without human intervention but with the help of datu( or magic people). For 7 days and 7 nights the statue dances or manortor is

patung i songon jolma na mangolu mangkuling ma soara ni Gondang Sabangunan manang Gondang Bolon jala dibahen do marpesta na balga.(paragraf 9)	tersebut seperti manusia biasa dengan diiringi oleh Gondang Sabangunan atau Gondang Bolon dan dipestantakan besar-besaran". (paragraf 9)	like an ordinary human being accompanied by Gondang Sabangunan or Gondang Bolon and a massive celebration ". (paragraph 9)
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From the quotation above, it can be concluded that, this deviates from religious teachings, because as a person who is already religious, doing shamanism is prohibited. As well as calling the spirits of people who have died is a sin

and trusting humans to be able to call spirits who have died is not permitted in religious teachings.

**c. The Cultural Values**

The supporting data are as follows:

Batak	Indonesia	English
Dung sidung digana dohot diuhir hau i dibagasan harangan i, ditimpas ma patung Sigale-gale i. Dungi, dibuat ma ulos manang abit na ditonun, dibahen ma pahean na songon Sorban nai, na bontar, na rara dohot na birong jala Sibolang dilapishon ma tu patung i. Dung singkop sudena, iboan ma patung i tu bagasan harajaon. Huhut dijou ma datu na boi pangoluhon patung i asa boi manortori tarsongon jolma na mangolu".(paragraf 8)	"Setelah semuanya selesai diukir di dalam hutan tersebut, dilengkapi lah patung tersebut. Lalu, diambil lah ulos (kain tenunan Batak), lalu dipakaikan lah ke patung yang telah diukir tersebut. Seperti Sorbannya itu berwarna putih, merah, dan hitam serta Sibolang dilapiskan ke patung tersebut. Setelah semuanya dilengkapi dibawahlah patung tersebut ke kerajaan serta dipanggillah datu atau dukun untuk menghidupkan patung tersebut agar dapat menari atau manortor".(paragraf 8)	"After everything is finished carving in the forest, the statue is equipped. Then, take ulos (Batak woven fabric), then dress it to the sculpture that has been carved. Like the turban is white, red, and black and Sibolang is layered on the statue. After everything is completed, bring the statue to the kingdom and call a datu or shaman to revive the statue so that it can dance or manortor ". (Paragraph 8)

The above quotation shows that in the Toba Batak community, Ulos has an important meaning when it is used by traditional elders in official customary meetings. Coupled with the custom of the Batak ancestors who always chose ulos to be used as gifts or gifts to people they care about. The

ulos worn by the sigale-gale statue is proof of King Rahat's love for his son.

**d. The Moral Value**

The data which states that there are Moral values are as follows:

Batak	Indonesia	English
Ditingki ima hamuna mangan dohot minum, pasuda hamu ma sude artang hu, ai nunga pupur ahu so maranak dohot so marboru be au. Papupur hamu ma sapatanghu marhite-hite manortorhon sigale-gale. Nandang jadi ahu tortoran ni jolma, jala artang na hutinggalhon i pasuda	"Pada waktu itulah kalian makan dan minum, habiskanlah segala harta peninggalanku karena sudah tidak ada lagi penerus marga ku dan aku tidak punya putra atau putri lagi. Tidak bisa aku diiringi oleh tarian orang lain. Harta peninggalan ku harus kalian habiskan karena tidak bisa	"At that time you eat and drink, spend all my property left because there is no successor to my family and I do not have a son or daughter anymore. I can't be accompanied by other people's dances. You must spend my legacy because it can not be inherited by people who have no



hamu ma. Ai tung na so jadi do teanon ni halak na mate purpur. Asa unang tubu jolma tu tano on songon ahu halak na purpur, ninna Raja Rahat ma.(paragraf 11)	diwariskan oleh orang yang tidak mempunyai keturunan, agar tidak ada lagi orang yang terkutuk seperti aku”, kata Raja Rahat”.(paragraf 11)	descendants, so that no one else is cursed like me ", said King Rahat". (Paragraph 11)
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From the quotation above, Raja Rahat's actions are good deeds and deserve to be imitated because he is a generous king who wants to share with his own people.

The data states that there are social values as follows:

**2. Analysis of the Dactic Values of Tunggal Tunggal Panaluan Folklore**  
**a. The Social Values**

Batak	Indonesia	English
Guru Hatimbulan dohot akka jolma na ro mamereng kejadian i, mulak ma nasida tu huta alai sai marsak do raja i. Alai nang pe songoni dang mandele ibana, sai lalap do dilului ibana dalam haluar huhut dilului ma datu na lain. Dungi, dibege ibana ma adong sada datu na bongak, goarna Datu Maragin Maliting. Datu i pe lao ma tu hau i, alai tong do mandapot nasip na sarupa, longkot do datu i di hau i. Dungi adong muse ma Datu boru Sibaso bolon, ibana pe tong do longkot di hau. Adong datu na margoar si Aji Bahar ibana satonga jolma dohot satonga sibolis, tong do sarupa nasib na longkot do ibana di hau i. Songon nang ulok, ulok naga, boraspati pe na mangurupi ibana tong do longkot di hau i.(paragraf 8)	Guru Hatimbulan dan para orang yang datang kembali dengan hati kecewa, tetapi Guru Hatimbulan tidak putus asa, dia tetap berusaha mencari jalan keluarnya dengan mencari Datu lain. Kemudian Guru hatimbulan mendengar kabar ada datu yang hebat, namanya Maragin Bosi atau Datu Mallantang Malitting. Orang itu pergi ke pohon tersebut, tetapi mengalami nasib yang sama. Kemudian ada juga Datu Boru SiBaso Bolon, dia juga menjadi tawanan si pohon itu. Hal yang sama juga terjadi kepada Si Aji Bahar (si Jolma so Begu) yang mana setengah manusia dan setengah iblis. Dan seekor ular pun di telan pohon itu. Bahkan ular naga, cicak yang ikut membantu tidak ada yang berhasil dan lengket di pohon tersebut”. (paragraf 8)	But Guru Hatimbulan did not give up, he was still trying to find a way out by looking for another Datu. Then Guru hatimbulan heard the news that there was a great datu, his name was Maragin Bosi or Datu Mallantang Malitting. The man went to the tree, but suffered the same fate. Then there is also Datu Boru SiBaso Bolon, he is also a prisoner of the tree. The same thing happened to Si Aji Bahar (the Jolma so Begu) who was half human and half demon. And a snake was swallowed up by the tree. Even the dragon snake, the lizard who helped help, nothing worked and was sticky to the tree ". (paragraph 8)

The quotation above shows that Datu has a high social value in terms of participating in helping to save the king's son even though it doesn't work.

**b. The Religious Values**

The supporting data are as follows:

Batak	Indonesia	English
Dungkoni, mulak ma nasida dohot angka jolma tu huta ni Guru Hatimbulan, ditingki sahat di huta dibahen ma panandana, mangkuling ma soara ni ogung jala diparade ma lombu lao pasangapon angka tondi ni jolma nadi diuhir ditungkot i. Dungi manortor ma Guru Hatimbulan dibahen ma tungkot i mamudi lumbung ni eme. Dungkoni, manortor ma Datu Parpansa Ginjang, na manortor i ibana jala siar-siaron ma. Sude angka tondi na adong ditungkot i ro tu ibana huhut mangkatai sada-sada. (paragraf 11)	“Maka semua orang kembali ke kampung guru Hatimbulan, ketika mereka tiba di kampung ditandai dengan bunyi gong, dan juga mengorbankan seekor lembu untuk menghormati mereka yang di ukir dalam tongkat tersebut. Setelah Guru Hatimbulan selesai manortor maka tongkat itu diletakkan membelakangi muka lumbung padi. Setelah itu baru datu Parpansa Ginjang manortor(menari), melalui tortor ini dia kesurupan(siar- siaron) dirasuki roh-roh dari orang-orang yang ditelan pohon itu dan mulai berbicara satu-persatu “(paragraf 11)	"So everyone returns to the village of Guru Hatimbulan, when they arrive at the village marked with a gong sound, and also sacrifices an ox to honor those who were carved into the stick. After Guru Hatimbulan finished manortor, the stick was placed against the face of the rice barn. After that, datu Parpansa Ginjang manortor (dancing), through this tortor he was possessed (siarsiaron) was possessed by the spirits of the people who were swallowed up by the tree and began to speak one by one "(paragraph 11)

From the quotation above, it can be concluded that this deviates from religious teachings, because people who are already religious in practicing shamanism are prohibited and believe and provide offerings to honor the

spirit that has been carved on the stick deviates from religious teachings.

**c. The Cultural Values**

The supporting data are as follows:

Batak	Indonesia	English
Laho mangingot na masa i, dijou Raja ma angka natua-tua ni huta dohot pande uhir lao manguhir hau i. Dung sidung diuhir hau i gabe sia bohina, jala na umgingang ima boru na. (paragraf 11)	“Untuk mengenang kejadian yang menimpa anaknya, dipanggil Raja lah para penasehat kampung serta tukang ukir untuk mengukir pohon itu. Setelah selesai mengukir tongkat tersebut menjadi 9 wajah dan urutan paling atas ialah anak perempuannya”. (paragraf 11)	"To commemorate the incident that happened to his son, the King was called by the village advisors and carvers to carve the tree. After finishing carving the stick into 9 faces and the top order is his daughter ". (paragraph 11)

From the story excerpt above, it can be seen that the name Tungkot Tunggal Panaluan is taken from the character or character of the character. This is a form of Toba Batak culture

named or given a name according to the event or event.

**d. The Moral Values**

The supporting data are as follows:

Batak	Indonesia	English
Ari, minggu, taon pe salpu ma, magodang ma ianakkon nai. Dang na pamotoan ni natoras, tubu ma holong ni bagasan roha ni	“Hari, minggu dan tahunpun berlalu anak itupun tumbuh dewasa. Tanpa disadari oleh kedua orangtuanya kedua anak itupun timbul rasa saling mencintai dan	“The days, weeks and years passed the child grew up. Without realizing it, the parents both had a feeling of love for each other and were very close and

<p>nasida na mariboto. Jala manang tudia pe nasida sai torus do rap. I longo ni harangan, tubu ma roha holong na sai marsigorgor dibagasan roha nasida. Dungi marbogas ma nasida dibagasan harangan i .(paragraf 4)</p>	<p>sangat akrab sekali dan selalu bersama-sama kemanapun mereka pergi. Dikesunyian ditengah hutan tersebut tumbuhlah rasa cinta yang semakin berkejang diantara mereka yang akhirnya pun mereka melakukan hubungan seksual “. (paragraf 4)</p>	<p>always together wherever they went. The silence in the middle of the forest grows a sense of love which is increasingly turbulent among them, which eventually leads to sexual intercourse. (paragraph 4)</p>
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From the quotation above shows that actions are not good to imitate. Romance between siblings is unwanted or strictly prohibited. This is very unacceptable to God Almighty. Actions like this will get punishment from God and get ridicule from the community itself.

## V. CONCLUSION

From the results of the research the following conclusions can be drawn:

1. The structural approach is an approach that analyzes in terms of theme, plot, setting, characterization, point of view, language style and mandate.
2. The structural elements contained in the folk tales of Sigale-gale and Tungkot Tunggal Panaluan are themes, plot, setting, characterization, point of view, and mandate, and didactic values.
3. Batak Toba sigale-gale and single tungkot panaluan must be preserved in the younger generation because it has didactic values that can foster good character.
4. The didactic values contained in the Sigale-gale folklore are: Social values, religious values, cultural values and moral values.

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# A Brief Analysis of the Main Character Philip Marlowe in The Long Goodbye

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**Abstract**— This paper is to interpret the main character's image in *The Long Goodbye* written by Raymond Chandler. It discusses this novel from three perspectives: the main character's characteristics, the relationship between the author and the main character. This thesis points out: the personality of Philip Marlowe was greatly affected by both Raymond Chandler's personal experience and the social circumstance at that time.

In this paper, the author mainly applied "Text Analysis" to interpret the image of Philip Marlowe. The body of this thesis consists of three parts: Part one shows the relationship between Raymond Chandler and Philip Marlowe. He describes himself as "an unbecoming mixture of outward difference and inward arrogance". He was a soldier and experienced World War One. Suffered from miseries and loneliness, he considers himself always living on the edge of nothingness. We can clearly see Raymond Chandler's features from the main character Philip Marlowe.

Part Two gets a deep insight into Philip Marlowe's characteristics. As a detective, Philip Marlowe shows a tough guy image. He is brave and devotes himself to saving others. At the same time, he isolates himself from the busy urban social life, which represents his loneliness.

Part Three analyses deep connotations of the image of Philip Marlowe. From the perspective of the individual, he is the one who saves the people in misery and struggles to achieve his dream; from the perspective of the society, he is a product of the current environment. Under the influence of comprehensive factors, he became a "tough guy" detective.

**Keywords**— Raymond Chandler; Philip Marlowe; Tough guy image; hero worship.

## I. INTRODUCTION

### 1.1 General Introduction to Raymond Chandler and *The Long Goodbye*

Raymond Chandler is a famous American detective writer. He is honored as the founder of hard-boiled detective fiction and has a profound influence on modern fiction. In the past 70 years, his writing style and narrative skill were used as references by later writers.

In 1888, Raymond Chandler was born in Chicago. In 1896, after his parents divorced, he went to London with his mother. In London, he entered Dulwich College for further study. Dulwich College is a public school, and his education experience in there played an important role in the formation of his personality. In 1922, he started to work

in an oil company, and he got a great promotion. But 10 years later, he was fired because of excessive drinking. Since then, he decided to focus on writing fiction stories for earning a living. There are many reasons why he chooses to write detective fiction, but the most important reason is that he was aware of his literature dream at that time.

In Raymond Chandler's writing career, he published eight novels in total and a series of short stories. Most of his works are very popular. In 1939, he wrote his first novel *The Big Sleep*. In this novel, he created the character Philip Marlowe, which later became his salient feature. This book is a landmark in the history of the American detective novel. In 1940, he finished his second novel, *Farewell, My Lovely*, which caught many writer's eyes. Same with his first novel, the second one set Philip Marlowe as the main character.

In 1942, he published *The High Window*, the movie right of which was sold one year later.

Raymond is one of the most prominent writers of the hard-boiled American form and he changed the entire tone of hard-boiled fiction. He created the symbol of the private eye, which is cynical, courageous, sentimental.

*The Long Goodbye* is Philip Chandler's last important book and is considered as the best book of him. Some critics said that this is his most ambitious novel and also the most autobiographical novel. *The Long Goodbye* received the Edgar Award for Best Novel in 1955. The title is from the proverb in the novel: "To say goodbye is to die a little". When Philip Marlowe and Terry Lennox were friends, they never say "goodbye", but when Terry Lennox betrayed Marlowe and their friendship, Marlowe said "goodbye" to him peacefully. This novel is actually a study in personal loyalties.

At the heart of this novel is Philip Marlowe's friendship with Terry Lennox, who drifted into Marlowe's personal life. Terry Lennox has a mysterious past. Marlowe meets drunken Terry Lennox in a club. Then they become friends. Lennox married the daughter of a tycoon and he knows clearly that he is little more than a gigolo, but he accepted his marriage and chaotic life. One day, Lennox shows up with a gun in hand. His wife is brutally murdered, and he asks Marlowe to help him escape to Mexico. Marlowe agrees out of friendship rather than loyalty to Lennox as a client.

The next day, Lennox is charged with murdering his wife. No doubt Lennox's action brings Marlowe into an almost inevitable conflict with the police. In jail, he is roughly treated and tortured by the police. He refuses to cooperate with the police and he keeps silent during a week in jail. He is pressed to show evidence that would involve both Lennox and him. Later, Marlowe is told that Lennox has committed suicide and the police find his confession in his room. Marlowe is released. He doubts Lennox's suicide but then several people come to him to warn him to suspense the case. Soon Marlowe received a letter and a large sum of money from Lennox. Something seems to be strange.

Lennox's case is over, and no one is allowed to reinvestigate it. One day, Marlowe gets another job to find Roger Wade, who is a writer addicted to alcohol and has been missing for 3 days. After finishing this job, Marlowe is requested to help Roger to stay sober long enough to finish his book. Roger's wife Eileen tells Marlowe that Roger is a dangerous person and once he hurt his wife after drunk. She forge evidence to make Roger and others suspect that Roger murdered Lennox's wife. Then Roger is found dead in his

room and all the evidence indicates that he committed suicide after drinking. One day, Marlowe and Roger's agent come to the Wades. Marlowe debunks Eileen's lies and he indicates that Eileen is the murderer of Lennox's wife and Roger Wade. Terry Lennox's former name is Paul Marston. He is actually Eileen's former husband. But after the war, he disappeared and years later he showed up with a broken body and broken heart. He has changed greatly, and Eileen even cannot recognize him. When Eileen found that Roger had an affair with Lennox's wife, she killed her out of anger and jealousy. But Terry still loves Eileen at that time, he pretended to flee to escape punishment in order to protect Eileen. The next day, Eileen is committed to suicide and leave a confession. Marlowe asks a journalist to publish Eileen's confession despite others' warnings. He did this as a way to say goodbye to his friend Terry Lennox. In the end, a Mexican man comes to visit Marlowe, and he tells the encounter of Lennox in Mexico to Marlowe. Then Marlowe recognizes that he is Lennox who has changed his name and undergone a plastic surgery.

In *The Long Goodbye*, the business of detection is subordinate to the themes of personal responsibility, betrayal, and the mutability of all human relationships. Chandler intended to shape *The Long Goodbye* a serious novel first and foremost and a suspense story in the second place. It represents a remarkable transition from the detective novel to the realm of serious fiction, a transition that has subsequently been limited but not equaled.

Although *The Long Goodbye* is a detective novel, it is full of exploration of human nature and reflection on society. As a detective novel, it points directly to the corruption of the society and arouses people's deep thinking. The hard-boiled detective novels have taken a completely different road from the classical detective novels. It begins to move towards realism and pays more attention to the characterization of the detective's character and narrows the distance between the reader and the detective.

## 1.2 Literature Review

Generally speaking, studies about hard-boiled detective fiction and Raymond Chandler began earlier abroad than at home. Scholars abroad have studied hard-boiled fiction and Raymond Chandler from different perspectives and have reached abundant findings. As for studies about them at home, scholars paid little attention to Raymond Chandler's work and the study is quite limited in a certain few aspects.

### 1.2.1 Research on Hard-boiled Detective Fiction

Hardboiled detective fiction is a literary style, most commonly associated with detective stories, distinguished by the unsentimental description of violence and sex. This

style was pioneered by Carroll John Daly in the mid-1920s, popularized by Dashiell Hammett over the course of the decade, and refined by Raymond Chandler beginning in the late 1930s.

Thanks to the reform and opening-up in the 1970s, many foreign detective novels were translated into Chinese, which arouses the concern of researchers in China. In the 1990s, some theoretical studies appeared, for example, *A History of Popular Fiction* (2003) by Huang Lushan. In this book, the origin and the features of hard-boiled detective formula is illustrated, and Raymond Chandler, Dashiell Hammett are considered as representative writers. However, the monographs about hard-boiled detective fiction and Raymond Chandler in China are still few in number.

However, the studies about hard-boiled detective fiction and Raymond Chandler are abundant and illustrated from various perspectives. In the 1940s, criticism on the hard-boiled detective began to emerge. *Murder for Pleasure: The Life and Times of the Detective Story* was published by Howard Haycraft. This book introduced the history of detective novels.

At the end of the 1960s, the whole genre was re-evaluated. The most important book was *Tough Guy Writers of the Thirties* (1968) written by David Madden. In this book, the author gave an introduction to the history of hard-boiled genre as well as the school of writers.

In the 1980s, both the hard-boiled detective fiction and writers are widely received by people, and they also made great progress in literature. Next year, Dennis Porter published *The Pursuit of Crime: Art and ideology in Detective Fiction*, which illustrated the ideological structure of hard-boiled fiction. In the meantime, more and more scholars attempted to analyze the whole genre.

In recent years, the hard-boiled fiction has become more and more popular all over the world. Consequently, the research on this field became more internationalized than ever before. Diversified perspectives have been applied in the researches, such as cross-cultural comparison, genre, feminist, reader response. Nowadays, hard-boiled detective fictions are widely accepted by people, and it is no longer sub-literature in literary theoreticians' mind.

### 1.2.2 Research on Raymond Chandler

There is still a huge gap in research status between at home and abroad. In domestic research, scholars laid emphasis on the social connotation and influence, neglecting the tough guy image in his novels.

In China, little research has been done on Raymond Chandler even though his novels had been introduced into China a long time ago. The great Chinese writer Qian

Zhongshu adores his books very much and he recommended them to Chinese readers. Decades ago, Raymond Chandler's *The Little Sister* was introduced into China, and then 5 novels of him were published in China. But pitifully, his most famous novel *The Long Goodbye* did not published in a long period. In 2008, all his novels were published in China.

There is still a huge gap between research in domestic and abroad both in depth and width. Yang Jincai, a distinguished scholar at Nanjing University, illustrated Raymond Chandler's writing systematically in *Literary History of The United States*. In this book, he gave us a general introduction to the hard-boiled detective fiction of Raymond Chandler. In a master's thesis of Gu Liming *The Narrative Art of Farewell, my lovely by Raymond Chandler*, the author analyzed the narrative art of the novel under the theory of narratology. In general, the research on Raymond Chandler is still at an early stage. And there is still much research space in this area.

Raymond Chandler enjoys great popularity in America owing to his novels. It is said that the famous Japanese writer Haruki Murakami loves Chandler's novel very much and he read *The Long Goodbye* for 12 times and he even wrote a 20000-word recommendation for this novel. Maugham also praised Raymond Chandler's works and he thought no one can surpass the achievements made by Raymond Chandler. In Charles Scroggs's thesis *The Lawn Jockey* and *"The Justice We Dream Of: History and Race in Raymond Chandler's The High Window"*, the author analyzed the description of American history and racialism. In *Raymond Chandler and the Art of "the Shakespearean Touch"*, Joseph Navitsky discussed the writing style of Raymond Chandler. In Lee Spinks's *Except for Law: Raymond Chandler, James Ellroy, and the Politics of Exception*, the author illustrated Raymond Chandler's works from the perspective of law and politics.

### 1.3 Objectives and Significance

In order to make a comprehensive analysis of the main character Philip Marlowe in *The Long Goodbye*, the thesis intended to focus on the following questions:

Who is Raymond Chandler and what has he done in his writing career?

What is hard-boiled detective fiction and what are the main features of it?

What are Philip Marlowe's characteristics?

Explore the relationship between Raymond Chandler and Philip Marlowe.

What influenced Raymond Chandler and how he created the image of Philip Marlowe?

By answering the above questions, the thesis will present an all-around analysis of the characteristics of Philip Marlowe. And then the thesis will figure out the reasons for the formula of his characteristics from the perspectives of the character himself and the social circumstances as well as the author's personal experiences. Besides, it will serve as an enlightenment for further study on Raymond Chandler and his works. So it is significant for people to change their viewpoints toward the so-called "low brow" culture and it also provided a useful method for those who are studying the hard-boiled detective genre.

## **II. RAYMOND CHANDLER AND PHILIP MARLOWE**

### **2.1 Background**

#### **2.1.1 Social Background**

The World War I broke out in 1914. Then the entire Europe was overwhelmed by a tense atmosphere. The imperialist countries wanted to carve up the world, but they covered up their evil intentions with nationalism and patriotism. With boiling fight blood, many people joined the army to fight for their own country. During the war, these boys were shaped to be iron-like inflexible, strong minded and fearless. Facing with death courageously and rushing into the battlefield, they were definitely heroes in the war. But when the war ended, they were abandoned by the whole society. They find it hard to fit in normal life and have to make a fresh start to make a living.

When these tough guys returned from the battlefield, they all faced an identity crisis. They were considered heroes and welcomed by the whole nation during the wartime and they were proud of themselves. However, they were ignored by the society after the war. Their heroic identities were gone, and they finally became burdens of the society. They felt traumatized by the great change. They couldn't find proper jobs, realize self-fulfillment. There is no cruel war in normal life, therefore, there is no place for them to sacrifice themselves. Pitifully, they didn't have any other ability except fighting a battle. Some people were both physically and psychologically harmed so that they even couldn't fit into and return to normal life. They were abandoned by the society and could hardly find the meaning of their existence. They became a group of people without identity and normal life. With the war came to an end, the pursuit of the heroism complex disappeared. What these tough guys felt was only loneliness and indifference.

#### **2.1.2 Background on Raymond Chandler**

Raymond Chandler grew up in England. His father was addicted to excessive drinking, which made him resent

his father, and he even said that he would not forgive his father in his whole life. However, he was also addicted to alcohol. He even lost his job for excessive drinking, but he could not be free from the satisfaction and stimulation brought by alcohol.

The war made him reconsider his life. Raymond Chandler came to the U.S.A at 1912, two years later, the World War I broke out. At that time, the young Chandler enlisted in Canadian Corps and was sent to the frontier. The experience in the army influenced and changed him a lot. Once a time, his unit was surrounded and severely attacked by the German army. In the attack, all his comrades-in-arms died in the war and he came back alone safe and sound. He was so deeply struck by his comrade-in-arms' encounter that he said nothing of his experience in the army in his whole life. The war left him with a feeling of deep hurt and also provided him a lot of writing materials which made his writing vivid and attractive. After the war, he lived in California. Like most of the tough guys fought the war, Raymond Chandler experienced all kinds of hardships but gained nothing. These tough guys fought for their country and some of them even sacrificed their lives, but they did not receive any honor for their braveness and patriotism. Raymond Chandler's marriage was also full of tragic color. When he was young, he fell in love with a married woman Cissy Pascal. After Cissy Pascal got divorced from her former husband, they planned to get married but his mother sharply against this marriage. In 1924, Chandler's mother died. Not long later, they got married. Then he found that his wife was 18 years elder than him. With time going by, his wife became old. Therefore, Raymond Chandler felt regret for his choice. He indulged himself in alcohol and even had an affair in his company, then he was fired for his conduct. Even so, he felt deep sorrow when Cissy died. He said that the biggest regret was that he did not write a book as a present for his wife. As a result, he became more addicted to alcohol, his word became less, and he could hardly return to his golden age of writing. In 1955, he could not bear the loneliness and desperation, so he committed to suicide and he shot on himself, but only hit the bathtub. Four years later, he died, alone. After he had died, his publishing agent and secretary fought on the copyright of his books. His body was buried in a grave prepared for poor people. Only 17 people attended his funeral. On his headstone were written a few words: "dead men are heavier than broken hearts".

#### **2.2 Raymond Chandler and Philip Marlowe**

In *The Long Goodbye*, sometimes we can see some features of Raymond Chandler from the characters. Chandler has much in common with Roger Wade. Therefore, when Marlowe communicate with Roger, he is

actually communicating with Chandler. In this way, Chandler gets the access to see the inside of himself. We often heard this saying: “art comes from life, but dramatizes life”, writing is like this. Writing is actually a reflection of the author’s personal experience. For example, Chandler devoted lavish paragraphs to alcohol, gun, fight and murder, which were all come from Chandler’s personal experience. He was severely addicted to alcohol, so he had a deep insight into the psychological characteristics of heavy drinkers. He was sent to the front of battlefield and was emotionally traumatized, so he could describe the brutal war truly. In his whole life, he witnessed the killing, touched blood, experienced betrayal and saw his beloved wife died in front of him. His life experiences are indeed wonderful materials for the novel. In fact, he did apply his personal experiences in his novels.

As I mentioned above, Roger Wade has much in common with Raymond Chandler. There are evidences that can approve it.

Firstly, Roger Wade is a famous writer and his books are welcomed by people. But at the same time, his books also received much criticism. From their point of view, all Roger has written are third-rate books and at the bottom of the literature. There are many descriptions of sex and violence, many of which are for catering to the lowest taste. That is exactly why Marlowe once called Roger “a literary prostitute”. Roger said that he even does not want to read his books again because he feels it disgusting. Raymond Chandler also wrote articles for magazines. He worked in magazines just for living. In this place, they just focus on quantity rather than quality. So, Chandler wrote at a breakneck speed, which is definitely a bad writing experience.

Secondly, Roger Wade is severely addicted to alcohol which always clouds his mind and bound his tongue. The things that happen in his life make him full of disappointment, therefore, the drink may be the best way for him to face the reality. Raymond Chandler had an abusive, alcoholic father and he resent him. Chandler’s father abandoned him and his mother because of alcohol, so he said that he will not forgive his father. But he himself also became physically dependent on alcohol and overwhelmingly involved in getting and using it. He was greatly troubled by alcohol: he lost his job because of it and he even tried to commit to suicide after drinking too much, in addition, he was tipsy everyday after his beloved wife died.

Thirdly, like Roger Wade, Chandler had a lovely soul. At this point, Marlowe is also the same. Lonely people understand lonely people better, that is why Marlowe

willing to help Roger. There are few people who truly understand them, therefore, writing and drinking are the best ways for them to express emotions.

Perhaps it is because of the similarities between Roger Wade and Chandler, Marlowe paid much attention to Roger and tried his best to help him and felt regret for Roger’s death even though he never said that he likes Roger Wade. When he suspects the reason for Roger’s death, he put much effort to investigate it. And he also published the confessions despite of the menace he received. This is not only for Terry Lennox but also for Roger.

The characterization of Philip Marlowe is actually a kind of self-redemption of Raymond Chandler. When Chandler describes Philip Marlowe, he is in fact communicating with himself. In the workplace, Chandler have a very tough way of doing things. He never tolerates cheaters and he will punish them by any kind of means. At the same time, he shows his sympathy to the honest people, such as an honest banker who went to jail for making unsecured loans. Chandler always sticks up to the underdog. Thus, moral integrity and uprightness became the core of Philip Marlowe’s character.

If it were not for his drinking, absenteeism and bad relationships with others, chandler would probably have stayed in this seat until he retired, with a generous pension, and become a perfectly ordinary old American, just plain old. Yet he was destined to be another character. Before the age of 43, the social experiences gave chandler a profound realistic critical perspective. He is not a writer in the study. What's more, he never made peace with the world after his ups and downs in the business world. So, when he began to write, everything in Los Angeles flowed out, sunny gardens, fierce eyes hiding behind curtains, highly capitalized city, bright and down, rank and fashion, police, hooligans, women...

Marlowe's prototype may be chandler's own ideal avatar. Chandler says of Marlowe: "if there are enough people like him, the world won't become too boring to live in." This tough guy likes to sneer and satirize, although he is not as clever as Sherlock Holmes, he never gives up his desire for justice in the face of dirty and evil things. Marlowe is the knight of the dirty street, so chandler is the poet laureate of the crime novel. They are in the dirty environment, and in the pursuit of their own inner justice and ideals. Marlowe once said, “If I was not hard, I would not be alive. If I could not ever be gentle, I would not deserve to be alive.”

### III. PHILIP MARLOWE’S CHARACTERISTICS



Raymond Chandler wrote a series of novels central on Philip Marlowe. In fact, Marlowe is an ordinary person. He has a lonely soul and a simple life. He put all his energy on his work and he even said that a really good detective never gets married. All in all, he is an ordinary man with unyielding will power. He dares to challenge his fate manfully without fear for danger and difficulties and strive to keep dignity as a man.

### 3.1 Image of Loneliness

If we read the whole story about Philip Marlowe, it is not hard to find that he is a lonely individual, wounded either physically and emotionally. His parents both died, and he does not have any brother or sister. He is alone in this city, with no close friends.

Unlike Holmes, who has a partner, Watson, Marlowe is a loner. He is a loner in the city. Like the cowboy, he was an outsider—alone, pure, motivated by personal ideals. And those ideals imply the moral judgment about America's decadence. He is alone in every case he deals with, accompanied by loneliness and murder after murder. He describes the world in his mind this way: "You have to get used to a paler set of colors, a quieter lot of sounds. You have to allow for relapses. All the people you used to know well will get to be just a little strange. You won't even like most of them, and they won't like you too well(Chandler, Raymond. The Long Goodbye[M]. New York:Knopf,2002)". These were the words he used to persuade Terry to quit drinking. In his world, the relationship between people seems close, but very distant; the contact between people seems very intimate but very cold. Although Marlowe is a hard-boiled detective, he has helped drunken Terry many times, even when he was a disheveled tramp and often get drunk. It makes one wonder whether the coldness of his heart is his nature or a tool for adapting to the world and protecting himself.

Chandler seems to have intended to shape Marlowe to be a loner, who savoring solitude in the midst of a thrilling crime. However, in the process of solving a case, Marlowe often starts with the determination to win but ends up with a sense of loss.

When Marlowe first met Terry, Terry was drunk and out of sorts. But Marlowe, out of kindness, took him home. Terry came into his life in this way. Although Terry is down and out, there is something about him that appeals to Marlowe. "I drove home chewing my lip. I'm supposed to be tough but there was something about the guy that got me. I didn't know what it was unless it was the white hair and the scarred face and the clear voice and the politeness. Maybe that was enough. There was no reason why I should ever see him again. He was just a lost dog, like the girl

said(Chandler, Raymond. The Long Goodbye[M]. New York:Knopf,2002)". When Terry was in trouble, he chose to trust Terry because he believed in their friendship. So, he helps Terry escape and keeps silent under the torture of the police. When he learned of Terry's suicide, he investigates every detail alone, and in the process, no one really helps him. His long goodbye to Terry came when, despite the threat, he released the confessions to the public and eventually cleared Terry of any wrongdoing. When he finally found out that Terry had lied to him, he simply said so: "You bought a lot of me, Terry. For a smile and a nod and a wave of the hand and a few quiet drinks in a quiet bar here and there. It was nice while it lasted. So long, amigo. I won't say goodbye. I said it to you when it meant something. I said it when it was sad and lonely and final(Chandler, Raymond. The Long Goodbye[M]. New York:Knopf,2002)". Terry did not die, but Marlowe lost a friend. It was his first disappointment.

The second loss was the Roger incident. He was invited to search for Roger, and when he found him, he was asked to help Roger for a while so that he could write quietly. Roger's sense of quiet and abjection seemed to attract him. Roger once said, "All writers are punks and I am one of the punkiest(Chandler, Raymond. The Long Goodbye[M]. New York:Knopf,2002)". Although he never said he likes Roger, he does take him seriously. While looking after Roger, he discovered some clues. He found that Roger was not so cruel as his wife had described, nor so cruel as others had said. Just when he thought he could save Roger, Roger was killed by his wife. He felt regret for it. He was so disappointed, and he said, "I was looking at life through the mists of a hangover(Chandler, Raymond. The Long Goodbye[M]. New York:Knopf,2002)".

He was alone in his struggle against authority. When a case came up, everyone told him to stay out of it, but he didn't. He refused to cooperate with the police, but to investigate the truth on his own. And sometimes he even ignored death threats.

He was also lonely in his life. He was alone, and no one understood him. He was surrounded by beautiful women, but he made it clear that he thought women would make him sick. He was attracted by many beautiful women, but due to his professional ethics, he did not spend too much time on love. His values are different from those of the police, who in the novel just want to get the job done and have to submit to authority. Marlowe, on the other hand, has always adhered to his own principles, and what he pursues is his inner justice, rather than the law being manipulated by the rich and powerful.

Therefore, it is easy to understand Marlowe's

loneliness. He had few friends and a clean private life. At the end of each case, he was still alone. Marlowe was somewhat out of tune with the society and even felt alienated from it. Moreover, this is not a special case of Marlowe, almost all of the tough detective were mentally lonely, alienated, cold and cynical. American society is divided into two camps, either acting as a parasite on the dark side or acting for justice without fear of danger. But it is bound to be a lonely road. No friends, no supporters, the only person you can rely on and trust is yourself. Therefore, "loneliness" can be said to be a kind of common character of all tough detectives.

For a person who pursues the ideal life of truth, kindness and beauty, solitude makes him experience deeply and wisely the better life. That is Philip Marlowe, the lonely hunker-down type.

### **3.2 Image of tough guy**

As a tough detective, he is never discouraged, as the pressure can never repel him. We can learn a lot of valuable spirits from him, such as the courage to fight against authority, no afraid of violence, adherence to his own principles under great pressure. These all make up a popular detective.

#### **3.2.1 Dare to fight against authority**

As a detective, Marlowe, though well versed in the law, did not care about the law or believe in it at all. He saw with his own eyes the extravagance of the rich and their arbitrary manipulation of the law. He was just an ordinary man who played a small part in this world. But his spiritual power was enormous enough to lift up the world.

He dared to fight against authority. This is mainly in two aspects, the first is fighting against the police and the law, the second is against the social consortium.

Marlowe suffered a lot in prison when Terry was wanted. The police looked down on him, thinking he was just a cheapie. The police humiliated him mentally and hurt him physically, and he never gave in. Terry is considered as a murder suspect, and Marlowe, who helps Terry escape, is undoubtedly an accomplice. He could have told police that Terry had gone to Mexico, but he held his tongue and said nothing against him. When he dealt with Roger, he was aware of the connection between Roger and Terry, but he did not tell the police. Because the police just want to finish the job, and Marlowe wants justice. He was in danger of being murdered at any moment, but he did not flinch. The difference in his values with the police prevented him from cooperating with them, because the police might back down, and he wouldn't.

Social consortium means power. As Porter says, we

live in a so-called democracy where the majority rules over the minority. A good idea, if only it worked. People vote, but the party machine nominates candidates, and the effective functioning of the party machine depends on how much they spend. The money has to come from someone, whether it is an individual or a consortium or a chamber of commerce or some other organization, who expects something in return. What people like me and I expect is to be allowed to enjoy a decent life of privacy. I own several newspapers, but I don't like them, and in my view, they are forever threatening what little privacy we have left. The freedom of the press they are always clamoring for, with a few honorable exceptions, is the freedom to peddle scandal, crime, sex, sensationalism, hate, and innuendo, and the freedom of politics and money to use propaganda tools. The newspaper business makes money from advertising. Advertising revenue depends on circulation, and we all know what circulation depends on. In such a society, there is something special about money. When the amount is large, the money will have its own life and even its own moral code. The power of money can be hard to control. That is why Marlowe's investigations have been dogged. He was repeatedly threatened and told that the investigation must be suspended. But he continues to serve his clients and seek for justice. He risked his life to defend the reputations of Terry and Roger by publishing the confession in a newspaper.

#### **3.2.2 No fear of violence**

"So passed a day in the life of a P.I. Not exactly a typical day but not totally untypical either. What makes a man stay with it nobody knows. You don't get rich, you don't often have much fun. Sometimes you get beaten up or shot at or tossed into the jailhouse. Once in a long while you get dead. Every other month you decide to give it up and find some sensible occupation while you can still walk without shaking your head. Then the door buzzer rings and you open the inner door to the waiting room and there stands anew face with a new problem, a new load of grief, and a small piece of money (Chandler, Raymond. *The Long Goodbye*[M]. New York:Knopf,2002)".

This is his private investigator's life. There is always violence happens to him, and he had nowhere to hide. He thought about giving up the job, but he couldn't give up his responsibility to the society. Perhaps violence was normal to him, and he was not afraid of the threat of violence. He went in and out of the police station, black and blue every time, but his heart was still strong.

After he went to jail because of Terry, he was beaten by the police. After he published the confession, he was beaten by the gang. He responds to violence with violence,

but never counts on violence. Even in a dirty world, he yearned for the light inside.

### **3.2.3 Stick to his principles under pressure**

As mentioned above, what Marlowe sticks to is not the law, but the principles in his mind. As a detective, Marlowe faces tough challenges every day, bull-fighting, bodies, blood and the evil world. Marlowe was also familiar with the evils of human nature. But at all times he was able to maintain proper dignity and be a spiritual winner. In other words, he saw dignity as the most important thing in the world. It makes us very aware of the meaning and significance of life.

The contrast between the characters in this novel is very sharp. The police have the power, Porter has the money, the power, the press, and Marlowe has none. He was always called a cheapie because they thought a hundred dollars would buy his loyalty. In the course of his investigation, he was always confronted with various obstructions.

When Terry was declared to have committed suicide, everyone told Marlowe that the case was over, and the news was suppressed. He received multiple threats of suspension from the police, the gang and Porter. They pressed Marlowe in different ways, but in the end, they could not bring him to his knees.

Marlowe is like a fearless knight born in the dark, fighting for honor and compassion. Marlowe was the knight of his time, destined to save the masses. He moves back and forth between civilization and barbarism, between the upper classes and the masses in search of the righteous. Often surrounded by violence and haunted by the harsh urban environment, Marlowe did not give up his pursuit of morality and justice. There is no doubt that Marlowe is a knight with a golden heart who will get into trouble but never give up. Marlowe had few friends, but what he did for his client was what a friend would do.

Private investigators are often both good and evil so that they can walk freely in the gray areas of the city. Marlowe is brave. He is a real tough guy. On the other hand, he is tender, and he is always sympathetic to the weak. He was determined, too, to stick to his principles in a dirty city. He is the new individualistic hero who can always realize his social value and seek common interests.

## **IV. DEEP CONNOTATIONS OF THE IMAGE OF PHILIP MARLOWE**

### **4.1 individual: a hero who save people**

The society in *The Long Goodbye* has been thoroughly

corrupt, that is why the performance of the characters in the novel is often incredible: the real power of the state, the defenders of justice, in order to maintain the seeming justice, deceive the masses, only to protect the interests of the class they represent. They make wrongful convictions and confuse right and wrong. Instead, the detectives who wander between justice and profit are often cynical, both good and evil, weary and sad in the gray areas of the city. The city's spokesmen survive under the aegis of corrupt police, who treat those they consider inferior from above. Detectives criticize the corruption of urban society and the decadence of the modern world, but their power is limited. They risk their lives for justice, but they always get hurt. In this day and age, real criminals go free from the law and innocent suspects are put in prison. Marlowe is locked up in this sort of isolation, where incompetent police pour coffee on him, wring his neck and nearly crack his artery. These law enforcement officers are like a destruction squad armed with lethal weapons, harming people at will until they get a satisfactory answer. Detective Green told Marlowe bluntly, "I've been a cop a long time and one thing I've learned for sure is it ain't always what you do that gets you sent up. It's what it can be made to look like when it comes into court. (Chandler, Raymond. *The Long Goodbye*[M]. New York: Knopf, 2002)". It is the guardians of these cities who have played with the law and made arbitrary judgments that have led to the country's moral decline. These are hints that the vitality of the traditional American spirit has been lost in the development of the country. Thus, in the novel, Chandler criticizes the existing social order through his dissatisfaction with the hierarchical society. The government and the criminals conspire to make huge profits, and it is the little people who suffer the most, the fools who want to get something for nothing. From the classical detective novel to the hard-boiled detective novel, the continuous corruption of the social order also exists a short development process. In Christie's novel, social order is broken, but eventually it has to be restored. But the society in Chandler's novels has entered the stage of total corruption, and the murders involved in the novels are often related, one murder after another. Behind every murder, there is a lot of crime, a lot of conspiracy, and even a body after being murdered in various ways. Almost everyone in the book will be involved in the case, but Marlowe is an outsider, he is innocent, he himself will not have anything to do with the case, he is like an objective existence, forever dissociated from the case. He had no wife or lover, no private life except the necessities of food, clothing, and sleep.

We can see heroism in Marlowe. The existence of Marlowe is an indispensable ray of light in the dark society.

He exposed the dark side of society to the world, and with his own small power to change all this. He was often hurt and threatened, but when he faced darkness again, he would still stand up and fight for justice and for the society regardless of his own safety. He is cynical, which is just what the society needs.

He moved between the upper and lower classes, but he was always kind to the weak. He is not only helping people but also helping to rebuild the moral order of American society. Unable to bear the darkness, he put all his efforts into searching for the light.

#### 4.2 Society: a product of the current environment

As a private investigator, Marlowe is brave and lonely. For professional reasons, his personal life is monotonous, and no one understood him. Everyone is a product of a particular social environment, and his personality is closely related to the social environment. The spiritual outlook of a society can greatly influence one's character. Therefore, all aspects of Marlowe's characters have their social roots.

As mentioned earlier, Marlowe had a lonely soul. His loneliness manifests itself in every aspect of his life. In solving crimes, he pursued justice alone. At home, his only recreation was chess. He is not in love because he thinks women often cause trouble. He has fewer and fewer friends. In the face of the dark forces, he always alone to defend the justice of his heart.

Loneliness was a common disorder in the United States during this period. Due to the rapid development of capitalism, everyone was divided into different individuals. The forces of justice were scattered, but the forces of darkness rose against them. The weak power of individuals is far less than the control of the dark groups in society, so fairness and justice are beyond the reach of the general public. The Marlowes tried to become knights of the city and save the masses, but because of the limited number, they had to give up. Nothingness is the symbol of the whole city. In this period, the efforts of individuals and groups failed to change the whole society. People leave the battlefield of real life and return home to the battlefield of morality. The battle is harder, and the enemy is stronger. The people who control the city become the spokesmen of the black forces and the law enforcers become the accomplices of the crimes. The ordinary people in the plight of suffering, struggling to survive, and the knights of the city to change the status quo, by all kinds of obstacles and even life threats. Loneliness is the greatest enemy the knights face. They are often isolated and helpless, so, for a variety of reasons, they ultimately choose to compromise. Nothingness has planted a seed in everyone from the very beginning, and the emergence of hope is always

accompanied by doubt. People no longer trust each other, loneliness is a personal carnival, after the carnival, nothingness becomes the outcome of all efforts.

Marlowe's tough guy image is not innate but driven by the environment. He was not born brave but learned to fight back with violence in a violent environment. In *The Long Goodbye*, people have either become accustomed to violence against others, or they choose to help the wicked perpetuate wicked deeds, or they can only allow the violence to persecute and have no power to fight back.

The most immediate effect of the violence is the fear of deception, and when it comes, civilians are powerless. The government uses political violence to rule the people. The violence of the underworld is everywhere. When violence is everywhere, people are in a state of panic and lose the ability to resist. Apart from its rulers and perpetrators, everyone seems to be in the shadow of violence. Even Marlowe, who has greater viability than the ordinary people, often subjected to violent threats. If his investigation process accidentally threatened the interests of the upper class, he will be taken to someplace to suffer the violence. The policemen were not polite to him. They were entrusted to warn Marlowe not to make trouble for himself. The violence hung over Los Angeles like an invisible net.

Therefore, the tough guy image was actually developed by Marlowe in order to protect himself. He is no different from ordinary people, just a little stronger than ordinary people, more able to withstand the threat of the dark forces. He has his own ideals and beliefs, can stand up for the pursuit of truth, but often alone struggle, alone against this evil society. He is upright and takes the pursuit of justice as his duty. In all his actions, we can see that there was an indomitable character, an imperturbability of mood, and a cold, hard determination.

In 1929, the world economic crisis broke out after the World War I. The society was in chaos and the people were in a panic. The economic index continued to decline. The government lost its dominant control over the city, and the underworld terrorized the whole society. Traditional decent people collude with underworld forces and criminals. The whole social order is in a state of collapse, crimes are being committed, and the traditional moral tower is collapsing. American society advocates "individualism". At this time, a savior is needed to save the world. So people like Marlowe are needed. He is indeed a product of the current social environment, because with darkness, there must be light.

All in all, Marlowe is a character who bears great responsibility to the society and who does not abandon the pursuit of justice. He was never afraid of being stigmatized

and thrown into prison, because in his mind he was his own judge.

## V. CONCLUSION

The image of tough guy has attracted much attention in the history of foreign literature. The literary phenomenon is the best reflection of the background of this period. Marlowe is a miracle that Raymond Chandler created. And in Chandler's novel, he himself is Marlowe's ideal in the face of physical and psychological threats. And this is an ideal that Marlowe would like to have, and it doesn't feel stiff in him. Raymond Chandler's life is during the two world wars, he has witnessed a division and rebirth of the world. The two world wars destroyed the stable pattern of the world should have and destroyed the human spiritual beliefs and values. So many disasters and tragedies were emerged and magnified in the war. The violence of the war, the fear for death and the feeling of nothingness gave Chandler indelible memories. We can see on his body the time brand mark. Hemingway also experienced the spiritual impact and shock brought by the war, so he determines to use his pen as a weapon to declare war against the dark society, for the "tough guys".

Chandler once said that any kind of novel should be realistic. Unfortunately, some writers, who set out with a sense of realism, produce works that feeling disguised and artificial for realism's sake. Chandler's novel is not only a template for tough guy novels, but also an object for realistic writers to imitate. "Nothingness" is his overall perception of his life, and he placed all his life ideals on Marlowe. He wants to meet his pursuit of "tough guy" through Marlowe's adventure. His life was not very happy, and there was no hope for the future, so he killed himself in a cowardly way. But once he started writing about Marlowe, he had a new hope. In his eyes, Marlowe is a tough guy, a tender and sympathetic detective, a noble and brave knight.

Today, we live a long time after Raymond Chandler's time, but his influence on literary creation remains. Raymond Chandler used most of his time to looking for tough guy. In the face of the world of emptiness and despair, he creates his own "tough guy", and creates a hard-boiled detective Philip Marlowe with a golden heart. This is the hope of Chandler, and also the hope of the whole world.

In the 1920s, the tough guy image always played an important role in literature. With the arrival of the new era, human beings entered a relatively peaceful era. People's life become plain, but people become more and more cowardly. We need tough guys like Marlowe in our society, who are not afraid of facing authorities, do not flinch from difficulties, and go forward when facing with challenges.

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The return of the tough guy is especially important. Academically, we still have a long way to go in the study of tough guys. In social life, we should also learn from tough guys and integrate their spirit into the spirit of our times.

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# Brahmaviharas Gleaned in the Selected Works of the 14th Dalai Lama: Implications on Noted Filipino Students' Values

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**Abstract**— Nowadays, the complexities of life have led to negativity which threatens the very core of love in people's hearts and minds. Contemporary men live in a world struggling to rehabilitate themselves from disharmony. His Holiness, the 14th Dalai Lama has given a lifetime of selfless devotion to the pursuit of solutions in service of mankind, with insightful ideals within his literary masterpieces. Thus, this qualitative study analyzed His Holiness' selected literary works pointing out events and situations on how the Brahmaviharas of the Buddhist tradition are manifested in his works. Findings of the analysis revealed that *agape* can be traced back to the early days of Buddhism and is expressed in many of its teachings; that His Holiness manifested the fundamental tenets of *agape*, which underscore the Brahmaviharas or loving-kindness, compassion, sympathetic joy and equanimity; and that readers may draw out implications on Filipino students' values specifically their *mapagkandiling pagmamahal*, *pagkamahabagin*, *kaligayahan* and *kahinahunan* from his writings. By practicing the Brahmaviharas, a great feeling of contentment may result from gratitude and appreciation of life's simple joys even during unprecedented times.

**Keywords**— *Agape, Brahmaviharas, Compassion, Equanimity, Filipino Students' Values, His Holiness The 14th Dalai Lama, Loving-kindness, and Sympathetic Joy.*

## I. INTRODUCTION

Love plays a significant role as an enduring theme for people of diverse cultures. An ever-present motive in movies, theater, and literary works, love appeals to people of all ages. With love's nature being the driving force of philosophy, man has formulated theories that range from love being merely physiological in nature, to postulating the more spiritual nature of love that affords man the rightful claim to be in touch with divinity.

Manifestly, love is generally recognized with diverse array of significations. The first essential feature of love is referred to as *eros* just as the Greeks knew of romantic, passionate love. It is regarded as an exulted and exquisitely idealistic love, typically between a woman and a man, which eventually leads to happiness, family and offspring. This reiterates the fact that inner peace within a family radiates outwardly to a nation's peaceful state and motivates them to nurture love in their personal lives. *Philia* is another essential feature of love which is all about

enduring friendship, affectionate love, family love and an embodiment of culture and beliefs. It pertains to love for the soul with its value and power anchored on the holder's level of soulful awareness. Finally, the highest attainable feature of love is *agape*, referring to God's love for His creation and vice-versa, which includes an altruistic love for human race and other sentient beings. *Agape* prioritizes the beloved's welfare and does away with self-interest, pride, and mundane concerns. It conveys genuine love with the sense of responsibility in a human's acceptance of another for all his or her strengths as well as having the energy, patience and understanding to help transform positively his or her beloved's weaknesses. *Agape* is echoed in the principles of His Holiness the 14th Dalai Lama. Born Lhamo Döndrub, Jetsun Jamphel Ngawang Lobsang Yeshe Tenzin Gyatso emphasizes the moral significance of neutral love toward others via human presence in the abstract.

Tenzin Gyatso, from the Gelug School of Tibetan Buddhism, leads the India-based Tibetan government and is undoubtedly the world's foremost spiritual leader [1]. Highly regarded and revered, his embodiment of the highest integrity and humility of a simple Buddhist monk endeared him to people throughout the world, not only for his courage and determination, but also for his gift of inspiring and educating others who are drawn to learning the highest religious and ethical principles available [2]. A recipient of over 150 awards and honorary doctorates for his clear statements on non-violence, peace, compassion, inter-religious harmony and universal responsibility [3], his books and lectures are masterpieces. Having authored and co-authored over 110 books, he hones his already exceptional command of the English language by occasionally writing poems to underline his views. He has held talks with religious frontrunners in numerous events, fostering harmony and understanding among religions [3]. As the spiritual and temporal leader of a distressed Tibetan nation, this simple Buddhist monk imbibes a sense of humor and refreshing warmth on top of his wisdom, eloquence and generosity, while demonstrating his noble ideas in practice. Hoping to inspire others, his eloquently written works offer a glimpse of his multifaceted teachings that convey a universal message to humanity with considerable gravity, width, depth and literary mastery [2].

This Tibetan Buddhist monk described *agape* in his selected works as the selfless, sacrificial, unconditional love, and the care about the best interest and well-being of the other people regardless of how those persons make another person feel. Furthermore, it is always seen as the highest feature of love synonymous to the *Brahmaviharas* or the Four Immeasurables specifically loving-kindness, compassion, sympathetic joy, and equanimity, that stretch and expand the scope and quality of *agape*.

Garcia (1988) [4] looks at literature as the foremost among the humanities of those instrumentalities by which man becomes completely human. As a mirror and an expression of life, literature initiates the readers into looking at the world around them, at the people surrounding them, and finally into their inner selves. Great literature, according to Anderson (2009) [5] is often profoundly philosophical, and great philosophy is often great literature. For literature to live up to its function in the society and take its rightful stride, it has to have some undertones of philosophy. Many writers are still patronized not only because of the intrinsic worth of their literary works but also for the philosophical content of their writings. Literature and philosophy are related on two notes: first, they are both manifestations of social consciousness; and second, they are both constructions of

language, according to Oladipo (1993) [6]. He cited that these two disciplines are considered as social phenomena since they are born out of human experiences and they often deal with very ideational themes that spring from a meditative musing on life's experiences. They both reflect the search for better discernment and dealing with the challenges of human existence. Philosophy unfolds concepts and clarifies them, while literature engages these words to share figures, ideas, and moral principles and to elaborate these realities.

Moreover, literature is interconnected with history in the sense that both have to do with different emotions and ways of thinking. To truly understand literature, one must read "between the lines" and understand the context of the author as well as how people live and think. On the other hand, to understand history, one must understand the context when the work was written. Both literature and history are considered arts because both can shape the way how people view life [7]. Thus, this study was directed by the theory that literature can be a writer's channel in unveiling the philosophical and historical dimensions of the *agape* and the *Brahmaviharas*. It is significant to note that a philosopher manifests the yearning to seek answers to some underlying questions, which engage human reality. At this point, it is but fitting to say that the 14th Dalai Lama is a philosopher, for he has pondered on the predicament of human existence.

Delving deeper into the writings of His Holiness, one can discern the manifestations and implications of the *Brahmaviharas* as explained by the writer on specific Filipino students' values. Based on the said *Brahmaviharas*, *agape* holds the same mark as that of the representative Tibetan character: loving and caring, meek, and innocent of the malevolence of the modern world.

The works of His Holiness take on a cape of sincerity and simplicity to prompt the Filipinos, for the most part the students, to take time to breathe and rest from the complications of everyday life and to find simple happiness and joy in being agents of compassion and goodwill to others.

Being a lecturer, the researcher has witnessed that the young age group particularly in the Philippines has a preference for the mundane concerns of day-to-day life. The family values seem to be gradually declining and day by day it looks as if more and more students are starting to think individually instead of collectively in the society. Instead of nurturing closer family ties and camaraderie among their fellow youth, individuals are slowly separating their own identity and virtually simulating a

world wherein everything is made possible excluding true friendship and social values.

Life is short and before individuals know it, they are faced with the reality that they have spent much of their lifetime without really being able to manifest genuine love. They then come to the rude awakening that they did not measure up to the great ideal of concern for others. Thus, it is imperative that people study the *Brahmaviharas* because in this modern world and during this extraordinary time, people seemed to become so preoccupied with work, technological gadgets, household chores and a lot of other concerns. Because of this, they tend to forget that they work for their families who have actually been neglected by them for such a long time. It is important to study these virtues because life has become so complicated that hatred, jealousy, and other negative feelings eat up the very foundations of love in young and old people alike. It is important to relearn this basic need for genuine love which is so powerful if only people would internalize it and not place so much emphasis on material things.

This literary critique's germaneness is underscored by its importance to a number of individuals. This study may motivate the academic managers to facilitate the inclusion of developmental projects, and programs in educational institutions to guarantee that the practice of *agape* specifically the *Brahmaviharas* are incorporated in the academe. This study may also be valuable for the working professionals for the reason that the selected works may present in the West some precious jewels from the Asian practice of Buddhism. Likewise, they may be inspired to organize *agape* workplace initiatives that may help the working people as regards how to embrace the *Brahmaviharas*, clarify life goals, tackle stress and revitalize working relationships within their workplaces. This paper will be supportive of the College instructors' methodology in literature instruction as an investigation into the application of literary approaches and theories in literary analysis. In addition, this may provide them with opportunities to touch the concept of *agape* or the *Brahmaviharas* in their literature courses and open their students' hearts and minds to the noted implications of the said virtues. Moreover, this paper may help the students in treating literature as a work of art characterized from other texts through content, and eventually deepen their regard for wisdom stories from various traditions; guided meditation practices and experiences of practices; gentle anecdotes and life coaching advises and teachings of His Holiness and inspire them to involve in literary analysis as an academic initiative. Results of the paper may benefit the researcher by honing her skills relative to the treatment of

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materials as well as in the analyzing the theme in the literary genres. Likewise, this study may enlighten her on the process of drawing out literary theories and utilizing critical approaches in literary analysis. Finally, future researchers may be able to conduct studies of the same style as that of the present research for scholarly refinement to have a cross dissection of life's perspectives.

## II. OBJECTIVES OF THE STUDY

The study primarily aimed to trace the historical root of *agape* in the Buddhist tradition, to identify the manifestations of the *Brahmaviharas* in the selected works of His Holiness, the 14th Dalai Lama, and their implications on noted Filipino students' values.

## III. MATERIALS AND METHODOLOGY

### 3.1 Research Design

This study employed the qualitative method of research in analyzing the *Brahmaviharas* manifested in His Holiness the 14th Dalai Lama's representative literary works. Qualitative content analysis, which is a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns [8], was also utilized. Likewise, the historical and philosophical approaches were used as bases for analysis. Other approaches in literary criticism such as the sociological, cultural and psychological approaches that may be employed in the study were not included in the analysis.

Human experiences are delineated by cultural, social, and political influences; hence they are interwoven with the said concepts, according to Ary, et al. (2006) [9]. Therefore, the principles in the context of a Buddhist builder of peace were considered in the analysis of the identified literary works, as these provide substantial and significant insights on the author's motivations relative to his core principle. Patton (2002) [10] cited that qualitative data analysis aims to point out the emergence of concepts, insights, patterns, and themes, thus, this research likewise utilized textual analysis, a systematic technique in message handling and context analysis [11]. In this research, data analysis was centered accordingly on searching for patterns and drawing out insights from His Holiness' literary narratives.

### 3.2 Materials for Criticism

The representative literary works analyzed were the 14th Dalai Lama's *The Art of Happiness: A Handbook for Living*, *The Compassionate Life*, *Emotional Awareness*:



*Overcoming the Obstacles to Psychological Balance and Compassion and selected messages entitled Universal Responsibility and the Global Environment, Compassion and Individual, A Human Approach to World Peace, the Global Community, Loving-kindness and True Compassion.* These literary works constituted the primary and twining sources of the study. The said literary pieces were chosen because of their correlation with the cited theme and subthemes, specifically, how the selected works manifested *Brahmaviharas* in the selections. Other literary works of the 14th Dalai Lama which have undertones of the *Brahmaviharas* were excluded in the study.

### 3.3. Treatment of Materials

The essential features in the treatment of materials were well-thought-out in the pursuit of this study. Literature, like all the other arts, has certain standards by which all selections can be measured for evaluation and analysis. The general norms cited by Garcia, et al. (2000) [12], by which all literary pieces can be measured for evaluation and analysis served as the researcher's guide in the selection of works that were included in the study. These comprise: universality, permanence, suggestiveness, intellectual value, spiritually value, style and artistry.

As regards the quality of universality, it is worth mentioning that the identified literary pieces are timely and timeless. They are always relevant and appeals to everyone, anytime, anywhere since they deal with basic and essential feelings, fundamental truths and universal conditions. With reference to the quality of permanence, it is significant to note that the selected works endure and their appeal is lasting. Great literature is not amenable that any beautiful thing will perish. These works may be read and re-read as each reading gives new discernments and pleasures and opens new realms of experiences and meanings.

In relation to the quality of suggestiveness, it is of great essence that the chosen literary pieces manifest appeal not only to the intellect but more so to emotions and imagination. It is not so much what they say as what they awaken in the readers that constitute their charm. They open a gateway through which the imagination crosses the threshold a new world of music, beauty, love, and many other values. With regard to the quality of being intellectually valuable, it is essential to cite that the identified literary works stimulate the thought. They help the readers to enrich their mental life by making them realize the fundamental truths about human nature and life.

In connection to the quality of being spiritually valuable, it is noteworthy to mention that the selected works have underlying moral message that can elevate the

readers' psyche by articulating ethical values which make them better persons. This ability to inspire is part of the spiritual value of literature. With reference to the quality called style; it is important that the selections have their distinctive quality, form or type. They share the unique way in which the authors view life, arrange their thoughts and articulates them. Distinguished works are made remarkable by their worth remembering substance and distinctive style. And finally, relative to artistry, it is significant to note that the chosen works appeal to the readers' sense of beauty. The selections, like all art forms are expressions of life fashioned in forms of truth and beauty. They are the reflection of some truth and beauty in the world but which remain unseen until brought to the readers' attention by some perceptive souls.

In subjecting the materials to internal and external criticism and analysis, the signification and reliability of the statements in the aforementioned sources were carefully chartered and analyzed. With reference to this, the researcher was free in her own view to defend her understanding and review of each literary piece according to the desired sensibilities in relation to the concept of *Brahmaviharas* evoked in her, by delineating the appropriateness of the language to the theme, the significance of the language to the situation, and the suitability of the language to the literary pieces in order to draw out the philosophical and moral treatment of the selected works. Substantial effort was centered on the task of recording texts or making notes by means of concepts and categories; connecting and combining abstract concepts; extracting the essence; organizing meaning; analyzing and interpreting the quoted lines; and drawing conclusions.

## IV. RESULTS AND DISCUSSIONS

### 4.1. The Historical Root of *Agape* in the Buddhist Tradition

History tells that the tradition of *agape* or unconditional love is not exclusive to any religion. It is found in all religious traditions of the world including Buddhism, Christianity, Islam, and many others. The Buddhist tradition and religion, which gives particular emphasis on unselfishness, caring and seeking peace, provides many models and instances of *agape* through published literatures and practices. Thus, in order to trace the roots of *agape* in the Buddhist religion, it is essential to understand the beginnings of Buddhism itself.

Siddharta Gautama was born with a silver spoon in his mouth, being a 5th century B.C.E. prince from then-Indian State of Kapilavastu, now part of Nepal. It is worth noting

that Buddhism was the result of the lessons learned by a royal blood in his decision to give up the best in life in exchange for spirituality.

After many years of wandering and asceticism, Buddha recognized his true nature. He realized that his own thinking was the only impediment averting him to attain the spiritual understanding he had been seeking for many years. He was able to get rid of this hindrance when he became fully aware that his sense of self as a separate and isolated individual was a misconception. Thus, he broke free from desire and suffering and was called the "Awakened One" or "The Buddha."

Buddha preached his first sermon in a deer park in the small town of Sarnath outside modern Banaras. There, he delineated the Four Noble Truths. These four interrelated spiritual truths underscore suffering as characteristic of human existence; that it is caused by ones longing for pleasure and avoidance of pain; that it is not necessary to suffer; and that there is a path to end suffering.

His preaching moved many who heard him speak. He began to gather disciples and these followers became the first *sangha*, or community of monks. Initially, only men followed the Buddha as monks. Later, women were allowed to become nuns, but they have many restrictions reflecting the social customs of the time. At the outset, Buddha objected to this but was later persuaded by his disciple Ananda to admit them, according to Buddhist texts. Some of the early writings also implied that women must first be reborn as men because they could not become enlightened.

The oldest accounts show that Buddhist enlightenment were achieved by men and women alike with the help of Buddhist pioneers called *arhats*. Their distinct grassroots approach in personally spreading Buddhist teachings by foot contributed much to the growth of Buddhism.

Being a student of Buddhism necessitated the strictest of requirements for a human being, as only the humblest among men can give up everything for the sake of enlightenment. It was typical for an aspiring Buddhist to be subjected to the most strenuous of physical and mental tests as a way of making sure that all obstacles to learning the Buddhist way of life are removed. This personal sacrifice does not pertain to one merely giving up worldly riches, pleasures and privileges, but even requires a person to give up basic rights like one's own family, identity, and even dignity.

Some aspirants who find it hard to comply with this requirement are given the chance to be lay followers. In addition to following the five precepts of being truthful, not taking a human life or another man's possession, not

committing illicit sexual acts and turning away from intoxicants, they are also required to provide full-time Buddhist monks their basic essentials for survival, namely food, shelter and clothing. This merits them a chance to still experience rebirth and eventually be able to pursue spiritual enlightenment.

Joining the *sangha* was open to everyone regardless of social class. Many monks came from the poorest of the poor as well as from the most affluent of families. Even more were the lay people, whose contributions span from basic provisions to land donations that became places for teaching and meditation, shelters from nature's harshest conditions and even permanent abodes, offering respite for the wandering monks. The establishment of a system of order for the wanderers paved the way for the proliferation of Buddhist monasteries, and this sign of steady growth bothered political leaders to such an extent that they began to see Buddhist monks as potential threat to power. This rising tension between Buddhists and politicians was somehow subdued when two influential rulers, whose political might commanded the respect of their peers, converted to Buddhism. This was not entirely to the relief of the monks alone, but proved beneficial to rulers who received much higher accord from religion on top of their erstwhile high political status. Buddha's legacy of a better society was fulfilled as Buddhism brought forth social stability and equality, as advocated by fair and just leaders who were guided by Buddhist morals.

Magadha's Chandragupta Maurya unified the Indian Empire several centuries after Siddharta Gautama Buddha's death. His throne's eventual heir Ashoka was a Buddhist convert, but the casualties of his victorious campaign in the northeastern Indian state of Kalinga awakened the previously reluctant Buddhist in him. This enlightenment caused Ashoka to fully apply Buddhist Dharma to his leadership and governance, and with this he became one of India's prominent contributors in the spread of Buddhism. The numerous pillars with Buddhist inscriptions, Buddhist Temples and monastic shelters he had erected made him a prime example of a true Buddhist leader.

To other people in Buddha's lifetime like the *Brahmans*, or people who believe in the universal God *Brahma*, the four elements of love are essential to be able go to heaven after death. These are called the *Brahmaviharas*. According to Buddhism, they are called Immeasurables, because they believe that if men practice them, they will grow every day until they embrace the whole world. Men will become happier, and everyone around them will become happier, as well.

Buddha addressed life concerns in a respectful way that allowed them to incorporate Buddhist teachings regardless of religion. With the Brahmans, for example, Buddha taught how to remove anxiety and sorrow by practicing the Immeasurable Mind of Compassion. Sadness can be avoided by practicing The Immeasurable Mind of Joy. Likewise, The Immeasurable Mind of Equanimity removes hatred, aversion and attachment in a man's heart.

In this sense, it is significant to note that the application of Buddhist principles can remove ill consequences of negativity and promote positive results in life. As early as the beginning days of Buddhism, unselfish love is seen as a great force behind the very foundation of the religion. Thus, one can already see the emergence of *agape* love in the historical pages of Buddhism. As seen in the connection made between the two, Buddhism was a product of *agape*. The principle of caring for others, a characteristic of the Buddhist religion, paved the way for Buddhism to be born. Acts of charity and self-denial, acts which suggests unselfish, selfless love, are examples of the display of *agape* love. The history of *agape* in Buddhism is made evident by establishing the common denominator of the two. The scripture also stated that out of sacrifice on behalf of the suffering of the people of the world, the religion of Buddhism was created.

Such is the extent that *agape* has in the religion of Buddhism that it sprawls even in its practices of meditation, mindfulness and teachings. It is now said that Buddhism was born out of *agape*, that the nature of *agape* shaped the foundation of Buddhism. Caring and compassion is the mutual characteristic with Buddhism. Early in its historic foundation, *agape* was the basis for major teachings that the religion imparted to its devotees.

As one can see from the foregoing brief overview of the history of Buddhism, *agape* is one of the basic founding principles of Buddhism. Motivated by love and compassion, the founder of Buddhism strived to help others find love. This clearly states the early stint of unselfish love, *agape* love, in the early days of Buddhism. *Agape* love, though not directly stated or referred to in the beginning of Buddhism, seems to play a big role in the establishment of principles and teachings of the religion.

In terms of the doctrines of *agape* in Buddhism, the 14th Dalai Lama made some reference to the age-old "Path of Buddha" and the revised "Five Mindfulness Trainings" or "The Four Immeasurable Minds" to correlate teachings and traditions of the past to living in the modern world [13].

#### 4.2 The Manifestations of the *Brahmaviharas* in the Selected Works of His Holiness the 14th Dalai Lama

In the Buddhist tradition, the teachings on *agape* or true love offered by the Buddha are called the *Brahmaviharas* or the Four Immeasurables. The word *vihara* is used to refer to an abode or a dwelling place and the word *brahmavihara* means the dwelling place of the God Brahma. Buddhists called these teachings the *Brahmaviharas* namely: *maitri* or loving-kindness, *karuna* or compassion, *mudita* or sympathetic joy, and *upeksha* or equanimity. They are said to be the four aspects of true love within every man and everything. They are considered as one of the most central of Buddhist tenets. They are not called Immeasurables because of their size, but because their one fundamental quality is unconditional [14] and because of the belief that if men practice these virtues, the love in their hearts will grow so much that it cannot be measured [15].

These *Brahmaviharas* or Four Immeasurables represent the luminosity attained by the enlightened heart. Also, generally recognized as the Four Sublime States, these ideals are said to be the loftiest and noblest qualities of love that humans should strive to attain and exemplify through the manner by which they relate with all sentient beings. By being guided by these pristine attributes of love, humanity can rightfully serve as the prime source of hope for all sentient beings, providing solutions for everyday personal and social conflicts, and healers of the afflicted victims of all struggles known throughout existence. These lofty qualities of love level social barriers, build harmonious communities, awaken generosity long forgotten within men, and revive joy and hope long-abandoned [16]. A mind that has attained to that boundlessness of the *Brahmaviharas* will not harbor any racial, national, religious or class hatred [17]. In Buddhist teachings it is said that there are four divine states of mind which are naturally and unceasingly experienced by those who are enlightened.

*Maitri* (Loving-kindness). *Maitri* or Loving-kindness is an attitude of universal love that is radiated to all living beings in the world without discrimination [18]. It can be gleaned from the selected works of His Holiness that loving-kindness is the wish of happiness for all [19]. He emphasized that life be defined by a sense of universal responsibility that encompasses all sentient beings, requiring humanity to cultivate the virtue of loving-kindness by focusing on a specific individual as focal point of meditation before extending the scope of concern to further encompass all sentient entities. He advised humans to ardently repeat this meditation practice toward one person at a time, beginning with a neutral person, or one

who inspires no strong feelings in them, as the object of meditation, after which they must extend meditation toward friends, families, and eventually, particular enemies [20]. For him, generosity is the most genuine expression of a rather inner virtue of loving-kindness [21].

With reference to the First *Brahmavihara*, readers only need a thorough self-realization of their innate wish for universal happiness in order to generate the state of pure and boundless loving-kindness, like that of a mother whose care and understanding radiates toward those in need of the same sublime love and nurturing comfort she provides to her children. Loving-kindness is selfless, unconditional, and devoid of expectations of rewards or compensation. It frees the heart from selfish desires, possessiveness, resentment and hatred, and fills it with generosity, sympathy, benevolence, and a universal concern for the welfare of others. Loving-kindness extending throughout all sentient beings renders it sublime, limitless and immeasurable.

*Karuna* (Compassion). *Karuna* or Compassion refers to wanting sentient beings to be free from suffering. It is said that to generate genuine compassion, one needs to realize that oneself is suffering, that an end to suffering is possible, and that other beings similarly want to be free from suffering [22]. It can be learned from the selected works of His Holiness that compassion is the nonaggressive, nonviolent and nonharming mental state that wishes to free others from suffering, and entails a sense of respect for others [23]. Compassion is the unbearable feeling at the sight of other's suffering. One's depth of compassion depends on his level of understanding of the severity of another being's suffering [24]. True compassion is not merely an emotional response but a commitment firmly rooted on reason, devoid of expectations, and focused on the sufferer's needs [25]. It is unaffected by a sufferer's negative behavioral response, and wishes to overcome another's suffering irrespective of whether the sufferer be friend or foe. A Buddhist guru's aspiration is to develop genuine compassion for all of creation.

With the second *Brahmavihara*, readers can generate the mind of compassion from within themselves, as the sincere wish to free all living beings from suffering and its causes, is an innate human nature. This ascends from a genuine concern for others and manifests as selfless acts of physical and spiritual charity. Compassion renders man able to assist others in discerning, peaceful, and skillful ways, unaffected by strong feelings of sadness. It moves the heart and dissolves atrocity, egocentricity, and prejudices. Humankind's compassion must encompass all

living beings throughout all domains of existence for it to become sublime, limitless, and immeasurable.

*Mudita* (Sympathetic Joy). *Mudita* or Sympathetic joy centers on finding joy in the happiness and success of others. It implicitly suggests looking for the good in others and learning to recognize and appreciate what good there is [26]. It can be gleaned from the selected works that one of the greatest factors in practicing sympathetic joy is in finding one's happiness in the happiness of others [27]. His Holiness highlighted that humans are a result of others' actions, therefore there is hardly a moment of their lives when they do not benefit from other's activities. For this reason, mankind's happiness arises in the context of their relationships [27]. Altruism holds the key to mankind's happiness as individuals, families, nations, and an international community. Thus, man's happiness when good things happen to others, opens up a very large number of chances to be happy. A vital source of happiness is tranquility, or mental calmness [27]. Any foe, no matter how powerful, cannot strike directly at man's tranquility because it is formless. Man's happiness or joy can only be destroyed by its real enemy, man's own anger.

Relative to the third *Brahmavihara*, readers likewise spawn the mind of sympathetic joy from within, as the genuine desire that all living beings be linked to supreme joy beyond all sorrow is an innate virtue. With the immeasurable quality of being able to rejoice in the happiness and blessings received by others, man is able to truly appreciate and be inspired by the positive qualities and virtuous deeds of others. Altruistic joy frees the heart from aversion, dualistic views, envy, jealousy, and self-centeredness that divide people. For sympathetic joy to become sublime, limitless, and immeasurable, it must encompass all living beings throughout all realms of existence for it.

*Upeksha* (Equanimity). *Upeksha* or Equanimity is a perfect, unshakable balance of mind, rooted in insight [28]. It can be learned from the selected works that equanimity begins with an unbiased outlook towards those who people love or get along with easily, as well as avoiding to keep distance from those they do not get along with or even worse, those who have hurt them. His Holiness cited that regardless of diversity, humankind is all the same [29]. Regardless of class, he believed that all have the same basic nature and need for food, shelter, safety, and love [30]. They all aspire happiness, shun suffering and want the best for their family and loved ones. They all experience pain when they suffer loss, and feel joy when they achieve what they seek. On this elemental level, culture, ethnicity, language, philosophy, and religion make no difference. His Holiness believes that it is insignificant

to dwell on external differences, because humankind's basic natures are the same. With a shared need for love, it is promising for humans to feel that any individual they meet, in whatever circumstances, is a brother or sister. Regardless of faith or creed, people must lead a good life because despite all philosophical differences, all major world religions have the same potential to create good human beings [29].

In connection with the fourth *Brahmavihara*, equanimity is generated from within the readers, awakening the innate virtue that drives a person to sincerely wish that all beings be rescued from the bonds of attachment, conceit, aversion and hostility. Equanimity is the ability of one's heart to maintain composure, to be impartial, to be balanced, to be calm and collected, and to be impervious to the distractions of stressful emotions. It allows one to accept all beings or circumstances with all impartiality that negates having to draw the lines among friends, foes, or strangers. It gives wisdom for one to be able to regard every sentient being as equal. It affords one the serenity that frees the heart from aversion, prejudice, indifference and hatred. Equanimity requires to be extended toward all of creation for it to be sublime and immeasurable. Considered to be the most difficult to cultivate, equanimity serves as the most essential and the guide of all four immeasurables.

Likewise, these *Brahmaviharas*, also considered to be the Divine Abodes of the enlightened spirit, pertain to the highest qualities of love that break down the walls that divide men, and level the ground by which social classes' feet are unequally planted. These four qualities foster harmony in communities and awaken the dormant quality of generosity within humanity, and this gives new life to the flames of hope and joy to those in need.

Mankind has long since been chronically afflicted by the ill-effects of conceit, delusion, greed, anger, sorrow, loneliness, and many other symptoms of negativity. Having been astray from the path of a noble heart, humanity is indeed in distress, and is in need of a cure for its dying soul. The *Brahmaviharas* give hope to mankind's afflicted spirit by nurturing the seeds of compassion, wisdom and love. By cultivating these Immeasurables, through deep contemplation and dedicated practice, a reaffirmation of life can be achieved, one that radiates from an individual's heart toward all of humanity. By exemplifying the qualities of *agape* love in one's daily activities, the mind thus becomes saturated with positive energy and the spirit thus will feel at home in its divine abode.

The Venerable Nyanaponika summed up the interdependence of the *Brahmaviharas* by stating that *agape* love imparts to equanimity its fervor, selflessness and boundless nature. Compassion guards equanimity from cold indifference, away from indolent, selfish isolation [29]. Compassion drives equanimity constantly into the battlefield until it attains perfection. Sympathetic joy provides the mild serenity to equanimity, softening its stern appearance, as is the divine smile of the Enlightened One [31].

### 4.3 The Implications of the 14th Dalai Lama's *Brahmaviharas* on Noted Filipino Students' Values

An in-depth analysis of the 14th Dalai Lama's Four Immeasurables revealed implications on noted Filipino student's values, which include the following:

First, the 14th Dalai Lama's teaching of *maitri* or loving-kindness may help the Filipino students in nurturing the value of *mapagkandiling pagmamahal* or the goodwill, warmth and kindness toward themselves, their loved ones and their lives as a whole. Cultivated, the resultant positivity amplifies and revitalizes a wide range of personal resources like mindfulness, purpose in life and social support. It decreases indisposition, which, in turn, increases life's satisfaction and diminishes depressive symptoms. The students must first practice it by looking deeply within themselves and accepting what lies within. Having the seeds of *agape* within, they can develop this energy source by loving unconditionally without expectations. In deeply understanding others, including those who have wronged them, the capacity to love is guaranteed. With constant practice, the desire to strive towards what is good, what is true and what is beautiful will come naturally.

Second, the 14th Dalai Lama's practice of *karuna* or compassion may foster among the Filipino students the virtue of *pagkamahabagin* or responding to another person's need, anxiety, distress, or pain with humane kindness. It imbibes not only the desire to alleviate pain, but also the capability to do so. This virtue will help them to practice cognizance in order to have the best understanding of the nature of another person's suffering and to take part in its change. In order to understand the heart of things that they may understand the nature of suffering, it is essential for students to practice meditation, as this develops compassion and shows ways out of suffering; that they must be determined not to ignore suffering; that instead, they should be committed to finding ways and personally interact with those who feel pain, that they may profoundly understand their dilemma and help them transform pain into compassion.

Thirdly, the 14th Dalai Lama's practice of *mudita* or sympathetic joy may help the Filipino students in appreciating the true value of *kaligayahan* or contentment which emanates from internal aspects like faith. They will learn the smart way to enjoy life and to bring never-ending joy to others regardless of the situation. Within this message is the thought that true love has no place for pride as true love entitles the casualty the right to ask the cause of suffering for his or her help. In meditation is joy and joy does away with pride.

Fourth, the 14th Dalai Lama's practice of *upeksha* or equanimity may instill among the Filipino students the virtue of *kahinahunan* or the state of even-mindedness unaffected by biases and preferences, notwithstanding the presence or absence of pleasure or pain. This state is manifested as a balanced reaction to joy and misery, protecting one from emotional anxiety. Students will also learn the value of non-attachment, non-discrimination, and unbiased understanding with neither prejudice nor utterance of foul words.

Nothing can dampen the Filipino students' mood once they learn how to conjure the virtues of loving-kindness, companion, joy and equanimity. Cultivating these four immeasurable minds through daily practice will increase their baseline level of happiness and bring forth lasting joy.

By practicing the *Brahmaviharas*, meditation and spiritual mindfulness will bring about lasting joy. This will radiate and extend to everyone around the student, who makes it a character-forming habit of being keen to the positivity of his surroundings. A great feeling of contentment may result from gratitude and appreciation of life's simple joys even during unprecedented times.

## V. CONCLUSIONS AND RECOMMENDATIONS

The historical root of *agape* can be traced back to the early days of Buddhism and is manifested in many teachings of the said religion. From the selected literary pieces, His Holiness the 14th Dalai Lama elaborated on the *Brahmaviharas* known as *maitri*, *karuna*, *mudita* and *upeksha* as concrete expressions of man's deepest love. The implications of the said *Brahmaviharas* on noted Filipino students' values can be discerned and distinguished from the 14th Dalai Lama's selected works. With His Holiness' teachings on the *Brahmaviharas*, specifically loving-kindness, compassion, sympathetic joy and equanimity, Filipino students may glean insights that resound concrete expressions of man's deepest love in ways that appeal most to the contemporary youth. From the foregoing analysis and conclusions, the researcher

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offers the following recommendations: That the working professionals employ this study in their mainstream disciplines, lives and surroundings, incorporating *agape* in the workplace through initiatives that challenge people of all ages working in various sectors to live lives based on the *Brahmaviharas*; that media practitioners be inspired to develop methodical and motivational strategies that incorporate these values into mass media to trigger change in cultural attitudes, norms and behaviors that would prove beneficial to their audiences; that college instructors of literature may include this study in teaching literature, utilizing the appropriate materials, media, and literary theories in their lectures in order to develop their students' appreciation and sense of value and guide them in the synthesis of the philosophy that is best to embody; that the students of literature may realize the value of the *Brahmaviharas* and inspire them to connect their values system with the distinctive values highlighted by His Holiness' works as well as inspire them to immerse in literary analysis as an academic endeavor; that through this research, members of the community may recognize that the virtue of the *Brahmaviharas* is most effective when it exudes the positive interdependence among people, groups, organizations and nations; and that future researchers conduct other literary works in a common path toward academic enhancement with a thorough and insightful dissection of life to further substantiate the present study.

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# Customers' Satisfaction relative to the Operational Services of the College of Arts and Sciences: Basis for its Continuous Quality Improvement

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**Abstract**— In higher education institutions, quality assurance focuses on the process of verifying whether products or services meet or exceed customer expectations. Thus, this study was conducted to determine the customers' evaluation as regards their satisfaction relative to the operational services of the BatStateU ARASOF-Nasugbu Campus' College of Arts and Sciences within the rating period covering July up to December 2019. Specifically, it tried to determine the respondents' evaluation of the operational services rendered by the College in terms of politeness/courtesy given by staff/service provider; reasonable time of service delivery; knowledge and competence of staff/ service provider; accomplishment of purpose of visit/transaction; no extra fees / charges other than what is required; professional treatment and assistance given; and physical setup and condition of the facilities. Likewise, corrective measures were proposed geared towards its operational services' continuous quality improvement. The study employed the descriptive research method and included a total of four hundred twenty-eight (428) respondents chosen through the convenient sampling method. Findings of the study revealed the Outstanding Service rendered as the overall result of the customer satisfaction survey of the College of Arts and Sciences. However, improvement or changes may still be considered specifically in these two dimensions: the accomplishment of purpose of visit/transaction and the physical setup and condition of the facilities.

**Keywords**— College of Arts and Sciences, Continuous Quality Improvement, Customers' Satisfaction, International Organization for Standardization, Operational Services, Quality Assurance.

## I. INTRODUCTION

Nowadays, organizations assess their customer satisfaction in order to upsurge the number of their customers, foster their loyalty, increase their profits and market share and consequently increase their survival. Customer satisfaction exemplifies a modern approach for quality in organizations and enterprises and serves the development of a truly customer-focused management and culture [1]. It is considered a vital aspect for service organizations and is highly related to service quality. Such innovation is very much associated with the power of competitions of the current business environment [2]. To a

greater extent, organizations underscore service quality owing to its strategic role in upgrading competitiveness specifically in the context of attracting new customers and in enhancing relationship with existing customers [3].

Measuring customer satisfaction proffers a direct, meaningful and objective feedback about clients' preferences and expectations. Through this, the companies' performances may be gauged with regard to a set of satisfaction dimensions that indicate the strengths and weaknesses of business organizations [4]. Thus, service quality dimensions were used as a criterion in the customers' perspective to substantiate if the service sectors



provided quality services to customers. In doing so, customers were asked if the organizations have quality service as an attribute and if service quality was a selective factor for them to deal with the said organizations.

Service quality in the field of education and higher learning, in particular, is not only essential, but it is correspondingly an important parameter of academic excellence. It has been established that positive perceptions of service quality have a significant influence on student satisfaction and this would eventually entice more students through word-of-mouth communications [5]. The students can be motivated by the academic performances as well as the administrative efficiency of their institution. Ahmed & Nawaz (2010) [6] pointed out that service quality is a fundamental performance measure in educational excellence and is a foremost strategic variable for universities to create a strong perception in the customers' attention. Most of the well-established higher learning institutions center highly on issues specifically related to providing excellent customer services. It is vital for the reason that by doing so they would be able to make and build good relationships with clients, which is actually very substantial in determining their future in the industry [7].

Moreover, performance measurement of service quality at higher learning institutions is strongly embedded to the matching between customers' expectations and their experience of a particular service [8]. Generally, they evaluate and judge the service quality to be satisfactory by comparing what they want or expect against what they are really getting. Gruber, et al. (2010) [9] believe that the behaviors and attitudes of customer contact employees primarily determine the customers' perceptions of the service quality provided. This means, human interaction element is essential to determine whether students consider the services delivered satisfactory or not. Apart from that, higher learning institutions need to have appropriate infrastructure too such as administrative and academic buildings, residential halls, catering facilities, sports facilities, and recreations centre [10]. Customers, according to Sapri and Finch (2009) [10], are the lifeblood of any organization, whether private or public enterprise sectors.

Customer satisfaction plays an important role in determining accuracy and authenticity of the system being used. The expectation of the customers may go as far as before they even enter and engage in the higher education [11]. Students are likely to be satisfied in their educational institution when the service provided fits their expectations, or they will be very satisfied when the service is beyond their expectations, or completely

satisfied when they receive more than they expect [12]. Same thing holds true with the other customers like the faculty members, employees, parents, alumni and guests. Conversely, they are dissatisfied, according to Petruzzellis, et al., (2006) [12] with the educational institution when the service is less than their expectations, and when the gap between perceived and expected service quality is high, they tend to communicate the negative aspects.

In order to deliver high quality services to its customers, universities must manage every aspect of their customers' interaction with all of their service offerings and in particular those involving its people. In an attempt to deliver total customer satisfaction, all employees of a university should adhere to the principles of quality customer service, whether they be front-line contact staff involved in teaching or administration, or noncontact staff in management or administrative roles [13].

Thus, Rowley (2003) [14] underscores the significance of getting the customers' feedback. He, likewise, identified the following main reasons for collecting customers' feedback: to provide auditable evidence that customers have had the opportunity to pass comment on their transactions and that such information is used to bring about improvements; to encourage customers' reflection on their learning and dealings; to allow institutions to benchmark and to provide indicators that will contribute to the reputation of the university in the marketplace; and to provide customers with an opportunity to express their level of satisfaction with their academic experience.

The rise in the internationalization and globalization of higher education, in particular the rapid development of cross border higher education, has pointed out an urgent need to establish robust frameworks for quality assurance and the recognition of qualification. [15]. The United Nations Educational, Scientific and Cultural Organization's (UNESCO) actions in this area focus on providing information and capacity to empower higher education stakeholders to make better informed decisions in the new world of higher education. This initiative aims to provide information to protect students from inadequate learning resources and low-quality provisions.

Quality assurance is the process of verifying whether products or services meet or exceed customer expectations. It is a process-driven approach with specific steps to help define and attain goals [16]. For UNESCO, quality assurance is the systematic review of educational programs to ensure that acceptable standards of education, scholarship and infrastructure are being maintained. A quality assurance system in the case of a university is said to increase student confidence and the university's

credibility as a provider of quality services to improve processes and efficiency and to enable a university to better compete with others [17]. Quality assurance, as defined by UNESCO, is an on-going, continuous process of evaluating, which includes assessing, monitoring, guaranteeing, maintaining and improving the quality of higher education systems, institutions or programs. Quality assurance is an all-embracing term covering all the policies, processes, and actions through which the quality of higher education is maintained and developed [18]. In higher education, quality assurance refers to explicit commitment and practices of higher education institutions to the development of an institutional culture which recognizes the importance of quality and the continuous enhancement of quality of services [19].

Moreover, UNESCO underscores that quality assurance can only be effective when all stakeholders understand and embrace its challenges and benefits. Developing a culture of quality requires strong, committed stewardship from global leaders in higher education.

With the rapid expansion in the number of higher education institutions including those of the private sector, ensuring quality has become the major concern of Asia-Pacific countries. China, for instance, has a dramatically growing private sector that includes over 500 private higher education institutions, most of which are neither accredited nor formally approved by the government. This is also true for Cambodia, Vietnam and other central Asian nations. During the last decade or so, more than 3,000 self-financing private academic institutions have emerged in India, out-numbering the public ones in many states. However, the redeeming development is the growing trend and the efforts undertaken to establish National Quality Assurance Agencies. Although the importance of national quality assurance bodies as a more effective mechanism to ensure quality in higher education than the earlier traditional governmental regulatory control is recognized, the process of establishing and using such bodies has yet to be accomplished. Countries like Japan, India, Indonesia, Malaysia, Hong Kong and the Philippines have already established their national quality assurance bodies [20].

The concern for quality in the Philippine Higher Education is enunciated in the Section 1 of Article 14 of the 1987 Philippines Constitution which provides that “the State shall protect and promote the right of all citizens to quality education at all levels.” The enactment of Republic Act 7722 [21], otherwise known as the Higher Education Act of 1994 created the Commission on Higher Education (CHED) and directed it to promote and support higher education in the country. It further mandates CHED to

monitor and evaluate performance of programs and institutions of higher learning.

To guarantee quality assurance, organizations and enterprises submit themselves to the International Organization for Standardization (ISO). It is an independent, non-governmental international organization with a membership of 163 national standards bodies. International Standards give world-class specifications for products, services and systems, to ensure quality, safety and efficiency. They are instrumental in facilitating international trade. ISO has published 21,671 International Standards and related documents, covering almost every industry, from technology, to agriculture and healthcare and to food safety. ISO International Standards impact everyone, everywhere. Through its members, it brings together experts to share knowledge and develop voluntary, consensus-based, market relevant International Standards that support innovation and provide solutions to global challenges. ISO International Standards ensure that products and services are safe, reliable and of good quality. For business, they are strategic tools that reduce costs by minimizing waste and errors and increasing productivity. They help companies to access new markets, level the playing field for developing countries and facilitate free and fair global trade [22].

In the Philippines, aside from submitting themselves to the Accrediting Agency of Chartered Colleges in the Philippines, Inc.’s standards, government offices and academic institutions have slowly adopted the ISO 9001 standards. This include the Batangas State University (BatStateU), an academic institution that has consistently positioned itself as a premier multi-campus institution of higher education and professional training in Region IV-A. As one of the country's nation builders, this feat is made possible because of the university's commitment to the holistic development of its students providing them a conducive learning environment to generate, disseminate, and utilize knowledge through innovative education, multidisciplinary research collaborations, and community partnerships.

The university's pledge of educational excellence is cascaded to all its eleven (11) campuses with Batangas State University ARASOF-Nasugbu as one of them. Formerly a fisheries school, the integration of the campus to the Batangas State University System proved to be in favor of its growth and development as an educational institution serving the people of Nasugbu, Lian, Calatagan, Tuy, Balayan, Batangas, and other nearby areas. The College of Arts and Sciences (CAS) is one of the flagship colleges of BatStateU ARASOF-Nasugbu offering degree

programs in Criminology, Psychology, Communication Arts, as well as Fisheries and Aquatic Sciences.

Anchored on its University mission statement, this paper was conducted to serve as the researchers' modest contribution in the attainment of one of the academic institution's goal that is to be an ISO Certified University. Customer satisfaction is important in the ISO 9001 process-based quality standard. The standard recognizes that although processes underpin a healthy organization, meeting customer requirements is fundamental to its success [23]. It is noteworthy to mention that as one of the measurements of the performance of the Quality Management System, the University deemed it necessary to monitor information of customers' perception as to whether the academic institution has met its customers' requirements. Customers' feedback or satisfaction is the initial tool required by the standard to gauge the health of the University's Quality Management System. Thus, this requires the Office of the College of Arts and Sciences to gather and analyze information as to what extent it met their requirements based on its customers' perspective. This paper will be of great help to the University and to the Office of the College of Arts and Sciences in particular because it would provide manifestations that would justify that customers are knowledgeable and satisfied with its operational services.

With these thoughts in mind, the researchers deemed it necessary to conduct this study about the customers' satisfaction relative to the operational services of the Office of the College of Arts and Sciences in order to be used as basis for proposed corrective measures geared towards its continuous quality improvement.

## II. STATEMENT OF THE PROBLEM

The study aimed to determine the customers' evaluation as regards their satisfaction relative to the operational services of the BatStateU ARASOF-Nasugbu Campus' Office of the College of Arts and Sciences in order to be used as basis for proposed corrective measures geared towards its continuous quality improvement.

Specifically, it aims to answer the following questions:

1. What is the respondents' evaluation of the operational services rendered by the Office of the College of Arts and Sciences in terms of:
  - 1.1 politeness/courtesy given by staff/service provider;
  - 1.2 reasonable time of service delivery;
  - 1.3 knowledge and competence of staff/ service provider;

- 1.4 accomplishment of purpose of visit/transaction;
  - 1.5 no extra fees / charges other than what is required;
  - 1.6 professional treatment and assistance given; and
  - 1.7 physical setup and condition of the facilities?
2. Based on the result of the study, what corrective measures geared towards continual quality improvement may be proposed?

## III. RESEARCH METHODOLOGY

**3.1 Research Design.** The present study employed the descriptive research method. This method is used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation [24]. This method applies prominently because the present study aimed to determine the customers' evaluation of their satisfaction as regards the operational services of the BatStateU ARASOF-Nasugbu Campus' College of Arts and Sciences in order to come up with proposed corrective measures geared towards its continuous quality improvement.

**3.2 Participants of the Study.** The respondents of the study include four hundred twenty-eight (428) students who visited the Office of the College of Arts and Sciences particularly the Office of the Associate Dean within the rating period covering July up to December 2019. They were chosen through the convenient sampling method.

**3.3 Data Gathering Instruments.** In order to attain the objectives of this study, the researcher used documentary materials from reputable publications and electronic sources as well as the BatStateU-FO-CFS-01 or the Customer Satisfaction Survey Form as a basic tool for gathering data. Mercado (1999) [25] defined the questionnaire or survey form as a self-administered research tool which consist of questions and prompts information from the respondents.

**3.4 Data Gathering Procedures.** An approval to conduct the study was sought from the respondents. After which, the BatStateU-FO-CFS-01 or the Customer Satisfaction Survey Forms were administered to them. They were asked to fill out the said survey forms in order to let the University know their experience as regards the services provided by the Office. After collecting the aforementioned forms, the data were tabulated, analyzed and interpreted by the BatStateU ARASOF-Nasugbu International Organization for Standardization (ISO) Office. The result will help determine if action was taken to resolve an existing problem; if improvements or changes have been made and are now part of the product or services; and if improvement or changes are planned for incorporation into the product or service. Their feedbacks

will help the College to assist them better and will also serve as input on the improvement of the Office’s processes and services. Through their feedbacks, the service providers may start gaining a deeper understanding of their customers and find innovative ways to create a better customer experience.

**3.5 Statistical Treatment of Data.** The study utilized a frequency distribution. A frequency distribution is a display of data that specifies the number of observations that exist for each data point or grouping of data points. It is a particularly useful method of expressing the relative frequency of survey responses and other data [26]. It also used the Likert Summated Scale Rating, which is a psychometric response scale primarily used in questionnaires to obtain participant’s preferences or degree of agreement with a statement or set of statements. Likert scales are a non-comparative scaling technique and are unidimensional (only measure a single trait) in nature. Respondents are asked to indicate their level of agreement with a given statement by way of an ordinal scale [27]. With reference to this, the customers were asked to fill out the BatStateU-FO-CFS-01 or the Customer Satisfaction Survey Form. They were asked to supply the needed information and mark the column that corresponds to their answers with 5 (for Outstanding Service); 4 (for Very Satisfactory Service); 3 (for Satisfactory Service); 2 for (Unsatisfactory Service; and 1 (for Poor Service) rendered.

**3.6 Data Analysis.** As with all data, analysis and interpretation are required to bring order and understanding of the study. This requires creativity, discipline and a systematic approach. Thus, the steps relative to analyzing data from the questionnaires and interview schedules, as described by Taylor-Power and Renner (2003) [28], were followed in this study. This include: getting to know the data, focusing the analysis, categorizing information, identifying patterns and connections within and between categories, and interpretation of the data.

Quantitative data analysis in this study primarily employed frequency counts and the mean scores. The mean scores, or average, which is sometimes called the

arithmetic mean, is calculated by adding up the scores and dividing the total by the number of scores. Interpretations of means were based on the following scales:

NO.	RANGE	VERBAL INTERPRETATION
1	1.00-1.49	Poor Service
2	1.50-2.49	Unsatisfactory Service
3	2.50-3.49	Satisfactory Service
4	3.50-4.49	Very Satisfactory Service
5	4.50-5.00	Outstanding Service

#### IV. RESULTS AND DISCUSSION

This study yielded the following results:

##### 4.1 The Respondents’ Evaluation of their Satisfaction Relative to the Operational Services of the Office of the College of Arts and Sciences.

The respondents of the study, which include students who availed of the services of the Batangas State University ARASOF-Nasugbu Campus’ Office of the College of Arts and Sciences within the rating period, from July to December 2019 were asked to fill out the BatStateU-FO-CFS-01 or the Customer Satisfaction Survey Form. This aimed to let the University know their experiences on the services provided by the Office. Their feedbacks will help the College to assist them better and it will also serve as input on the improvement of the office’s processes and services. Through this study, the service providers may start gaining a deeper understanding of their customers and find innovative ways to create a better customer experience.

Table 1 Customers’ Experience Relative to the Operational Services of the Office

Customers’ Experience Relative to the Operational Services of the Office	Mean Scores						Total	Verbal Interpretation
	Jul.	Aug.	Sept	Oct.	Nov.	Dec.		
1. Politeness/courtesy given by staff/ service provider	4.38	4.66	4.52	4.52	4.72	4.71	4.59	Outstanding Service
2. Reasonable time of service	4.00	4.41	4.43	4.40	4.43	4.51	4.36	Very

delivery								Satisfactory Service
3. Knowledge and competence of staff/service provider	4.00	4.55	4.74	4.56	4.57	4.63	4.51	Outstanding Service
4. Accomplishment of purpose of visit/transaction	4.25	4.51	4.64	4.44	4.47	4.66	4.50	Very Satisfactory Service
5. No extra fees/charges other than what is required	4.50	4.67	4.67	4.50	4.79	4.66	4.63	Outstanding Service
6. Professional treatment and assistance given	4.38	4.62	4.62	4.56	4.72	4.70	4.60	Outstanding Service
7. Physical set up and condition of the facilities	4.13	4.38	4.38	4.38	4.39	4.49	4.36	Very Satisfactory Service
<b>Total</b>	<b>4.23</b>	<b>4.54</b>	<b>4.57</b>	<b>4.48</b>	<b>4.58</b>	<b>4.62</b>	<b>4.51</b>	<b>Outstanding Service</b>
<b>No. of Respondents</b>	<b>8</b>	<b>104</b>	<b>42</b>	<b>117</b>	<b>75</b>	<b>82</b>	<b>428</b>	

4.1.1 With reference to Politeness/Courtesy Given by Staff/Service Provider, the findings revealed that the service providers have demonstrated politeness, respect, friendliness, and consideration as regards their transaction with their customers during the term. It is noteworthy to mention that this dimension got a mean of 4.59 verbally interpreted as *Outstanding Service*. This means that the service providers have exhibited the personality traits that customer service people should embody. This finding could be attributed to the respondents' perception that the service providers knew that these attitudes and behaviors are not just nice, but they are indeed expected of them. As simple as it may sound, politeness or courtesy is a tangible asset that can positively impact customer satisfaction with service recovery. Simply put, when the service providers are polite and courteous, customers will experience more satisfaction and reward them with stronger loyalty. This finding supports Liao's (2007) [29] study, which states that when it comes to complaint handling specifically, people know that employee politeness while addressing the issue helps diffuse the problem in the customer's mind. The study also found out that when customers feel like they are being treated with respect, dignity, and sensitivity by employees, they feel a sense of justice and fairness from the institution.

4.1.2 Relative to Reasonable Time of Service Delivery, the findings showed that the service providers have rendered timely and willing service. It is significant

to note that this dimension got a mean of 4.36 verbally interpreted as *Very Satisfactory Service*. This finding could be ascribed to the respondents' belief that the service providers are responsive or capable of producing the desired results without wasting materials, time and energy. Indeed, there are many strategies to help an office deliver efficient customer service, and one of the most powerful ones is its willingness to provide prompt response. This dimension was viewed as the "service time" of the College, which shows when the customers expects the services to be completed. Thus, they ensure that clear service level agreements are set up along with time-based intensifications. This finding conforms to the study of Smith, et al. (1999) [30], which states that the longer it takes for the service provider to provide a full recovery, the greater the customer's perception is that they have been treated unfairly. Thus, Smith, et al.'s study averred that there is a need to improve the organization's ability to handle concerns quickly and well as it will undoubtedly increase customer satisfaction and loyalty.

4.1.3 As regards the Knowledge and Competence of Staff/Service Provider, the findings pointed out that the service providers have the required workplace competency, which include the knowledge and skills about their work or how to do their jobs properly. It is worth mentioning that this dimension got a mean of 4.51 verbally interpreted as *Outstanding Service*. This finding could be attributed to the respondents' perception that the service providers have the competency, which include

systems thinking, emotional intelligence, and skills about their jobs. This dimension was viewed as “qualified staff” of the College, which shows that the person rendering the services to customers have the attribute of knowledge and ability to inspire trust and confidence. The service providers’ workplace competencies give them a clear guide for what is expected of them in terms of their performance. This supports Dillon’s (2017) [31] concept, which states that competencies indicate which behaviors are valued, recognized and rewarded. The focus moves away from formal qualifications and career history of the staff and toward proven capability to do the job as demonstrated through recorded workplace experience. Moreover, for him, each competency consists of knowledge, skill, ability or personal characteristics, sometimes in combination.

4.1.4 In connection with the Accomplishment of Purpose of Visit/Transaction, the findings indicated that the service providers were able to accomplish the purpose of their visit. It is significant to note that this dimension got a mean of 4.50 verbally interpreted as *Outstanding Service*. This finding could be ascribed to the respondents’ insight that the service providers have demonstrated the values of reliability. As used within the context of this study, the term reliability refers to the ability of the service providers to perform the promised service dependably and accurately. This dimension was viewed as “accurate service” of the College, which shows that the customer views the services provided reliable or with very minimal errors. Reliability was also viewed as less queue at the Office’s waiting area. However, there may be some instances that the services were not accomplished at once since the Associate Dean or the concerned faculty members or staff whom the visitors have transactions with, were out on official business or not available during the visit.

4.1.5 Concerning No Extra Fees / Charges other than what is Required, the findings manifested that the respondents are aware that the Office does not charge any fee or charges for any of its rendered services. It is essential to note that this dimension got a mean of 4.63 verbally interpreted as *Outstanding Service*. This finding could be attributed to the fact that the Office believe that collection of money from students other than what is required for any school activity, project or program is illegal and unethical.

4.1.6 Regarding Professional Treatment and Assistance Given, the findings of showed that the service providers treated them professionally and strived to give assistance and made their time with each of them a great experience. It is substantial to note that this dimension got

a mean of 4.60 verbally interpreted as *Outstanding Service*. This finding could be attributed to the respondents’ perception that the service providers adhered to the notion that giving professional treatment builds great experiences and customers tell each other about that. Word of mouth is very powerful tool. According to LeBoeuf (as cited by Kerr 2017) [32], a satisfied customer is the best business strategy of all. This conforms to Penney’s (2017) [33] concept which says that a courteous treatment will make a customer a walking advertisement. Bruckner (2017) [34] averred that men must go beyond merely communicating to ‘connecting’ with people. The service providers’ knack to communicate is an essential tool in the Office’s pursuit of its goals, whether it is with the faculty members, students, co-workers, parents, alumni, clients and customers. Thus, people should never underestimate the power of the human element. The people aspect plays a key role in guest satisfaction and loyalty whether the Office is assisting a guest with a special request or a friendly greeting from staff members in the hallway.

4.1.7 Pertaining to the Physical Setup and Condition of the Facilities, the findings pointed out that the service providers had put a tidy workspace despite the size of its area high on its priority list. The workplace or physical set-up and condition of the room are well-organized. It is essential to note that this dimension got the lowest mean of 4.36 verbally interpreted as *Very Satisfactory Service*. This finding could be ascribed to the respondents’ belief that even though the space is too small and too crowded to accommodate three visitors at one time, still they believe that the Office is well-organized. It is evident that the service providers find it hard to conveniently move around the office to get the needed records or documents. They are affected by the limited workspace. When talking about organizing the workspace, it is evident that the service providers considered five areas prior to organizing the office. These include: the paper, general stuff such as office supplies, the space and furniture layout, electronic information, and time management. Moreover, designing a comfortable office environment is about more than aesthetics; careful attention to design can give a boost to the service providers’ productive office environment.

## **4.2 The Office of the College of Arts and Sciences Proposed Corrective Measures Geared towards its Continuous Quality Improvement**

Cognizant of the fact that the University, specifically the BatStateU ARASOF-Nasugbu, College of Arts and Sciences continuously endeavors to maintain its ISO Certification, it is but fitting to monitor information relative to customers’ satisfaction as to whether the

College has met its customers' expectations. Their feedback may provide manifestations that would justify that customers are knowledgeable and satisfied with its operational services.

The College aims to continuously provide efficient and effective support and customer services while fostering a nurturing environment in the delivery of customer services and strengthening collaboration with its internal and external linkages in continuously improving its customer services. Likewise, it standardizes and implements a feedback mechanism that measures satisfaction of its customers. Customer satisfaction is essential in the ISO 9001:2015 risk-based quality standard.

The result of the study prompted the College to propose corrective measures for its continual quality improvement. Priorities, programs, projects and activities of the College of Arts and Sciences' Services are geared towards providing holistic BatStateU Spartan formation programs that integrates its core values of faith, patriotism, human dignity, integrity, mutual respect and excellence to its customer service, which underscores politeness or courtesy as rendered by the staff or service providers, reasonable time of service delivery, knowledge and competition of the staff or service provider, accomplishment of purpose of visit/transaction, no extra fees/charges other than what is required, professional treatment and assistance given and the physical set up and condition of the facilities.

Based on the overall result of the customer satisfaction survey (Mean of 4.51 - *Outstanding Service*), improvement or changes may still be considered specifically in two dimensions. These dimensions refer to the reasonable time of service delivery (Mean of 4.36; *Very Satisfactory Service*) and the physical set up and condition of the facilities (Mean of 4.36; *Very Satisfactory Service*). It is significant to note that even though the said dimensions both received a verbal interpretation of *Very Satisfactory Service*, the service providers may still improve its services in relation to the said areas by ensuring that communication will be available even though the concerned faculty members are not available in the Office during the customers' visit. On the part of the Associate Dean, faculty members and staff, they will be informed that their timely and willing service as well as their availability in times of client's visit/transaction is vital as it is part of their responsibility as service providers. As for the clients, they will be assured of a feedback in person, through Gmail, or via mobile communication when their concerns will be accomplished or completed

within a considerable period of time. With reference to the physical set up and condition of the facilities, the service providers may consider maintaining a well-organize workplace until such a time that a bigger work space is available for the office and ensuring that available facilities are in good working condition. Moreover, clients will be warranted that an integrated approach to operating, maintaining, improving, and adapting of facilities will be continuously adhered to by the College towards achieving optimum customer satisfaction.

## V. CONCLUSIONS

Based on the foregoing findings, the following conclusions are drawn:

- 5.1 In relation to the customers' evaluation of their satisfaction as regards the operational services offered by the BatStateU ARASOF Nasugbu College of Arts and Sciences, findings of the study pointed out that:
  - 5.1.1 With reference to Politeness/Courtesy Given by Staff/Service Provider, the findings revealed that the service providers have demonstrated politeness, respect, friendliness, and consideration as regards their transaction with their customers during the term. It is noteworthy to mention that this dimension got a mean of 4.59 verbally interpreted as *Outstanding Service*.
  - 5.1.2 Relative to Reasonable Time of Service Delivery, the findings showed that the service providers have rendered timely and willing service. It is significant to note that this dimension got a mean of 4.36 verbally interpreted as *Very Satisfactory Service*.
  - 5.1.3 As regards the Knowledge and Competence of Staff/Service Provider, the findings pointed out that the service providers have the required workplace competency, which include the knowledge and skills about their work or how to do their jobs properly. It is worth mentioning that this dimension got a mean of 4.51 verbally interpreted as *Outstanding Service*.
  - 5.1.4 In connection with the Accomplishment of Purpose of Visit/Transaction, the findings indicated that the service providers were able to accomplish the purpose of their visit. It is significant to note that this dimension got a mean of 4.50 verbally interpreted as *Outstanding Service*.
  - 5.1.5 Concerning No Extra Fees / Charges other than what is Required, the findings manifested that the respondents are aware that the Office does not charge any fee or charges for any of its rendered

services. It is essential to note that this dimension got a mean of 4.63 verbally interpreted as Outstanding Service.

- 5.1.6 Regarding Professional Treatment and Assistance Given, the findings of showed that the service providers treated them professionally and strived to give assistance and made their time with each of them a great experience. It is substantial to note that this dimension got a mean of 4.60 verbally interpreted as *Outstanding Service*.
- 5.1.7 Pertaining to the Physical Setup and Condition of the Facilities, the findings pointed out that the service providers had put a tidy workspace despite the size of its area high on its priority list. The workplace or physical set-up and condition of the room are well-organized. It is essential to note that this dimension got the lowest mean of 4.36 verbally interpreted as *Very Satisfactory Service*.
- 5.2 With reference to the overall result of the customer satisfaction survey (Mean of 4.51 - *Outstanding Service*), improvement or changes may still be considered specifically in these two dimensions: the accomplishment of purpose of visit/transaction and the physical setup and condition of the facilities.

## VI. RECOMMENDATIONS

From the findings of the study and conclusions, the following recommendations are hereby endorsed:

- 6.1 That the College of Arts and Sciences may consider addressing the weak dimensions specified by the customer-respondents.
- 6.2 That concerned offices in the Campus be identified to address such areas that need improvement.
- 6.3 That continuing evaluation be conducted by the College in order to have a holistic view of its operational services so that better improvement strategies can be formulated.

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# A Study on "Judaism" of the Third-Generation Jewish American Writers

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**Abstract**— *In view of the researches of theme, "Judaism" of the third-generation Jewish American writers, scholars at home and abroad have made some researches. Rather, the studies are not mature and systematic. Most scholars merely focus on a piece of work of those writers or a single theme. At present, scholars mainly carry out researches on the theme of Judaism from the following aspects: returning to Judaism, Judaism identity anxiety, as well as the consultation between orthodox Judaism and feminist. Analyzing and summarizing researches from the above three aspects will promote further study to some extent.*

**Keyword**— *Third-generation Jewish American writers; Judaism; identity anxiety; the consultation between orthodox Judaism and feminist.*

## I. INTRODUCTION

Judaism and Jewish culture have strong ties with Jews. Most works of literature written by Jewish American literature center around Judaism, feminism and Holocaust. Especially, third-generation Jewish American writers such as Allegra Goodman, Cynthia Ozick, Nathan Englander and so on, tend to focus on Judaism, which brings new life to Jewish American culture.

In this paper, I will focus on the following three aspects, third-generation Jewish returning to Judaism, identity anxiety on Judaism and the reconciliation between orthodoxy and feminism. By introspecting protagonist's growth course in these works of third generation Jewish writers, I am expecting to find out their attitude towards Jewishness.

## II. RETURN TO JUDAISM

Most third-generation Jewish American writers

attempt to focus on the theme of "returning to Judaism". It is different from the theme of immigration adjustment presented by the first-generation writers and the marginalization of Jews concerned by the second-generation writers in the United States (Furman, 1997). Three years later, in another paper, he has noticed the changes of themes in contemporary American Jewish writers' works, and expected that this new generation will continue to pay attention to Jewish culture and create the concept of "Jewish American Literature" (Furman, 2000). The theme of "Returning to Judaism" in American Jewish literature can be divided into two categories: "One is to praise God and the redemptive power of the Jewish community represented by Ozick, who firmly believe in the establishment of a Jewish-centered American literature with English as their mother tongue; the other is to question God's relationship with Israel, God's relationship with Judaism and the nature of people." (Zhang, 2014)

In the novel, *For the Relief of Unbearable Urges* by

Nathan Englander, Binyamin's wife, Chava, is a highly abstract symbol of Judaism and stands for complex Jewish cultural tradition. Binyamin is in the mood to work close with his wife, yet disturbed by her vague attitude, which symbolize Binyamin's attitude towards Judaism. Transformation from betraying his wife to reconciling with her symbolizes that Binyamin betrays Judaism and finally returns to Judaism and reaches reconciliation with it (Tang and Long, 2015). At the same time, Tang and Long (2015) also analyzed the theme of "Returning to Judaism" of Englander's another novel, "The Gilgul of Park Avenue". Charles feels his soul is possessed by Jewishness and becomes a Jew. He regulates his daily life in a Jewish way. His young American wife, Sue, suspects that Charles has gone into the devil. Charles tells his wife that he is just a Jew. He became a Jew spiritually, but still loved Sue deeply. The author emphasizes that during this period, Charles experienced the spiritual satisfaction brought by his returning to Judaism

In Tova Mirvis's *The Outside World*, young people favor Judaism and the appeal of Jewishness is unfolded thoroughly (Middleton, 2009). The experience of "return to Jewishness" of this novel has been analyzed from three aspects. Firstly, the background and reasons of the hero's returning to Judaism are discussed. He finds that most American Jews have to erase Judaism in order to cater to the mainstream culture and gain their own living foundation. They continue to work on the Sabbath and eat food that is not suitable for Jewish traditions. However, his experience of studying in Israel makes him more firmly believe that they should study Talmud. Only by following the Jewish way of life can they attain spiritual tranquility. Secondly, the changes are made by the protagonist in order to return to Judaism. Over time, he has some cultural contradictions with his family. Finally, it elaborates the efforts made by the protagonist to return to Judaism and the compromise made to adapt to the mainstream culture of society. On the one hand, he should maintain his new identity. On the other hand, he should struggle with the mainstream cultural forces of "modernity" in the United States. In this process, the protagonist is no longer a religious extremist and has made some concessions and compromises (Ras, 2005).

However, Ras (2005) analyzed "Joy Comes in the Morning" and explained the process of the hero's return to Jewishness psychologically. The hero, Lev is a scientist who is skeptical about religion and believes that everything would not last forever. He fled when he married his first girlfriend and later met D. Eborah, who guides Lev to go back to Judaism. Lev barely abides by Jewish tradition in his return to Jewishness, but contacts Judaism as much as possible in his life, comes to the synagogue more frequently, understands the connotation of Judaism, respects Jewish culture, and enjoys the happiness and satisfaction brought to him by observing Jewish culture. Thus, he achieves emotional and spiritual return.

In contrast, Ras (2005) discussed the theme of returning to Judaism in "Paradise Park" from another dimension. The protagonists in "The Outside World" and "Joy Comes in the Morning" are Jews and grow up in Jewish families. Unlike them, Sharon's American character enables her to adhere to departmentalism and embrace religion freely. During that period, she also faces the choice of different cultures and religions, isolated and lost. Finally, her American character of "quick decision" leads her to return from secular life to Jewishness.

Allegra Goodman has a strong sense of identification with Jewish traditional culture. She inherits and develops the literary traditions created by her predecessors. *The Markowitz Family* mainly expresses the different attitudes and conflicts of three generations of Jewish immigrants towards Judaism. Different from the first two generations, the third generation, Roth's granddaughter and son-in-law are both orthodox Jews, and their parents are puzzled by the strict observance of traditional Jewish rituals in their lives. Meanwhile, In *Paradise Park*, Judaism is the spiritual home to modern people who are spiritually empty and drifting like duckweeds (Wang, 2010). Yet the combination between the return to Judaism and slight feminism in some novels will puzzle readers.

In *Mind-Body Problem*, the heroine, Renee Feuer manages to release from Judaism. To her disappointment, the outside world is full of sexism. In the end, after realizing the reality of the world, she chooses to return to her husband and withdraw from adultery. Finally, she returns to Judaism (Budick, 1996). However, her

sister-in-law strictly complies with the religious commitment heartfully without being disturbed by husband (Friedmann,1989).

### III. IDENTITY ANXIETY ON JUDAISM

Jewish identity and confusion about their own Judaism are also deeply reflected in the works of the third-generation writers. Although characters in novel wear traditional Jewish clothes, their behaviors are not in line with Jewish culture, such as drinking whiskey, smoking marijuana, as well as men and women dancing traditional round dances (He, 2016). In *The Pagan Rabbi*, observing the Jewish law is regarded as a wall, which isolate the people from outside world. There are three main characters in the story, people inside the wall, outside the wall and above the wall being aware of the conflicts between Jewishness and the mainstream culture. These three aspects elaborate author's thinking on Jewishness identity anxiety (Wang, 2018).

### IV. THE RECONCILIATION BETWEEN ORTHODOXY AND FEMINISM

Because of the gender difference, the female is responsible for mothering, and domesticity. In this process, they are more likely to affirm their autonomy(Kaufman DR, 1985). There is some complex relationship between feminism and psychoanalysis (Barry, 2017). It is not difficult to find out that some female characters manage to imagine their free and happy life, such as Elizabeth in *Kaaterskill Fall*. Elizabeth lives in an orthodox Jewish community. Her religious lifestyle makes her stay far away from the secular life. She has to do housework and other trivial things so that she cannot communicate with the outside world except chatting with her neighbors and reading secular novels. Nevertheless, she has always been longing for secular life and looking to create her own new life---opening stores, running parties and striving to pursue the life she yearns for. Gradually, she does not stick to the traditional roles of women in orthodox Judaism, and often doubts her role in the Jewish community. These are the manifestations of her deep feminist ideas. Finally, due to the more stringent restrictions of community, her desire

to pursue a new life results in failure. Yet, she hardly gives up. Instead, she strives to coordinate the hidden feminist and traditional Jewish life (Grootenboer,2008). Elizabeth's desire to create a new life demonstrates the negotiation and constantly changing feminism, which is also a compromise between observing religious traditions and self-promotion(Omer-sherman , 2004). In addition, the contrast between faithful community and individuality can also be found in *Kaaterskill Fall*. Community is full of faith, restriction and orthodoxy, while she is rebellious and attracted by secular world. She has a romantic disposition and regards religion as a habit rather than a limit. Therefore, her attitude towards religion is a kind of reconciliation (Omer-sherman R, 2004).

Rachel, the protagonist in *the Romance Reader*, is requested to wear thick stockings which means modesty and reputation for orthodox person. Meanwhile, *In Preparing for Sabbath*, when asking for a direction, Judith is advised to be buried just because of her shorts (Meyers, 2006). It is obvious that Orthodoxy restricts woman from modern situation. Mostly, there is collision between orthodoxy and feminism.

### V. CONCLUSION

Although some achievements have been made in the study of Judaism at home and abroad, most of the works focus on the theme of a particular work. Generally speaking, there are relatively few studies on the theme of returning to Judaism and identity anxiety on Judaism by the third-generation American Jewish writers. Apart from the conciliation between orthodox Judaism and feminism, much more research is urgently needed on the theme of returning to Judaism and identity anxiety on Judaism.

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# Creating Space of Identification: The Arab-American Rhizomic Search of Visibility.

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**Abstract**— Arab-American literature is an emerging literature that is searching a space of recognition and the present article reads it in light of Deleuze and Guattari's theory of 'Minor literature' in an attempt to create a space for its identification. This article examines the rhizomic nature of the Arab-American search of recognition. Moreover, it explores how Arab-American women writings are explained in terms of the political events in the Arab world. They are producing literature from a cramped space building a connection between the exiled, refugee and immigrant selves and the extended social, cultural and political relations seeking new possibilities of life. A literature that frees up language and creatively deterritorializes it from its dominated usage to provide unique modes of expressions that is countering the prevailing cultural and sociopolitical norms integrating the private and the collective, the personal and the political and creating an assemblage of enunciation. In particular, Etel Adnan's poem *In the Heart of the Heart of Another Country* (2005), is investigated as representing a minor use of a major language and supporting the argument that Arab-American literature is minor literature.

**Keywords**— *Minor Literature, Rhizome, Arab-Americans, Etel Adnan.*

## I. INTRODUCTION

“ It is too late because for ten years we will be invisible... we will be invisible for another decade in our country” ; in this quote, Arab-American Congresswoman Rashida Tlaib expressed her displeasure of rejecting the (MENA) category from the US 2020 Census while questioning Census Bureau director Steven Dillingham on Capitol Hill in February 2020<sup>i</sup>. “The most invisible of the invisibles”<sup>ii</sup>, the Arab-Americans, are pushing since decades for a MENA category, ensuring both Middle Eastern and North African people. They were having great hope in the US 2020 Census to include MENA option. However, despite of the many years of advocacy work the Census nixed the option shattering the efforts of Arab-Americans to be identified with more accuracy. Arab-Americans are being classified as belonging to the ‘White’ race. However, such identification is no more fitting the reality of Arab-American situation in the United States. More especially post 9/11 when Arabs in America become increasingly self-conscious about their identity, do not feel ‘Whites’, perceive themselves as people of color and feel that the white category is enhancing their lack of recognition.

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In 2017, the Census Bureau recommended the MENA box after years of research and advocacy. While, in January 2018, the Trump administration had other considerations and officially decided not to include the MENA category. It is worth noting that the 2020 Census is launched on the first of April 2020 coinciding with the outbreak of the Corona Virus Pandemic as well as the ‘Black Lives Matter’ campaign that is worldly lunched after the murder of Jorge Floyed by a white police officer in Minneapolis. Moreover, the 2020 Census asks people who identify as "White" to expand on their ethnic origins. In this sense, the Arab-Americans could write their ethnic belonging such as Lebanese, Egyptian, Iranian, Yemeni, somalin, in the ‘Other’ category box, though they remain unlisted as an identified ethnic group in the Census. The Census form includes many different ethnic and racial groups (Whites, African Americans, Hispanics, Mexicans, Latinos, Asians, American Indians, etc.), but it has never included a category for Arabs though the Arab American Institutes’ data on demographics shows there are a great number of Arabs in the different States<sup>iii</sup>.

The 2020 Census matters a lot to Arab-Americans and their communities since fair and accurate Census means fair distribution of their share of federal funding. The decennial Census in the US does not only count the population number living in America but also identifies their national origins, determines how more than \$600 million in federal funding is dispersed to communities to address their concerns as well as ensures equal representation and treatment in government and much more<sup>iv</sup>. Furthermore, the different recruitment programs and scholarships for minority students mostly depend on the Census definitions of race and accordingly it excludes the MENA applicants depriving them of getting better social services.

Thus, for Arab-Americans, the matter is so crucial for achieving political strength and success that will enable them to ensure their American inclusion and Arab identification in front of the constant process of 'Othering' that is targeting them in political and popular discourses. In addition, it will help Arab-Americans in fighting the stereotyping of their identities and their lack of recognition.

## II. ARAB-AMERICAN RHIZOMIC SEARCH OF IDENTIFICATION

The privileged tenor in mainstream America is that, Arabs look or act in a certain way which is mostly connected to extremism and terrorism with a belief that 'all Arabs are Muslims, all Muslims are Arabs, and all Muslims are terrorists'. Since the first wave of Arab immigrants to the US in the early 20th century following the fall of the Ottoman Empire till this time<sup>v</sup>, Arab-Americans are seeking a space of recognition for their community whose origins, faith, languages and cultures are diverse which makes the task more complicated. Edward Said, in his memoir,<sup>vi</sup> describes the dilemma of Arab-Americans within the tissue of mainstream America as being 'out of place'. Noteworthy, it is about a century that Arab-Americans were fighting for acknowledgement, recognition and visibility in front of the complex history of racism in the United States. Though they are classified as whites, many Arab Americans do not identify as such nor do they look so for most Americans (Shouhayib, 60-61). They are being unofficially grouped, stereotyped and associated with terrorism and considered threats to national security more especially post 9/11. Steven Salaita argues that 9/11 created for Arab Americans a series of ambiguous states of being and he has attributed that to a number of issues including,

racism, demographic trends, discriminatory legislation, corporate avarice, religious fundamentalism, foreign policy, and some phenomena more specific to Arab America such as debates over assimilation and acculturation, the ascendance in recent years of Arab American literature, intraethnic diversities, and laboratory counter narratives (19).

Thus, it is a fight to bring about two irreconcilable identities that seems to be a never-ending struggle like a 'rhizome', to borrow Deleuze and Guattari's concept. Deleuze and Guattari adopted the term 'rhizome' to refer to a powerful image of thought in their book, *A Thousand Plateaus* (1987) where they suggested that rhizomes could be used as a metaphor to describe how thought and work can extend in all directions and have multiple entryways. Felicity Colman explains, "To think in terms of the rhizome is to reveal the multiple ways that you might approach any thought, activity, or a concept – what you always bring with you are the many and various ways of entering any body, of assembling thought and action through the world" (235).

Accordingly, this lack of representation of Arabs and Middle Easterners on the U.S Census inspired this article which argues that Arab-American literature can be read as minor literature through Deleuze and Guattari's theory of Minor Literature and that their lobbying for recognition and identification can be informed as a new possibility of a rhizomic becoming. Arab-Americans are trying to create a collective assemblage of enunciation motivating a revolutionary force to trace lines of flight, resist and break the stable relations creating new forms of becoming in the rhizome. Moreover, the literature that is produced by the Arab-American writers carries such revolutionary force which indicates a coming of 'minor literature' by itself.

Furthermore, the article contributes, literarily, to the demand that Arab-Americans should have their own minority classification in the US Census, as long as their 'White' classification does not reflect the reality of their identification and acceptance in mainstream America. The article also argues that Arab-American women writers are minor writers who are producing different works creating new possibilities of life through variables of enunciation that are constantly countering the dominant language. More particularly the article investigates in Etel Adnan's poem *In The Heart Of The Heart Of Another Country* and reads it as a representation of minor literature.

Deleuze and Guattari have identified three main characteristics for a literature to be minor: 'the deterritorialization of language, the connection of the individual to a political immediacy, and the collective assemblage of enunciation' (1986,18). According to Deleuze and Guattari, the matter of minority here is not that of major and minor in quantity but that of becoming, the capacity to become and cross the status of being the weak 'Other'. It is the revolutionary power, which enforces a step further within the heart of the major (or established) literature. It is, according to Verena Conley, the ability of the minority to draw for itself lines of fluctuation that open up a gap and separate it from the axiom constituting a redundant majority (166-8).

Adrian Parr reads Deleuze and Guattari's deterritorialization of language as that movement which produces change as far as it operates as a line of flight indicating the creative potential of an assemblage (69). Thus, 'minor literature' is a revolutionary call for new becoming. It is as Selden, Widdowson and Brooker note "becomes, by implication, a description of great literature which is 'creative' of meaning and identity – it is a literature of 'becoming' – rather than an 'expression' of a pre-existing world and assumed common human identity", linking literature with "difference" where the latter has an alternative or opposing influential force that affects prevailing modes and mentalities (173). Thus, minor literature is a form of becoming that is associated with social change and a people-to-come. It is as Deleuze and Guattari demonstrated, a minor use of a language and this minor language is "characterized not by overload and poverty in relation to a standard or major language, but by a sobriety and variation that are like a minor treatment of the standard language, a becoming-minor of the major language" (1987-104).

For Deleuze and Guattari, it is not a matter of differentiating the major and minor language but that of becoming. It is a matter of redefining the major language and transforming it for the purpose of making it minor, designing a new power that makes it a language of search, of inventing new identities and becoming rather than expressing and representing a pre-existing and old ready-made identity or position. Deleuze and Guattari also noted that,

Minor languages do not exist in themselves; they exist only in relation to a major language and are also investments of that language for the purpose of making it minor. ... That is the strength of authors termed "minor," who are in fact the greatest,

the only greats; having to conquer one's own language, in other words, to attain that sobriety in the use of a major language, in order to place it in a state of continuous variation (the opposite of regionalism). (1987, 104-5)

'Minor Literature' is then that which have no unified or definitive identity, rather it focuses on escape, flows, deterritorialization, unfinalizability and becoming. It studies differences, deviations, variations and possibilities rather than fixed and stable identities. It is a literature that motivates revolution and does not have to be 'by and about' minorities. It is also unconventional in form, style, sources and it creates disruptive images.

Hence, the capability of literature to extend its power of being literature is what marks the minor literature. Minor literary discourse transcends the concomitant assumptions of representing the aesthetic aspects and essential human values to be a voice of the voiceless, a power of change and a movement forward. It constantly conceives new steps toward creating new possibilities of social interactions through language expressions. Zekiye Antakyalioglu confirms this approach of Deleuze in her article, '*A Deleuzian Approach to Contemporary Fiction: Some Questions*', where she states that for Deleuze "the question of true literature is not linked to the question of its textuality or its historicity, but to its vitality, that is, its tenor of life.... Every literary work implies a way of living, a form of life, and must be evaluated not only critically but also clinically" (257). Thus, serving life becomes more important than merely the textual and theoretical analysis in this Deleuzegauattarian approach.

Based on that, in '*Immigrant Narratives: Orientalism and Cultural Translation in Arab American and Arab British Literature*' (2011), academic Wail Hassan argues that Arab immigrant literature is minor literature and could be informed by Deleuze and Guattari's theory of the minor literature. Scholar Dalal Sarnou has also supported Hassan's argument and emphasizes that Arab Anglophone women's handling of the English language, who are not natives of the language, is a main key of categorizing their works into the minor literature (53). She has also noticed that Anglophone women writers are introducing writings that are, "linguistically and culturally hybrid, discursively multidimensional and literarily heterogeneous" (70). Accordingly, Arab-American writing comes to represent the specificity of the Arab-American milieu producing multidimensional literary works surpassing all the boundaries of marginality, displacement, alienation and dehumanization. Arab-American writers are providing a



minor use of a major language while including political and collective value which counters the dominant cultural, political and societal norms prevailing in mainstream American literature.

Arab-American writing has also indulged in politics in a way that cannot be denied. Throughout the Arab-American writings, a connection between the exiled, refugee and immigrant selves is directly and necessarily linked to the extended social, cultural and political relations whether internally or outwardly. Being that branded 'Other' makes the Arab-American individuality subject to the different political dimensions and more especially with the increasing tensioned relations between the Middle East and America's foreigner policies as well as the constant re-emergence of the issues of immigrants and refugees. Their position as the targeted community, 'the enemies within' constitutes what Deleuze and Guattari refer to as 'the cramped space' which "forces each individual intrigue to connect immediately to politics (1986, 17).

Furthermore, the different solitarily produced writings are reflections of the Arab-American community as a whole in a way or another considering the diverse and complex relations this minority is representing. Sarnou emphasizes that Arab-American diversity, "must submit to a finite convergence that bring the difference of these works to a common commitment vis-à-vis the nation, the home, the culture, the religion and above all the gender" (54). Such wholeness is countering mainstream assumptions, which sees all Arabs are the same in a way that neglects the Arab-American diverse background.

The Arab-American voices are lines of flight towards achieving social justice, resisting denudation and valuing the self within a variety of positions by producing literary works from their cramped space. In *Writing in cramped spaces*, Marcelina Piotrowski noted that in Deleuze and Guattari's approach the term minor literature refers to writing that eliminates disciplinary conventions because of an experience of being cramped. He added, "minor literature does not necessarily refer to literature written by someone from an ethnic or racial minority (though it could) but to one that aims at dismantling major ontological or epistemological categories with the aims of, as well as through, becoming-imperceptible" (83). In the hands of Arab-American writers, a minor language becomes "potential agents of the major language's entering into a becoming-minoritarian of all of its dimensions and elements" (Deleuze and Guattari, 1987, 106). They refuse to accept identities that were readily available for them and work on creating new forms of expressions that would invent new identities such as Arab, Muslim, Eastern, MENA, marginal, ethnic, etc.

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Minor literature is then the process by which a minority expresses its becoming. Rather than a representation of minority, it expresses and simultaneously constitutes the becoming-minor. Selden has noted that Deleuze and Guattari characterize 'minor' literature as non-conformist, innovatory and interrogative opposing to 'majoritarian' literature that aims to 'represent' a predetermined world and to match established models, (173). Accordingly, Arab-American women literature is minor literature that is raised from their 'cramped space' of being Americans of Arab descent. They are producing different literature that works as a revolutionary force of change and becoming. They are writing with no fixed identities but about the world, a people to come somewhere in the future and those who are in their process to define themselves, rather than those of previously defined identities. Their voices are rejections of oppressive norms and standards and of all forms of stereotyping.

### III. ETEL ADNAN'S IN THE HEART OF THE HEART OF ANOTHER COUNTRY: A CREATION OF NEW POSSIBILITIES OF LIFE.

Etel Adnan, the Lebanese-American poet, has been described by Hirschman as "a daring nomad poet who understands that homelessness is not simply a physical condition for millions but a destiny for all in these alienated ( and, for the Arab world doubly alienated) times"( 98). A poet with numerous identities who stands at a crossroad between East and West, Arab and European, Muslim and Christian, Lebanese, French and American (Handal, 48). She manifests her experiences to let us emerge in raising our consciousness and motivating our actions towards new becoming. She accepts contradictions when it happens and seeks new connections. Reja-e Busaila noted that Adnan's poetry focuses on the cruelty of our world which manifests itself in various respects such as the abuse of nature, the fate of Indians and the Palestinians, war, male-female relationship, the abuse of children and the abuse of religion which are recurrent themes in her poetry (304-5). Adnan's poetry, as well as paintings, are geographical and psychological travelling which is very difficult to be captured by any borders or identity definitions. She has accommodated herself to nomadism and otherness and has never given up discovering her constantly new becoming.

Adnan's creative and unconventional writing could be well informed by the Deleuzoguattarian concept of 'minor literature'. Adnan uses the English language masterly to deal with sensitive issues that are essentially countering the majoritarian perspective and provides different modes

and visions as her mode of existence. Adnan's minor use of the English language is put into challenge with the major use of the language negotiating the dominant social, cultural, political and human norms creating different voices that make her a foreigner to the domain. Conley notes that,

Major and minor are two different usages of the same language. A minor language opens a passage in the order-word that constitutes any of the operative redundancies of the major language. The problem is not the distinction between major and minor language but one of becoming. A person (a subject, but also a creative and active individual) has to deterritorialise the major language rather than reterritorialize herself within an inherited dialect. Recourse to a minor language puts the major language into flight. Minoritarian authors are those who are foreigners in their own tongue. (167).

Adnan is such a minoritarian author whose unique treatment of the English language deterritorialized it into contexts that counter the prevailed voices. Adnan's philosophical contemplations on world politics, love and nature reflect her spiritual fragmentation and her rhizomatic search of the self.

Adnan prose poem, *In the Heart of the Heart of Another Country* (2005), was written in seven parts which constitute an assemblage creating different effects and thoughts about the 'self' and the world. It is devised from her multiple experiences and her never-ending quest of identity inspiring the readers to take action towards creating new possibilities of life. The biographical poem is articulated while being in a cramped space of turmoil, displacements, exile and war connecting it to an infinite possibility of new life and thought. In the poem, Adnan never settles a place but restlessly follows a journey of exploring her identity, the type of her continuous exile and displacement, her vast experiences of war, her conflicting feelings of belonging and her new possibilities of becoming. The fragmented nature of the poem enters into conversation with the different realities of our life establishing a tangible connection between Adnan's private experiences and the global chaos resisting the categorization of knowledge and providing better understanding for new purposes of life.

The poem is Adnan's uninterrupted flow of little experiences, observations, disturbances, small ecstasies, or barely perceptible discouragements that make up day-to-day living<sup>vii</sup>. She blends the past with the present to digest

her vast experiences in seven affiliated but separate sections that "communicates a feeling of rootlessness and spiritual fragmentation, moving rapidly between the physical and the abstract, facts and hallucinations, dairy-like observations and dark formative memories"(Liz Countryman). Adnan's book is like a rhizome can be entered from many different points forming new connections that emerge elsewhere. Her past and present are moving in a cycle way bending space and time which are constantly dissolving in her works. The poem explores Adnan's insistency to free herself from those cramped times and spaces she caught in to cross all boundaries and create new becoming and thoughts as 'the past mixing with the present, each distorting the other, opening into the tensions of repetition' (2005, xiv). The poem opens,

PLACE

So I have sailed the seas and come ...

to B...

a city by the sea, in Lebanon. It is seventeen years later. My absence has been an exile from an exile... No house for shelter, but a bed, from house to house, and clothes crumpled on a single shelf. I am searching for love.

Adnan titles her first paragraph 'PLACE' and concludes it with the word 'love' as if the whole coming is a search of a place where she can find real love and feel the warmth of belonging to that place which she strongly hoped to be Beirut. Adnan first section of the poem holds the title of the poem itself, *In the Heart of the Heart of Another Country*, which she writes responding to William Gass's city (B) in the collection of his stories *In the Heart of the Heart of the Country* (1968) where he wrote paragraph after paragraph building "a kind of provincial city that gradually acquires the quality of a quasi-mythical place" (Adnan, 2005, xi). But, Adnan's city 'Beirut' is no more so, it is totally exhausted and its reality 'was of a complexity defying definition' that Adnan dares not to write its full name and suffices with its first letter 'B' (2005, xi). Beirut alienates itself from the hope of the poet due to the continuous conflict and violence it is experiencing, "like a salmon I came back here to die" (7).

Gass has structured his book into recurrent headings and followed it with paragraphs. So does Adnan who comments, "I began by taking over his headings and 'answering' them. They became magic keys, no longer to the B . . . that was his city in his country, but to the city of Beirut, .... And so I went about telling my side of the story, entering into the heart of the heart of another country" (xiv). Adnan facilitates Gass's keywords to explore her experiences and becoming in different stages of her search of the self, where Beirut is at the core of its

definition. Etel writes, "I was returning again and again to the heart of the matter, and each time the heart was changing, had changed" (xiv). She has returned to her wasteland 'Beirut' from California after about seventeen years of self-exile, however, she still caught within the rhizomatic state of unrest and uncertainty, "I was used to a world now remote and, at the same time, getting used to a new one that was also my old world, and somewhere, deep inside, I was alien to both" (xii).

The book is an adventure and a journey of discovery in seven sections, which was written from 1977-2004. In five of which the following titles "Place, Weather, Wires, My House, A Person, People, Politics, Education, Vital Data, The Church" can be traced and investigated. While Adnan has changed the form in the fourth and last sections of the book. Whenever Adnan uses these repeated titles, they carry different illusions according to the time of their writing. The stable titles and their unstable nature reflect the poet's own identity and her strong desire to belong. It is an exploration of the restless dislocations of contemporary identity. A conflict between the insider and outsider forces which are in constant search of conciliation. Adnan writes,

#### FINAL VITAL DATA

There is a secret about me: my mobility. I go always faster than I go. This is why I am such a stranger to myself. (14)

This conflict makes Adnan stranger to herself and urges her to go faster escaping her insider forces towards the outsider self where she feels much more freer. Adnan herself is aware of such friction of her identity and says, "I am both an American and an Arab and these identities are sometimes at odds with each other, not every day, not even often, but once in a great while I become a mountain that some terrifying earthquake has split" (71). Adnan's positionalities as insider/outsider constitute her crisis of belonging and leave in her such feeling of a split-self despite her attempts to cross all the boundaries and borders and to balance her existence by indulging herself in the heart of the heart of another country trying to be both insider and outsider at ones.

Furthermore, throughout these headings, Adnan managed to show the readers her never-ending search of peace and safety, her willingness of a place with no borders or boundaries. Adnan believes in flexible physical boundaries and she is much more concerned about "the void, emptiness, framed spaces, passages, I mean doors and windows. Walls usually disappear from my memory, or, if they linger, turn into wavery surfaces, moving patches of pale colors" (68). One of Adnan's heading is 'WIRES' which she regards, 'The thread of this century' when she

modelled and shaped the borders and boundaries in the 'wire image' to mean a sense of isolation, imprisonment and silencing. While the notion of 'Home' is depicted as insecure place, it is "a cage, a monument" and "it makes one feel insecure" that Adnan is escaping being at home as she is "afraid of houses as tombs".

Moreover, the so many hints brought about under Adnan's recurrent headings shake our notions, challenge permanency and normalization of life and evoke a revolutionary sense of resisting our mistakable understanding of life purposes. In Adnan's memoir, all lives matter and there is no space for gender-oppression, racism, social unjust or political exploitation. It is the poet's constant redefining of new becoming and life purposes. She never identifies herself with one place or a specific cultural identity, instead, an exilic sense of belonging is constantly presented configuring her perpetual and rhizomic search of the self.

The poem is "A mosaic of lyrical vignettes, at once deeply personal and political, set against the turbulent backdrop of Arab/Western relations"<sup>viii</sup>. Adnan's poem has indulged into politics in a way that portrays the mini details of the absurdity of our modern concerns and the triviality of the political decisions which has nothing to do with humanity. She writes,

This is the cruelest place. A man in a motorboat hit a swimmer and sped away. The skull was broken. A large space of blood covered the sea. Painters rushed to the scene to make a painting for sale (5).

This sense of inhumanity is scattered throughout the images of the poem in the different jumps of the book which reflect Adnan's disgust with all the forms of violence and oppression. Adnan has touched so many issues that concern her both worlds producing literature that is really minor or genuine and that which had to "have a social function and a revolutionizing effect by producing lines of flight, rupturing life, breaking our habitual perceptions, creating new possibilities of expression in language" (Antakyalioglu, 236). Adnan's memoir contemplates her fragmented self and search a conciliation with the outside world in an attempt of building "a new identity in both cultures based on a dialectical relationship of cooperation and resistance" (90).

Her conflicting self that is felt in the last section of the poem, "TO BE IN A TIME OF WAR", shows Adnan's struggle to survive as an Arab-American persona during a wartime between her people of origin and her host country. Filled with the hurricanic sense of self-distraction, war-destruction and the surrounding indifference, Adnan screamed her disappointment regarding the 2003 American

invasion of Iraq. She was raged and infuriated by the triumphant tone of the news in the American media and felt she is alien and a stranger who could not express her anger and scorch regarding the killing and devastation in Iraq to her American fellows who would never understand her feelings, “fewer were those ready to consider the destruction of Iraq in terms of human and cultural loss”(Xvi). In seventeen pages, Adnan produces a deep countering consideration of the war in Iraq criticizing the American glorification of the war. The poem engages in contemplations engrossing all parties of war: its perpetrators, victims and bystanders using infinitives and detailed mundane pictures of the poet’s day-to-day activities in California and New York City to resist indulging in acts of violence, depression and self-destruction.

This section opens,

To look at the watch, the clock, the alarm clock,  
to listen to the ticking, to think about it, to look  
again, to go to the tap, to open the refrigerator,  
to close it, to open the door, to feel the cold, to  
close the door, to feel hungry, to wait, to wait  
for dinner time, to go to the kitchen, to reopen  
the fridge, to take out the cheese, to open the  
drawer, to take out a knife, to carry the cheese  
and enter the dining room .... to wipe one’s  
mouth, to wash one’s hands, to dry them, to put  
the cheese back into the refrigerator, to close the  
door, to let go of the day. ( 99)

Adnan introduces a series of sustained fragments which shows her inability to express herself in such turmoil times and, at the same time, her urgent need to say something. Whenever she starts an action, she undoes it which as Ljudmila Mila Popovich notes reflects Adnan’s struggle as an Arab-American writer, “the opposite significations of the verbs used ; action/non-action, doing/non-doing are reflecting Adnan’s apprehension of the inability to write and at the same time the necessity to write” (121). In an interview, Adnan says, “when it comes to a crisis somewhere back home, or near home, then you realize that you lead a double life. You can carry on with your everyday routines, but something is hurting you that is totally without interest for other people”.<sup>ix</sup> It is this double life that troubles Arab-Americans creating a cramped space which constitutes lines of flight towards breaking the fixed perceptions and creating new possibilities of life. Adnan’s memoir is a way of living with new understanding of life that crosses all boundaries creating people to come.

The stream of do/undo actions constitute the voice of a writer who knows well what it means to live in a devastated world, “I grew up with people whose worlds, whose lives, had been destroyed. So I understand devastation, I understand refugees, I understand defeat” (interview with Gabriel Coxhead). Adnan commentary on the dishonest discourse of war stems from an honest poet who suffers the sequences of wars and grows as a product of its calamities. Adnan’s tension of the Iraqi invasion urges her ‘to look for help within oneself, to know helplessness’ and to escape thinking about war, ‘To want to forget about it and not be capable of so doing. To wrap oneself with death’. It is the voice of a diasporic entity that squeezes the pain of being estranged from the two halves of its hyphenated identity at the time of war. Adnan short infinitives are deep negotiations with the self about breaking the silence and voicing disability while being in a constant escape from the inner context of the self. Adnan’s contemplations led her to wonder about ‘the necessity of God’ if the world is being led to ‘the slaughterhouse’. A pure apocalyptic view that keeps on resurrecting to remind of the forgetful humanity which is the only rescue of such a miserable world.

The minoritarian becoming of the ‘politically nonviolent’<sup>x</sup> poet is well supported through the lines of the poem where she articulates a voice that is beyond the dominated articulations and one that challenges the established lines of race, ethnicity, gender, and class. A voice of redefining the world with no boundaries for discovering the righteous road which never leads to the ‘slaughterhouse’. Adnan voice is in a continuous process of discovering the self and questioning the nature of ‘identity’ and ‘difference’ in relation to the inner and external borders and the necessity of crossing it,

Where are we? In the middle, at the beginning,  
the end? Who is we, is it you plus me, or  
something else expandable, explosive, the salt  
and pepper of our thoughts, the something that  
may outlast our divinities? (1997, 9).

Such questions of Adnan are searching conciliation with the self, the borders and boundaries that are shaping modern identity and modern world which are built with such sad binaries of self and other, male and female, wealthy and starving, nation and enemy...etc. Adnan’s treatment of the different critical social subjects in her book from an Arab-American perspective evokes the readers’ attention to neglected aspects which are really the core of the mess of the world.

#### IV. CONCLUSION

The article explores Arab-American literature through Deleuze and Guattari's theory of 'Minor Literature', and creates new possibilities of becoming for the Arab-American literature. It shows that though Arab-Americans are minority group without official minority status, the literature produced by them is minor literature. Arab-American's minor literature frees up language and creatively deterritorializes it from its dominated usage to provide unique modes of expressions that is countering the prevailing cultural and sociopolitical norms integrating the private and the collective, the personal and the political and creating an assemblage of enunciation. The paper, mainly, examines Adnan's poem "In The Heart of The Heart Of Another Country" in light of Deleuze and Guattari's theory of minor literature, and shows her fragmented self as reflecting the restlessness and invisibility of Arab-Americans as whole. Though the poem is full of allusions to Adnan's biography, it works like a stretched scream from Beirut 1970 up to the war on Iraq 2003 and to the present times where the most of the Arab region is indulged in bloody wars scattering refugees all around the world leaving their hearts in their countries and their bodies in other ones. Adnan's expressions are explaining well the Deleuzegauattarian concept of the *rhizome* through its never-ending and multi-directional search of defining the self in relation to time, place, nation, and humanity. The poem with its seven parts constitutes an assemblage that creates new effects, new concepts, new bodies, and new thoughts and motivates new reactions. The poem represents a minor literature that is meant to meet the specificity of being American of Arab descent and where Arab-American women writers originate a space for their voices to become.

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#### Notes

<sup>i</sup>In February 2020, *the Now This News* channel on YouTube shows Congresswoman Rashida Tlaib challenged the erasure of Middle Eastern and North African communities on the 2020 Census. <https://www.youtube.com/watch?v=qUQNzziXd1Y>

<sup>ii</sup> Joanna Kadi in *Food for our Grandmothers: Writings by Arab American and Arab Canadian Feminists (1994)* has adopted this phrase to refer to the Arab-American community condemning the American racist policies that attributed invisibility to Arab-descent Americans.

<sup>iii</sup> According to the Arab American Institute's data on demographics, Arab Americans live in all 50 states, but two

thirds are concentrated in 10 states; one third of the total live in California, New York, and Michigan. There are more than 324,000 Arabs in California, 223,000 in Michigan, 152,000 in New York, 124,000 in Texas, 112,000 in Florida, 111,000 in Illinois and 108,000 in New Jersey, with smaller populations in Ohio, Massachusetts and Pennsylvania.  
<https://www.aaiusa.org/demographics>.

<sup>iv</sup> Refer to <https://www.aaiusa.org/2020census>

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<sup>vi</sup> 'Out of Place' is Edward Said's memoir where he wrote about his experiences of dislocation and exile documenting not only his own life but also a history of time and place related to Palestine in the 1930s and '40s. Said reflected on his fragmented and divided identity.

<sup>vii</sup> Adnan describes her poem as such in the introductory of the book, *In the Heart of the Heart of Another Country* (Xii).

<sup>viii</sup> The Amazon review of the book.  
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# The participatory approach in Morocco against the 2011 constitution: Lure or reality

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**Abstract**— This study aims to focus on a fairly new concept in participatory democracy, called citizen participation or participatory approach supposed to impact on the decision-making process of public authorities in terms of the needs or needs of the population, by putting the citizen in the spotlight. At the center of this process is at least what our constitution lets deduce, the article therefore promises to give answers to the following questions: First, what is the difference between representative democracy and participatory democracy? Deuzio, what are the procedures and legislative mechanisms available to citizens to exercise this right? Third, what are the limits that hamper the efficiency of the participatory approach? This analytical study a fortiori, and the experiences have revealed the limits of this approach in the materialization of the real needs of citizens who are often poorly consulted. the citizen law and the public authorities share the responsibility for these obstacles.

**Keywords**— Participatory approach, citizen, constitution, constraints, representative democracy.

## L'approche participative au Maroc à l'aune de la constitution de 2011: Leurre ou réalité

**Abstract** — Cette étude a pour objectifs de mettre l'accent sur un concept assez nouveau dans la démocratie participative, dit participation citoyenne ou approche participative censée impacter sur le processus décisionnel des autorités publiques en matière de nécessités ou besoins de la population, en mettant le citoyen au centre de ce processus c'est du moins ce que laisse déduire notre constitution, l'article se promet donc, de donner des réponses aux interrogations qui suivent : Primo, quelle est la différence entre la démocratie représentative et la démocratie participative ? Deuzio, quels sont les procédés et mécanismes législatifs mis à la portée du citoyen pour exercer ce droit ? Tertio, quelles sont les limites qui cabrent l'efficacité de l'approche participative ? Cette étude analytique à fortiori, et les expériences ont révélé les limites de cette approche dans la matérialisation des besoins réels des citoyennes et citoyens souvent mal consultés. Le citoyen, la loi et les autorités publiques se partagent la responsabilité desdits entraves.

**Les mots-clés** — Approche participative, citoyen, constitution, contraintes, démocratie représentative.

### I. INTRODUCTION

D'aucun ne peut nier le rôle prédominant de l'Etat dans la gestion de la chose publique, ce dernier a toujours été l'acteur principal dans toute politique publique, se portant

garant de la bonne marche des différents services publics de l'Etat en guise d'une satisfaction de la demande, d'abord, interne qui répond aux aspirations des citoyens et qui maintient la stabilité des différentes institutions étatiques à

même de contribuer au développement des conditions des administrations et des administrés, puis international permettant à l'Etat se démarquer sur la scène mondiale, et de supporter le poids d'une concurrence de plus en plus accrue et pesante.

La gestion publique, que ce soit au niveau national - service publics nationaux - , ou de proximité - service publics locaux - , semble être le pilier de la réussite ou non des politiques publiques dans le cadre d'une vision globale basée sur d'efficaces stratégies où la bonne gouvernance sert de locomotive, laquelle requiert, désormais, plus d'implication des citoyens à la prise de décision, partant d'une **approche participative**, fondement universel des démocraties modernes, mettant le citoyen, et la société civile au centre de l'exercice démocratique, sans se départir de l'approche genre ; car la construction, la concrétisation et l'incidence des politiques publiques sont censées impacter en final sur le citoyen lui-même, équitablement et quel que soit son sexe, son statut ou ses besoins. C'est sans doute pour cette raison que la constitution marocaine de 2011, en a fait un cheval de bataille. Dès lors, de multiples interrogations s'imposent : La consécration constitutionnelle de l'approche participative suffirait-elle pour impliquer réellement le citoyen habitué jusque-là à être relégué au second degré ? Les lois organiques censées matérialiser l'esprit de la constitution en termes de participation locale, ont-ils réussi à rendre tangible ladite approche ? D'autre part, quelles sont les limites qui se laisseront déduire du même texte et pouvant ultérieurement surgir pour cabrer la capacité participative et par conséquent, décisionnelle du citoyen ? Les limites se percevraient-elles uniquement au niveau des textes ou le citoyen lui-même endosserait-il une part de responsabilité ?

Dans une perspective d'apporter des réponses à cette problématique, nous tenterons, via une approche analytique des textes, associant par moment la pratique, de dissiper, dans un premier lieu, la confusion entre les concepts : représentation et participation, dans un second lieu, nous mettrons la lumière sur le cadre juridique consacrant l'approche participative au Maroc, pour aboutir, dans un troisième, à en préciser les contraintes inhérentes à sa mise en œuvre.

## II. LA DEMOCRATIE REPRESENTATIVE ET LA DEMOCRATIE PARTICIPATIVE

Il s'agit là de deux notions voire deux concepts tout à fait différents et qui, pourtant, s'emploient confusément, dans la mesure où une grande partie de la population a tendance à les associer fréquemment aux élections.

### 2.1 La démocratie représentative

« Le citoyen », statut à portée large ou « l'électeur », partant d'une acception plus spécifique et plus institutionnelle, dans une démocratie représentative, choisit celui qui va le représenter, en l'occurrence, le représentant qui se substitue à lui et en devient tuteur, « **le corps électoral désigne, les représentants décident** »<sup>1</sup>

Le « **représentant** », d'une optique purement politique, a deux facettes : il est celui qui incarne le « **représenté** » et celui qui agit en son nom. Or, dans les deux situations, s'il rend l'autre présent, c'est à condition de se substituer à lui, dès lors, le représenté se trouve dans une position passive escamoté par celui qui le représente. Ce constat est tellement véridique que dans un État représentatif, le peuple ne peut parler et ne peut agir que par ses représentants.<sup>2</sup> Le représentant est donc libre de ses décisions. Les électeurs ne lui tracent pas de programme ; ils s'en remettent à lui pour discerner les meilleures décisions, il n'a d'autre engagement que d'agir en conscience, dans le cas de changement dans ses opinions il est irrévocable<sup>3</sup>, il jouit donc d'une investiture quasi absolue pendant toute la durée du mandat, la démocratie représentative nous renvoie, en ce sens, automatiquement à la conception électorale, nous retenons donc la définition adoptée par le ministre chargé des relations avec le gouvernement et la société civile marocain lors d'un colloque datant du 04 Avril 2016 : « *la démocratie représentative, est l'une des formes de la démocratie dans laquelle les citoyens expriment leur volonté par l'intermédiaire de représentants élus à qui ils délèguent leurs pouvoirs* ».

Qu'en est-il alors de son corollaire, la démocratie participative !?

### 2.2 La démocratie participative

Au cours des dernières décennies, deux phénomènes importants ont marqué le paysage politique, l'avènement de nouveaux acteurs sociaux qui revendiquent une parcelle dans la scène politique, le sentiment d'insatisfaction de la population à l'égard des institutions et des politiques publiques. En réponse, les gouvernements se sont engagés, à revoir leurs mécanismes de prise de décisions politiques en prétendant à instituer de nouveaux espaces publics et de nouveaux mécanismes destinés à favoriser la concertation publique. C'est alors, que la notion de la participation citoyenne qui renvoie directement à l'approche participative, fait figure dans les débats politiques et commence à prendre place, petit à petit. Elle désigne un processus d'engagement obligatoire ou volontaire des personnes ordinaires, agissant seules ou au sein d'une organisation, en vue d'influer sur une décision portant sur



des choix significatifs qui toucheront leur communauté. Cette participation peut avoir lieu ou non dans un cadre institutionnalisé et être organisée sous l'initiative des membres de la société civile (recours collectif, manifestation, comités de citoyens) ou des décideurs (référendum, commission parlementaire, médiation)<sup>4</sup>. Par extension, « la démocratie participative évoque l'idée d'une implication et d'une participation directe des citoyens dans le débat public et dans la prise de décisions politiques »<sup>5</sup>.

Ainsi l'on déduit que le citoyen a le pouvoir de faire entendre sa voix et participer à la prise de décision sans condition aucune, pour confirmer ou infirmer ce constat, une lecture minutieuse des textes de loi s'avère des plus nécessaires, notamment la loi suprême et les autres textes qui en découlent.

### III. LE CADRE JURIDIQUE DE L'APPROCHE PARTICIPATIVE AU MAROC

A l'ère actuelle, le Maroc se veut, plus que jamais, un Etat émergent capable de remplir les critères mondiaux requis pour se démarquer sur la scène internationale tout en les conciliant avec les exigences économiques, politiques et sociales propices à la demande interne et garante d'une réelle mutation démocratique. A cet effet une nouvelle constitution depuis 2011 a été démocratiquement adoptée, apportant de nouvelles garanties constitutionnelles, désireuses de créer un climat favorable à l'exercice démocratique, prenant en considération le projet pilote et ambitieux sur la régionalisation avancée réalisé avec une vision globale sur le nouveau statut de la région et ses nouvelles vocations, coiffée en parallèle par trois lois organiques organisant les trois échelons des collectivités territoriales respectivement : les régions, les provinces et les communes. Ce qui fait de la constitution et les lois organiques conséquentes notre cadre de référence en matière d'approche participative.

#### 3.1 La constitution de 2011

##### 3.1.1 Contexte

Il va sans dire que les demandes et les pressions sociales croissantes en 2010, mues par la mouvance contestataire dans la région arabe, en l'occurrence, l'éclosion depuis décembre 2010 du printemps arabe, n'ont pas été sans incidences sur la levée d'une vague de manifestations revendicatrices au Maroc, en parallèle, les hautes autorités du pays ont flairé le danger qui menaçait la stabilité nationale, ipso facto, on a diligenté une révision de la constitution qu'on a soumis au plébiscite populaire le 29 juillet 2011, nourri du désir de donner raison aux mouvements revendicateurs qui prétendaient, entre autres, à la moralisation de la gestion publique, l'amélioration de

l'offre en matière de prestations administratives, de nouvelles marges des libertés d'expression...etc.

Le pouvoir en place a œuvré pour que la nouvelle norme suprême puisse voir le jour, avec de nouvelles garanties d'une bonne gouvernance, un souci d'efficacité et d'efficience, et principalement une implication des citoyennes et citoyens mécontents, de plus en plus, dans le processus décisionnel de la gestion de la chose publique par la consécration des mécanismes propices à la **participation citoyenne**.

#### 3.1.2 La consécration constitutionnelle de l'approche participative

Une lecture consciente de la constitution marocaine de 2011, permet de relever un nombre considérable d'articles afférents directement ou indirectement à l'**approche participative**, incluant l'approche genre, nous nous en tiendrons à une citation succincte des différentes matières faisant allusion. D'abord, Le préambule qui stipule clairement dans le premier paragraphe que « *le royaume poursuit résolument le renforcement des institutions d'un Etat moderne, ayant pour fondement les principes de participation, de pluralismes de bonne gouvernance* », ensuite le premier article ajoute que « *le régime constitutionnel du Royaume est fondé sur la séparation, l'équilibre et la collaboration des pouvoirs, ainsi que sur la démocratie citoyenne et participative ..* », de même, les articles 12, 13, 14, 15, évoquent respectivement « *la contribution des organisations de la société civile dans l'élaboration, la mise en œuvre et l'évaluation des décisions et des projets des institutions élus et de pouvoirs publics.* », « *la création des instances de concertation, en vue d'associer les différents acteurs sociaux à l'élaboration, la mise en œuvre et l'évaluation des politiques publiques.* », « *..droit de présenter des motions en matière législative.* »<sup>6</sup>, « *les citoyennes et les citoyens disposent du droit de présenter des pétitions* »<sup>7</sup>, l'article 33, par conséquent, incitent les pouvoirs publics à « *prendre toutes les mesures pour : - étendre et généraliser la participation de la jeunesse au développement social, économique, culturel et politique du pays. - aider les jeunes à s'insérer dans la vie active et associative. - faciliter l'accès des jeunes à la culture, à la science, à la technologie, à l'art, au sport et aux loisirs, tout en fixant les conditions propices au plein déploiement de leur potentiel créatif et innovant dans tous ces domaines.. - il est créé à cet effet un conseil consultatif de la jeunesse et l'action associative.* », plus loin, l'article 139 prévoit « *les mécanismes participatifs de dialogue et de concertation..* » que doivent favoriser les collectivités territoriales pour l'implication « des citoyennes et citoyens et des associations dans l'élaboration et le

suivides programmes de développement .. » et en fin l'article 170 incitant à la création du « *Conseil consultatif de la jeunesse et de l'action associative, une instance consultative dans des domaines de la protection de la jeunesse et de la promotion de la vie associative.* ».

Utile, donc, est de rappeler au terme de la citation de la constitution, l'importance d'évoquer une loi non de moindre importance en l'occurrence, la loi organique 111.14 sur la région.

### 3.2 la loi organique 111.14 sur la région

#### 3.2.1 Le contexte

Dans un souci de concrétisation de la haute volonté du chef suprême de l'Etat, le roi Mohammed VI<sup>8</sup>, et afin de réformer les structures étatiques sur la base d'une vision ambitieuse, un développement intégré et durable sur tous les plans structurants dignes d'un Etat moderne aspirant à un développement intégré et durable, mettant en avant l'économique, le culturel, le social et l'environnemental, les autorités publiques compétentes avec le concours des académiciens et chercheurs, ont œuvré pour doter le Maroc d'une régionalisation avancée, d'essence principalement démocratique, érigeant la région au rang d'associé de l'Etat, la libérant ainsi de la tutelle excessive qui cabrait la propulsion de la région en tant qu'entité infra-étatique, autonome et vouée de larges prérogatives, sans se départir du processus de décentralisation et de déconcentration conséquentes et effectives et de bonne gouvernance. Il relevait donc de l'évidence de consacrer dans la constitution de 2011<sup>9</sup> et de promulguer la loi relative à la région lui garantissant de nouveaux rôles et plus amples compétences.

#### 3.2.2 La consécration législative

Tout en restant fidèle à la constitution, la loi organique 111-14 a mis en avant une multitude d'articles réglementant les mécanismes participatifs, on cite d'emblée, l'article premier, qui stipule que « *la présente loi organique fixe conformément à l'article 146 de la constitution : les conditions de gestion démocratique par la région de ses affaires ainsi que les conditions de l'exercice des citoyennes et citoyens et les associations du droit de pétition.* », le chapitre IV intitulé – des mécanismes participatifs de dialogue et de concertation, par conséquent, indiqués respectivement dans les articles 116 et 117 que : « *les conseils des régions mettent en place des mécanismes participatifs de dialogue et de concertation pour favoriser l'implication des citoyennes et citoyens, et des associations dans l'élaboration et le suivi des programmes de développement régional, selon les modalités fixés dans le règlement intérieur de la région.* », « *sont créées auprès de la région trois instances*

*consultatives : la première en partenariat avec les acteurs de la société civile, chargé de l'étude des affaires régionales pour mettre en œuvre les principes de l'équité, de l'égalité des chances et de l'approche genre. La deuxième pour étudier les questions relatives aux centres d'intérêt des jeunes, la dernière en partenariat avec les acteurs économiques de la région pour étudier les questions à caractère économique.* », ensuite, le chapitre V intitulé : -Des conditions d'exercice par les citoyennes et les citoyens et les associations du droit de pétition – explique les conditions et les modalités de l'exercice de ce droit dans ses articles 118, 119, 120, 121 et 122 que nous nous abstenons de citer vue leur longueur<sup>10</sup>. ( *se référer au texte intégral*). On ne manquera pas de mentionner les deux autres lois organiques<sup>11</sup> relatives aux deux autres échelons territoriaux, à savoir la province et la commune qui prévoient presque les mêmes mécanismes de l'approche participative dans le cadre du principe de subsidiarité.

A tort, ce serait de prétendre que le droit à la **participation citoyenne** n'a pas joui d'une consécration législative significative, mais ceci ne signifie pas non plus que la mise en pratique n'est pas susceptible d'imperfection voire de limites.

## IV. LES CONTRAINTES DE LA MISE EN ŒUVRE DE L'APPROCHE PARTICIPATIVE

Il nous incombe de noter que la **participation citoyenne** se conçoit partant de deux visions ou deux angles, suivant sans l'ombre d'un doute, des finalités disparates et tributaires de deux acteurs (l'Etat et la population), pour le premier, c'est un outil d'exercice de la démocratie, pour le second, elle est un mécanisme de reconnaissance de ce dernier comme étant partie intégrante de l'équation concourant à la décision politique. C'est la différence entre la simple formalité pour orner la facette politique et la ferme volonté d'impliquer les tiers de l'Etat dans la vie publique et la prise de décision.

**L'approche participative** est censée assurer par nature, l'équité, l'intégrité, la transparence et l'honnêteté des politiques qui en résultent ; se sentant acteur dans le processus décisionnel, le simple citoyen ressent le sentiment d'appartenance à la communauté, et reprend confiance en son gouvernement et au système étatique dans son ensemble. Il n'en va pas de même en pratique, parce que **L'approche participative** est le plus souvent mal utilisée, mal justifiée ou inutile car la décision est déjà prise, ce qui engendre une crise de confiance de la part du citoyen envers son gouvernement et par conséquent des institutions, en même temps, le pouvoir

lui-même juge les différentes procédures de **participation** comme une déperdition du temps, partant de la logique que les citoyens ne sont pas aptes à discuter de certains sujets avec des spécialistes, chose qui a été constatée dans les expériences auxquelles on a pu assister sur invitation à l'échelon territorial plus mineur (*instance de l'équité, de l'égalité des chances et de l'approche participative*).

Il va sans dire que la constitution et la loi organique qui s'en suit se doivent de permettre une réelle garantie au citoyen de jouir des droits qui y sont adoptés, seulement les articles de la constitution notamment le premier et le deuxième paragraphe de l'article 139 prévoyant des mécanismes participatifs de dialogue et de concertation et conférant le droit de pétition aux citoyennes et citoyens ont un aspect général et les modalités en sont assez ambiguës, il relevait donc, de la loi organique 14-111 relative à la région à en expliciter et en préciser la portée à travers les chapitres 4 et 5 respectivement : **les mécanismes participatifs du dialogue et de consultation et les conditions de dépôts des pétitions par les citoyennes et les citoyens et les associations**, lesquels mécanismes semblent encore une fois alourdis par des procédures et des conditions peu encourageantes (nombre des signatures, désignation du représentant, le profil requis, modalités de mise en œuvre, ce qui soulève une vraie problématique sur la disposition du citoyen à s'aventurer dans ce terrain épineux et décourageant pour parvenir en fin à faire entendre sa voix, on lui demande d'agir par procuration, autrement d'être à nouveau représenté. De surcroît, la loi est restée muette sur les mécanismes de vote de ces apports ou motions hétérogènes aux délibérations dans les sessions, par ailleurs, la loi en question demeure peu convaincante quant aux différentes mesures et procédés qui peuvent en résulter et garantir au maximum la participation des citoyens à la prise de décision dans le cadre d'une vraie concertation publique au sein de vraies institutions et espaces publics qui peuvent être érigés à cet effet. D'un autre côté, le concours des citoyens dans ce processus décisionnel est basé sur une prérogative consultative seulement, donc dépourvue de toute autorité ou contrainte. En fin, au Maroc, la loi et par récurrence les droits sont toujours mal diffusés, ce qui met une grande majorité des citoyens dans l'ignorance totale des droits qui leur sont impartis.

L'idée de faire participer divers acteurs sociaux à l'élaboration des politiques publiques n'est pas nouvelle en soi, mais si, dans d'autres pays elle est passée d'un processus élitiste à un espace de représentation important, au Maroc elle se base toujours sur invitation et non une représentation publique ouverte et inclusive essayant de

cibler les différents groupes sociaux. La constitution de 2011 et la loi organique consécutive sur la région, se veut-elle vraiment impartiale et populaire ou non ? Existerait-il un exécutif au sein de la région capable de matérialiser démocratiquement l'esprit de cette loi organique ? Ou souffrirait-on encore une fois d'un déficit décisionnel privilégiant l'orgueil de l'élite élue au réel dialogue ? Le pouvoir en place est-il vraiment prédisposé à adopter une **approche participative** digne de ce nom ou se heurterons-nous encore une fois à un doute de sa part sur la pertinence d'associer les différents groupes à la prise de décisions, en attribuant l'échec des participations à la présence d'une trop grande diversité d'intérêts ?

Ajoutons à cela un élément psychique auquel se heurte la mise en pratique des mécanismes participatifs, il est ressenti à la fois du côté des autorités compétentes qui ont du mal à accepter le concours de gens hétéroclites au système, et du côté du citoyen lui-même qui reste réticent, écœuré et sceptique par rapport à cette **participation** pour la simple raison qu'au final, c'est rarement qu'on lui donne raison car la puissance publique a prouvé plus d'une fois qu'elle s'accapare de la décision, le simple citoyen y est collé d'une manière illusoire appâté par ce miroir aux alouettes.

Tout compte fait, notre suspicion est accentuée tant par la paresse du pouvoir législatif que celle de la puissance publique, la censure et le harcèlement continu des citoyens à chaque manifestation publique prétendant à exprimer une opinion quelconque, laisse à désirer et élargit le fossé entre le citoyen et le pouvoir.

## V. CONCLUSION

Sommaires toutes, force est de soulever au terme de cette analyse qu'un Etat qui se veut démocratique et organisé, est appelé, plus que jamais, à créer un climat idoine à l'interdépendance réciproque avec le citoyen et matérialiser l'égalité de participation citoyenne comme unique issue pouvant assurer une influence des grandes orientations dans la conduite du pays, la simple déclaration d'œuvrer pour une bonne gouvernance n'est guère suffisante à garantir la démocratie dans ces aspects les plus concrets, mais encore faut-il que celle-ci soit le fruit d'une vraie volonté de faire participer le citoyen au processus décisionnel, les écarts et les disparités sociales ne cessent de s'accroître, on est toujours loin de la justice territoriale, peut-être il est temps de revoir et de reconsidérer les mécanismes de mise en œuvre de la participation citoyenne.

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# Employee Silence, Organizational Commitment, and Job Burnout of Regular Employees in Local Government Units in the Cotabato Province, Philippines: A Keystone for Intervention

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**Abstract**— *The study was a quantitative research that employed descriptive and correlational research designs. It primarily determined if there is a significant association between employee silence, organizational commitment, and job burnout of the regular employees of the selected local government units in District three (3) of the Cotabato province.*

*Results found out that the degree of employee silence in terms of acquiescent, quiescent, prosocial and opportunistic silence observed by the regular employees of the selected local government units at work was moderate. Furthermore, the findings showed that they also shared a moderate degree of organizational commitment in terms of affective, continuance and normative commitment towards their organization. Lastly, the study determined that they experienced a moderate degree of job burnout in terms of exhaustion, cynicism, and professional inefficacy at work.*

*Moreover, the research determined a positive yet very low relationship between employee silence and job burnout, while a negative and very low relationship between organizational commitment and job burnout of the regular employees. Lastly, it was verified in the study that none of the dimensions of employee silence and organizational commitment was statistically significantly linked with any of the dimensions of job burnout. Nevertheless, the study concluded that the correlations that were found between the variables and their dimensions were insignificant and statistically due to probability.*

*Making the study more meaningful for the research respondents, the study recommended an intervention program in the form of development training that the Heads, Supervisors and HRMDO of the concerned offices may use as a keystone in addressing the issues on job burnout that were identified in the study such as feeling strain from working all-day, emotionally drained from work, and used up at the end of the workday for exhaustion; becoming more cynical about the contributions of their work and less enthusiastic about work for cynicism; inability to solve the problems that arise at work, uncertainty on being effective in getting things done, and unable to feel happy when something was accomplished at work for professional inefficacy.*

**Keywords**— *Employee silence, intervention program, local government units, job burnout, organizational commitment.*

## I. INTRODUCTION

In the world of management, it is a widely accepted fact that the employees are the sap of any organization. They primarily determine the fate of the organization. Hence, it is important that they are always motivated, committed and enthusiastic in their job to yield the best productive output for the organization. In the government, public service is a

demanding and exhausting job. The work overload, unnecessary work, lack of recognition, lack of control, lack of opportunity, dead time, and lack of trust were some of the depressing depictions of government workplaces (Mckenna, 2015).

Burnout is a widespread experience in working in the public sector. In fact, several studies show that government

employees are at risk of job burnout (Boemah, 2006; Rothmann, Jackson & Kruger, 2003; Van der Merwe, 1984). Burnout is regarded as a deteriorating factor in the health and productivity of the members of the organization. It is a mental condition defined as the body's reaction to occupational stress characterized by three (3) main dimensions – exhaustion, cynicism or depersonalization, and professional inefficacy (Maslach, Schaufeli, & Leiter, 2001). The ever-increasing occupational stress exhausts the employees to the extent that their physical and emotional resources are depleted in their attempts to succeed the pressure of the job they work with other people. This leads them to lose motivation and other positive sentiments that otherwise result to feelings of incompetence and lack of accomplishment (Sabaah et al. 2012).

Furthermore, silence and voice have gained the interest of researchers for more than 50 years. Employees' voice is essential in maintaining a healthy workplace. It is integral in handling agreement, addressing conflicts, transmitting knowledge, and promoting innovation in the organization (Kumar, Alagappan & Govindarajo, 2015). However, some employees refrain from voicing their ideas, opinions, and concerns about matters in their organization. This phenomenon is referred to as employee silence. Researchers explore the construct of employee silence using four (4) dimensions - acquiescent, quiescent, prosocial, and opportunistic silence (Morrison & Milliken, 2000; Pinder & Harlos, 2001; Knoll & van Dick, 2013). While it is seen by many as a sign of loyalty, many studies have demonstrated that employee silence is destructive to the organization for it impedes innovation, increases resistance to organizational change, and exacerbates employees' feelings of stress and depression (Alparslan, Can & Erdem, 2015; Argyris & Schön, 1978; Morrison & Milliken, 2000).

Moreover, organizational commitment has become a popular research topic in organizational management and organizational behavior (Cohen, 2014). Organizational commitment was defined by Grusky (1996) as "an individual's attachment to an organization." Özsoy et al. (2004) added that organizational commitment is about prioritizing the organization's interests rather than the individual's interests. McDonald and Makin (2000) described the organizational commitment as a contract between a person and an organization. Nevertheless, Meyer & Allen (1997) developed a scale that measures organizational commitment and defined it as a multidimensional construct comprised of affective, continuance, and normative commitment.

Meanwhile, numerous studies have linked employee silence, organizational commitment, and job burnout. In fact, the studies of Paksirat & Taheri (2016) & Knoll, Hall

& Weigelt (2018) found out that employee silence has a positive and direct significant relationship with job burnout. Additionally, it was determined by Leiter & Maslach (1988) that job burnout is significantly correlated with organizational commitment. They further specified that all the dimensions of job burnout are associated with organizational commitment. However, in the conducted extensive literature review by the researcher in over 56 available researches online, it was determined that there was a vacuum of study in the Philippines that ventured to correlate employee silence, organizational commitment, and job burnout, especially among local government employees. It was in this light that the researcher conducted a study that filled-in the void in the body of research on employee silence, organizational commitment, and job burnout, particularly among the selected local government units in District three (3) of Cotabato.

## II. OBJECTIVES OF THE STUDY

The study focused on the correlation between employee silence, organizational commitment, and job burnout among the selected local government units in District three (3) of Cotabato province.

Specifically, it endeavored to:

1. Determine the level of employee silence of the regular employees in the selected local government units in District three (3) of Cotabato province in terms of:
  - 1.1. Acquiescent silence
  - 1.2. Quiescent silence
  - 1.3. Prosocial silence
  - 1.4 Opportunistic silence
2. Determine the level of organizational commitment of the regular employees in terms of:
  - 2.1. Affective commitment
  - 2.2. Continuance commitment
  - 2.3. Normative commitment
3. Determine the level of job burnout of the regular employees in terms of:
  - 3.1. Exhaustion
  - 3.2. Cynicism
  - 3.3. Professional inefficacy
4. Determine if there is a significant relationship between employee silence and job burnout.
5. Determine if there is a significant relationship between organizational commitment and job burnout.
6. Recommend an intervention program that will address the issues or problems identified in the study pertinent to job burnout.

### III. HYPOTHESES

The following hypotheses were tested at 0.05 level of significance:

H<sub>01</sub>: There is no significant relationship between the employee silence and job burnout of the regular employees in the selected local government units in District three (3) of Cotabato province.

H<sub>02</sub>: There is no significant relationship between the organizational commitment and job burnout of the regular employees in the selected local government units in District three (3), Cotabato.

### IV. CONCEPTUAL FRAMEWORK

Figure one (1) presents the conceptual framework of the study. The model shows the relationship between employee silence, organizational commitment and job burnout among the regular employees of the selected local governments in the third congressional district of Cotabato province.

Furthermore, all of the variables being investigated in the study are all multidimensional viewed according to the most influential researchers in the field. Employee silence was studied using the construct of Knoll and van Dick (2013) which was characterized into four (4) dimensions namely acquiescent, quiescent, prosocial and opportunistic silence. Moreover, organizational commitment was determined using the dimensions provided by Meyer & Allen (1997) which comprised affective, continuance, and normative commitment. Lastly, job burnout was determined through the dimensions of Maslach, Schaufeli, & Leiter (2001) which involved exhaustion, cynicism and professional inefficacy.

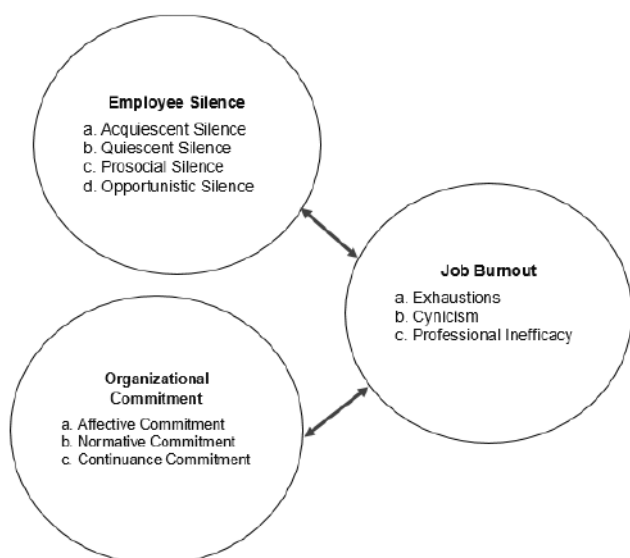


Fig.1: Conceptual Framework

### III. THEORETICAL FRAMEWORK

Employee silence, organizational commitment and job burnout are long studied concepts in the field of public administration. The underlying assumptions of the theory can be grounded through a series of theories. In explicating employee silence, the spiral of silence theory and theory of reasoned action were used in the study. Moreover, the concept of organizational commitment is anchored on the Self-Categorization Theory of Turner (1999). Lastly, job burnout was elucidated through the multidimensional burnout model of Maslach, Schaufeli, & Leiter (2001). The spiral of silence theory was developed by Nuemann (1974) to refer to people's inclination to refrain from speaking when they feel that their ideas or opinions are contrary to view of majority. The theory postulates a notion that voicing an opinion may lead to an adverse consequence like reprisal or social isolation.

The study is also supported by the theory of reasoned action of Fishbein & Ajzen (1980). This theory implies that the behaviour of an individual can be understood by delving into his personal intentions. Intention is the best determinant of behaviour. It is in turn shaped by (3) three factors – attitude, personal norms, and ability to control behaviour. According to. A higher chance that the intention of the person will be executed into a behaviour if the attitude and subjective norms are more favourable to him/her, and there is a greater perceived control.

Furthermore, Knoll & van Dick (2013) suggests that employees choose not to express their ideas, opinions or concerns related to their work due to four (4) factors. First, employees opt to be silent in the organization because they believe that speaking up is pointless because there is nobody to listen their constructive voice. Second, they fear that giving comments may be personally risky. Third, they believe that their silence is valuable to help or benefit their colleagues or the organization as a whole. Lastly, employees withhold their ideas because they have egoistic motives. Deduced from past studies and theories, they conceptualized the four (4) dimensions of employee silence which include acquiescent, quiescent, prosocial and opportunistic silence.

Moreover, the organizational commitment concept that was examined in the study can be rooted from the Self-Categorization Theory of Turner (1999). According to this theory, the self is formed through organizational ties and how people see themselves on different levels. This approach holds that, depending on how important the situation for social or personal identity, an individual's behaviour is developed by either by social or personal identity processes. The theory suggests that one can see himself as an individual, but connected with the social

group to which he or she belongs. The person then becomes a subordinated individual whose identity is driven from the social connections that he or she has. The theory explains that organizational commitment is influenced by how a person develops his or her identity. It can be assumed that if a large part of his or her identity belongs to the group, then it can be expected that he or she has a larger organizational commitment.

Moreover, the multidimensional theory of burnout proposed by Maslach, Schaufeli, & Leiter (2001) conceptualized job burnout into three (3) core components – exhaustion (the basic individual stress dimension), cynicism (the interpersonal dimension), and professional inefficacy (the self-evaluation dimension). According to their theory, exhaustion occurs when a person feels that his or her emotional and physical resources are overused and depleted, and there is no source to replenish them. They said that exhaustion is usually due to work overload and personal conflict at work. On the other hand, cynicism is characterized by feelings of detachment from work which then results to negative reaction to people and to the job. Lastly, professional inefficacy happens when a person feels incompetence, lack of personal accomplishment and reduced productivity at work. People experiencing this dimension feels that the choosing their job is a mistake, and often have negative view for themselves and for others. On the other hand, several propositions were formulated by scholars in organizational sciences that determined the significant linkage between employee silence, organizational commitment and job burnout. In determining the significant linkage between employee silence and job burnout, Paksirat & Taheri (2016) determined a significant inverse relationship between the two (2) constructs in the context of teachers. Secondly, Akin & Ulusoy (2016) determined a positive correlation between the two (2) constructs in the context of university academicians. Thirdly, Mahmoud & Muthana (2018) verified the significant effect of employee silence on the job burnout of hotel workers.

In examining the significant correlation between organizational commitment and job burnout, Leiter & Maslach (1988) indicated that organizational commitment does not show a unique linkage with all of the components of job burnout although a significant correlation was determined between the two (2) constructs. Furthermore, Tan and Akhtar (1998) upon working from a cultural perspective, examined the relationships between normative and affective aspects of organizational commitment and experienced burnout among bank employees. They determined in their study that one of the dimensions of organizational commitment, particularly the

normative commitment positively and significantly influences experienced burnout, whereas affective commitment had no significant influence. Meanwhile, a different result was shown by Sarıışık, Boğan, Zengin & Dedeoğlu (2019) who concluded that organizational commitment is negatively linked with job burnout.

## V. METHODOLOGY

### Research Design

This research was a quantitative research that employed a descriptive-correlational designs. Descriptive design was used to ascertain the level of employee silence in terms of acquiescent, quiescent, prosocial and opportunistic silence, organizational commitment in terms of affective, continuance and normative commitment and job burnout in terms of exhaustion, cynicism, and professional efficacy of the regular employees in the selected local government units in District three (3), Cotabato. On the other hand, correlational design was used to determine if there is significant relationship between the employee silence, organizational commitment and employee's job burnout among the government employees in the selected government units in the province of Cotabato.

### Research Locale

The study was conducted in the selected local government units (LGU) in the third district of Cotabato province which comprise the municipality of Kabacan, Matalam, and Carmen. According to the Commission on Elections (2016) of the province of Cotabato, the third legislative district of Cotabato province comprise the municipality of Banisilan, Carmen, Kabacan, Matalam, Mlang, and Tulunan. However, the conduct of the study was limited to the selected three (3) municipalities due to the following reasons:

1. They are first class municipalities in terms of income compared to the other municipalities in the third congressional district of Cotabato province (Philippine Statistics Authority, 2019):
2. They are the most populated municipalities (Philippine Statistics Authority, 2019):
3. They are the most accessible municipalities to the researcher. It will make the conduct of the study feasible and less costly to the researcher.

### Respondents of the Study

The respondents of the study were 236 regular employees in the selected offices of the local government units (LGU) of Kabacan, Matalam and Carmen, Cotabato. Particularly, the selected offices comprised the Municipal Civil Registrar's Office, Municipal Accountant's Office, Municipal Treasurer's Office, Human Resource Management Office, Municipal Budget Office, Municipal



Planning and Development Office, Municipal Social Welfare Development Office, Municipal Disaster, Risk Reduction Management's Office, Municipal Engineer's Office, and Municipal of Health Office. These were chosen since they were recorded to be some of the most demanding offices, and employees working in these offices are at high risk of job burnout (Cooke, Doust, & Steele, 2013; Takeda, Yokoyama, Ibaraki, 2005; Yau & Chong, 2019).

Moreover, they were identified through the following criteria:

1. They shall be permanent government employees who met all the requirements for the position to which he or she is appointed;
2. They shall be rank-and-file employees;
3. They shall have worked in the office where he or she is designated for at least one (1) year.

### **Sampling Method**

The respondents of the study were the regular government employees in the selected local government units in the third legislative district of Cotabato province. In determining the study sample, non-probability convenience sampling was employed by the researcher. In the identifying the research respondents, the author was guided by several criteria in accordance with the objectives of the study, but conducted the study in accordance with the availability of the regular employees to participate in the research. The researcher acknowledged the non-probability errors that arose in the study such as not getting the complete number of employees in every identified office considering their heavy workloads and busy schedules.

### **Instrumentation**

The instrument that was used in this research was a survey questionnaire that was divided into four (4) parts. The first part obtained data on the profile of the respondents; the second part focused on the level of employee silence; the third part measured the level of organizational commitment, and the fourth part determined the work burnout of local government employees in the selected municipalities in the Cotabato province. All was modified from several studies.

On the aspect of employee silence, the researcher modified a questionnaire from the study Alparlan, Erdem & Can (2015). It was composed of 20 items divided into four (4) dimensions – acquiescent, quiescent, prosocial, and opportunistic silence. The Cronbach coefficient of the modified scale was 0.93 which was found to be above the acceptable level (.70) recommended by Nunnally & Bernstein (1994).

The second part was also modified from the scale of Jaros (2007) on organizational commitment which was divided into three (3) indicators - affective, continuous and

normative commitment with eight (8) statements each. The Cronbach coefficient of the modified scale was 0.79 which was found to be above the acceptable level (.70) recommended by Nunnally & Bernstein (1994).

Lastly, the questionnaire of Bang & Reio (2017) which was originally derived from Maslach Burnout Inventory (1996) was also modified in measuring the level of job burnout of the regular government employees. It was composed of 15 items divided into three (3) dimensions – exhaustion, cynicism, and professional efficacy. The Cronbach coefficient of the scale was 0.84 which was found to be above the acceptable level (.70) recommended by Nunnally & Bernstein (1994).

### **Method of Data Analysis**

The data gathered in the study were analyzed using statistical tools such as Mean and Spearman's Rank-Order Correlation or Spearman rho. Mean was used in ascertaining the level of employee silence in terms of acquiescent, quiescent, prosocial and opportunistic silence, organizational commitment in terms of affective, continuance and normative commitment and employee's job burnout in terms of exhaustion, cynicism, and professional efficacy. Spearman's Rank-Order Correlation (Spearman rho) was used to determine if there is a significant relationship between employee silence, organizational commitment, and job burnout of the regular employees. In reference with the account of Creswell (2008) on educational research, Spearman rho was the most appropriate correlation tool for the study since the three (3) constructs were measured through a five-point Likert type scale and treated not as interval data, but ordinal data as equality of variance was not established between each value on the scale.

## **VI. RESULTS AND DISCUSSION**

This chapter presents the collated and analyzed data to draw empirical explanation of the constructs that are examined in this research. It is divided into three (3) separate sections. The first section exhibits the descriptive analyses of the three (3) constructs investigated in this study where each is divided according to its dimensions. The second section shows the correlation analysis on employee silence, organizational commitment, and job burnout. The last section displays the intervention program that is recommended by the researcher to address the issues identified on the job burnout of the employees of the selected local government units in district three (3) of Cotabato.

### **1. Respondents' Employee Silence**

Employee silence is an organizational behavior defined as "withholding relevant or confidential information,

knowledge or concerns of work-related type” which was seen by several authors as a hindrance to the growth of the organization since it impedes the flow of valuable ideas (Adamska & Jurek, 2017). What is worse is it fails to address ethical transgressions that persist in the organization and increases the employees’ stress or makes them feel depressed (Morrison, 2011; Morrison & Milliken, 2000). Moreover, employee silence is conceptualized as multifaceted with four (4) dimensions which comprise acquiescent silence (futility and resignation based), quiescent silence (fear and anger based), prosocial silence (unselfish and supportive based) and opportunistic silence (self-interest based) (Pinder & Harlos, 2001). It is on these dimensions that employee silence was investigated by the researcher.

Table one (1) presents the overall level of employee silence in terms of acquiescent, quiescent, prosocial, and opportunistic silence of the regular employees in the selected local government units in District three (3) of Cotabato province.

The research disclosed that regular employees in the selected local government units in District three (3) experienced a moderate level of employee silence at work (Mean=3.142). This implies that they were impartial on sharing their inhibition from expressing genuine information, ideas, opinions, or concerns about matters relating to their job and organization.

The general finding resonated the results in every local government unit wherein a moderate degree of employee silence was observed in Kabacan (Mean=3.007), Matalam (Mean=3.165), and Carmen (Mean=3.256). Nevertheless, the findings of the research do not fully corroborate with the qualitative studies conducted by Milliken, Morrison & Hewlin (2000). In their research, 85% of the managers and professionals who participated in their study were revealed to withhold critical organizational information. Their respondents are full-time employees who work in various industries which comprise news media, consulting, advertising and financial services. The difference between the general results of the study and their research findings simply implies that the degree of observance of employee silence among employees varies in the private and public sectors.

Furthermore, it was verified that the local government unit of Carmen ranked the highest in the observance of employee silence among its regular employees with an interpretation of moderate. This result was specifically attributed to the moderate level of acquiescent silence, quiescent silence, prosocial silence, and opportunistic silence observed among its regular employees. Also, it was interesting to note that of all the dimensions of employee

silence observed among the regular employees of the local government unit of Carmen, quiescent silence was the most highly observed, while opportunistic silence was the least observed. It was also reported in the study prosocial silence was more highly committed by the regular employees than acquiescent silence.

Secondly, the study found out that the municipality of Matalam ranked next after Carmen in the observance of employee silence among its regular employees with an interpretation of moderate. This finding was elucidated by the moderate level of acquiescent silence, quiescent silence, prosocial silence, and opportunistic silence ascertained among its regular employees. Similar to the results ascertained in Carmen, it was remarkable to note that of all the dimensions of employee silence, quiescent silence was the most highly observed, while opportunistic silence was the least observed in Matalam. Moreover, it was divulged in the study that prosocial silence was more highly experienced by the regular employees than acquiescent silence.

Meanwhile, it was also divulged in the study that employee silence was least observed among the regular employees of the local government unit of Kabacan with an interpretation of moderate. This result was explicated by the moderate level of acquiescent silence, quiescent silence, prosocial silence, and opportunistic silence ascertained among its regular employees. Contrary to the results drawn in Carmen and Matalam, it was noticeable that of all the dimensions of employee silence, prosocial silence was the most highly observed, while opportunistic silence ranked the lowest in Kabacan. It was also important to note that acquiescent silence was more highly observed among the regular employees than quiescent silence.

In synthesizing the results, it was evident in the study that prosocial silence was the most highly observed dimension among the regular employees in general although quiescent silence ranked the highest in the local government unit of Matalam and Carmen. Based on the data gathered, the prosocial organizational silence observed among the regular employees was mainly attributed to their motive of (a) protecting their coworkers and not to put them in a tight spot, (b) not wanting to hurt the feelings of their colleagues or superiors, and (c) not to be seen as person complaining about their coworkers to the management since it was on these areas where prosocial silence was most highly observed.

To further illuminate the finding, the researcher purposely reflected from the definitions of the previous researchers in the field about prosocial silence. Adamska & Jurek (2017) defined prosocial silence as a form of silence that is based on the employee’s altruistic personality and

collaborative intentions towards the organization. Pinder & Harlos (2001) added that the intention of withholding a very confidential yet valuable information or work-related concerns is to benefit co-workers people or the organization as a whole. Umphress & Bingham (2011) added that those who are most likely to observe prosocial silence are the employees who have developed “a strong attachment towards the organization, its members or both.” It was on these grounds that the prevalence of prosocial silence among the regular employees in the selected local

government units in District three (3) of Cotabato province was partly explained: First is the altruistic personality of the regular employees, and second is the type and strength of connection that they have established towards their organization and their colleagues throughout time. However, Umphress & Bingham (2011) pointed out that although the intention of silence was selfless and cooperative, prosocial silence also deteriorates the integrity of an organization as it conceals the ethical transgressions of its management or employees.

Table 1. Respondents' Employee Silence

Variables and Dimensions	KABACAN		MATALAM		CARMEN		OVERALL RESULTS	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
<b>1. EMPLOYEE SILENCE</b>	<b>3.007</b>	<b>MODERATE</b>	<b>3.165</b>	<b>MODERATE</b>	<b>3.256</b>	<b>MODERATE</b>	<b>3.142</b>	<b>MODERATE</b>
1.1. Acquiescent Silence	3.084	Moderate	3.268	Moderate	3.414	Moderate	3.255	Moderate
1.2. Quiescent Silence	2.935	Moderate	3.475	Moderate	3.532	Moderate	3.314	Moderate
1.3. Prosocial Silence	3.229	Moderate	3.354	Moderate	3.475	Moderate	3.352	Moderate
1.4. Opportunistic Silence	2.783	Moderate	2.566	Moderate	2.603	Moderate	2.650	Moderate

Legend:

**Mean Scale**  
 4.50-5.00  
 3.50-4.49  
 2.50-3.49

**Interpretation**  
 Very high level  
 High level  
 Moderate level

**Mean Scale**  
 1.50-2.49  
 1.00-1.49

**Interpretation**  
 Low level  
 Very low level

## 2. Respondents' Organizational Commitment

The importance of organizational commitment is unquestionable in any organization whether a public and private organization. It was seen as an important indicator of employee retention (Steel, Griffeth, & Hom, 2002). Additionally, a plethora of research concluded that it is significantly associated with job satisfaction (Lok & Crawford, 1999). Mowday, Steers & Poter (1998) defined organizational commitment as the depth of identification and involvement that an individual has with his organization that is unique to him. Kord, Yazdany, & Bojd (2011) referred it to the “degree of attachment of an individual to the goals, values and vision of the organization he members with.” In simplest sense, organizational commitment is the bond that the members have with their organization.

Studying organizational commitment as a multidimensional construct was advanced by Meyer & Allen (1997). As suggested, this construct was formed by three (3) components – affective (commitment based on emotional attachment), continuance (commitment based on perceived cost of separating) and normative commitment (commitment based on perceived obligation towards the organization). It is on these dimensions that organizational commitment was investigated by the researcher.

Table two (2) exhibits the overall level of

organizational commitment in terms of affective, continuance, and normative commitment of the regular employees in the selected local government units in District three (3) of Cotabato province

The study determined that regular employees in the selected local government units in District three (3) shared a moderate level of organizational commitment towards their organization (Mean=3.309). This implies that they were impartial about developing a strong bond towards their organization, especially on identifying themselves as a part of their organization and holding an obligation to stay in the organization primarily because their work is very important to them.

Moreover, the general finding resonated the results in every local government unit wherein a moderate degree of organizational commitment was found in Kabacan (Mean=3.157), Matalam (Mean=3.353), and Carmen (Mean=3.417). Likewise, the result showed a slight variation with the findings of Nacpil & Lacap (2018) among the employees of government agencies in Region III, Philippines. In their research, a high level of organizational commitment in all of the domains of organizational commitment was found among their respondents. Nevertheless, both studies corroborated that government employees in the Philippines, particularly in the selected

local government units in District three (3) of Cotabato province and Region III have demonstrated a connection and sense of belongingness with their organization.

Furthermore, it was divulged in the study that the municipality of Carmen was the most notable in the observance of organizational commitment among its regular employees with an interpretation of moderate. This finding was specifically attributed to the moderate level of affective commitment, continuance commitment and normative commitment shared by its regular employees towards their organization. Also, it was unveiled that of all the dimensions of organizational commitment, continuance commitment was the most highly observed dimension by the regular employees. Additionally, it was enthralling to discover that affective and normative commitment were equally observed by the regular employees at work. Moreover, the study unveiled that the municipality of Matalam ranked second in the observance of organizational commitment among its regular employees with an interpretation of moderate. This result was explained by the moderate level of affective commitment, continuance commitment and normative

commitment shared by its regular employees towards their organization. It was also found out that the regular employees of Matalam have a higher level of affective and normative commitment than continuance commitment at work.

Lastly, the research determined that organizational commitment was least shared at work by the regular employees of the local government unit of Kabacan with an interpretation of moderate. This finding was ascribed to the moderate level of affective commitment, continuance commitment and normative commitment shared by its regular employees to their organization. Additionally, it was reported that the regular employees of Kabacan have a higher level of normative and continuance commitment than affective commitment at work.

In summarizing the finding, it was surprising that the result on the most highly shared dimension of organizational commitment by the regular employees differs in every local government unit although normative commitment was the most highly shared among the three (3) dimensions in general.

Table 2. Respondents' Organizational Commitment

Variables and Dimensions	KABACAN		MATALAM		CARMEN		OVERALL RESULTS	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
<b>ORGANIZATIONAL COMMITMENT</b>	<b>3.157</b>	<b>MODERATE</b>	<b>3.353</b>	<b>MODERATE</b>	<b>3.417</b>	<b>MODERATE</b>	<b>3.309</b>	<b>MODERATE</b>
2.1. Affective Commitment	3.044	Moderate	3.401	Moderate	3.404	Moderate	3.283	Moderate
2.2. Continuance Commitment	3.153	Moderate	3.302	Moderate	3.444	Moderate	3.299	Moderate
2.3. Normative Commitment	3.274	Moderate	3.358	Moderate	3.404	Moderate	3.345	Moderate

Legend:

**Mean Scale**  
 4.50-5.00  
 3.50-4.49  
 2.50-3.49

**Interpretation**  
 Very high level  
 High level  
 Moderate level

**Mean Scale**  
 1.50-2.49  
 1.00-1.49

**Interpretation**  
 Low level  
 Very low level

Particularly, the study found out that affective commitment was most highly shared by the regular employees in Carmen, continuance commitment in Matalam, while normative commitment in Kabacan granting a moderate interpretation in the three (3) dimensions.

Meanwhile, even though the finding on the most highly observed dimension of organizational commitment differs in every local government unit, normative commitment was found to be the most predominant dimension of organizational commitment shared by the regular employees in general. The prevalence of normative commitment in the three (3) local government units was primarily explained by the following descriptors: (a) Their belief that loyalty is important making them feel a sense of

moral obligation to remain, (b) things were better in the days when people stayed in one organization for most of their careers, (c) the value of remaining loyal to one organization, and (d) people these days move from company to company too often. In this light, the study implied that the normative commitment that was found among the regular employees was due to how they value loyalty at work. In fact, their belief on the significance of loyalty established a sense of moral duty among themselves to remain in their organization for most of their careers which then led to developing normative commitment towards their organization.

### 3. Respondents' Job Burnout

When people think of job burnout, they usually label it as a negative experience that deteriorates employee

performance. Job burnout is defined as a prolonged stress syndrome that is experienced by individuals at work (Maslach, 2004). Among the present studies, the most widely used conceptualization of job burnout was developed by Maslach (Bianchi, Truchot, Laurent, Brisson, & Schonfeld, 2014). In her model, she characterized job burnout as a multifaceted construct formed by exhaustion, cynicism, and professional inefficacy.

Within the model of Maslach, exhaustion happens when employees experience an overextension and depletion of their mental and physical capital due to their job's excessive demands. Since there is no chance for renewal of energy, employees feel that they are shattered and unable to face another day at work. On the other hand, cynicism – the second dimension of job burnout represents the interpersonal feature of burnout. Cynicism occurs as a result of overloaded exhaustion leading employees to develop an adverse and hostile attitude against their job. Employees who fall into this pit lose their vision of idealism at work. Professional inefficacy is the last dimension proposed by Maslach in her model. This component transpires when employees feel incompetence and reduced productivity at work. Bianchi, Truchot, Laurent, Brisson, & Schonfeld (2014) added that sense of inefficacy at work persists when people chronically consider anything they do as wrong. The danger in this dimension is that people who continuously feel that they are unable to do their job well due to the perceived incompetence at work may result to personally imposed failure in their job. It is on the idea of Maslach (2004) on job burnout that the study investigated it as a multifaceted construct.

Table three (3) shows the overall level of job burnout in terms of exhaustion, cynicism and professional inefficacy of the regular employees in the selected local government units in District three (3) of Cotabato province. The study determined that regular employees in the selected local government units in District three (3) experienced a moderate level of job burnout at work since they just encounter it sometimes (Mean=2.934). This implies that they sometimes feel that they are emotionally and physically drained at work, detached from their work, and incompetent and inefficient in accomplishing a certain task. Besides, the finding resonated with the results in every local government unit wherein a moderate degree of job burnout was observed in Kabacan (Mean=2.880), Matalam (Mean=3.092), and Carmen (Mean=2.830).

Moreover, the study found out that the local government unit of Matalam ranked the highest on the experience of job burnout among its regular employees with an interpretation of moderate. This finding was ascribed to the moderate level of exhaustion, cynicism and professional

inefficacy experienced by its regular employees at work. Also, it was significant to point out that the regular employees of Matalam experienced a higher level of exhaustion and cynicism than professional inefficacy.

Secondly, the study revealed that the local government unit of Kabacan ranked next to Matalam on the experience of job burnout among its regular employees with an interpretation of moderate. This result was credited to the moderate level of exhaustion, cynicism and professional inefficacy experienced by its regular employees at work. Furthermore, it was noticeable among the data collated that the regular employees of Kabacan experienced a higher level of exhaustion and cynicism than professional inefficacy.

Lastly, it was explored in the research that job burnout was least experienced at work by the regular employees of the local government unit of Carmen with an interpretation of moderate. This finding was imputed to the moderate level of exhaustion, cynicism and professional inefficacy experienced by its regular employees at work. Similar with results in Kabacan and Matalam, it was observed that the regular employees of Carmen experienced a higher level of exhaustion and cynicism than professional inefficacy.

In amalgamating the results in every local government unit, a similar finding was explored in all the selected local government units indicating that exhaustion was the most predominant dimension of job burnout experienced by the regular employees leaving cynicism as the second and professional inefficacy as the least observed. The results were further explained in the study of Maslach, Schaufeli, & Leiter (2001) – the pioneering researchers in the field. They explicated that exhaustion is the fundamental feature of job burnout. They also said that when people describe their experience of burnout, they most often refer it to their experience of exhaustion. Accordingly, exhaustion is the most reported component of job burnout, and this had led some to devalue cynicism and professional inefficacy considering them “incidental and insignificant.” Moreover, they verified through a series of quantitative and qualitative studies that exhaustion is a contributory element that prompts people to emotionally and cognitively distance themselves. Cynicism and professional inefficacy are just secondary features of job burnout induced by excessive stress at work – the chief characteristic of exhaustion. Furthermore, the degree of exhaustion that the regular employees have experienced in general was primarily grounded to (a) their feeling of being emotionally drained from work, (b) feeling used up at the end of the workday, and (c) their account that working all day was really a strain for them since it was on these areas where exhaustion was predominant among the regular employees.

Table 3. Respondents' Job Burnout

Variables and Dimensions	KABACAN		MATALAM		CARMEN		OVERALL RESULTS	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
<b>JOB BURNOUT</b>	<b>2.880</b>	<b>MODERATE</b>	<b>3.092</b>	<b>MODERATE</b>	<b>2.830</b>	<b>MODERATE</b>	<b>2.934</b>	<b>MODERATE</b>
3.1. Exhaustion	2.984	Moderate	3.279	Moderate	3.010	Moderate	3.091	Moderate
3.2. Cynicism	2.887	Moderate	3.113	Moderate	2.803	Moderate	2.934	Moderate
3.3. Professional Inefficacy	2.771	Moderate	2.886	Moderate	2.678	Moderate	2.778	Moderate

Legend:

<b>Mean Scale</b>	<b>Interpretation</b>	<b>Mean Scale</b>	<b>Interpretation</b>
4.50-5.00	Very high level	1.50-2.49	Low level
3.50-4.49	High level	1.00-1.49	Very low level
2.50-3.49	Moderate level		

#### 4. Relationship between Employee Silence and Job Burnout

Table four (4) presents the relationship between employee silence and job burnout of the regular employees in the selected local government units in District three (3) of Cotabato province.

The study found a positive yet very low correlation between employee silence and job burnout ( $r_s = 0.038$ ). The direction of relationship between the two (2) variables implied that as the regular employee's silence increases to a certain extent, the job burnout also increases. However, no statistically significant relationship was found between employee silence and job burnout ( $p = 0.803$ ) indicating that the relationship that existed between the two (2) variables was statistically inaccurate and due to chance. Hence, the study does not reject the  $H_01$ .

In associating the dimensions of employee silence and

job burnout, it was found out that no dimension of employee silence has a significant relationship with any of the dimensions of job burnout.

On the other hand, a negative and very low correlation was found between acquiescent silence and exhaustion ( $r_s = -0.004$ ); a negative and very low correlation was determined between acquiescent silence and cynicism ( $r_s = -0.060$ ); lastly, a positive and low correlation was examined between acquiescent silence and professional inefficacy ( $r_s = -0.324$ ).

In addition, a positive yet very low correlation was found between quiescent silence and exhaustion ( $r_s = 0.141$ ); a positive yet very low correlation was revealed between quiescent silence and cynicism ( $r_s = 0.118$ ); lastly, a negative and very low correlation was verified between quiescent silence and professional inefficacy ( $r_s = -0.057$ ).

Table 4. Relationship between Employee Silence and Job Burnout

EMPLOYEE SILENCE	JOB BURNOUT		
	$r_s = 0.038^{ns}$ $p = 0.803$		
	<i>Exhaustion</i>	<i>Cynicism</i>	<i>Professional Inefficacy</i>
<i>Acquiescent Silence</i>	$r_s = -0.004^{ns}$ $p = 0.987$	$r_s = -0.060^{ns}$ $p = 0.832$	$r_s = 0.324^{ns}$ $p = 0.240$
<i>Quiescent Silence</i>	$r_s = -0.141^{ns}$ $p = 0.616$	$r_s = 0.118^{ns}$ $p = 0.675$	$r_s = -0.057^{ns}$ $p = 0.840$
<i>Prosocial Silence</i>	$r_s = -0.300^{ns}$ $p = 0.277$	$r_s = -0.324^{ns}$ $p = 0.240$	$r_s = 0.254^{ns}$ $p = 0.362$
<i>Opportunistic Silence</i>	$r_s = -0.439^{ns}$ $p = 0.101$	$r_s = -0.419^{ns}$ $p = 0.120$	$r_s = -0.295^{ns}$ $p = 0.286$

ns=not significant at 0.05 level of significance (2-tailed)

Meanwhile, a negative and very low correlation was explored between prosocial silence and exhaustion ( $r_s = -0.300$ ); a negative and low correlation was explored between prosocial silence and cynicism ( $r_s = -0.324$ ); lastly, a positive yet very low correlation was discovered between prosocial silence and professional inefficacy ( $r_s = 0.254$ ).

Moreover, a negative and low correlation was verified between opportunistic silence and exhaustion ( $r_s = -0.439$ ); a negative and low correlation was verified between opportunistic silence and cynicism ( $r_s = -0.419$ ); a positive yet very low correlation was confirmed between opportunistic silence and professional inefficacy

(rs=0.295). Subsequent with the findings, the study inferred that the correlations found between the dimensions of employee silence and job burnout were all inaccurate and due to some extent of probability since they were found to be insignificant.

The findings of the study opposed the results of Paksirat & Taheri (2016), Akin & Ulusoy (2016), and Mahmoud & Muthana (2018) who determined that all the dimensions of employee silence are significantly associated with job burnout. However, a different result was demonstrated by Knoll, Hall, & Weigelt (2018) concluding that only acquiescent and quiescent silence have a statistically significant relationship with the depersonalization and emotional exhaustion while prosocial and opportunistic silence do not show a significant association with job burnout.

### 5. Relationship between Organizational Commitment and Job Burnout

Table five (5) reveals the relationship between organizational commitment and job burnout of the regular employees in the selected local government units in District three (3) of Cotabato province.

The study determined a negative and very low relationship between organizational commitment and job burnout (rs =-0.083). This implied that the two (2) variables move in an opposite direction demonstrating that as the regular employee's organizational commitment increases to a certain degree, the job burnout decreases or inversely. Nevertheless, no statistically significant relationship was found between organizational commitment and job burnout (p=0.587) indicating that the relationship that existed the two (2) variables was due to chance. Hence, the study does not reject the Ho2.

In linking the dimensions of organizational commitment and job burnout, the study proved that none of the dimensions of organizational commitment has a significant relationship with any of the dimensions of job burnout.

On the other hand, a positive yet very low correlation

was unveiled between affective commitment and exhaustion (rs=0.146); a negative and very low relationship was discovered between affective commitment and cynicism (rs=-0.298); lastly, a positive yet very low linkage was confirmed between affective commitment and professional inefficacy (rs=0.234).

Furthermore, a negative and very low association was disclosed between continuance commitment and exhaustion (rs=-0.227); a negative and very low relationship was demonstrated between continuance commitment cynicism (rs=-0.082); lastly, a negative and very low link was found between continuance commitment and professional inefficacy (rs=-0.004).

Additionally, a positive yet low correlation was found between normative commitment and exhaustion (rs=0.317); a negative and very low correlation was found between normative commitment and cynicism (rs=-0.210); lastly, a positive yet very low correlation was found between normative commitment and professional inefficacy (rs=0.261). Subsequent with the findings, the study inferred that the correlations found between the dimensions of organizational commitment and job burnout were all inaccurate and due to some extent of probability since all of them were found to be insignificant.

The results of the research corroborated with the findings of Sarıışık, Boğan, Zengin & Dedeoğlu (2019) who concluded that organizational commitment is negatively linked with job burnout. Similar finding was shown by Hakanen et al. (2008) who indicated that organizational commitment do not predict burnout. Hitam, Zawawi & Jody added that only affective commitment associates burnout. On the other hand, Tan and Akhtar (1998) determined that one of the dimensions of organizational commitment, particularly the normative commitment had a positive influence on experienced burnout, whereas affective commitment had no significant influence. However, a contradiction to the result of the study was provided by Leiter and Maslach (1988) who indicated that all dimensions of burnout correlate with commitment.

Table 5. Relationship between Organizational Commitment and Job Burnout

	JOB BURNOUT		
	Exhaustion	Cynicism	Professional Inefficacy
<b>Organizational Commitment</b>		$r_s = -0.083^{ns}$ $p = 0.587$	
<b>Affective Commitment</b>	$r_s = 0.146^{ns}$ $p = 0.604$	$r_s = -0.298^{ns}$ $p = 0.280$	$r_s = 0.234^{ns}$ $p = 0.401$
<b>Continuance Commitment</b>	$r_s = -0.227^{ns}$ $p = 0.415$	$r_s = -0.082^{ns}$ $p = 0.771$	$r_s = -0.004^{ns}$ $p = 0.990$
<b>Normative Commitment</b>	$r_s = 0.317^{ns}$ $p = 0.250$	$r_s = -0.210^{ns}$ $p = 0.452$	$r_s = 0.261^{ns}$ $p = 0.348$

ns=not significant at 0.05 level of significance (2-tailed)

## 6. Proposed Intervention Program

To make the study more meaningful for the regular employees of the selected local government units in the Cotabato province, the researcher purposely crafted an intervention program that would address the job burnout experiences of the regular employees in the local government unit of Kabacan, Matalam and Carmen. The intervention program was a training designed by the researcher. The training program would specifically create an understanding about the structure of burnout among regular employees which includes its definition, signs and symptoms, dimensions, and individual and institution preventive strategies, develop a sense of work

appreciation among them as well as establish a stronger connection with their job and colleague. The objectives of the program were designed to address the exhaustion, cynicism and professional inefficacy that regular employees encounter at work. The program was divided into four (4) phases which comprise the opening program, seminar proper, team building activities, and a closing ceremony. The training designed was attached in the following sections of this research.



University of Southern Mindanao  
MASTER IN PUBLIC ADMINISTRATION

### TRAINING DESIGN OF THE PROPOSED INTERVENTION PROGRAM ON JOB BURNOUT

#### MUNICIPALITY OF KABACAN, MATALAM, CARMEN

**Objective of the study:** Recommend an intervention program that will address the issues or problems identified in the study pertinent to job burnout.

**Major issues identified in the study:**

- **Exhaustion**
  1. Feeling strain from working all-day
  2. Feeling emotionally drained from work
  3. Feeling used up at the end of the workday
- **Cynicism**
  1. Becoming more cynical about the contributions of their work
  2. Becoming less enthusiastic about work
- **Professional Inefficacy**
  1. Inability to solve the problems that arise at work
  2. Uncertainty on being effective in getting things done
  3. Unable to feel happy when something was accomplished at work

**Title:** Seminar-workshop on Job Burnout Prevention & Employee Formation

**Theme:** *“From Burnout to Balance: Strengthening Workplace Connectivity and Maneuvering LGU Employees towards Cultures of Collective and Self-care.”*

**Participants:** Local government employees of the Municipality of Kabacan, Matalam, and Carmen, Cotabato

**Date:** December 18, 2020 (Saturday)

**Venue:** Municipal Gymnasium

**Proposed budget:** PHP 30,000.00 in every municipality



**Expected activity key results:**

The following goals will be realized after the conduct of the training:

- ✓ The regular employees will be more enthusiastic at work:
- ✓ The regular employees will have a more robust connection with their job and colleagues:
- ✓ The regular employees will be able to appreciate their job more meaningfully:
- ✓ The regular employees will be equipped with relevant problem solving skills.

**Methodology:**

- Part I: Seminar-workshop
- Part II: Employee Team Building

**Training objectives:**

The proposed training generally aims to diminish the experience of the regular employees of job burnout. Specifically, the training will:

1. Create an understanding about the structure of burnout in terms of:
  - 1.1. Definition
  - 1.2. Signs and symptoms
  - 1.3. Dimensions
  - 1.4. Individual and institutional preventive strategies
2. Develop a sense of work appreciation:
3. Establish a stronger connection with the job and colleague

**Rationale:**

It is a universal principle in the field of management that the most important asset of any organization is its employees. They are the key to any organizational success. They are the force that fuels all of the activities of the organization. In the study conducted by Nitafan (2020), it was determined that the regular employees of the municipal local government of Kabacan, Matalam, and Carmen experienced certain amounts of job burnout, particularly in terms of exhaustion, cynicism and professional inefficacy. It is a common belief among everyone that job burnout is a negative factor that deteriorates the emotional and physical health of the employees. There are also studies that concluded that job burnout loses the motivation of the employees to work leading to poor employee performance (Sabaah et al. 2012).

In addition to the findings of Nitafan (2020), the problems on job burnout identified issues on exhaustion like feeling strain from working all day, feeling emotionally drained from work, and feeling used up at the end of the workday; issues on cynicism which comprise becoming more cynical about the contributions

of their work, becoming less enthusiastic about work; lastly, issues on professional inefficacy which include inability to solve the problems that arise at work, uncertainty on being effective in getting things done, and unable to feel happiness when something was accomplished at work.

It is on these research findings that the training was designed to diminish the observance of job burnout among the regular employees of the municipal local government of Kabacan, Matalam, and Carmen, Cotabato.

**TRAINING PROGRAM**

**Seminar-workshop on Job Burnout Prevention & Employee Formation**

**Theme:** *“From Burnout to Balance: Strengthening Workplace Connectivity and Maneuvering LGU Employees towards Cultures of Collective and Self-care.”*

December 18, 2020

Municipal Gymnasium, Kabacan, Matalam, and Carmen, Cotabato

**I Opening Program**

Prayer	8:00-8:05 AM
Philippine National Anthem	8:06-8:15 AM
Opening Remarks	8:16-8:35 AM
Inspirational Message	8:36-9:00 AM
Intermission Number	9:01-9:10 AM
Statement of Purpose	9:11-9:16 AM
Introduction of the Resource Speakers	9:17-9:30 AM

**II. Seminar Proper**  
Lecture

**Seminar on the structure of job burnout**

Proposed topics:

- Definition
- Signs and symptoms
- Dimensions
- Individual and institutional preventive strategies

9:31-10:31 AM

**Proposed Speaker: Prof. Yusuf H. Indin**  
USM Psychology  
Kabacan, Cotabato

Workshop

**Proposed activity:**

- Short debriefing
- Meaningfulness of public service
- Experiences on job burnout
- Coping mechanisms rendered to address job burnout

10:32-12:30 NN

Facilitator: Resource Speaker and organizers

**LUNCH BREAK**

**Long Boogie Fight**

12:30-01:00 PM

**III. Team Building**

Activity 1

**Scavenger Hunt**

01:01-2:00 PM

Activity 2

**The Perfect Square**

2:01-2:30 PM

Activity 3

**Human Knot**

2:31-3:00 PM

Activity 4

**The Mind Field**

3:01-3:30 PM

Activity 5

**The Egg Drop**

3:31-4:00 PM

Activity 6

**Employee Recollection**

4:00-4:30 PM

**IV. Closing Ceremony**

Closing Remarks

4:31-4:45 PM

**CHECKOUT**

4:46 PM

**VII. CONCLUSION**

The following were the conclusions that were derived from the research findings:

1. The regular employees of the selected local government units in District three (3) experienced a moderate level of employee silence at work; specifically, a moderate degree of acquiescent, quiescent, prosocial, and opportunistic silence was observed among them:
2. The regular employees of the selected local government units in District three (3) shared a moderate level of organizational commitment to their organization; specifically, a moderate degree of affective, continuance, and normative commitment towards their organization was confirmed among them:
3. The regular employees of the selected local government units in District three (3) experienced a moderate level of job burnout at work; specifically, a moderate degree of exhaustion, cynicism, and professional inefficacy was confronted by them in their organization:
4. The study determined a positive yet very low relationship between employee silence and job burnout, but the correlation found between the two (2) variables was proven to be statistically insignificant.
5. The study determined a negative and very low relationship between organizational commitment and job burnout, but the linkage found between the two (2) variables was proven to be statistically insignificant.

6. The study found out that none of the dimensions of employee silence and organizational commitment was statistically significantly associated with any of the dimensions of job burnout.

### **VIII. RECOMMENDATIONS**

The following were the recommendations of the researcher to address the issues identified in the study as well as advance the current state of research in the field of employee silence, organizational commitment and job burnout:

1. The study recommended that the heads or supervisors of the regular employees in their departments shall give their subordinates a chance to express their ideas at work. They shall listen to their employees' concerns or opinions about the activities of their organization since a considerable degree of acquiescent and quiescent silence were found among the employees. In light with the moderate employee acquiescence ascertained among the respondents, the heads or supervisors shall be open to their proposals or concerns about their work, and an organizational change shall be observed that encourages healthy sharing of knowledge or ideas among them. Moreover, in addressing the moderate degree of employee quiescence observed among the regular employees, the study suggested that the heads or supervisors shall not initiate any adverse or retaliatory steps like dismissing an employee from work whenever someone voices an idea about the organization whether it is positive or not. Furthermore, all regular employees are implied not to be influenced by their fear of being alone as a result of voicing out if the information or knowledge that they keep among themselves is very vital in attaining organizational goals.
2. Although the intention of the employees' prosocial silence was mostly altruistic and cooperative as explicated by numerous studies in the field, the practice of prosocial silence among the regular employees shall not in pursuit of concealing any ethical transgressions at the workplace since such unethical demeanors do not just lead to more serious problems, but also degrade the integrity of the organization.
3. Since the research also discovered a considerable degree of opportunistic silence among the regular employees, it was important to suggest that the regular employees shall not withhold a very relevant information or work-related idea from their superiors or colleagues, especially if it is highly significant in

addressing a certain problem or could improve further the current status of the organization since the ascertained opportunistic silence among the respondents was primarily due to concerns that others could take an advantage of their ideas.

4. In strengthening the affective commitment of the regular employees, an intervention program like teambuilding or effective managerial support system towards the employees shall be established to reverse the respondents' inclination of becoming attached with another organization as they were in their organization as well as make them more concerned with the problems existing within their organization since some regular employees were revealed to be apathetic with the problems in their organization.
5. In strengthening the continuance commitment of the employees, the heads or supervisors as well as the Human Resource Management Office shall provide more opportunities to their employees to make them feel that they truly belong in their organization since the study determined that some of the regular employees in the selected local government units have a lot of options to consider leaving their organization.
6. To address the issues identified pertinent to job burnout of the respondents, the researcher highly proposed that the heads or supervisors of the concerned offices as well as the Human Resource Management Office shall use the intervention program recommended in the study as a keystone or guide since it offers a variety of activities that will help the de-escalate the lived experiences of the regular employees on job burnout.
7. To address the limitations of the study, the researcher implied the scholars in the field of organizational sciences to:
  - 7.1. Extend the scope of the study to other provinces or regions and include a larger sample size to confirm whether the findings drawn in this research were also observed in other municipal or city local governments in the Philippines or not:
  - 7.2. Conduct a qualitative study that will explore the lived experiences of the regular employees on employee silence, especially their reasons of silence to draw a more in-depth understanding of the construct:
  - 7.3. Extend the study to the regular employees of the selected private sectors in District three (3) to draw a statistical comparison of the degree of

employee silence, organizational commitment and job burnout experienced by them at work.

- 7.4. Conduct a study that correlates job burnout with other constructs in the field of public administration like employee performance, quality of work life and organizational politics to illustrate a bigger picture of job burnout as associated with other constructs.

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# The Effectiveness of Eco pedagogy based IPS Electronic Module in improving Attitudes Caring for the Environment of students of Islamic School, Diponegoro, Surakarta

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**Abstract**— *This study aims to produce teaching materials in the form of electronic modules based on ecopedagogy that are valid, practical and effective for students' environmental care attitudes in social studies subjects. This research is included in research and development (Research and Development) which refers to the ADDIE development model which includes the Analysis, Design, Development, Implementation, Evaluation stages. Ecopedagogy-based electronic module testing in learning and environmental care attitude tests were carried out on seventh-grade students of Diponegoro Islamic Middle School, Surakarta. The trial design of this study used the One Group Pretest-Posttest Design. The results showed that the average percentage of the feasibility value in terms of material and media was 4.4 with very feasible criteria. The use of an ecopedagogy-based electronic module in the limited trial from the teacher is 4.8 and the students get an average score of 4.6 with the very practical category. Ecopedagogy-based electronic modules are effective in improving students' environmental care attitudes marked by an increase in caring attitudes towards the environment from 70.9 to 89.1. These results indicate that the developed ecopedagogy-based electronic module has valid, practical and effective criteria.*

**Keywords**— *Electronic Module, Social Studies, Ecopedagogy, Environmental Care.*

## I. INTRODUCTION

Ecological problems are one of the problems that are often discussed today. This occurs due to reduced human awareness of the importance of the environment so that it needs to be preserved and preserved. It is strengthened by the existence of globalization which enables all human beings to relate to other humans very easily, effectively and efficiently, resulting in excessive exploitation of nature. For example, large-scale clearing of forests to open new jobs in the oil palm plantation sector, construction of roads that require expansion by clearing forests or rice fields, and disposing of garbage and factory waste to pollute river flow (Nasution, et al, 2016: 141).

Based on this, the human obligation to interact with the environment must be based on an attitude of responsibility to protect and preserve the environment. As Ward & Dubos stated that the earth is only one (only one

earth) whose survival is very dependent on humans to protect and preserve the environment. The current global crises can be traced from a human perspective regarding environmental exploitation without considering environmental sustainability. Various environmental problems such as global warming, depletion of the ozone layer, environmental damage, the crisis of natural resources, environmental pollution, reduction of biodiversity, forest fires, floods, erosion, etc. occur on a local, national and global scale.

Cultivating a caring attitude towards the environment can be done through education taught in schools, especially in social studies subjects (Kollmuss&Agyeman, 2010: 239). Environmental education in social studies lessons is integrated into every social study learning structure. Geographical, economic, sociological, and historical studies in social studies can all

be integrated with environmental competencies and materials. This ecological problem can be used as an interesting study and taught to students. So far, social studies learning which is monotonous and dominant in the mastery of the cognitive aspects causes students to be less interested in learning social studies, so it is necessary to innovate in the media and learning resources used by the teacher. This is done so that the essence of social studies learning becomes meaningful learning, and is not limited to memorization and other cognitive aspects.

By cultivating an attitude of caring for the environment in schools, it is hoped that students can implement it in social life per the mission of the Ministry of Environment of the Republic of Indonesia and the proper social studies learning objectives. Thus schools can help students to understand the environment, concern for the earth, the impact of development, and sustainable life in the future (Ozsoy, 2013: 3). But the facts in the field based on the results of observations and interviews, students have not been able to see environmental problems with a positive and proactive attitude. This condition was strengthened by questionnaires distributed to 80 students and the results obtained were 31 students or 39% of students had an environmental concern and 49 students or 61% of their environmental concerns were still lacking.

So the effort made to address this is the need for education or a learning process in society, especially the younger generation. The young generation has a very crucial position. Because based on the current conditions, namely that children are closer to technology and far from the natural environment (Hadzigeorgiou&Skoumios, 2013: 406), so facing these challenges, it is important to introduce the younger generation to the knowledge of skills and the right attitudes related to the environment (Sarkar & Ara, 2007: 124). This fact makes the integration of an environmental care attitude needed to preserve the environment. Environmental care is one of the 18 values in character education that have been integrated into the applicable curriculum from primary to tertiary education.

Based on the conditions described above, it is deemed necessary to develop teaching materials in the form of electronic modules based on ecopedagogy in social studies as an effort to improve students' caring attitudes towards the environment. This is by the opinion of Supriatna, (2016: 287-288) that ecopedagogy is an alternative approach to educating students and communities to learn to live more justly, in harmony with nature and to maintain the values of local wisdom embraced by society and the preservation of nature to support civilization. sustainable to change the relationship between humans and the environment today.

## II. METHOD

This research is included in research and development (Research and Development), namely research that is used to produce certain products (creations) and to test the effectiveness of these products (Sugiyono: 2018). The product in question is an electronic module based on ecopedagogy in social studies learning to improve students' environmental care attitudes. The development of an ecopedagogy-based electronic module in this study refers to the ADDIE development model which includes the Analysis, Design, Development, Implementation, Evaluation stages (Dick, W., Carey: 2009). The ecopedagogy-based electronic module product developed was validated by a team of experts. Validation data from experts are analyzed qualitatively as input to improve the product being developed. Questionnaire data regarding expert responses regarding the feasibility of product development were analyzed by transforming the average score of all observed aspects into qualitative sentences with the criteria as in the following table.

*Table 1. Conversion Level of Achievement of Expert Team Validation*

Mastery Level	Interpretation	Information
82 – 100%	Very Good	Very Feasible
63 – 81%	Good	Feasible
44 – 62%	Pretty Good	Lack Feasible
25 – 43%	Lack	Not Feasible

(Source: Sudjana, 2005: 47 with modifications)

While the analysis of students' environmental care attitudes is presented in the following table:

*Table 2. Categories of Environmental Care Attitudes*

Categories	Information
82 - 100	Environmental Care
63 - 81	Care Enough for Environmental Care
44 - 62	No Matter for Environment
25 - 43	Very Doesn't Care for the Environment

(Source: Sudjana, 2005: 47 with modifications)

## III. RESULTS AND DISCUSSION

### 3.1. The Results of the Analysis Phase

The analysis stage is the initial stage in developing an electronic module based on ecopedagogy. At this stage, several activities were carried out, namely analyzing the

problems and needs of students and analyzing basic competencies. Problem analysis is carried out to determine basic problems in the development of an ecopedagogy-based electronic module. In this step, the researcher generally observes the problems that arise in the VII grade social studies learning at Diponegoro Islamic Junior High School, Surakarta. Analysis of the needs of students, namely students needing innovations in social studies learning that can increase students' sense of care for the environment, this innovation is offered by researchers, namely with an electronic module based on ecopedagogy where abstract material can be explained by media components consisting of, interactive media, pictures, animation and learning videos.

Basic competency analysis stipulates that the material developed focuses on Basic Competencies (3.3 Analyzing the concept of interaction between humans and space to produce various potentials of Indonesian natural

and maritime resources (production, distribution, consumption, supply-demand) and interactions between spaces for the sustainability of economic, social and economic life. Indonesian culture and (3.4 Presenting the results of an analysis of the concept of interaction between humans and space to produce various potentials of Indonesian natural and maritime resources (production, distribution, consumption, demand and supply) and interactions between spaces for the sustainability of Indonesia's economic, social and cultural life ).

### 3.2. The Results Of The Planning Stage

This stage is a systematic process that begins with compiling a storyboard as a basis and an overview of the form, content, appearance in developing an electronic module based on ecopedagogy. In this stage, supporting content is collected in the development of an electronic module based on ecopedagogy. Following are the results of the storyboard design.

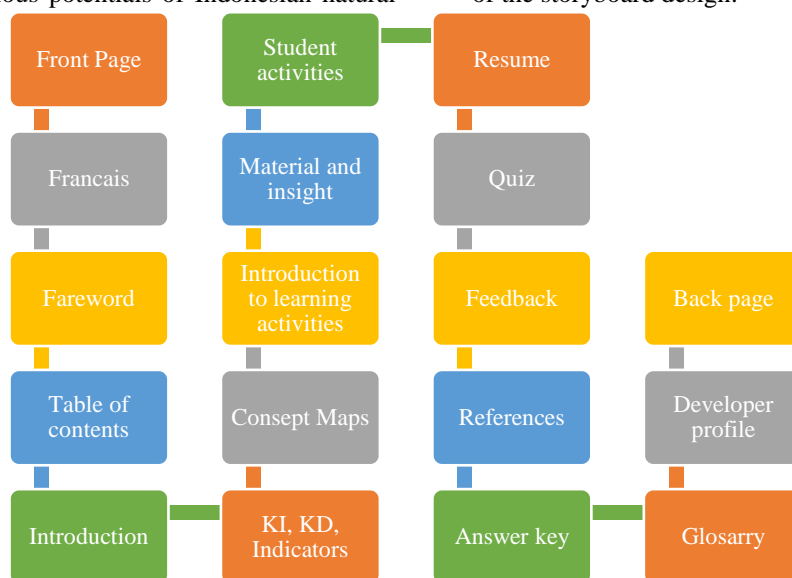


Fig.1: Content Format (Storyboard) of the Electronic IPS Module Based on Ecopedagogy

### 3.3. The Results Of The Development Stage

This stage is the stage of making an electronic module based on ecopedagogy which is developed containing cover pages, francais and forewords, table of contents, introduction and KI, KD, indicators, concept maps and introduction to learning activities, material and insight, student activities, environmental sustainability

concepts /ecopedagogy , summaries, quizzes, feedback and reference lists. The developed ecopedagogy-based electronic module contains material with characteristics and abstracts explained with illustrations, pictures and learning videos to be able to train students' caring attitudes towards the environment. The development results can be seen in Table 3 below.



Table 3. Display of Ecopedagogy Based Electronic Modules and Information

**Ecopedagogy Based Electronic Module Display and Description**



Fig.1: Front page / cover as the initial display of the Social Science electronic module based on ecopedagogy

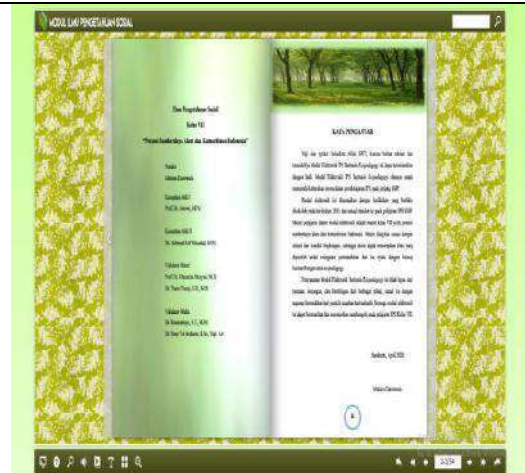


Fig.2: The French page and the foreword are in one face. Francis contains the name of the author, expert consultant and validator.

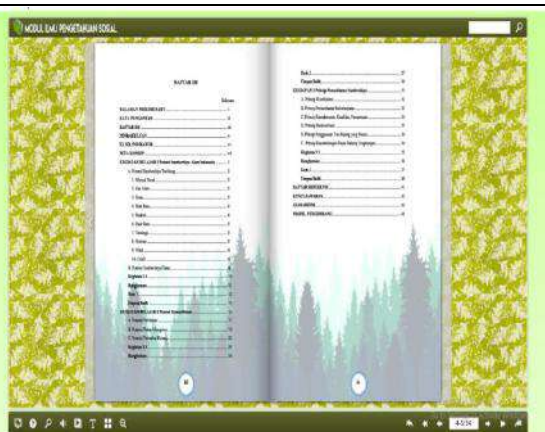


Fig.3: The Table of Contents

Contents contains brief details of the electronic module contents and their pages. This makes it easier for users to find the material they want to study.

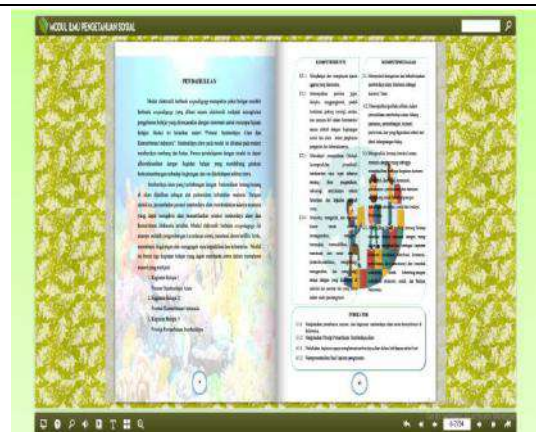


Fig.4: Introduction, KI, KD, and Indicators. KI, KD, and indicators are included in this ecopedagogy-based social science electronic module so that users know the learning objectives of the material being studied

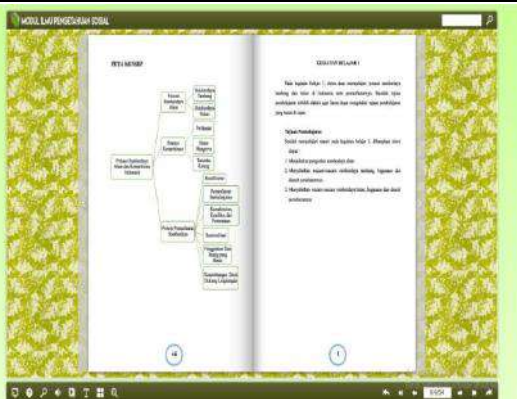


Fig.5: Concept maps and introduction to learning activities make it easy for users to know the relationship between material and content in each activity.

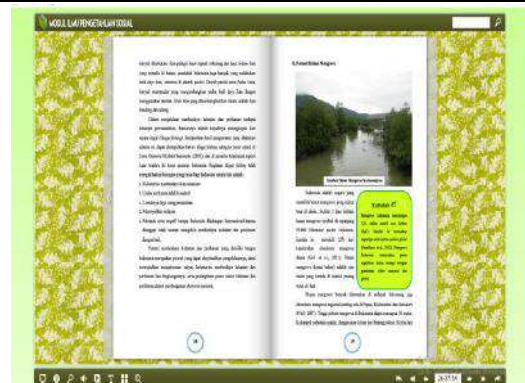


Fig.6: Material and insight. The material is presented in accordance with the applicable curriculum, namely the 2013 curriculum at the junior high school level



Fig.7: Student activities are in the form of assignments presented with instructional videos to make them more interesting and able to hone students' thinking skills.

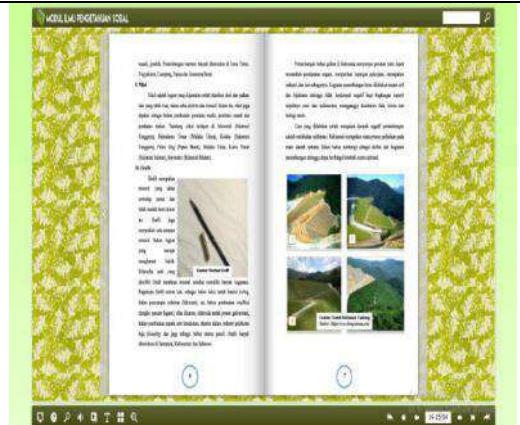


Fig.8: The ecopedagogy concept used in this electronic module is based on the NEP so that it can stimulate a caring attitude towards the environment



Fig.9: A summary of the material is presented, so that it is easy for users to find out the outline of each activity.

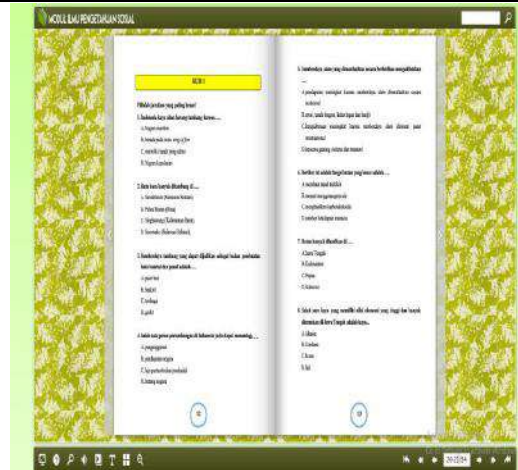


Fig.10: Quizzes are given as a measure whether the user understands each activity in the electronic module.

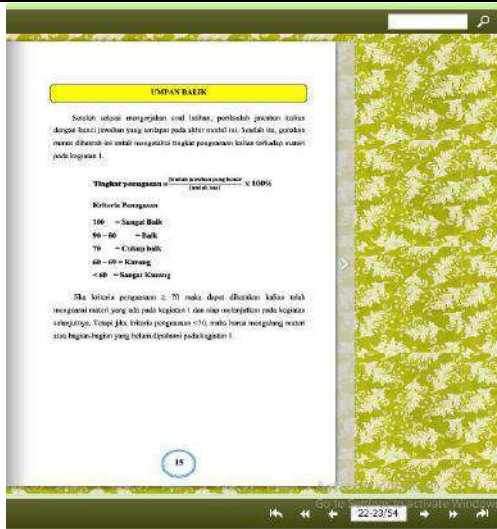


Fig.11: Feedback contains assessment rules that can be done independently by the user.

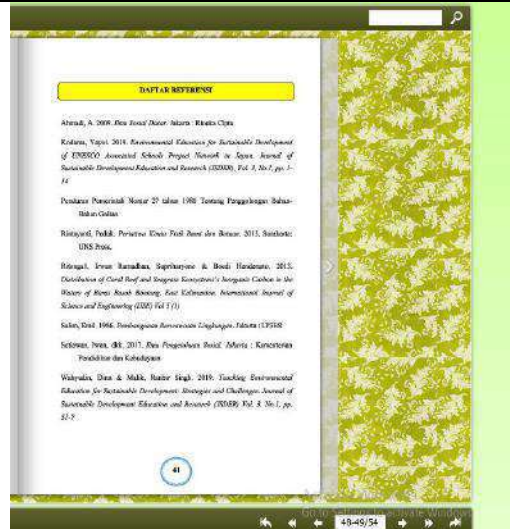


Fig.12: The reference list contains the citation sources used in the module.



Fig.13: The answer key allows the user to match the answers in the e-social science-based electronic module



Fig.14: The glossary allows the user to understand important words or terms in the electronic module.

### Validation Results

The validation of the developed product in the form of an electronic module based on critical ecopedagogy is carried out by experts who are competent in their fields. The results of expert validation obtained are listed in Table 4.

Table 4. Summary of Expert Validation Results

Validator	Average Value	Criteria
Material Expert	4,4	Very Good
Media Expert	4,3	Very Good
Average	4,4	Very Good

Source: 2020 Research Data Analysis

Table 5. Distribution of Expert Team Assessment

No.	Interval	Criteria	Testing	
			Frequency	Percentage
1	$X > 4,21$	Very Good	3	75%
2	$3,40 < X \leq 4,21$	Good	1	25%
3	$2,60 < X \leq 3,40$	Enough	-	-
4	$1,79 < X \leq 2,60$	Lack	-	-
5	$X \leq 1,79$	Very lack	-	-
Amount			4	100 %

Source: 2020 Research Data Analysis

Based on Table 5 and above, it can be seen that the average validation result of material experts is 4.4 and the average result of validation by media experts is 4.3. So it can be concluded that the average assessment of the expert team on the electronic Social Science module based on ecopedagogy is 4.4, and it is in an outstanding category. Thus, the ecopedagogy-based electronic module product is feasible to be implemented in learning.

### 3.4. Implementation Stage

This stage is the stage of an ecopedagogy-based electronic module implemented in class VII students of Diponegoro Islamic Junior High School in Surakarta with a limited readability trial.

#### Limited Readability Trial

Limited trials of small groups and large groups were carried out to know the practicality and legibility of the product developed. This test was carried out by

teachers and students because they were both users of the developed ecopedagogy-based electronic module. The results of the ecopedagogy-based electronic module practicality test for student teachers are listed in table 6. The results of the teacher and student readability assessment are as follows:

Table 6. Readability Test for Teachers and Students

Readability Trial	Average Score	Criteria
Teacher	4,8	Very Good
Students	4,6	Very Good
Average	4,7	Very Good

Based on the results of the test for the readability of the teacher and students, the average score was 4.7 in the very good category.

### Wide-Scale Readability Trials

Based on the data obtained from the final result test (post-test), it is known that the environmental care attitude of students before and after being taught by the electronic module based on ecopedagogy has a significant difference. The comparison of the pretest and post-test environmental care attitudes of students can be seen in Figure 2.

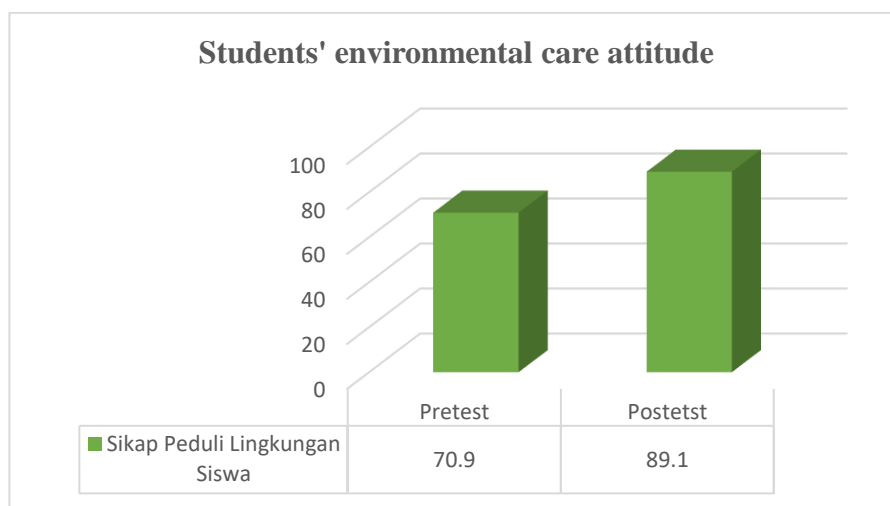


Fig.2: Result of Pre and Post test of Students' Environmental Care Attitudes

Based on Figure 2 above, it can be explained that learning with an electronic module based on ecopedagogy has a positive effect on students where the posttest score of 89.1 is higher than the pretest score of 70.9. Thus, it can be concluded that the ecopedagogy-based electronic module has a very significant influence in increasing the environmental care attitude of students. The environmental care attitude of students before implementing (pretest) an ecopedagogy-based electronic module with after the implementation (posttest) an ecopedagogy-based electronic module has a better caring attitude than before the ecopedagogy-based electronic module was implemented. This is in line with Kahn's opinion in Supriatna, (2016: 287-288) argues that ecopedagogy is an alternative approach to educating students and learning communities to live more justly, in harmony with nature and maintaining the values of local wisdom embraced by the community and nature preservation. to support sustainable civilization to change the relationship between

humans and the environment today. Ecopedagogy is a way to connect with nature so that it can critically view environmental issues. This means that ecopedagogy can be used as one of the approaches used in the development of the electronic module for Social Science learning, especially in fostering a caring attitude towards the environment.

### 3.5. Evaluation Stage

After going through the previous stages, the development of this ecopedagogy-based electronic module received several improvements that had to be made. The evaluation of the ecopedagogy-based electronic module is carried out based on the assessment sheet, input and suggestions from expert validators and test subjects as users. The evaluation stage is carried out in two parts, namely formative and summative evaluation. Formative evaluation is carried out at every stage of ADDIE

development. While summative evaluation consists of the final evaluation of the entire ADDIE process.

#### IV. CONCLUSION

Research on the development of ecopedagogy-based electronic modules is an alternative answer to the use of innovative learning media in the current era of digital technology. Teachers in their duties as facilitators and mediators must always try to develop learning, especially through the use of learning tools (media) that are relevant and following the demands of the times. Therefore, teachers should always be motivated to become innovative teachers, especially in creating learning resources according to student needs.

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# The Digital Economic Literacy of Entrepreneurs Managing Small and Medium Enterprises in the Era of Industrial Revolution 4.0

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**Abstract**— *This research aims to identify the economic literacy of entrepreneurs managing small and medium enterprises (UMKM) by analyzing the influence of connectivity, technological advances, users, knowledge of economy, and innovation on digitalization. Quantitative method comprising questionnaire as its sampling technique was employed. The samples in this research were 120 small and medium enterprises. The data collected through questionnaire were analyzed by using Partial Least Square (PLS) analysis. Based on the research findings, both connectivity and users positively and significantly influence digitalization. Meanwhile, technological advances, knowledge of economy, and innovation positively but insignificantly influence small and medium enterprises digitalization. The researchers suggest other researchers to develop certain design or model that nurture and improve the economic literacy of entrepreneurs managing small and medium enterprises.*

**Keywords**— *digitalization; small and medium enterprises; SMEs; industrial revolution 4.0.*

## I. INTRODUCTION

World economic development nowadays has been entering the era of industrial revolution 4.0 that small and medium enterprises should adapt to market dynamics [1], [2] since small and medium enterprises have significant role in the development of a country [3][4][5]. Industrial revolution 4.0 is indicated by rapid digitalization in various sectors [6], [7]. One of the indicators is digitalization which is integrated in production process that can enhance supply chain productivity so that efficiency is achieved [8][9][10].

Although digitalization may create efficiency, innovation, business growth, and competitive advantage [8], [11]; it emerges numerous challenges for small and medium enterprises [2], [10], [12]–[15]. This happens since small and medium enterprises do not optimally make use of Information and Communication Technology (ICT) like what large companies do [7], [11]. Economics education allows one to make better decision by considering cost and benefit. Thus, economics education is surely essential for both individual and society [16]. Unfortunately, not all

entrepreneurs study and get economics education.

Economic literacy is important for small and medium enterprises entrepreneurs particularly if it is related to digital world as one's improved economic literacy contributes to the society or the country [17]. Moreover, small and medium enterprises may have more chances to grow when economic literacy is combined with digital economic [10], [18]. Consequently, it fosters the economy of a country [15], [17], [19]–[22].

## II. LITERATURE REVIEW

### 2.1. Literature Review

#### 2.1.1. Economic Literacy and Digitalization

Literacy is fundamental for individual behavior [23]. One is considered to have economic literacy when he/she knows and relates an economic theory in logically making economic decision [24]. Better economic literacy that one has influences him/her in making financial decision [17]. Economic literacy nurtures cooperation through developed

economic knowledge and skill [24]. Digitalization on small and medium enterprises supports business activities that raises efficiency, eases the entrepreneurs in reaching customers, and eases them in getting immediate feedback [25], [26]. There are three categories of digitalization as (1) digital technology which is defined as a digital transformation that makes use of ICT, (2) digital organization which is defined as a digital transformation that changes and creates new business models, and (3) digital social innovation which is defined as digital transformation that influences life aspects [27]. This research deeply discusses digital technology on small and medium enterprises.

### **2.1.2. Innovation and Technological Advances**

Besides being a factor that strengthens business survival, innovation is vital to maintain small and medium enterprises competitiveness [2]. Entrepreneurs prevent wasting resources and optimize business activities to fulfill customer needs through innovation [28]. Technology has already been a part of business [29]. Moreover, one innovation involved in business activities is the use of social media [30].

The involvement of technology positively influences small and medium enterprises performances [21]. However, this research finding shows that the use of technology insignificantly influences digitalization. In the era of industrial revolution 4.0, in order to survive, small and medium enterprises should be guided to involve technology so that they work efficiently in developing products and maintaining the quality of their products [8], [30]. Companies or small and medium enterprises that benefit technology to perform online transactions have better potency to survive rather than those which still make use of conventional marketing [4]. Nevertheless, the lack of knowledge, skill, and experience become one of challenges for small and medium enterprises to involve technology [7].

### **2.1.3. Knowledge of economy**

The use of term 'knowledge' as an economics terminology is frequently questioned since initially economy is only has something to do with manufacturing products and providing services [31]. Conversely, currently, knowledge of economy has a crucial role because it helps individual to make decision especially if it is related to cost and benefit [16], [32]. Knowledge of economy grasped by individual cannot be measured by looking at what one studies and achieves in formal education [33]. Besides from formal education, knowledge of economy can be grasped through experiences on a daily basis [24]. Small and medium enterprises are required to improve performances and

innovations so that they can compete and survive [34].

### **2.1.4. Connectivity and Users**

The presence of internet as a part of ICT accelerates economic development of a country [35]. Small and medium enterprises may involve various media such as (1) social media: whatsapp, facebook, instagram, twitter, (2) personal or business website, (3) digital platform or market place: bukalapak, tokopedia, shopee, bibli.com, alibaba, and others to connect them to many parties related to their business activities. Better communication and service can be provided if small and medium enterprises involve social media (Bouwman et al., 2018). The availability of market place offered by third party eases and helps small and medium enterprises to transform and compete in the era of industrial revolution 4.0 [36]. Digital media allows online transactions, payments, and feedbacks [4].

Digitalization empowers entrepreneurs to immediately and effectively communicate with customers and suppliers [4]. Recently, technology allows customers and suppliers to inquire and complain to entrepreneurs so that customers' trust and satisfaction are preserved [4], [7]. It is needed for small and medium enterprises to improve their business by networking aimed to expand business opportunities, maintain positive relationship, and keep long-term relationship [28]. In addition, it is a fact that technology helps companies to innovate and find new market [29].

## **2.2. Research objective**

This research aims to identify the digital economic literacy influences on entrepreneurs that manage small and medium enterprises in the era of industrial revolution 4.0 by using variables that are digitalization, connectivity, technological advances, users, knowledge of economy, and innovation. Based on that research objective; (H1) the influence of connectivity on digitalization, (H2) the influence of technological advances on digitalization, (H3) the influence of users on digitalization, (H4) the influence of knowledge of economy on digitalization, and (H5) the influence of innovation on digitalization are identified.

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### III. METHODOLOGY

There were a total of 120 respondents that manage small and medium enterprises. 30 samples from each city (Surakarta, Sukoharjo, Karang Anyar, and Sragen) were involved. This research applied quantitative approach.

#### 3.1. Research instrument

The instrument used in this research was a questionnaire consisting of 34 items that had been tested its validity and reliability by using Smart PLS 2.0 program. Every item represented variables of this research which were digitalization, connectivity, technological advances, users, knowledge of economy, and innovation. Likert Scale consisting of four responses as; (1) “strongly disagree”, (2) “disagree”, (3) “agree”, and (4) “strongly agree” were employed.

#### 3.2. Data analysis

The influences of the variables (connectivity, technological advances, users, knowledge of economy, and innovation) on digitalization were tested by analyzing the data through Smart PLS 2.0. The analysis involved measurement model (outer model) and structural model evaluation (inner model). Outer model evaluation was used to know the validity and reliability of the model while inner model was used to know the relation among variables studied. There were three main steps done in main testing. They were (1) convergent validity comprising factor loading or outer loading, average variance extracted (AVE), and communality as its parameters; (2) discriminant validity comprising cross loading, square root of AVE, and Latent Variable Correlation as its parameters; and (3) reliability comprising Cronbach’s Alpha and Composite Reliability as its parameters. Meanwhile, inner model evaluation could be seen from the value of R-square and path coefficients (mean, STDEV, and t-values).

### IV. RESULT AND DISCUSSION

Based on the data analysis; outer model evaluation, particularly on convergent validity phase, shows that the factor loading of connectivity, technological advances, users, knowledge of economy, innovation, and digitalization is  $> 0,7$ . Besides, AVE and communality value are  $>0,5$ . Meanwhile, in the phase of discriminant validity, the value of cross loading on its own variable is higher rather than on other variables. Furthermore, the

discriminant validity of the variable can be measured by comparing AVE square root and Latent Variable Correlation. The AVE value of connectivity as one of the variables is 0,584 and the root of AVE is 0,764. The AVE value of technological advances is 0,632 and the root of AVE is 0,795. The AVE value of users is 0,674 and the root of AVE is 0,821. The AVE value of knowledge of economy is 0,643 and the root of AVE is 0,802. Related to another variable that is innovation, the AVE value of it is 0,665 and the root of AVE is 0,815. The AVE value of the last variable, digitalization, is 0,650 and the root of AVE is 0,806. After being compared to the value of Latent Variable Correlation shown in Table 1; it is found that the root of AVE on each variable is higher than that of Latent Variable Correlation. The root of AVE on users is higher than the correlation value between users and other constructs. This finding is also revealed on other variables.

Table 1. The Value of Latent Variable Correlation

	C	D	I	KE	TA	U
C	1					
D	0,695	1				
I	0,681	0,685	1			
KE	0,666	0,590	0,682	1		
TA	0,644	0,659	0,693	0,465	1	
U	0,550	0,649	0,720	0,509	0,659	1

The value of composite reliability and cronbach’s alpha are measured through reliability test (rule of thumb  $> 0,7$ ). The value of composite reliability and cronbach’s alpha on digitalization are  $0,928 > 0,7$  and  $0,909 >0,7$ ; on connectivity are  $0,926 >0,7$  and  $0,910 >0,7$ ; on innovation are  $0,922 > 0,7$  and  $0,899 >0,7$ ; on knowledge of economy are  $0,900 >0,7$  and  $0,861 >0,7$ ; on technology advances are  $0,872 >0,7$  and  $0,807 >0,7$ ; and on users are  $0,861 >0,7$  and  $0,766 >0,7$ . It can be concluded that each variable is reliable.

After the requirement of outer model evaluation is conformed, inner model evaluation is done. Through bootstrapping method, the r-square value of digitalization (0,621) is found. Based on the result, digitalization as one of the variables studied in this research is categorized as a strong variable. It means that it can be justified 62,1% by other variables that are, connectivity, technological advances, users, knowledge of economy, and innovation.

In order to verify the hypothesis, there should be beta coefficient value and the comparison result of T-statistic and t-value obtained from the table of path coefficient value (mean, STDEV, t-values). The level of significance



in this research is 5% so that the weight fits the standard which is 1,96. The result of hypothesis testing showing the path between connectivity and digitalization reveals that beta coefficient is 0.299 while t-value is 2.074 >1,96. This proves that connectivity positively and significantly influences digitalization. Hence, the hypothesis (H1) is accepted. The result of hypothesis testing showing the path between innovation and digitalization reveals that beta coefficient is 0.114 while t-value is 1,026 <1,96. This indicates that innovation positively influences digitalization though the influence is insignificant. Thus, the hypothesis is (H2) rejected. Similar with the influence of innovation on digitalization, the influence of knowledge of economy on digitalization is positive but insignificant since beta coefficient is 0.111 while t-value is 0,995 <1,96. Therefore, the hypothesis (H3) is rejected. Related to the influence of technological advances on digitalization, beta coefficient is 0.189 while t-value is 1,479 <1,96. It denotes that technological advances positively but insignificantly influence digitalization so that the hypothesis (H4) is rejected. The last hypothesis is related to the influence of users and digitalization. It is found that its beta coefficient is 0.220 while t-value is 2,498 >1,96. Thus, users has positive and significant influence on digitalization that the hypothesis (H5) is accepted.

## V. CONCLUSION

In the era of industrial revolution 4.0, digital transformation reinforces the speed and efficiency. Furthermore, it develops business model and nurtures competitiveness of small and medium enterprises as well as improves customer experience [37]. Nonetheless, digitalization that offers numerous possibilities and benefits for small and medium enterprises [12] essentially is not fully managed by the entrepreneurs of small and medium enterprises yet. The weaknesses of small and medium enterprises in facing the era of industrial revolution 4.0 are the lack of fund, knowledge, and skill. The lacks force small and medium enterprises unable to adapt technology. This phenomenon causes small and medium enterprises to have worse performance than that of large company [7]. The finding shows that though connectivity and users have significant influence; innovation, technological advances, and knowledge of economy insignificantly influence small and medium enterprises.

The research conducted by Camilleri (2018) shows positive and significant influence of technological innovation, digital media used as a communication media, on the benefit obtained by small and medium enterprises.

Unfortunately, this research shows that innovation does not have significant influence. Even though there are many research showing the influences of technological innovation on small and medium enterprises, research on different countries may show different findings [29]. This is caused by the lack of small and medium enterprises technology mastery and the lack of rapid digital innovation adaptation [4]. Thus, support and knowledge are required so that small and medium enterprises can develop those skills effectively [8] and innovate.

Moreover, it is found that the involvement of technology has insignificant influence on digitalization so that it has minor influence on small and medium enterprises. Since the employees of many small and medium enterprises lack technology skills, they feel uncertain and demotivated to adopt digitalization [4]. Small and medium enterprises face significant problem when technology in the era of industrial revolution 4.0 should be involved [3], [8]. The absence of technology becomes crucial challenge for small and medium enterprises [7], [12]. Small and medium enterprises that do not employ information and communication technology are affected by many factors; lack of internet service provider, financial problem, lack of knowledge, costly employee training cost, and lack of government support [19]. Success can be achieved by small and medium enterprises once they have sufficient knowledge and skill to use digital technology [3]. Therefore, adapting technology that is rapidly developed is strongly needed for small and medium enterprises [34].

The entrepreneurs' economic literacy is still low. This is a result of the insignificant influence of the knowledge of economy on small and medium enterprises digitalization. Based on the research finding, knowledge of economy positively but insignificantly influences digitalization. Compared to companies, small and medium enterprises not only lack of resources and its limited market influence but also lack of knowledge and skill (Stankovska et al., 2016). Economic literacy can be improved through two ways (1) the first way is through economics education comprising general and broad population (formal education), and (2) the second way focuses on daily experiences [24]. Education and training are needed so that small and medium enterprises are able to make use of ICT. Government is expected to link small and medium enterprises with training institutes [19] so that they can compete in the era of industrial revolution 4.0 [36].

Even though innovation, technological advances, and knowledge of economy do not significantly influence small and medium enterprises digitalization; connectivity and users benefits small and medium enterprises significantly. This research finding is in line with Nuseir's

(2018). It is found that small and medium enterprises digitalization through internet brings positive influence on business performance and customer relationship. The company image is strengthened, the communication is easy and effective, and the chance to get new market is greater. Furthermore, connectivity allows small and medium enterprises to communicate and reach customers fast and easily in a short time so that the profit increases [37].

Based on this research; small and medium enterprises strongly require digital orientation be it on the individual, organization, or business environment so that they can adopt the technology, develop the skills, and support individuals to take risk [9]. This research is limited on testing the factors influencing small and medium enterprises digitalization in the era of industrial revolution 4.0. The researchers suggest other researchers to develop certain model or design that nurture and improve entrepreneurs' economic literacy, especially those that manage small and medium enterprises. The researchers also expect the university to share the knowledge by developing and approaching nearby small and medium enterprises. It can be through assisting technology optimization for small and medium enterprises or through conducting training. The government should pay more attention on the needs of entrepreneurs managing small and medium enterprises that may have many flaws comparing to companies. To benefit technology in the digitalization era, supports and facilities from both private parties and universities are required since they ease small and medium enterprises to benefit technology.

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# Formulation of a Remarkable Stylistic Approach: A Study Based on Ali Smith's *Hotel World*

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**Abstract**— *Language employed by a writer has the potential to add literary qualities to a specific text. Language refers to the style that a writer, poet or playwright chooses to add more beauty and charm to the particular literary work. Ali Smith's style of writing determines the mood and feelings of the characters and the passage of time. The grammatical expressions that Smith employs in her novel give extra details related to the narratives and characters. This paper attempts to analyze how Ali Smith modifies the actual style of a traditional work by constructing a different kind of language in the novel Hotel World. The paper also explores the writer's subversion of normal conventions while highlighting language in the selected work.*

**Keywords**— *Language, narrative, postmodern, traditional, word.*

## I. INTRODUCTION

Ali Smith is regarded as one of the prominent contemporary literary figures in Scottish literature. Her works have reached the peak of success in the literary world. *Hotel World* has the main background as a hotel in an unnamed city, where the unexpected death of a young chambermaid, Sara happens. An abrupt creation of a group of strangers is the result of Sara's death. The strangers are namely the narrators of the novel and chance unites them together. As the novel begins, the main incident of the novel, i.e. Sara's death takes place and the section devoted to the depiction of this event is entitled as 'Past.' The ghost of Sara describes the cause of her death and the instance that results in her death. The ghost remains completely lost in a "purgatorial space" (Struncova 39).

Smith employs "internal rhymes, echoes, elisions and extended displays of verbal combinations like swirls of cake batter going through a blender" ("The Accidental"). Smith formulates a kind of writing where the novel concentrates more on the level of literary word games. Smith can also be regarded as tricky writer. The novel, to a larger extent is a ghost story where the ghost functions as an omniscient author. The narrative of the

novel consists of the inner monologues of Sara and others whose lives intersect at the time when she died.

## II. STYLISTIC APPROACH IN ALI SMITH'S *HOTEL WORLD*

The initial chapter 'Past' indicates the truth on how the "past events influence the present situation" (Navratilova 18). Smith shows how the past and present situation can be interconnected. The ghost of Sara moves aimlessly to derive attention. After Sara dies, her ghostly existence is literally "fading in and out of language", "I am hanging falling breaking between this word and the next" (Smith 31). The author breaks "the rules of grammar" intentionally (Struncova 39). "Fading" gives the possibility for "new significations" and it paves the way for new methods of "individual and cultural expressivity" (Struncova 39):

Remember you must live.

Remember you most love.

Remember you mist leaf.

(I will miss mist. I will mist leaf. I will miss the, the. What's the word? Lost, I've, the word. The word for. You know.

I don't mean a room. I mean the way of the

.Dead to the .Out of this . Word (Smith 30-31).

The space that the writer provides in the above sentence represents the word 'world'. "The two signifiers word and world are separated by an irreducible gap" even though they are similar (Struncova 40). Readers observe a kind of "disintegration of language" and gaps in the narration (Struncova 40). "Language, existence and identity" are closely connected and it is represented through Sara's ghost escaping from the real world (Struncova 40). She also loses her fluency in speaking, "I climbed into the, the... I forget the word, it has it's own name" (Smith 6).

The third chapter of the novel is titled as 'present historic' and it is narrated in the third person narrative. The author switches from one kind of narration to other and thus, there is a mixing of different kinds of narration. The chapter mentions about Else, a young woman who is homeless. She is affected by tuberculosis and lives in the outskirts of an urban city.

Smith has used "defective language" in the case of Else (Struncova 41). The way in which she speaks is fragmented and it becomes difficult to understand. The words "Sprsmchn" means spare some change (63). Smith has included abbreviated forms of words in her writing to give more focus on language. In order to bring out the fact that the people who pass by completely reject Else, the author avoids usage of vowels. Therefore, the isolation experienced by Else is highlighted in language used by Smith.

The chapter 'Present historic' mainly describes the hopeless condition of woman. The character Else has no future, abandoned her past and present does not exist for her. It shows how the author has chosen a typical postmodernist character with no actual existence and it is reflected in the language of the work. The perspectives put forward by Else are associated to the past with narratives giving an idea of her life, which leads to the present situation. Language itself acts as a heavy "burden for Else" as she says that she likes poetry more than novels (Struncova 41).

The part 'future conditional' is also written by giving a postmodern attribute to the language. The events that have been mentioned in this section happen sometime in the future. It is narrated from the point of view of Lise, who "worked as a receptionist in the Global Hotel" before the death of Sara but she "no longer works in the hotel" after Sara's death (Struncova 41).

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The plot of this chapter is concerned with "Lise's attempts to complete filling a form to overcome her illness" (Navratilova 20). A slip between the first and third person narrative and the combination of both these narrations shows that her mind is moreover disturbed. She is also alienated from the external world not only by the walls of her apartment but also by language. Lack of her identity is represented through lack of her potential to convey language. It becomes evident when she fails to describe herself while filling the form:

*About you- continued*

If you need help filling in this form, or any part of it,

phone 0800882200

Tell us about yourself.

Well. I am a nice person. It was sometime in the future. Lise was lying in bed. That was practically all the story there was. (81)

Smith has provided certain blank spaces in between the lines to show that Lise has no words to express. "The narrative also transforms from past tense to present tense", thus following a "contradicting trajectory" and it signifies the "confusion" that Lise faces (Struncova 42-43). It also represents the sense of nothingness.

As far the section 'future conditional' is concerned, the author has not made any kind of difference between "speech and narrative" (McKay 99). Smith has not given importance to the traditional notion of placing 'speech' superior to 'narrative'. She has removed 'quotation marks' and hence speech and narrative becomes similar in the novel. The fact becomes clear in the following sentences of the novel:

Now again. The woman in the hotel uniform is saying something but Else is dizzy and can't hear properly. She looks at the woman's shoes. They are recent and fashionable; they have thick soles of the kind of moulded plastic that looks industrial and prehistoric at the same time [...] The one that got away. Nearly. (62-63)

Smith employs "internalized first person narrative" in the novel and the reader has to depend on the lack of 'first person pronoun' to find out the person who narrates the plot (McKay 100).

As far as the section 'future in the past' is concerned, author has eliminated or removed punctuation

marks at necessary positions to represent the disappointment of Clara and her struggle to accept her own sister's death. Clare Wilby, Sara's sister who recollects the past of Sara, narrates the section in first person narrative. The language changes from "grammatical into something more metaphorical" and from "analytical to poetic" (Struncova 44). The flow of words that appear metaphorically shows the tears that flow from the eyes of Clara. Hence, the "metaphorical" language employed by the author is associated to the emotions of the character and can be regarded as an important strategy adopted by the author.

*Hotel World* cannot be treated as a proper novel but it is a collection of entangled stories. Realistic features are attributed to characters. Sara's ghost is not depicted by Smith to develop fear in the minds of readers and the novel is not based on a real 'ghost story'. Sara's "fading words, Clare's heartbreaking monologue", breaks in narration, "word gaps in narration", etc. are also incorporated by the writer to give more focus on language and also the disruption of character's identities is projected through the "dissolution of language" (Struncova 46).

The concept of language stands for the process of moving away from the world. Penny's "flawless" use of language makes the readers understand the fact that she is concerned about her loneliness (Navratilova 33). Sara's ghost informs and explains her sensations and memories. Sara's ghost can be regarded as a proper character of the novel. The author uses transcription of a fatal sound in the beginning of the novel to indicate Sara's "mortal fall", "Wooooo- hooooo what a fall what a soar what a plummet what a dash into dark into light... what an end" (3). The word 'what' also gets repeated in the sentence to denote the final experiences of Sara. The fall is related to the "language construction, images and symbols" (Navratilova 21).

The chapter 'future conditional' has been presented in such a way that the paragraphs begin with the symbol '&' and the word since. Sentences have not been separated by full stops and thus, the conjunction '&'s meaning and connects the sentences:

& since the main thing is I counted I was there & since I have come home with really the most fucking amazing new shoes & also they gave me the breakfast & it was really good

& since there is the five pound note

& since I knew I did know already about the horrible thing about being crammed-in all upside down I had read it in the

papers it wasn't a surprise or a shock or anything I did know (185)

This shows how Smith has tactfully played with language and conveys the fact that the modern world itself is disconnected and empty. Solutions are much less for problems like lack of identity and isolation. Lise is the central focus of this chapter and playfulness of language represents her continuous flow of thoughts.

The chapter entitled 'perfect' represents a reporter named Penny who has been accommodated in Hotel World to write down a review about it. As far as reporter is concerned, the facts that he or she reports appears to be a challenging story. Language never bounds Penny when compared to other characters of the novel. Each and every incident that takes place is translated by Penny. The title of this section also has an importance as Penny is indirectly connected to the concept of 'perfection'. This is shown through a different kind of style by the writer:

Fawless, Penny typed. She deleted the F and replaced it with an I. Then she put the F back on the front again...Damn, Penny said.

FFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFF  
FFFFFFFFFFFF

FFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFF  
FFFFFFFFFFFF

FFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFF  
FFFFFFFFFFFF

FFFFFFFFFFFFFFFFFFFFFFFFlawless, the computer screen said. (125-126)

Penny uses certain adjectives to describe the hotel and its services. It becomes evident in the language that Smith employs. Penny understands the external world by a "distorted idealistic view" and also loses connection with the world around her (Struncova 44). The title given to the section corresponds to the work and the adjectives that are being used. The word perfect suggests smoothness and something, which is ultimately the best. The character Penny regards herself as a perfect individual. Hence, the selection of certain words contributes to a different version of language. The final section namely 'present' contains no plot and it gives a lyrical description of an autumn morning. The story is narrated by an unknown narrator and mentions that the elements of other world coexist with our reality. Garden is explained by the writer as, "There are little flies suspended in the air, new and reckless. The feverfew is green" (225).

Smith has structured the layout of the last pages of the novel as rather "playful" and makes the readers

return to the very beginning of the novel (Navratilova 23). Playful paraphrases are included in a separate page by quoting from the work titled *Memento Mori* by Muriel Sparks. The font size of the final few words of the novel diminishes as if Sara's ghost is ultimately capable of leaving its body and the world. Seven pages of the novel are moreover blank and have not been numbered. Lack of language is suggested through empty pages. It shows the emptiness that surrounds the characters and allows the readers to interpret the novel in their own ways.

Robert Crawford observes the experimental way of writing that Smith adopts:

Hotel World marks a stylistic advance in Smith's fiction that is as striking as the stylistic discoveries made in prose by James Kelman two decades earlier. Like Kelman's, Smith's breakthrough appears technically simple, but has led to profound consequences. (McKay 102)

A skillful and truthful representation is given to Clare's understanding of reality in the novel. The pages written by Clare mainly follow a diary-writing format; there is no paragraph division and the content is devoid of punctuation marks. The symbol or sign that is used in these pages is '&'. It denotes "connecting words, question and exclamation marks" (Navratilova 31). Smith also includes "devices like frequent repetition, leaving out words, putting words together", etc. along with the addition of "symbols or signs" (Navratilova 31). Such elements are added to the text in order to bring out the problems that Clare is compelled to encounter, "It's been Clare Wilby's sister

did herself in Clare Wilby's sister did herself in those fucking wankheads at the north gate shouting it when I went past on the other side of the road & now I know she didn't" (194).

Thus, Smith has made the text really fragmented in nature by employing a new style of writing and this helps readers understand the role of language. Smith's treatment of language often breaks conventional forms of writing and thus creates a new form of writing.

The writer also includes a re-adaptation of a quotation in the book *Memento Mori* written by Muriel Sparks. The quotation from the work is "Remember you must live" (Verongos). Smith reconstructs this particular quotation in her own ways by giving "postmodern playfulness" (Navratilova 24). She writes, "Remember you must live. Remember you most love. Remember you mist leaf" (30). In *Memento Mori*, a mysterious phone call is

received by a close circle of friends with a simple message as "remember, you must die" (Navratilova 24).

Certain sentences in the novel are shortened and brackets are used. The main aim of this concept is to show the "fragmentation" of the speech made by the character (Navratilova). Else's dialogues are mainly abbreviated forms of sentences since she is very much affected by illness and it becomes too difficult for her to speak. She feels that she is not needed for this world and this emotion is suggested in the novel, "(Cn y sprsmchn? Thnk y)" (36).

The writer enables the readers to find out their own conclusions for the novel. Smith employs narrative strategies like "fragmentation, temporal distortion, puns, blank pages, internal texts, tension between complete and incomplete sequences", etc. to develop unexceptional narratives that focus not only on the characters but enable decline of social values (Navratilova).

### III. CRITICAL OPINIONS ON THE NOVEL

*Hotel World* has been positively approached by the reading public and literary world. Jeanette Winterson, in an endorsement on the back cover of Ali Smith's *Hotel World*, comments that "Ali Smith has got style, ideas and punch. Read her." *Sunday Times*, in an endorsement on the back cover of Ali Smith's *Hotel World*, comes forward with the opinion that "Smith's powerful prose transforms these half-lives into miniature epiphanies, subtly working them together into a whole that is full of gaps and puzzles, but never lacking in warmth or humour... a rewarding read."

### IV. CONCLUSION

According to Smith, "Language and fiction give us how we could be, how we can be, if there's a realization of other words, voices, structures. You just have to keep yourself open: all our selves" ("Interviewed" 75). As far as the first section of the novel is concerned, Smith follows the tone of the postmodern playwright Samuel Beckett. She has adopted different styles and creates her own voice. However, Smith does not follow a mere imitation. According to the thoughts of characters, style changes from one character to another. She also includes literary borrowing and humour in the novel. Thus, by employing non-conventional language, the novel becomes significant with a complete postmodern outlook.

Readers have the doubt whether it is Sara or the ghost that is speaking. The novel cannot be read in an easy manner. Like most postmodern works, the language of the novel creates a kind of confusion. Moreover, Smith's

novels are unique in its own way and create a huge and powerful impact on the reader's conscience. Therefore, Smith's contribution to literature is not to break the essence of traditional novels but to discover a kind of writing that has substance. Hence, Smith suppresses the conventional modes of writing and gives birth to a postmodern form of writing.

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# Factors Influencing Homosexuality in Men: A Term Paper

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**Abstract**— *There are several factors that influenced homosexuality. In this paper, significant areas in human development were reviewed how each of these aspects played a role in homosexual individuals. These paper elaborated the factors that may have a bearing on homosexuality namely: hereditary factors, linkage of Xq28 gene, environmental, epigenetic influence, religion and culture. It was found out these factors displayed different ranges in triggering out homosexuality. This review paper is essential in understanding the root of how homosexuals are developed. This paper will give clarity that homosexuality is a natural phenomenon and not a human deviation of nature. Hence, homosexuality needs to be accepted universally.*

**Keywords**— *Epigenetics, Ethics, Gay, Heterosexuality, and Hereditary.*

## I. INTRODUCTION

Sexual orientation refers to an enduring pattern of emotional, romantic and/or sexual attractions to men, women or both sexes. It is a sexually differentiated trait over 90% of men who are attracted to women and vice versa. This is affected by mechanisms that result to differentiated characteristics that could be behavioral, physiological, or morphological traits that are significantly different in heterosexual and homosexual populations (Balthazar, 2011). Some are even influenced by environmental factors (Addis et al., 2010). In males and females, sexual feelings and behavior are displayed in different ranges. It is even used as a barometer for his or her moral or religious beliefs described in various cultures and nations throughout the world. Many cultures used identity labels to describe people who expressed these attractions. The most frequent titles are lesbians (women attracted to women), gay men (men attracted to men), and bisexual people (men or women attracted to both sexes). To many people, most men are attracted to women, and vice versa, seem to be the natural order of things or the appropriate manifestation of biological instinct, reinforced by education, religion, and the law (LeVay et al., 1994). Generally, discussion regarding sexuality, particularly in same-sex attraction, has a wider scope which is ranging from the philosophical discussion to scientific and psychological concepts. It is determined by education

and social constraints. In the community, there were three categories of sexual orientation; heterosexual, bisexual and homosexual. However, this paper gives more emphasis only on homosexuality, specifically in men. Homosexuality derived from two Latin words “homo” which means same and “sexus” meaning sex. The term homosexuality was coined by a German psychologist named Karoly Maria Benkert in the late 19th century (Brent, 2015). Homosexual behavior has existed throughout human history and in most, perhaps all human cultures (Chauncey, 1985). Cross-cultural and historical qualify the breadth of homosexual experience while medical studies primarily from the Contemporary West, quantify its depth.

The Melanesian example of homosexual behavior is well-known, with 10-20% of Melanesian societies requiring all men to participate in homosexual as well as heterosexual sex (Herd, 1984). In Southern China, at the turn of the last century, 100,000 women joined a marriage resistance movement that included many lifelong homosexual partnerships (Sankar, 1986). In Pacific island societies other than in Melanesia, such as Tahiti and Hawaii, homosexual behavior was expected prior to Western influence (Morris, 1990). In native North America, at least 137 societies had institutional roles for transgender commonly associated with homosexual behavior. At present, there had been a lot of stirring controversies

among homosexual individuals. One study that provokes controversy is the research on sexual orientation, simply referred to as gay gene research (Lautmann et al., 1993). Research on the origin of sexual orientation had received public attention specifically on the findings with the notion of relatively simple links between genes and sexual orientation. There are a lot of questions on how homosexuality occurs or what influenced homosexuality as a whole. The answer to these questions is the aim of this review paper. Specifically, this paper will verify facts from series of studies and literature on homosexuality occurrence if it is a viral illness that can be genetically treated, triggered by individual's choice of lifestyle, influenced by environmental factors or inherited genetically from parents. Through this study, awareness and full understanding on homosexuals will be attained for gender equality and for their full acceptance in society.

## **II. OBJECTIVES OF THE STUDY**

This study generally aims to determine the causes of homosexuality. Specifically, to identify which of the following factors greatly influenced homosexuality in men, namely; 1. Genetic Factors 2. Linkage of Xq28 gene 3. Environmental Factors 4. Epigenetic Influence 5. Religion and Culture

## **III. SIGNIFICANCE OF THE STUDY**

In today's society, many people wonder how come there is a rapid growth of homosexuals. Hence, this paper provides sufficient information to help people understand the various aspects of homosexuality. The study also further give clarification on the misconceptions and controversies involved in homosexuality. This broaden the society's knowledge and help them accept homosexuals. With the evidence that were provided in this paper, these will give different 5 perspective and views for everyone to be able to evaluate the positive and negative aspects of homosexuality. This also help parents in dealing with their children who have sexuality problems and for them to find out the cause of why he/she is acting that way

## **IV. EVIDENCE OF FACTORS INFLUENCING HOMOSEXUALITY**

### **4.1 Genetic Factor**

Hereditary factors that contribute to sexual orientation in men are evident from a number of families and twin studies (Dawood, 2009). Family studies have shown homosexuality to be more common in biological relatives

of heterosexual men or compared to general population surveys; thus, it is familial or cluster in families (Pillard and Weinrich, 1986). These studies find that brothers of homosexual probands (index subject in the family) are homosexual 7% to 22% of the time, with most findings around 10%. Those studies that corroborated the family history information from the homosexual proband directly with the proband's relatives have found high rates of agreement (Hershberger, 1997). However, when Kirk (1999) applied the family history method with the general population (mostly heterosexual) probands using the co-twin as a corroborator in a twin study, lower accuracy was found. These findings are consistent with homosexual probands more accurately reporting sexual orientation information for their family members compared to heterosexual probands and are among the reasons some previous family studies have used general population survey rates as a comparison group. A previous finding of excess maternal transmission (relative to paternal) Hamer et al., (1993) led to an initial focus on X chromosome in linkage studies since a gene variant on X chromosome influencing male sexual orientation would be one potential explanation of excess maternal transmission. The main finding from these family studies has been male sexual orientation is significantly familial, though twin studies are required to assess if any of the familiarity derives from hereditary contributions. On the other hand, twin studies consistently find higher concordances for sexual orientation for identical twins compared to same-sex fraternal twins, though the exact concordance varies by study. Some studies report individually on male twins, while others combine information on male and female twins. Yet, overall genetic contributions have been estimated to account for up to about half of the variation in the trait of male sexual orientation based on larger studies using more recent methods (Langstrom et al., 2010).

### **4.2 Linkage of Xq28 gene**

Several lines of evidence have implicated genetic factors in homosexuality. The most compelling observation has been the report of the genetic linkage of male homosexuality to microsatellite markers on the X chromosome. The Xq28 locus has the component with heritable maternal material that influences homosexual predisposition. As such, related males (brothers, maternal uncles, and cousins) should share an excessive amount of allelic material in that region (Rice et al., 1999). Although the terminal portion of Xq28 may code for homosexuality as indicated by markers, it is difficult to establish any direct gene products. Linkage studied aim to map genomic regions that are linked to the studied trait in the families. This is the strongest support for the genetic component in

male sexual orientation. This 6 showed the involvement of an X-linked gene at position Xq28 based on family recurrence patterns and molecular analysis of X-chromosome in sibships in which there were multiple brothers with a homosexual orientation (Hamer et al., 1993). Specifically, Hamer and colleagues obtained family history information from 76 gay male index and 40 gay brother pairs about the sexual orientation of the first, second and third-degree relatives with follow-up interviews of smaller proportion relatives. From their study, they have reported increased rates of homosexual orientation in maternal uncles and male cousins through maternal aunts, which was suggestive of X-linked inheritance. Moreover, molecular analysis of X chromosome revealed that excess of allele sharing in the region of Xq28 in 40 homosexual brother pairs (6) and to a lesser extent in a follow-up study of 33 additional pairs (7). However, the aforementioned results were being questioned empirically and theoretically (Barron, 1993). Most agree that homosexual orientation is not a basic Mendelian trait. There would be strong evidence for X-linkage; this finding was not replicated by other groups studying 54 such pairs from U.S. (Rice, Risch and Ebers, 1999). Since the results of the original Xq28 have never been replicated to such a significant degree, the validity of the outcome was weakened. It is quite evident from this that as the sample size becomes larger, the more selective the visibility is, and such relationship diminished. Another explanation for the findings is that Xq28 continues to only be a plausible factor of male homosexuality as females and heterosexual males show no excessive links. These findings also lack of paternal transmission for Xq28 in women (Heu et al., 1995).

#### 4.2.1 Autosomal Chromosome Linkage

An autosome is a chromosome that is not an allosome (sex chromosome) (Griffiths, 1999). It appears in pairs whose members have the same form but differs from other pairs in a diploid cell, whereas members of an allosome pair may differ from one another and determine by sex. Autosomal chromosome can be inherited from either parent. In line with homosexuality, another factor that affects it can be explained by the trait expressed, specifically maternal characteristics. A study of LeVan (1994) posited that most gay males relatives of gay men on the mother's side of the family. This possibility may be due to the subject somehow that knew more about their maternal relatives with gay relatives distributed evenly on both parents side. Another is while being transmitted by both parents, it is expressed only in one sex-m (males). When expressed, the trait reduces the reproductive rate and must be disproportionately passed on by their mother. The

third possibility is X chromosome linkage. Man has two sex chromosomes; Y chromosome inherited from his father and X which is cut and pasted from the two X chromosomes carried by the mother. Thus, any trait that is influenced by the gene on X chromosome will be inherited to the mother's side and preferentially be observed in brothers, maternal uncles, and cousins, which is exactly the observed pattern (LeVan,1994).

### 4.3 Role of Environmental Factors

#### 4.3.1 High Estrogen levels

An estrogen is a group of female sex hormones directed to develop female sexual characteristics. Steroidal estrogen is cholesterol derivatives comprising a group of structurally related hormonally active molecules that control sex and growth hormones. Estrone is an 7 estrogenic hormone secreted by the ovary as well as adipose tissue. Estradiol is the predominant hormone present in females and males. In an essays of UK (November 2013) estrogen-containing food is said to be a homosexual risk. Foods containing high level of estrogen include chicken, soybeans, and dairy products like milk may put males at risk for change in sexuality by altering the hormonal level of estrogen thus changing secondary characteristics in males such as enlargement of breast (gynecomastia), change in psychological behaviours, erectile dysfunction and decrease in libido. There are different types of non-steroidal estrogens; Xenoestrogen, Phytoestrogen, and Mycoestrogen. Xenoestrogens are type of xenohormone that imitates estrogen. This includes commercially non-organic meat such as beef, chicken and pork, dairy products including milk, cheese and ice cream. Phytoestrogens are coming from plant products such as soy products, cereals, breads, legumes, meat products and other processed foods that contain soy, vegetables, fruit, alcoholic and non-alcoholic beverages. Finally, mycoestrogen are produced by fungi which are common in stored grain and silage UK (November 2013).

#### 4.3.2 Phthalate Exposure

Phthalates are found in vinyl products, including vinyl flooring, PVC shower curtains, plastic furniture, and even the plastic coating of the insides of dishwashing machines. It was also found in commonly used personal care products such as baby shampoos, baby lotions, and baby powders. This chemical found in the mentioned products tends to feminized boys altering their brains to express more feminine characteristics, as found by a scientist at the University of Rochester. The feminization process happens during pregnancy when phthalate exposure causes hormone disruptions in the unborn baby. This chemical

feminizes male by disrupting the action of the hormone testosterone (Hernandez-Diaz et al., 2009).

#### 4.3.3 Biochemical Imbalance Involving Copper and Zinc

Copper and zinc relate closely to our secondary sex characteristic, which means our attitude and feelings about sexuality and, among others. Many, if not all homosexuals, have too much copper and not zinc. Many children are being born homosexual because of zinc deficiency and copper excess in mothers. This is not a genetic error, which means this is not in genes or chromosomes, but congenital abnormality. Congenital imbalances are mainly due to nutritional problems in one's mother or perhaps toxins in the mother's body that affect the growing fetus (Wilson, 2014).

#### 4.4 Epigenetic Influence

Epigenetics is the control of gene expression by factors other than the genes. These factors may be pre-natal or post natal (occurring at any lifetime of age), often coming from the exterior environment, both biological and social. Epigenetic marks or changes in protein configurations around DNA can be passed on to descendants but not to some extent (Whitehead, 2012). Epigenetic factors may certainly be one factor in the mix of homosexuality. In the study of Rice et al., (2012), described the epigenetic factor causing homosexuality. They integrated the theory from evolutionary genetics with recent developments in gene expression regulation and 50 years of research on androgen-dependent sexual development. The first find that the existing mammalian sexual development is incomplete, with missing a system of the component to canalize androgen signaling during fetal development. The response to circulating testosterone is boosted in 8 XY fetuses and blunted in XX fetuses. They integrate these data with current findings from epigenetic control of gene expression, especially in embryonic stem cells to develop and support a mathematical model of epigenetic-based canalization of sexual development empirically. The model predicts the evolution of homosexuality in both sexes when canalizing epi-marks carry over across generations with nonzero probability. It is now well established that a parents epi-marks sometimes carryover across generations and influence the phenotype offspring (Morgan and Whitelaw, 2008). However, as pointed out by Whitehead (2012), an explanation of homosexuality is a theory only. Although there have been a lot of attempts within at least 13 different research fields to show a strong biological basis for homosexuality, all have failed. This presents a genetic model for the inheritance of epigenetic marks, which showed that prenatal influence could be

possible and can even be as high as 50%. It is still essential to do practical work to test this theory.

#### 4.5 Legal, Genetics and Christian Views on Homosexuality

Homosexuality has been debated throughout history, and many theories had risen to discuss it. The Natural Law theory in its essence is about being against unnatural attractions. As stated by Plato (a natural law supporter) that opposite-sex sex acts cause pleasure by nature, while same-sex sexuality is unnatural (Pickett, 2015). In contrast, a new Queer theory was developed to support gay and lesbian individuals, and its core; it supports the equality of all people, not just homosexuals (Stychin, 2005). While homosexual activists have staked their political strategy on claims that homosexuality is an inherited trait, like left-handedness, for a significant minority of human beings (Mohler, 2009). Homosexuality is a widespread phenomenon that has been around for centuries. Homosexual discrimination has always been a critical issue affecting many lives all over the world. In some cultures, they accept and embrace homosexuality, while others are strictly against it. Laws differ from country to country and from region to region all around the world. In fact, homosexual acts between consenting adults are known to be illegal in about 70 out of the 195 countries of the world. Homosexual sex acts may be illegal, especially under sodomy laws, and where they are legal, the age of consent often differs from country to country. In some cases, homosexuals are prosecuted under vaguely worded "public decency" or morality laws. Some countries have special laws preventing certain public expressions of homosexuality (Mijnssen, 2013). In every country, homosexuality is tackled by its rules, which prohibit, accept, or even support homosexuals. The first country to recognize same-sex marriage was the Netherlands in 2001. Since then same-sex marriages were subsequently identified in Belgium (2003) , Spain (2005), Canada (2005), South Africa (2006), Norway and Sweden (2009), Portugal ,Argentina and Ice-land (2010) , Denmark (2012), Brazil (2013) , France (2013), Uruguay(2013) ,New Zealand (2013), Luxembourg (2015) and all jurisdictions in the United States (2015). In Slovenia and in Finland, same-sex marriage is to become effective in 2015 and 2017, respectively. It is also recognized in two Mexican states, namely Quintana Roo and Coahuila, and the Mexican federal district of Mexico City. England, Wales and Scotland, constituent countries of the United Kingdom, have also legalized same-sex marriage but it remains illegal in Northern 9 Ireland. Other legal recognition of same sex relationships (offering fewer benefits than marriage) include civil unions and domestic

partnerships. On the other end of the spectrum, several countries impose the death penalty for homosexual acts, per the application of some interpretations of Shari'a law. As of 2015, these include the following countries namely; Afghanistan, Brunei, Mauritania, Sudan, Iran, Qatar, Saudi Arabia, United Arab Emirates, Yemen and northern Nigeria (Jones, 2015). In Saudi Arabia, the maximum punishment for homosexuality is public execution. However, the government will use other punishments – e.g., fines, jail time, and whipping as alternatives, unless it feels that homosexuals are challenging state authority by engaging in LGBT social movements (Dahir, 2002). Iran had the largest number of its citizens to execute for homosexuality. Since the 1979 Islamic revolution in Iran, the Iranian government has performed more than 4,000 people charged with homosexual acts (Vexen, 2014). The United Nations Human Rights Committee has also ruled that such laws violate the right to privacy guaranteed in the Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights since 1994. Yet, many, even those with secular constitutions, continue to outlaw homosexuality, though only in the minority (Iran, Saudi Arabia, Yemen and Afghanistan is still punishable by death except for Lebanon, which has an internal effort to legalize it (Qadiry, 2013). However, Muslim countries where homosexuality is not criminalized include Indonesia, the world's largest Muslim nation by population Turkey, Iraq, Jordan, Bahrain, Kazakhstan, Kyrgyzstan, Tajikistan, Kosovo and Albania.

Conservative Christians believe that homosexual behavior is sinful, not because of scientific evidence or the absence of a biological basis, but because the Bible is so evident in its condemnation of all homosexual acts, and even of homosexual desire (Romans 1: 27). The Rice and Ebers study does reveal the weakness of the biological argument put forward by homosexual activists, but evangelicals must be cautious in denying the possibility of any physical factors related to homosexuality. Both severe and ludicrous ideas are now put forth claiming a genetic basis for, among other things, alcoholism, gambling addictions, violent behavior, and even excessive television watching. All of these represent efforts to remove social stigma and to classify sinful actions as usual, or at least understandable. The flight from moral responsibility is a hallmark of the modern age. We hope for modern science to heal our diseases and excuse our sins. The Bible will not allow this evasion. Our sinful behavior, rooted in biology or not, is a matter for which we are fully accountable. After all, as the 10 Psalmist confessed: "Behold, I was brought forth in iniquity, and in sin my mother conceived me" (Psalm 51:5). The total depravity doctrine reminds us

that no part of ourselves is free from sin and its injury. That certainly includes our genetic code as well. As the church father Ambrose of Milan (340-397) stated, "Before we are born we are infected with the contagion, and before we see the light of day we experience the injury of our origin." In the end, the scientific evidence is not morally necessary, though it may be medically useful. The church's witness to the biblical condemnation of homosexuality as sin is a crucial test of faithfulness, no matter where the biological research may lead. The church must take its stand on the Word of God, and leave the genes to the geneticists (Mohler, 2009).

Overall, genetics accounted for around 35 per cent of the differences between men in homosexual behavior and other individual-specific environmental factors (that is, not societal attitudes, family or parenting which are shared by twins) accounted for around 64 per cent. In other words, men become gay or straight because of different developmental pathways, not just one pathway (Rahman, 2008).

## V. CONCLUSION

Homosexuality is observed in the animal kingdom in a large number of species, therefore it can be concluded that it is a natural phenomenon and not a human deviation of nature. Although, in dealing with homosexuality it is done differently in different aspects, regarding the law, nature, culture, and religion. However, homosexuality should be accepted universally, and discrimination against it should not be tolerated. This is because of the fact that homosexual behavior is primarily shaped by genetics and random environmental factors (Rahman, 2008). Thus, as the current evidence suggests, regardless of future studies, it is likely a multitude of possible genes working in conjunction with environmental factors and triggers that produces homosexual behavior.

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# Illegal Drug offenses among Children in Batangas, Philippines: A Narrative Introspection

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**Abstract**— *The increasing number of children in conflict with law (CICL) and the current move in the Philippine legislative branch to lower down the criminal liability age to 9 or 12 years old necessitates the need to reexamine why children commit crimes using a different lens. The study aimed to describe the recurring themes in the lived experiences of male and female CICL with drug-related cases and to propose a gender-responsive framework as basis for the development of programs for CICL. Using the qualitative research design, the study focused on 5 male and 3 female CICL custodies of various Bahay Pagasa in Batangas. The qualitative data were analyzed using coding and narrative analysis framework particularly following the Holistic-Content approach. The male CICL lack parental attachment and bond which has reinforced influence of delinquent peers and adoption of deviant behaviors while the absence of maternal guidance and experience of violence inside the home among female CICL has catalyzed the desire to escape and strengthen attachment to delinquent peers. Considering these, a gender-responsive framework that focuses on equality of access and opportunities as well as gender-sensitive interventions and facilities are endorsed.*

**Keywords**— *Children in Conflict with Law, Illegal Drug Offenses, Gender-responsive Framework, Narrative Analysis.*

## I. INTRODUCTION

The burgeoning statistics of children in conflict with law (CICL) is alarming. Data from the Philippine National Police revealed that as of July 2016 more than 26,000 children are involved in drugs, a portion as drug couriers or traders and most are drug users. In the same report, an increasing trend is likewise evident in Region IV-A and the province of Batangas.

In an attempt to curtail this scenario, Philippine Congress is pushing for the amendment of Juvenile Justice and Welfare Act of 2006 (JJWA) or Republic Act 9344 (as amended by Republic Act 10630) and lower the minimum age of criminal liability from 15 years to 9 years old only. On the other hand, advocates of children's rights argue that strict implementation of the law is needed instead of simply amending it. A number of studies [1] [2] show that the phenomenon is not simply a case of linear causation.

Considering this, there is a need to understand the gravity of the problem holistically taking into consideration the interdependence and interconnection of many factors. For example, although majority of CICL are male, the number of female offenders is starting to build up. In fact, the 2015 Evaluation of the Intervention and Rehabilitation Program in Residential Facilities and Diversion Programs for Children in Conflict with the Law revealed that the majority of the rehabilitation programs and facilities in the Philippines only cater to male CICL. As such, this research initiative investigated why children in the Batangas Province commit drug-related offenses using the narrative framework and gender lens to identify recurring themes in their live experiences with the end view of developing a gender-based framework as basis of an intervention program for CICL.

Under the 2017 National Priority Plan and the Juvenile Justice and Welfare Act of 2006, the Department of Social Welfare and Development (DSWD) has been tasked as the lead agency to spearhead programs relative to the Aftercare, Reintegration and Transformation Support Services for Recovering Drug Dependents including children involved in drugs. Institutionally, this study supports the thrust to develop Batangas State University as a leading gender-responsive higher education institution in the province and region.

As defined in the Juvenile Justice and Welfare Act of 2006, a Child in Conflict with the Law (CICL) refers to “a child who is alleged as, accused of, or adjudged as, having committed an offense under Philippine laws.” CICL’s are habitual youth offenders, delinquents and recidivists who were arrested due to serious criminal acts for more than four times [3]. Though the actual number of CICL cases is still unidentified, data from the Philippine National Police indicates an increasing trend in the number of child law offenders whose cases range from theft to rape from 2006 to 2012.

The research of Save the Children UK in 2004 covering the areas of Metro Manila, Cebu City and Davao City showed an increasing trend in drug-related offenses of CICL, which is the second most common offense among the female respondents [4]. The report likewise discussed the concept of restorative justice system and diversion as alternative methods in handling CICL cases. One of the many findings of the study included the challenge to reassess existing practices in order to explore new and creative solutions, review current policies, programs and practices, and restructure systems and organizations. This way, the issues of CICL may be better addressed in a manner that is more relevant and responsive to the rights of children.

The study was anchored on Terence P. Thornberry’s Interactional Theory which is based on the premise that human behavior occurs in social interaction and can be explained by models that focus on interactive processes [5]. Thornberry’s Interactional Theory provides theoretical guidance and a point of departure for the study. The said theory underscored that delinquent behavior is formed by the relationships with other people and social institutions over time. That is, delinquent behavior is explained as a causal network not only affected by social factors but also affecting the development of those social factors.

## II. LITERATURE REVIEW

There had been a number of studies conducted to shed in-depth understanding on the issue of CICL. Various

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methodologies had been employed such as interviews, case studies, surveys, and documentary reviews conducted in most metropolises in the country. A review of these studies reveals not only commonalities in methods but variance in objectives, respondents, and locale of the study.

Yang et al.’s study [6] assessed the skills of social workers in LGU’s in evaluating the capacity of CICL to commit an offense, determine good practices in the current practices and delivery of services to CICL, and propose specific recommendations in terms of programs and policies. Employing the mixed method of research, the study revealed that the majority of the programs in the centers cater only to male CICL which is a reflection of the ratio of male and female CICL in the country. Based on the results of the study, it is tantamount to establish a monitoring and reporting system on the numbers of CICL, which should be gender and age-disaggregated. Considering this findings and the escalating number of female offenders, it cannot be denied that there is a need to delve into a data which reflects female CICL as well.

The study of the British Psychological Society [7] determined how evident is the need for a sense of belonging among alcoholics and drug dependents. This qualitative research analyzed interview transcripts from 21 adults in residential treatment for alcohol and other drug problems. Findings of the study revealed two separate trajectories into and out of addiction. Identity gain pathway provides isolated people with a sense of new social identity and sense of belonging in substance use and addiction while identity loss pathway is evident when previously positive social groups and identities such as being a student, parent, or worker are lost at the onset of addiction. This loss may be in the form of a broken marriage, job loss and loss of custody of their children. Furthermore, drug or alcohol addiction connotes negative identity and stereotypes.

Likewise, Sinha’s [8] paper centered primarily on determining the association between stress and addiction in order to develop new prevention and treatment strategies to address vulnerability to addiction. Findings of the study identified stressors in the form of highly and emotionally distressing events that are uncontrollable and unpredictable for both children and adults. The themes range from loss, violence, and aggression to poor support, interpersonal conflict, isolation, and trauma. There is also evidence on the proportional relationship between stressors and addiction such that drug use and abuse is utilized as strategy to cope with stress, to reduce tension, to self-medicate, and to decrease withdrawal-related distress.



In terms of the role of parents and peers in the development of a child, Fuligni and Eccles [9] investigated the relationship between the perception of children towards parent-child relationship during early adolescence and early adolescents' perception towards parents and peers. A total of 1,771 children completed self-report questionnaires during their 6th and 7th grades. As hypothesized, the likelihood towards extreme form of peer orientation is higher for early adolescents who believed their parents asserted and did not relax their power and restrictiveness. The study likewise revealed the importance of adjusting parent-child relationships during puberty stage and observed a case of extreme peer orientation where adolescents put high value to peer acceptance, recognition and maintenance of peer network to the point of parental disobedience and personal growth obstruction.

Similarly, Okundaye et al. [10] investigated the relationship of familial involvement and drug selling, which revealed that youth involved in drug selling had weaker familial relationship than those uninvolved in the trade. Furthermore, the study found that involved youth expressed stronger sentiments of anger when discussing their mother or father in the interview. The study pointed that a number of research studies connects the influence of parents and family to youth's decision to sell drugs. However, the article of Glenn and Castle [11] cited that teenagers can rebel against society or against adult authority on either a large or small scale.

On the same page, the study of Alboukordi et al. [12], investigated the relationship between and among family structure, parental monitoring and association with delinquent peers to predict delinquency. In this cross-sectional study, ninety-six delinquent adolescents and ninety-one non-delinquent adolescents in Tehran, Iran were chosen as respondents through convenient sampling. They completed the parental monitoring inventory and affiliation with delinquent peers' scale. Results of the study showed that 51 percent of delinquents reported distress in the structure of their families which indicates that the latter could be a predictor of the former. Findings of the study indicated a strong and positive association parental absence and adolescent delinquency. The study also revealed that affiliation with delinquent peers could be a predictor of delinquency. Spending time with delinquent peers as well as its direct effect on juvenile delinquency was connected with family structure and parental monitoring. The results support the basic argument that association with delinquent peers plays a big role in the development of juvenile delinquency as suggested by the Social learning Theory.

Using social context, psychosocial attitudes, and individual maturity as variables, Little and Steinberg [13] assessed these factors and individual maturity on the likelihood of illegal drug involvement among urban adolescents. The study revealed five factors that contribute in the increase of opportunity for urban youth to engage in drug selling - low parental monitoring, poor neighborhood conditions, low neighborhood job opportunity, parental substance use or abuse, and high levels of peer group deviance. When adolescents alienate themselves from conventional goals and commitment to school, the likelihood of grabbing a drug-selling opportunity and frequency of drug selling escalates. Using a developmental perspective, the study revealed that disadvantaged youth who have the least confidence of being able to compete in developmental and legitimate platforms such as in schools and work will find drug dealing more attractive socially and economically. The social separation of youth from school and conventional goals such as jobs, career, and parenthood increases their possibility of participating in illicit drug markets.

The study of Johnson et al. [14] cited that illegal drug use escalated in the inner city from 1960s to 1990s while violence related to drug use and selling increased sharply in the 1980s. The complexity of drug-dealing organizations brings economic implications in such a way that drug selling provide substantial income opportunities for inner city youth coming from low-income communities and as a result, legitimate but low-paying jobs are undermined. The study likewise noted that the increase in the arrests of drug sellers did not equate with community safety. Overall, drug abuse in the inner city has resulted to financial problems, poor health and risk of early death, and deterioration of family relationships for most drug users and sellers.

Relative to this, the study of Stanton and Galbraith [15] provided an overview of the epidemiology and consequences of drug trafficking among urban youth and described factors associated with drug trafficking. The respondents of this quantitative study are minority youth from low-income, urban areas in Baltimore, Maryland, USA. Four surveys assessing drug trafficking among early adolescents were used for this review: two community-based, one school-based, and one multisource, cross-sectional survey. Findings of the study revealed that family involvement is one of the external factors associated with drug trafficking. Youth who perceived that family members and peers are involved in drug trafficking seem to be more likely to have engaged in drug trafficking themselves and that this practice is the only way for them to earn money for their perceived social-economic

obligations. Impaired parent-adolescent communication has also been implicated in drug trafficking by boys. Moreover, endorsement of a need to be “popular” has also been found to correlate with intention to traffic by boys.

Finally, the study of Sharma et al. [16] examined the current trends of substance use in juveniles-under-enquiry in New Delhi, India and establishes the relationship of substance use and criminal behavior. It also explored the predictor variables that would contribute toward an explanatory model of sociodemographic correlates with criminality and identifies contextual factors related to substance use and criminality among the sample studied. Findings of the study showed that the history of crime and substance use in family is another predictive variable that has an influence on antisocial behavior among the juveniles-under-enquiry. Parents with a criminal history are seen to be a contributing factor in the juvenile's initiation to crime, and the patterns of crime are transmitted from one generation to another. Results also highlighted that the presence of abusive father, physical abuse, presence of a stepparent, and substance use in the family are seen to be common family factors which may act as predictive variables in the antisocial behavior among the sample studied.

### III. MATERIALS AND METHODS

#### Research Design

The study utilized the descriptive design using a qualitative approach particularly the narrative research design.

#### Participants

The participants of the study were purposively chosen from the population of Children in Conflict with Law (CICL) in the Province of Batangas under the care of the social welfare and development office. The participants were male and female custodies of the Bahay Aruga in Nasugbu, Batangas and Bahay Pag-asa in Lipa City and Tanauan City whose involvement in drugs either as a user or courier was during the age range of below 18 years old as shown in Table 1:

Table.1: Participants' Profile

	Present Age	Age of Involvement in Drugs	Sex	Nature of Drug-Case
A	17 years old	14 years old	Male	Runner/Pusher
B	18 years old	15 years old	Male	Courier/User

C	18 years old	11 years old	Male	User/Pusher
D	17 years old	15 years old	Male	User/Pusher
E	18 years old	15 years old	Male	Pusher
F	18 years old	16 years old	Female	Courier
G	16 years old	15 years old	Female	User/Pusher
H	18 years old	15 years old	Female	User/Courier

#### Data Gathering Instruments

The interview questions were developed to investigate why children commit crimes. As such, the development of the questions focused on eliciting episodic narratives of the experiences of participants to identify the recurring themes from their life stories through open-ended and semi-structured questions. After expert validation, the questionnaire was pilot tested to identify flaws, limitations, and weaknesses in the interview design. In this case, a pilot test interview was done with former child custody of Bahay Aruga in Nasugbu, Batangas. Aside from the interviews, researchers likewise wrote notes about their observations and interpretations of the story told as well as notes from conversations with the social workers assigned with the concerned CICL. The notes were useful in keeping a record of the participant's profile and prevent misinformation as a result of relying to memory only [17].

#### Data Collection

To collect narrative data, personal interview was employed. To do this, a letter of request addressed to the Municipal or City Mayor, as the case may be, was prepared and submitted through the office of social welfare and development. After approval was obtained, the researchers coordinated with the concerned social worker in-charge of CICL cases to identify possible participants of the study based on criteria such as being a current custody of the Bahay Pag-asa at the time of the conduct of the study, has drug-related case (either as courier or user), and age during the commission of crime was below 18 years old.

After the possible participants were identified, a schedule of personal interview was arranged through the social worker in-charge of the custodies. Informed assent were explained to the participants and since the children were custodies of the Bahay Pag-asa, the consent was likewise signed by the social worker as the guardian of the

children. Privacy and anonymity of the respondents was assured and commitment was made that collected data will only be used in the context of the study.

After the availability of the participants was finalized, the interviews were conducted inside the premises of Bahay-Pagasa. The participants were reminded that the interview will be recorded digitally via an application on the researchers' cell phones and that they could make a request to stop the interview at any time. Afterwards, recorded interviews were transcribed and coded.

#### Data Analysis

Data gathered through transcribed interviews and researchers' notes were analyzed using coding and narrative analysis particularly following the Holistic-Content Approach [18]

After the transcribed data was grouped according to episodes of each of the participant's story, they were coded accordingly to identify the story's main focus per episode. Afterwards, the narrative focal themes were categorized per episode and per participant followed by the identification of the major themes to develop a coherent story of why children commit crimes. The themes were anchored in Thornberry's Interactional Theory particularly the early and mid-adolescence period.

## IV. RESULTS AND DISCUSSION

### 1. Narrative Themes from the Lived Experiences of CICL

Based on the results of the coded transcripts from the interview, the table below describes the themes that emerged from the lived experiences of children in conflict with law grouped according to the gender of the participants.

#### 1.1 Overall Narrative Theme for Male CICL – The lack of parental attachment and bond has reinforced influence of delinquent peers and adoption of deviant behaviors

According to the Interactional Theory of Thornberry, delinquency can be better explained by looking into the reciprocal relationship between social control and social learning [19] in such a way that when social bonds are weakened, exposure to delinquent behavior becomes stronger, which in return weakens conventional social bonds. The male CICL in this study are all characterized as having come from broken families mostly with series of step-fathers and step-siblings due to death, violence, or abandonment, and consider their families as poor. This has resulted to pursuit of attention and sense of

belongingness outside the home, particularly among peers. Below are the subthemes that support the overall narrative themes for Male CICL

#### 1.1.1 Desire to belong to a family through his friends

Participant A has resorted to the company of his friends, spends more time outside the home because he has no direct supervision or control of parents. His so called friends had been his constant companion, though he is with his older half-brother also most of the time, he does not consider him as a source of authority, but as one of his peers. This result concord with the British Psychological Society's view [7], which states that belongingness, is an emotional need to be accepted in a group. Whether it is family, friends, co-workers, a religion, or something else, people tend to have an inherent desire to belong and substance use and addiction somehow provide drug users a new social identity and sense of belonging.

#### 1.1.2 Drug Usage as a Coping Mechanism

As the eldest in the family, participant B assumed bigger responsibility when his parents separated due to violence and drugs which he witnessed at a very young age. After the separation of his parents, participant B assumed the role of his mother, having to take care of his younger siblings and manage the house, while his mother had to assume the role of a provider for their family. He lived a dichotomous life – one which has to be responsible and dependable and the other as someone who feels a sense of emptiness and loss. To address this, he sought the company of peers who provided him an opportunity to escape through drug usage. The findings runs parallel with Sinha's study [8], which view drug use and abuse as a coping strategy to deal with stress, to reduce tension, to self-medicate, and to decrease withdrawal-related distress.

#### 1.1.3 Desire to be accepted and to belong

Participant C is the youngest and the only son of his mother and father but he has step siblings on both sides of his parents. He grew up with his mother and step-father (the third husband of his mother). Even as a child (10 years old), there was no parental authority imposed on him; he lost interest in school and as such he spent more of his time with peers. When his mother died, no one took custody of him and so he spent more time with peers and adults who were involved in drugs. Overall, the statements of Participant C invoke a need to belong, to be recognized and accepted of which he found with peers and drugs. This is in consonance with Fuligni and Eccles' study [9], which underscored the concept of extreme peer orientation extreme peer orientation wherein adolescents put high value to peer acceptance and recognition as well as

maintenance of peer network to the point of parental disobedience and personal growth obstruction.

#### 1.1.4 Drug trade as a source of financial security

Participant D was accustomed to poverty. He grew up in a community characterized by informal settlers and normalcy of crimes. As the only male among his 2 other siblings from different fathers coupled with a family tragedy, participant A assumed the role of provider for his family. As witnessed from his community and peers, there is a possible escape from poverty through drugs. According to Simpson and Akers [20], the theory of social learning has four major concepts namely differential association which is the exposure of an individual to socially acceptable definitions which may be favorable or not to an acceptable or not behavior; definitions which pertains definition or attitude one puts towards a particular behavior; differential reinforcement which refers to how rewards and punishments that follow a behavior are equated; and lastly, imitation which is the copying of similar behavior observed in others. Furthermore, this finding concords with Johnson et al's study [14], which emphasized that drug selling provide substantial economic opportunities for inner city youth coming from low-income communities and as a result, legitimate but low-paying jobs are undermined.

#### 1.1.5 Sense of Worthiness found in Drugs

Participant E spent most of his early childhood in a family and community where drugs seem normal. As a middle child out of nine children, he grew up under the custody of an extended family member who was already involved in drugs as a user and pusher. Having lived a life of idleness due to absence of parental guidance and control and lack of interest in school, he found a sense of worth and purpose in drug trade. It provided him a source of power, authority and influence over his peers and even adults. This result is in accordance with Little and Steinberg's [13] view, which noted that from a developmental perspective, the potential social and economic pay-offs from drug dealing are most attractive for those disadvantaged adolescents who have the least confidence in their potential to compete in developmentally appropriate arenas of opportunity such as in school and work environments.

Generally, the overall focal themes and narrative themes derived from the live experiences of male CICL points to the relationship of family factors and delinquent peer influence to delinquent behavior. As indicated in many criminological researches, familial factors involve key roles responsibilities that parents should espouse such those related to child guidance and monitoring, child

discipline, child involvement, and modeling of good behaviors for children to emulate [19]. The effect of these family factors to delinquency can be viewed as either protective perspective or risk perspective. The former refers to how family may strengthen the bond of an individual to social institutions while the latter pertains to how parents can reinforce delinquency in by children by engaging themselves in deviant or criminal behavior. When the former weakens which means the family's function as a positive social bond diminishes, then association with delinquent peers, wrong modeling, and reinforcement of delinquent tendencies will increase [19].

The emotional ties that bind parents and children are important source of social control. The emotional bond between parents and children allows the convergence of conventional ideals and expectations. The weakening of these bonds increases the likelihood of delinquency. The Interactional Theory of Thornberry emphasizes the element of age in delinquency. Early adolescence or the period from about 11-13 years old is considered the beginning of delinquency. During this time, the family should be able to bind the youth to established institutions to reduce the possibility of delinquency. As an individual reaches the age of 15-16 years old, commonly known as mid-adolescence and the period when the rates of delinquency reaches its highest peak, parental bonds decreases while peer influence increases. Furthermore, Thornberry posits that delinquent behaviors occur due to delinquent peer association and that those who exhibit delinquent behaviors continuously associate with delinquent peers [5]

## **1.2 Overall Narrative Theme for Female CICL – The absence of maternal guidance and model as well as experience of violence inside the home has catalyzed the desire to escape and strengthen attachment to delinquent peers**

Previous researches on delinquency and gender indicate that gender difference in the commitment of crime remains constant, that is men will mostly like commit crimes than women [19]. However, Interactional Theory argues that social structures may shape delinquency differently for men and women. The female CICL in this study all came from a family that lacks positive maternal model or influence and they were exposed or have experienced violence inside the home, which may have prompted them to run away and seek a “family” among peers. Below are the subthemes that support the overall narrative themes for female CICL

### 1.2.1 Act of Rebelliousness towards the mother

At an early age, Participant F had developed ill-feelings towards her mother because of the latter's involvement in drugs, which she perceived as the cause of their family's misery. Because her parents separated when she was young, she grew up with her grandmother and likewise had been lured to enter pre-marital relationships at an early age, which provided her an opportunity to escape her mother's custody. Her personal involvement in drugs has further intensified her resentment towards her mother. This result supports Okundaye, et al's study [10], which disclosed that youth involved in drug-selling expressed stronger sentiments of anger when discussing their mother or father in the interview. They noted that there is an abundance of research that identifies an influence of parents and family on youth's decision to sell drugs

### 1.2.2 Accustomed to normalcy of drugs and violence in the family

Participant G grew up in a home and community where drug use and selling is a norm. With the leniency accorded by her father's, brothers' and other family members' involvement in drugs coupled with the absence of maternal guidance (due to sickness), she spent most of her time with peers who were also involved in delinquent activities such as drugs, bullying, riots, physical injury, and more. This created a ripples-effect which resulted to her becoming a mother at 15 years old and being involved in drug pushing to support her child. This is in line with Sharma et al's study [16], which highlighted that the history of crime and substance use in family as another predictive variable that has an influence on antisocial behavior among the juveniles-under-enquiry. Family condition leading to crime is seen to be an important factor in this study. Family history of crime and history of substance use in the family were found to have a positive correlation with substance use and criminal behavior among the sample studied.

### 1.2.3 Lack of parental guidance and maternal influence

Participant H lost his father, whom she was very fond of, at an early age. Initially left to the care of their mother who was always not at home, she was pushed to the company of peers whom she considered as a family. The interview with her concerned social worker likewise revealed that their office have not even met her mother even during the meetings they have set for participant H's case. Without a father and an absentee mother, she was stopped schooling at 8 years old (Grade II) and had early pregnancy at age 15. During the few times she spent with her mother, she experienced physical abuse and violence. The rest of her family is also implicated in various drug-related cases. This finding bears semblance with Alboukordi et al's study [12], which noted that spending

time with delinquent peers as well as its direct effect on juvenile delinquency was associated with family structure and parental monitoring.

The overall focal themes and narrative themes derived from the live experiences of female CICL reveal the key role of a maternal model and guidance when it comes to delinquency among female children. This is amplified by the exposure and experience of violence and abuse of the female delinquents.

According to the interactional theory, male and female delinquents vary in their routes to delinquency path. Trajectories of female delinquency point to family attachment while male delinquency is towards delinquent peers [19]. A review of the said theory argued that gender differences in delinquency can be viewed using the lens of Trait, Family structure, and Social process perspectives [19] [21]. The trait perspective looks at the physical and mental traits of male and female; family structure contends that the gender difference in the commission of crime is due to social norms and ideologies practiced in the family; and social process disputes that the difference lies in the different exposure to delinquent environments and social reactions. Family structure perspective posits that women are closely monitored at home which is why they are less likely to be delinquent than men.

More so, Social process perspective indicates that because males are more exposed situations and opportunities for delinquency, then they are more likely to commit crime than females. It should be noted that all of the female CICL participants in this study lack parental guidance particularly maternal model to emulate; thus loosening their bond to conventional values and restraint. In a separate interview with their social worker, two of the female CICL in this study are members of an all-girls gang. As stated by Steffensmeier [21], girls seek gang membership as early as the 1920's and through this association, they try to find solutions for their problems of gender and class, to name a few. Another angle in the social process perspective leads to delinquent labeling or self-fulfilling prophecies. Traditionally, norms of conduct for girls are stricter; hence, offenses, may it minor or more serious, lead to harsh penalties and stigmatization. With this, the likelihood of delinquency increases. In all three female CICL in this study, two are exposed and experienced themselves violence and physical abuse in the family. These two are also members of an all-girls gang in their locality.

Again, the study was anchored on Terence P. Thornberry's Interactional Theory which is based on the premise that human behavior occurs in social interaction

and can be explained by models that focus on interactive processes [5]. Thornberry’s Interactional Theory provides theoretical guidance and a point of departure for the study. The said theory underscored that delinquent behavior is formed by the relationships with other people and social institutions over time. That is, delinquent behavior is explained as a causal network not only affected by social factors but also affecting the development of those social factors.

Information with reference to the participants’ motives to start and continue using and selling drugs emerged as well as insights on possibly viewing drug selling as an addictive behavior after partaking in the activity for a long period of time. Pertinent information was identified in this study namely: the age they started using and selling drugs, personal narratives, recollections, and perspectives from being users and dealers themselves.

Based on the personal narratives of the respondents, the motivations for starting to use drugs and be involved in drug trade include: being pushed towards the company of friends due to lack of parental authority and guidance; parental conflict forced him to assume bigger responsibilities and caused feeling of emptiness; sense of acceptance and feeling of belongingness is found in the community and peers involved in illegal drugs; escape from poverty was found in illegal drug trade; sense of entitlement accorded by involvement in drug trade; delinquency and involvement in drugs as act of rebellion against the mother; found normalcy in drugs and violence from family and community; and lack of maternal figure to emulate and provide guidance.

Likewise, the motivations to continue using drugs and be involved in drug trade consist of: choosing friends over family; drugs became a coping mechanism to escape loneliness; drug usage as a solution to unmet needs and problems; drug trade involvement provided a way for a more comfortable life for his family; sense of worth (for self, family and extended family, friends, and community) is found on the trade of drugs; intensified anger towards mother as the cause of her present situation; intensified negative attitude and behavior as a result of peer influence; and friends became family for her.

The general focal themes that emerged out the episodic focal themes include: the desire to belong to a family through his friends; drug usage as coping mechanism; desire to be accepted and to belong; drug trade as source of financial security; and sense of worthiness is found in drug trade.

From the aforecited focal themes emerged the overall narrative themes out of the males’ and females’ personal

narratives, which consist of: the lack of parental attachment and bond that reinforced the influence of delinquent peers and adoption or delinquent behavior among the male CICL; and the lack of maternal guidance and model as well as exposure to violence inside the home that catalyzed desire to escape and strengthen attachment to peers of the female CICL.

Finally, these generalizations provide support for Thornberry’s Interactional Theory which asserts that human behavior occurs in social interaction and can be explained by models that focus on interactive processes. It emphasized that delinquent behavior associated with drug use and drug dealings are formed by the relationships with other people specifically their peers and social institutions like their families and communities over time. That is, drug use and drug dealing are explained as a causal network affected by social factors. In this study, the indicators for both social control and social learning were included. Family attachment represented social control while deviant peer association represented social learning. The study examined the reciprocal relations among family attachments, deviant peer association, as well as delinquency across the lives of the eight participants.

## 2. Gender-based Framework as basis of an intervention program to address the issue of criminality among children

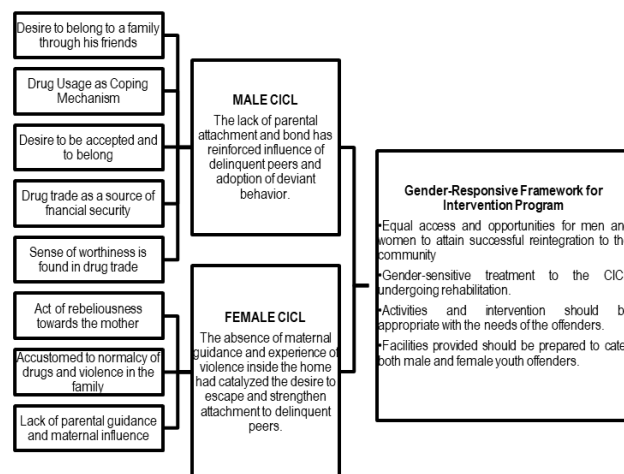


Fig. 1: Gender-based Framework as basis for intervention Program for CICAL

Gender responsive intervention program for Child in Conflict Law (CICAL) remains a gray area in the justice system in different countries including the Philippines as revealed in the Evaluation of the Intervention and

Rehabilitation Program in Residential Facilities and Diversion Programs for Children in Conflict with the Law last 2015 [6]. Most programs were tailored depending on the needs of male offenders since they comprised majority of the CICL population as reported by the Department of Social Welfare and Development. Admittedly, facilities and responsive programs on the needs of female offenders are likewise lacking [6]. Being discounted for the past years, female offenders were no longer obscure in the justice system, thus, a need for crafting a gender responsive intervention program and activities is needed [22]

From the formulated focal and narrative themes, it was noted that male and female CICL differs in how they were involved in drug related crimes. Male CICL's involvement was due to lack of parental attachment and bond which reinforced the influence of their delinquent peers and further adopt deviant behaviors such as drug use. In the contrary, Female CICL's involvement was due to the absence of maternal guidance and exposure to violence inside their home that pushed them to escape and strengthen their attachment to the delinquent peers that they see as family

With these results, a gender appropriate intervention program must be designed to answer the specific needs of the CICL wherein they could have equal access to opportunities and programs to attain successful reintegration to the community with avoidance of recidivism. DSWD as the principal office mandated to develop Gender-sensitive treatment for CICL undergoing rehabilitation may consider devising activities and programs addressing different capacities and needs of both male and female. Equal participation on the activities provided during the intervention by both male and female CICL should also be prioritized. Staffs and house parents dealing with the CICL should be oriented of gender sensitive treatment to the male and female custodies of Department of Social Welfare and Development (DSWD).

In addition, the causes of delinquent behavior should be addressed so both male and female CICL would be successful in completing the program with activities appropriate for specific needs of the offenders. Like for instance, one of the participants in the study is already a mother at a very young age, a program addressing her role as a mother through educating about parental rearing after the intervention must be addressed. Also, female participants are mostly victim and exposed to domestic violence which should be addressed in relation to prior abuse through psychological evaluation and therapy addressing a possible trauma. In addition, facilities for female CICL should also be prioritized by the government

since few facilities, mostly by Non-Government Organization (NGO), are available to cater the female CICL.

Overall, a gender-responsive approach is to be prioritized in catering CICL cases. This should be achieved by active participation of different agencies providing intervention to the CICL such as the DSWD through its local offices and the Local government units extending to the barangay levels which plays a role in the community based diversion programs and rehabilitation programs of the DSWD.

## V. CONCLUSION

The causes of male and female offending among Children in Conflict with Law revealed the need for a Gender Responsive Framework in the development of gender-sensitive programs that allow equal access and opportunities for men and women to attain successful reintegration to the community; psychological treatment to the CICL undergoing rehabilitation, appropriate activities and intervention according to the needs of the offenders; and provision of facilities to cater both male and female youth offenders. These results may be useful to the provincial social welfare and development office to consider lobbying for the construction of Bahay-Pagasa with facilities for female custodies in various municipalities of the province. They may also push for the institutionalization of licensed psychologists or to fund relevant training and tools for social workers to improve their counseling and intervention skills in handling CICL cases. Furthermore, they may institutionalize programs that can help the parents of CICL cases improve their parenting skills and build better relationships with their children

The barangay officials through the assistance of the social welfare and development office in various municipalities in Batangas may develop intervention programs for CICL that allows equal access for both male and female youth offenders especially activities that help address early parenting and pregnancy. Finally, the study may further be improved by considering other lens and methodologies to understand more deeply why children commit crimes.

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# Needs Assessment in Danahao Integrated School

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**Abstract**— *The educational system changes over the years which in turn demands educational institutions to constantly improve their capacity to deliver quality education to the learners. In order to improve, the school has to assess and address its needs. The main purpose of this study was to assess the current needs of Danahao Integrated School, Danahao, Clarin, Bohol. This study intends to identify school needs in the four dimensions: student development and services, learning facilities and resources, school environment, and professional development. The researchers employed explanatory sequential design which is a sequence of quantitative and qualitative research designs. The study was conducted in two phases. First, the researchers conducted a descriptive survey using a survey questionnaire to the principal and teachers of Danahao Integrated School. A total of thirteen (13) respondents participated in the survey – one (1) principal and twelve (12) teachers. Second, the researchers conducted focus group and interview in order to verify the results in the descriptive survey. There were two focus groups: teachers (11) and students (15). Further, a face-to-face interview was done with the principal. The needs assessment revealed salient areas which of high degree of need. In the overall, majority of these identified needs are under learning facilities and resources. It was recommended that an action plan should be crafted to prioritize and address these needs.*

**Keywords**— *student services, school environment, secondary school.*

## I. INTRODUCTION

In response to the challenges and dynamic changes brought by the shift of educational landscape, the Bohol Island State University – Clarin campus has its mandate to continuously extend its services to its local community wherein it lies. Danahao Integrated High School is one of the secondary schools of the municipality of Clarin and a cooperating school of the university, particularly, in the student teaching course in the teacher education. The said secondary school, located in Danahao, Clarin, Bohol, has been established for a span of ten (10) years since the year of its establishment in 2009. Based on the lengthy discourse in the recently conducted stakeholders' consultative forum, the Officer-In-Charge (OIC) principal had divulged the current situation of

the school. With all the pieces of information coming from the acting school head, the university find it imperative to conduct needs assessment in order to ascertain and prioritize the needs of the school and craft sustainable and relevant extension programs for school improvement.

Needs assessment is “a systematic examination of the gap that exists between the current state and desired state of an organization and the factors that can be attributed to this gap” [5, 13]. This includes identifying weak areas that needs improvement, analyzing its root-cause, and formulating program of actions that will address the identified needs. Conducting needs assessment is the essential first step towards improving the delivery of educational services of educational institutions which yields better student

outcomes[5, 3]. For [13], needs assessment is a means for formulating better decisions. Guided by its main goal – improving performance, needs assessment is of a great help to educators and system leaders in planning and implementing activities for the continuous improvement of the institution.

Fundamental to improving performance is the equifinality principle of systems theory, which states that in an open system there are always alternatives for achieving desired results. In practical terms, this principle tells you that even when one solution or activity initially seems to be the only way to accomplish results, in reality there are always other options that should be considered (even if you decide in the end to go with your initial selection). This requires a needs assessment approach that focuses on results and that collects data to inform decisions rather than data to justify decisions that have already been made. A needs assessment is a valuable tool for systematically justifying when and where to invest resources after first defining which results are worth accomplishing and then selecting appropriate activities for achieving those results [13].

Need is key aspect in motivation. Human beings are motivated or can be motivated only if they have needs and they are eager to satisfy them. The best one-word definition of need is deficiency. Need represents the state of lackness or deprivation [10]. In this study, the researchers look into four dimensions of the school: student development and services, learning facilities and resources, school environment, and professional development. The student development services refer to the needs concerning students' academic matters. Learning facilities and resources are the resources that support the teaching and learning process. Further, school environment refers to the school's physical characteristics and the school as a working environment. Lastly, professional development refers to those needs of the teachers for professional growth. Each of these dimensions contain specific areas of need that this study would want to assess.

For McCawley [8], there are two goals that needs assessment has in relation to extension. The first is to ascertain what the people already have or know, in order to determine what educational products and services are needed. The second one is to learn what should be done so that such educational products and services can be more accessible, acceptable and useful to the beneficiaries. Needs assessments clarify the work of public service agencies and promote effective program planning by engaging advisory leaders, elected

officials, volunteers and other stakeholders in learning and talking about important community issues[6].

McKillip [9] provides models of need assessment. One which is widely used especially in the field of education is the discrepancy model. This model follows three phases: goal setting, performance measurement and discrepancy identification. Goal setting is identifying what the institution desired to do or to become. Performance measurement involves gauging the current state of the institution. Lastly, discrepancy identification is the difference between the desirable state and the current state. This model is somewhat a straightforward one since it directly determines the needs of the institution being assessed. Following this model, this study could inform the university on the current situations and relevant needs of the cooperating schools.

The Centers for Disease Control and Prevention (CDC) [2] of Atlanta suggests a systematic process of conducting the needs assessment. The first is of course to plan the needs assessment. This includes setting goals, identifying the community to be assessed, developing teams which will conduct the needs assessment, and determining the appropriate methods to be used. There are a variety of methods of gathering information from the respondents. This includes survey, interview, focus group discussion and working group. After the planning stage is to formally conduct the needs assessment to the concerned community or school. The different teams of the assessment must see to it that the conduct of such follows exactly the plan. After this, the teams gather the data and summarize it. Lastly, based on the summary of findings, the teams together with the concerned beneficiaries has to identify priority needs and craft an action plan or strategies in order to address such needs.

After having identified the needs of the schools, the assessment team together with the concerned school has to rank and prioritize those needs. Some criteria in doing so may include size of problem, seriousness of problem, availability of current interventions, economic or social impact, public health concern, and availability of resources [2].

Reference [7] conducted a needs assessment on the area of program evaluation in the selected schools of Southern Luzon region. The study sought to determine their needs in evaluation and how evaluation is presently being practiced. The results show the needs of the school, including: (1) to improve teacher performance and teacher training

evaluation; (2) to consider alternative ways of evaluation such as focus group discussions and surveys, (3) training on instrumentation as a technical skill, (4) seminars and workshops that provide venues for learning about the process of evaluation, (5) improve the personnel, practice, relational, and study aspects of evaluation in schools.

The study of Azimi[1] surveys the students in the college of education of University of Mysore, India regarding the gaps and needs of e-learning components. The survey shows that the needs which rank top includes internet tools and video streaming, while instructional theories and mobile technology were on the lowest rank. The researcher suggests that students, faculty members and management of colleges of education and educators can plan and conduct needed and related training programs to expand their knowledge and proficiency in e-learning. Internet technologies and lead to more efficient utilization. Moreover, students (as future teachers) should be made aware of the potential of various e-learning technologies for enhancing the teaching and learning process.

The quality of education of rural elementary schools in Kalecik, Ankara was the main topic of the study [11]. The results revealed that both teachers and students are satisfied with the school's physical conditions. Conversely, the number of teachers teaching outside their areas of specialization is quite high. The lack of technology, and lack of parental involvement were found to be factors that might have an effect on the quality of education. Further, teachers tend to encourage competition rather than cooperation among students.

This study is anchored on the provision of Republic Act No. 10533 or the Enhanced Basic Education Act of 2013, Section 2 which states "broaden the goals of high school education for college preparation, vocational and technical opportunities as well as creative arts, sports and entrepreneurial employment in a rapidly changing and increasingly globalized environment". In Article XIV, Section 3 of Education Act of 1982, the curricula shall encourage critical and creative thinking, broaden scientific and technological knowledge and promote vocational efficiency and other skills. In the Philippine 1987 Constitution, Article XIV, Sec. 2, provisions that "the state shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society." This needs assessment intends to lend a helping hand to the school in their endeavors of delivering basic education to the students through

identifying, prioritizing, and addressing needs or deficiencies.

The conduct of needs assessment is crucial to the improvement of the school. This serve as basis as to what action plan should be crafted in order to address the current needs.

## II. OBJECTIVES

The chief purpose of the study is to assess the current needs of Danahao Integrated School in Danahao, Clarin, Bohol. The study further intends that through its findings, needs are identified and prioritized, and action plan can be formulated based from these needs.

Specifically, the study aims to answer the following question:

1. What are the needs of the school in terms of:

- 1.1 student development and services;
- 1.2 learning facilities and services;
- 1.3 school environment; and,
- 1.4 professional development?

## III. METHODOLOGY

This study is a mixed method research, utilizing explanatory sequential design. This research design which "first conducts quantitative research, analyzes the results and then builds on the results to explain them in more detail with qualitative research" [4]. The researcher used descriptive survey, focus group and interview. A survey questionnaire was used to gather information on the needs of the school, following a Likert-type scale of high degree of need (4), moderate degree of need (3), low degree of need (2), do not know (1). The questionnaire focuses on the four (4) dimensions of school development: student development and services, learning facilities and services, schoolenvironment, and professional development. Each dimension comprises specific areas of needs. The questionnaire was reviewed by Research and Development and Extension (RDE) of the university to ensure its validity. The principal and teachers rated each area as to its degree of need. In furtherance, the questionnaire allows the participants to write additional inputs regarding their needs which are not found in the questionnaire. There were one (1) principal and thirteen (13) teachers participated in the survey. The responses in the survey were analyzed using frequency count and percentage. For the qualitative

approach, the researchers also conducted a focus group discussion (FGD) with two focus groups: teachers, and students. All teaching personnel present participated in the FGD, while students were purposively sampled and only those student leaders participated in the FGD for the reason that they represent the student body. The responses of the participants were recorded using pen and paper and voice recorder. The participants of the FGD were eleven (11) teachers, and (15) students. Further, a face-to-face interview on the school principal was conducted. The quantitative data were analyzed and interpreted combined with the responses gathered in the FGD and interview.

#### IV. RESULTS AND DISCUSSION

This section presents the analysis and interpretation of both quantitative and qualitative data gathered from the descriptive survey, focus groups and interview. The following tables contain the responses of teachers and principal on the specific areas of need in the four dimensions. The count refers to the number of respondents who actually answered in the specific item. Further, the values under each scale are the valid percentage of response, with reference to the corresponding count. The quantitative data for each table were analyzed combined with the qualitative data taken from the transcription of recorded responses in the focus groups and interview.

Table 1: Student Development and Services

Student Development and Services	Count	High degree of need	Moderate degree of need	Low degree of need	Do not know	Total
1. Literacy (reading and writing)	13	23.1	61.5	15.4	0	100
2. Numeracy (math skills in everyday life)	13	30.8	61.5	7.7	0	100
3. Communication skills	13	30.8	53.8	15.4	0	100
4. Technical/vocational skills (e.g., computer)	13	61.5	38.5	0	0	100

servicing, cooking, housekeeping, dressmaking, sewing, baking, etc.)						
5. Recreational programs and activities	13	30.8	38.5	30.8	0	100
6. Values education	13	30.8	53.8	15.4	0	100
7. Environmental education	12	25.0	58.3	16.7	0	100
8. Nutrition education and practice	13	23.1	46.2	30.8	0	100

Table 1 shows that 61.5% of the respondents (teachers and principal) said that technical/vocational skills are of high degree of need while 38.5% responded that this is of moderate degree of need. This indicates that students lack of technical and vocational skills or have these skills inadequately. Further, majority of the respondents indicated a moderate degree of need of numeracy (61.5%), literacy (61.5%), environmental education (58.3%), communication skills (53.8%), and values education (53.8%). On the other hand, respondents were divided in their perception on the degree of need for recreational programs, and nutrition education and practice. Moreover, teachers specified a need for training, seminar-workshops for students such as cyberbullying and teenage pregnancy.

Table 2: Learning Facilities and Resources

Learning Facilities and Resources	Count	High degree of need	Moderate degree of need	Low degree of need	Do not know	Total
1. Classrooms	13	84.6	15.4	0	0	100
2. Classroom chairs	13	46.2	38.5	15.4	0	100
3. Books and other reading	12	50	50	0	0	100

resources						
4. Library	13	46.2	46.2	0	7.7	100
5. Laboratory tools and equipment	13	92.3	7.69	0	0	100
6. Laboratory room	13	92.3	7.69	0	0	100
7. Computer units	13	46.2	46.2	7.7	0	100
8. Internet connection	13	100	0	0	0	100
9. Television set	13	92.3	0	7.7	0	100
10. Projectors	13	92.3	0	7.7	0	100

It can be gleaned from table 2 that 100% of the respondents expressed that the school is in highly need of internet connection. Most of the respondents perceived that the school lacks (or in high degree of need) of learning facilities such as laboratory room (92.3%), laboratory tools and equipment (92.3%), television set (92.3%), projectors (92.3%), and classrooms (84.6%). Moreover, learning facilities which exist in the school but inadequate (or in moderate degree of need) include books and other reading resources, library, computer units, and, classroom chairs.

Others specified the need of water source and pump tank, dressmaking shop and machinery, laboratory room and equipment for cacao jam production, agricultural tools and equipment, laboratory tools and equipment for science, electricity (in nearby school extension site), English and Filipino dictionaries, and Filipino reading materials (e.g., *Noli Me Tangere* and *El Filibusterismo*).

The principal, and teacher and student focus groups were asked of the question, “What do you think the things that your school needs?” The teacher and students focus groups as well as the principal said that two of their major problems of the school are poor mobile phone signal and no internet connection. They shared that it is very difficult to find phone signal for communication purposes. Additionally, they cannot easily search or download learning materials from the internet or send important documents to the Division Office because of lack of internet connection. Their strategy is that before weekend, they have to plan what they are going to download or search for their lessons for the succeeding

week. It is only during Saturday and Sunday that they have access to internet when they are at home.

Furthermore, the principal, teachers and students expressed that they are really in-need of classrooms especially that they are expecting more enrollees next school year. This is because of the new Grade 12 offering. The student and teacher focus groups said that they also lack classroom chairs and monoblock chairs. One teacher shared that there was incident in JS prom wherein the students were just standing during the program because the chairs that they have borrowed from the barangay cannot accommodate the number of the students attending the program. Furthermore, one of the initiatives they made to build makeshift classrooms were conducting fund-raising activities (i.e., king and queen program, raffle promos) and do caroling during Christmas. They also tied up with the parents and the community to elicit support from them.

The student and teacher focus group said that the school needs laboratory room, tools and equipment particularly in dressmaking, agriculture, science and TLE. The school is offering dressmaking as an elective course and what they need is sewing machines. They also need computer units because most of the computer units they have are no functional.

All teachers and students said that they lack instructional materials such as books and other course references, and projectors. Students expressed that they only share books with their classmates. Teachers said that they do not have enough books especially to all subjects offered in senior high school. Since there is no supply of books, the teachers buy them at their own expense.

Moreover, a teacher shared a pressing situation of the classrooms in the extension site of the school. These classrooms are approximately located at a walking distance from the main school site. Classes for Grades 7, 8, and 9, and dressmaking are held in these classrooms. The problem here is that there is no supply of electricity in these classrooms. This problem hampers teachers’ paper works and learning activities which needs electricity such as video watching. Teachers have to go home just to charge their laptops or do printing. Teachers initiative to address this includes charging their laptop and speaker before and after the class for morning and afternoon. They also tried to obtain electricity supply through extension wires. However, this move was not

sustainable because the extension wire cannot handle the voltage.

Table 3: School Environment

School Environment	Count	High degree of need	Moderate degree of need	Low degree of need	Do not know	Total
1. Cleanliness and orderliness	12	16.7	33.3	33.3	16.7	100
2. Security and safety	13	69.2	7.7	23.1	0	100
3. Peaceful and healthy working environment	13	15.4	46.2	30.8	7.6	100
4. Cooperation/collaboration with co-teachers	12	16.7	50.0	25.0	8.3	100

For school environment, table 3 demonstrates that 69.2% of the respondents said that the school highly needs security and safety. On the flip side, cleanliness and orderliness, peaceful and healthy working environment, and cooperation and collaboration with co-teachers were rated to be of either moderate and low degree of need. Furthermore, respondents have specified school needs which include administration office, faculty room, comfort rooms and sanitary equipment, and fence.

In the focus groups, when teachers ask ‘What do you like about your school?’, majority of them said that they like the school because of its location. Considering that it is uphill, the school is close to nature and is away from distractions; it has peaceful, friendly, and air-refreshing environment. Further, regarding the working environment, students are manageable due to their small population. Teachers feel they are not pressured in their work and that they have manageable teaching load. Also, there is camaraderie among teachers, and whenever conflict or misunderstanding arises, it easily resolved. In an interview, what the principal like in the school is the teachers because they are very supportive, as well as the parents and the local government.

When the teachers were asked about the pressing needs of the school, they mentioned about the security of the school. The school has no perimeter fence thus it is vulnerable to burglars as well as to stray animals. One teacher shared many incidents of illegal intrusions in their school, particularly the library. In addition, teachers said that classrooms are unsafe since these are just makeshifts and are flammable. It would be really safe if the classrooms are concrete and well-ventilated, one teacher said. Some makeshift classrooms have no proper walls or are not completely finished. Student focus group shared that they tend to transfer to another classroom during rain so that they will not get wet.

Table 4: Professional Development

Professional Development	Count	High degree of need	Moderate degree of need	Low degree of need	Do not know	Total
1. In-service training	12	33.3	25.0	41.7	0	100
2. Relevant training/seminar/workshops in the field of specialization	13	61.5	23.1	15.4	0	100
3. Support to graduate studies	12	58.3	33.3	0	8.3	100
4. Continuing Professional Development (CPD) seminar-workshop	13	69.2	15.4	7.7	7.7	100

It is illustrated in table 4 the specific areas which the school highly needs, namely: continuing professional development (CPD) seminar-workshop (69.2%), relevant training, seminar and workshops in the field of specialization (61.5%), and support to graduate studies (58.3%). Further, there was a nonunanimous response on the need of in-service training. Others specified the needs of seminar, training, and

workshops relevant to research, as well as free doctorate studies.

## V. CONCLUSIONS

The needs assessment in Danahao Integrated School revealed the current situation of the school, as well as its salient and pressing needs. The researchers concluded that these identified needs center on the learning facilities and resources. In addition, there are also specific areas in student development and services, school environment, and professional development which the school highly needs.

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# Awareness and Implementation of Career Development Plan towards Job Performance and Satisfaction of Employees

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**Abstract**—This study investigated the relationship of Bohol Island State University (BISU) employees' awareness and implementation levels of their Career Development Plan (CDP) on their job performance and satisfaction. Using descriptive-survey in a quantitative-correlational approach and universal sampling, it surveyed 345 regular BISU employees. Specifically, it identified the respondents' demographic profile, their job performance, and job satisfaction, and determined the relationships of their awareness and job performance, awareness and job satisfaction, implementation and job performance, and performance and satisfaction. Findings revealed that respondents were in their young adulthood stage, dominated by females, experienced employees, and highly educated. They did not have enough knowledge of CDP of BISU, perceived it a bit implemented, performed well in their duties, and were somewhat satisfied with their jobs. Employment experience indicated significant results on job performance and satisfaction, implying that the longer their stay in BISU, the better their performance, and the more satisfied they become. Moreover, implementation and job satisfaction showed significant results, meaning the respondents consider the significance and urgency of implementing whatever career plans and programs beneficial for both of employees and the organization. Henceforth, it indicates that proper implementation of the planned career growth would make the workers more satisfied with their jobs.

**Keywords**—employees' awareness, implementation levels, job performance and satisfaction, Philippines, quantitative correlation.

## I. INTRODUCTION

Career Development Plan (CDP) is considered of great importance to both employer and employee. It plays some critical roles in an organization or in an institution. As a written list of the short and long-term goals for employees' current and future jobs, and a planned sequence of formal and informal experiences, it assists employees in achieving their goals and helps them grow not only professionally but also personally (Heathfield, 2019). For Trueba (2008), properly implemented plan can help the manager focus on supporting employees in gaining new skills, while adding

value to their organizations. It also helps employees stay on track and move forward in their careers.

The CDP of Bohol Island State University (BISU) was approved by the Civil Service Commission in Region VII on January 17, 2012 and was implemented thereafter. The said Plan was intended for all BISU System Officials and Employees (BISU Career Development Plan, 2012). This plan stipulates the policy goals, general guidelines, creation and statements of functions of Career and Personnel Development Committee, career development opportunities, avancement guidelines, support mechanism, its effectivity, and the proposed integrated human resource

development program. However, as observed, not all employees are aware of it nor its implementation. Thus, the researcher was triggered to conduct an investigation to determine the employees' level of awareness and extent of implementation of such CDP and its impact towards their job performance and satisfaction. Initial data gathered from the researcher's casual talk with fellow BISU employees suggest the very significant role that Career Development Plan plays in their stay in this institution. Besides, there are no studies conducted dealing with the same nature of this present investigation. Thus, the results of this study would contribute to the body of literature for future reference.

The CSC mandates the establishment of a program on career development and management in every department or agency as specified in the Implementing Rule VIII, under Book V EO 292 of the Civil Service Law. This makes the indispensability of crafting and implementing a Career Development Plan in Bohol Island State University for both employer and employees' perspectives and welfare.

Article II, Sec. 4 of RA 10912 states that there shall be formulated and implemented Continuing Professional Development Programs in each of the regulated professions in order to enhance and upgrade the competencies and qualifications of professionals for the practice of their professions, and to ensure international alignment of competencies and qualifications of professionals through career progression mechanisms leading to specialization. Again, every career development should be geared towards employees' welfare and satisfaction.

Career development plan maps out the necessary activities, within the projected timeframe and resources needed, to develop and enhance the competencies needed by an individual in pursuit of the envisioned career path. Career path is a defined track of development activities that an individual follows in pursuit of professional goals (DSWD's Memo Circular No. 5, s. 2007).

In an institution of higher learning such as Bohol Island State University, crafting and implementing a Career Plan of Action is deemed very essential in the lives of both employer and employees. Equally important is employees' conscious knowledge about its existence and its implementation.

For Heathfield (2019), a career development plan in place is a win for employers and employees. Its plan focuses on the employees' needs for growth and development and the assistance the organization can provide so that the

employee has the opportunity to grow his or her career. In addition to growing their career, employees are also interested in developing themselves both personally and professionally. To Zin, Shamsudin and Subramaniam, (2013), career development activities can help employees discover their vocational interests and strengths, while employers can make it as a way to attract the best employees and retain them over time.

Employees are one of the important tools of any organization (Gabčanová, 2011) and their development is considered as an important factor for organizational growth (Mutonga, 2012). Thus, any plan or program is said to be successful if it positively affects the employees (Kumar, 2016).

This study is based on the theories by Super, Adams, and Herzberg. In Donald E. Super's Life Career Rainbow Theory (1980), it described career development in terms of life stages and life roles that reflected a rainbow. The life roles were shown in the colored stripes of the rainbow where age was written with numbers under these stripes. The size of the dots in the colored stripes indicated the time that took a life role up. Career development can be analyzed based on the career stages. There are five career development stages through which most of us have gone through or will go through (Mulder, 2019). Further, according to Super et al. (1996) as cited by Kosine, and Lewis, (2008), this theory is a combination of stage development and social role theory which posits that people progress through five stages during the career development process, including growth, exploration, establishment, maintenance, and disengagement.

Adam's Equity Theory (1963) posits that people maintain a fair relationship between the performance and rewards in comparison to others. In other words, an employee gets de-motivated by the job and his employer in case his inputs are more than the outputs (Business Jargon). Thus, an individual's level of motivation depends on the extent he feels being treated fairly, in terms of rewards, in comparison to others. Thus, according to Al-zawahreh and Madi, (2012), equity theory predicts that low rewards produce dissatisfaction; this would in turn motivate people to take action and reduce the discrepancy between their ratio and the ratio of the comparison other.

In addition, in 1976, Herzberg's Two Factor Theory was conceived. According to this theory, factors such as recognition, accomplishment, responsibility, promotion were

treated as motivator factors, while policy and administration, supervision, interpersonal relationship, working conditions, salary, status, and security were treated as the hygiene factors. The motivating factors are those aspects of the job that make people want to perform well and thus provide them with job satisfaction (Tan & Waheed, 2011).

At any rate, awareness of something very significant to someone is indeed an interesting endeavor to delve into most especially if such would impact his/her career. Thus, an initial step of this attempt is to determine the awareness level of the employees about this Career Development Plan of BISU, then an attempt also to determine whether such plan was implemented or not must follow. Awareness can be considered as a concept referring to the ability of a person to perceive, to feel, or to directly aware of any events (Nifa, et al., 2018). However, evaluating employees' awareness of their career development is not enough. Employees should also be asked whether such plan is implemented or not.

Implementation, according to Gustafson (2019), is the process of executing a plan or policy so that a concept becomes a reality. To implement a plan properly, managers should communicate clear goals and expectations, and supply employees with the resources needed to help the company achieve its goals. He further insisted that the implementation of a plan brings about change meant to help improve the company or solve a problem on policies, management structures, organizational development, budgets, processes, products or services.

How any approved Career Development Plan relates on the job performance and enhances one's satisfaction level is also an area of concern of this study. Job performance can be defined as all the behaviors employees engage in while at work. Individual job performance is a relevant outcome measure of studies in the occupational setting; it refers to how well someone performs at his or her work (Fogaça, Rego, Melo, Armond, & Coelho, 2018).

On the other side, job satisfaction is an important factor in an organization's success (Tan & Waheed, 2015). It is a topic that has received considerable attention by researchers and practitioners (Bhatnagar, & Srivastava, 2012). It is simply how people feel about their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. It can also be a reflection of good treatment and an indicator of emotional well-being (Spector, 1997). It is the level to which workers like their work, and

the difference between what employees' expectation and what they receive, and for Omori & Bassey, (2019), it is a reflection of good treatment and an indicator of emotional well-being.

Although a plethora of studies has been conducted about job performance and job satisfaction (Ezeamama, 2019; Satar, Nawaz, & Khan, 2012; Anuar, 2011), which showed positive results, there were also studies which yielded the otherwise (Ram, 2013). Hence, there is a need to conduct more studies on job satisfaction and performance of employees since an employee is believed to be an indispensable part of an organization.

Whether career development plan has something to do with employees' job satisfaction, a study was conducted by Jusuf, Mahfudnurnajamuddin, Mallongi, and Latief, (2016) on the effect of career development, leadership style and organizational culture on job satisfaction and organizational commitment. Results proved positive and influenced career development significantly to job satisfaction Shujaat, et al., 2013; Chen et al., 2004) The statement meant that a good career development provides a tangible influence against employee job satisfaction. This result has given the implication that the employee career development has significantly influenced employees' job satisfaction.

This present endeavor attempted also to delve into exploring whether or not demographic characteristics on age, sex, educational attainment, and length of service components of employees have something to do with their job performance, and satisfaction. Studies of Ugwu and Ugwu, (2017) found that work experience was significant and positively correlated of job performance of librarians in Nigeria; whereas, a study conducted by Shrestha, (2019), and Barotik, (2016) indicated a positive relationship between length of service and job performance.

As to gender, it had a negative significant relationship with workers' performance (Omori, et al., 2019). Following this result, both male and female trained on the same job do performed alike. It therefore means that if male and female are given equal opportunities on any task's performance in the public service, there is bound to be a progressive improvement as both can deliver as same. Ng and Feldman (2009) argued against age as a determinant factor to performance. They say that age is a very weak predictor of performance.

## Objectives

This study aimed primarily at determining the employees' awareness and implementation levels of Career Development Plan(CDP)s of Bohol Island State University in relation to their job performance and satisfaction levels. Specifically, it determined respondents' demographic profile in terms of age, sex, educational attainment, and length of service in this institution; the respondents' perception as to their level of awareness of the CDP; extent of implementation of CDP; level of job performance; extent of job satisfaction; the significant relationship between the demographic profile and their job performance; demographic profile and their job satisfaction; the significant relationship between their levels of awareness and job performance and satisfaction and levels of implementation and job performance and satisfaction. With the results, a doable action plan was designed as enhancement of the existing Career Development Plan of BISU.

## II. METHODOLOGY

This study used a descriptive-correlational research utilizing a set of structured and closed-ended questionnaires administered to the 345 regular employees from the six campuses of Bohol Island State University - Balilihan, Bilar, Calape, Candijay, Clarin, and Tagbilaran City, the Main Campus. Universal sampling technique was employed. However, the problem in the retrieval of the duly accomplished questionnaires occurred in Bilar and Tagbilaran Campuses where some of the respondents failed to return said questionnaires, refused to answer them, without Individual Performance Commitment and Review (IPCR) ratings, and some invalid responses. The results of their IPCR ratings in 2018 were considered as the job performance of employees.

A total of 345 regular BISU employees across its six campuses comprise the respondents of this study. They were broken down as follows: 261 faculty members, 68 non-teaching personnel, and 16 management personnel. Management personnel here, as research respondents, refer to the six (6) Campus Directors of each campus, five (5) Administrative Officers, and five (5) other heads of departments from Tagbilaran City-Main Campus. They were further broken down as follows: Balilihan Campus with 24 respondents (7%), Bilar Campus with 73 (21%), Calape Campus with 35 (10%), Candijay Campus with 66 (19%),

Clarin Campus with 47 (14%), and Tagbilaran City-Main Campus has 100 (29%) respondents.

The instruments used for data collection were the Respondents' Demographic Survey, the Evaluation Survey of the approved Career Development Plan of BISU as to the extent of each employee's awareness and implementation, the summary results of ratings of the 2018 Individual Performance Commitment and Review, and the Job Satisfaction Survey (JSS) adopted from Spector (1994). These tools were devised and used in order to address all the problems under investigation.

Since the Evaluation Survey of the approved Career Development Plan of BISU was self-directed tool, it was pilot-tested to 33 non-permanent employees in BISU Calape and Clarin campuses. The final draft was distributed to the respondents after having revised it adhering to the results of the dry-run.

The Job Satisfaction Survey was used in determining their job satisfaction level. The tool used was the Job Satisfaction Survey adopted from Paul E. Spector in 1994. Such tool is a 36 item, nine-facet scales to assess employee attitudes about the job and aspects of the job. Each facet is assessed with four items. Using the 6-point Likert scale, 6 as "strongly agree" down to 1 as "strongly disagree", the respondents were asked to rate on the extent of their satisfaction of the jobs based on the nine facets, such are pay, promotion, supervision, fringe benefits, contingent rewards (performance-based rewards), operating procedures (required rules and procedures), coworkers, nature of work, and communication.

As a preliminary activity and part of research protocol and ethics, the researcher secured an informed consent from the respondents prior to the administration of the tools to the six campuses of BISU. A letter of request approved by the University President regarding administration of the research tools was attached to the informed consent. Then the actual personal distribution of questionnaires commenced which lasted for about a week. The researcher was able to retrieve enough number of valid and duly accomplished questionnaires. This could have lasted for more than a month, had it not without the assistance of the Campus Director in Candijay, secretaries of colleges, administrative officers, and some friends, which took for a month only.

All computations were done using Microsoft excel. In getting the demographic profile of the respondents, specifically in terms of their age, sex, educational

attainment, and length of service in this institution, percentage formula was used. In identifying the respondents' level of awareness, extent of implementation of CDP 2012,

job performance level, and extent of job satisfaction, the weighted mean formula was used.

Scales	Responses	Interpretations
5(4.20-5.00)	Very Much Aware (VMA)	Totally aware of all programs and activities stipulated in CDP
4(3.40-4.19)	Much Aware (MA),	Aware of almost all programs and activities of the CDP
3(2.60-3.39)	Aware (A)	Aware of most of the programs and activities of the CDP
2(1.80-2.59)	Slightly Aware (SA)	aware of only some of the programs and activities of the CDP
1(1.00-1.79)	Not Aware (NA)	Totally unaware of all the programs and activities stipulated in CDP

Herewith are the scales, responses, and interpretation for the extent of implementation:

Scales	Responses	Interpretations
6(5.16 - 6.00)	Highly Implemented (HI)	All of the programs/activities stipulated in CDP are implemented properly
5 (4.32 – 5.15)	Implemented (I)	Almost all of the programs and activities stipulated in CDP are implemented
4 (3.49 – 4.31)	Moderately Implemented (MI)	Some of the programs and activities stipulated in CDP are implemented
3 (2.66 – 3.48)	Slightly Implemented (SI)	Very few of the programs and activities stipulated in CDP are implemented
2 (1.83 – 2.65)	Not Implemented (NI)	None of the programs and activities stipulated in CDP is implemented
1(1.00 – 1.82)	No knowledge if implemented or not (NK)	Do not know if such item is implemented or not

For Job Performance, the scale following was based on Civil Service Commission Memorandum Circular No. 06, s. 2012 setting the guidelines on the establishment and implementation of the Strategic Performance Management System (SPMS) in all government agencies.

Scales	Responses	Interpretation
5(4.20-5.00)	Outstanding	Performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all areas of responsibility. Employee achievement and contributions to the organizations are of marked excellence.
4(3.40-4.19)	Very Satisfactory	Performance exceeded expectations. All goals, objectives and target were achieved above the established standards.
3(2.60-3.39)	Satisfactory	Performance met expectations in terms of quality of work, efficiency and timeliness. The most critical annual goals were met.
2(1.80-2.59)	Unsatisfactory	Performance failed to meet expectations, and/or one or more of the most goals were not

1(1.00-1.79)	Poor	met. Performance was consistently below expectations, and/or reasonable progress toward critical goals was not made. Significant improvement is needed in one or more important areas.
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For Job Satisfaction, herewith are the scales, responses, and interpretations:

Scales	Responses	Interpretations
6(5.16 - 6.00)	Strongly Agree (SA)	Extremely satisfied (ES)
5 (4.32 – 5.15)	Moderately Agree (MA)	Very satisfied (VS)
4 (3.49 – 4.31)	Slightly Agree (SIA)	Somewhat satisfied (SS)
3 (2.66 – 3.48)	Slightly Disagree (SID)	Somewhat dissatisfied (SD)
2 (1.83 – 2.65)	Moderately Disagree (MD)	Very dissatisfied (VD)
1(1.00 – 1.82)	Strongly Disagree (SD)	Extremely dissatisfied (ED)

High scores on the scale represent job satisfaction, so the scores on the negatively worded items were reversed first before computing using the said formula assuming with the positively worded into facet or total scores. A score of 6 representing strongest agreement with a negatively worded item is considered equivalent to a score of 1 representing strongest disagreement on a positively worded item, allowing them to be combined meaningfully. Thus, this means that scores with a mean item response (after reverse scoring the negatively-worded items) of 4 or more represents satisfaction, whereas mean responses of 3 or less represents

dissatisfaction. Mean scores between 3 and 4 are ambivalence (Spector, 1994).

In determining the significant relationship between the demographic profile and level of job performance; and extent of job satisfaction levels, the chi-square test was used. For the significant correlation between the level of two variables such as awareness and job performance, awareness and job satisfaction, implementation and job performance, implementation and job satisfaction, job performance and job satisfaction, Spearman's rho was computed.

### III. III. RESULTS AND DISCUSSION

Table 1. Demographic Profile of Respondents

N=345

Age	Frequency	Percentage	Rank
21 and below years old	0	0	12
22-25 years old	27	7.83	7
26-29 years old	49	14.20	1
30-33 years old	38	11.01	4.5
34-37 years old	46	13.33	2
38-41 years old	42	12.17	3
42-45 years old	38	11.01	4.5
46-49 years old	29	8.41	6
50-53 years old	23	6.67	8.5

54-57 years old	21	6.09	10
58-61 years old	23	6.67	8.5
62 and up years old	9	2.61	11
<b>Total</b>	<b>345</b>	<b>100.0</b>	
<b>Sex</b>			
Male	150	43.48	2
Female	195	56.52	1
<b>Total</b>	<b>345</b>	<b>100.0</b>	
<b>Educational Attainment</b>			
Bachelor's Degree	41	11.88	4.5
With MA/MS Units	41	11.88	4.5
Master's Degree	86	24.93	2
With Doctoral Units	88	25.51	1
Doctorate	73	21.16	3
Others	16	4.64	6
<b>Total</b>	<b>345</b>	<b>100.0</b>	
<b>Length of Service</b>			
Less than a year	7	2.03	10
1-3 years	66	19.13	2
4-7 years	65	18.84	3
8-11 years	73	21.16	1
12-15 years	34	9.86	5
16-19 years	37	10.72	4
20-23 years	13	3.77	7.5
24-27 years	16	4.64	6
28-31 years	13	3.77	7.5
32-35 years	11	3.19	9
36-39 years	6	1.74	11
40 and up years	4	1.15	12
<b>Total</b>	<b>345</b>	<b>100</b>	

Result shows that 49 respondents (14.20%) are in their 26-29 years old; 46 or 13.33% are 38-41 years old, and 42(12.17%) are within 34-37 years in age brackets. This implies that they are in their young adulthood life stage in career development where an individual is settled, a family is founded, a study program has been completed, and a permanent job has been found. Taking responsibility and

personal satisfaction from work are characteristic of this phase (Mulder, 2019).

As to sex, it reveals that female respondents, 195 or 56.52%, are more in number than males (150 or 43.48%). The result supports to the study of Sarker, Crossman, and Chinmeteeptuck, (2003).

The educational attainment of the respondents showed that employees with doctoral units rank number 1, with 88 or 25.51%, which is followed by those respondents who are master's degree holders with 86 or 24.93%, and holders of doctoral degrees with 73 of them or 21.16%. These data are the offshoot of CHED's upholding of the issued Revised Manual of Regulations for private schools by the then Department of Education in 1992 which required college faculty members to have a master's degree as a minimum educational qualification for acquiring regular status.

Moreover, the above data shows a larger portion of the respondents have spent between 8-11 years in service here in BISU representing about 21.16%, which is followed by 66 (19.13%) who have spent 1-3 years, and 65 (18.84%) with 4-7 years. This implies that majority are already seasoned employees. This finding is similar with Odhiambo, Gachoka, and Rambo (2018) where majority of the respondents had worked for the organizations between 10 and 14 years which they considered them as experienced employees.

Table 2. Level Awareness and Extent of Implementation of Career Development Plan of BISU

Items about Career Development Plan 2012 of BISU	Level of Awareness		Extent of Implementation	
	Weighted Mean	Descriptive Value	Weighted Mean	Descriptive Value
1. There is a CDP of BISU 2012, a manual...	2.33	Slightly Aware	2.63	Not Implemented
2. The CDP was approved on 1/17/ 2012 by the CSC ...	2.05	Slightly Aware	2.51	Not Implemented
3. Such CDP was implemented right after its approval.	1.86	Slightly Aware	2.33	Not Implemented
4. There was created a CPDC...	1.90	Slightly Aware	2.28	Not Implemented
<b>Composite Mean</b>	<b>2.03</b>	<b>Slightly Aware</b>	<b>2.44</b>	<b>Not Implemented</b>
5. A systematic and planned career program on long and...	2.29	Slightly Aware	2.66	Not Implemented
6. Availment of all human resource development...	2.50	Slightly Aware	2.92	Slightly Implemented
7. The BISU System shall utilize a mutually...	2.32	Slightly Aware	2.77	Slightly Implemented
8. Promotion of employees as an integral part...	2.92	Aware	3.46	Slightly Implemented
9. Rewards and incentives for both individual...	3.29	Aware	3.87	Moderately Implemented
10. Scholars' responsibilities shall be guided by...	2.57	Slightly Aware	3.21	Slightly Implemented
11. Scholars under the BISU System Welfare Fund shall...	2.34	Slightly Aware	2.92	Slightly Implemented
12. The BISU System HRMO...	2.51	Slightly Aware	2.99	Slightly Implemented
<b>Composite Mean</b>	<b>2.47</b>	<b>Slightly Aware</b>	<b>3.10</b>	<b>Slightly Implemented</b>
13. Pursuant to Sec.14, Rule VIII of Bk V of EO No. 292...	2.32	Slightly Aware	2.73	Slightly Implemented
14. Master in Public Administration (MPA-UP), MATVE..	1.91	Slightly Aware	2.32	Not Implemented
15. HRM Financial Mgt. Information Tech., Performance	1.89	Slightly Aware	2.32	Not Implemented
16. Specialized conferences for management, World ...	2.08	Slightly Aware	2.48	Not Implemented
17. Public Service Ethics & Accountability, Basic ...	2.33	Slightly Aware	2.68	Slightly Implemented
18. Basic Software Operation Course, Data Analysis and...	2.51	Slightly Aware	2.92	Slightly Implemented
19. Organization Development, Role Analysis, ...	2.63	Aware	3.12	Slightly Implemented
<b>Composite Mean</b>	<b>2.23</b>	<b>Slightly Aware</b>	<b>2.65</b>	<b>Not Implemented</b>
20. Academic scholarship may be availed of only after at...	2.54	Slightly Aware	3.16	Slightly Implemented



21. Scholarship for master's programs shall preferably be...	2.48	Slightly Aware	2.97	Slightly Implemented
22. Scholarship, training courses, or conferences held...	1.98	Slightly Aware	2.36	Not Implemented
23. Locally held scholarship, training courses, or...	2.01	Slightly Aware	2.38	Not Implemented
24. BISU System employees with salary grade 26 and up...	1.79	Not Aware	2.10	Not Implemented
25. Short-term courses, conferences, professional...	2.36	Slightly Aware	2.83	Slightly Implemented
26. Incumbents of Senior/Higher Admin Positions...	1.77	Not Aware	2.13	Not Implemented
27. Attendance in BISU System Orientation course, ...	2.70	Aware	3.28	Slightly Implemented
28. Other short-term courses as described in the BISU...	2.11	Slightly Aware	2.63	Not Implemented
29. Employees may be eligible for scholarship under...	2.12	Slightly Aware	2.63	Not Implemented
30. <b>Job Rotation.</b> It shall be a management-driven...	2.27	Slightly Aware	2.77	Slightly Implemented
31. Only those with satisfactory ratings shall be...	1.91	Slightly Aware	2.37	Not Implemented
32. <b>Sabbatical Leaves.</b> These may be enjoyed by third...	2.11	Slightly Aware	2.49	Not Implemented
33. <b>Coaching.</b> This is a mechanism for developing...	2.35	Slightly Aware	2.82	Slightly Implemented
34. <b>Reassignment to any Campus or office within...</b>	2.13	Slightly Aware	2.66	Not Implemented
35. <b>Mentoring.</b> This shall be encouraged for employees ...	2.56	Slightly Aware	2.99	Slightly Implemented
36. <b>Counseling.</b> This shall be utilized in dealing with...	2.59	Slightly Aware	3.06	Slightly Implemented
37. <b>Socialization/Team Building Activities.</b> These ...	3.55	Much Aware	4.13	Moderately Implemented
<b>Composite Mean</b>	<b>2.30</b>	<b>Slightly Aware</b>	<b>2.76</b>	<b>Slightly Implemented</b>
38. There shall be established and maintained ...	2.37	Slightly Aware	2.74	Slightly Implemented
39. A Career Resource Unit (CRU) shall be set up within...	2.16	Slightly Aware	2.58	Not Implemented
40. A pool of internal counselors shall be created to...	2.05	Slightly Aware	2.46	Not Implemented
41. All campus Directors, Heads of Units/Divisions...	2.71	Aware	2.99	Slightly Implemented
42. Five (5%) percent of the total personnel budget shall...	2.25	Slightly Aware	2.69	Slightly Implemented
43. Appropriation for the Consultation Mechanism shall ...	2.14	Slightly Aware	2.50	Not Implemented
44. There is a proposed Integrated Human Resource...	2.23	Slightly Aware	2.61	Not Implemented
<b>Composite Mean</b>	<b>2.27</b>	<b>Slightly Aware</b>	<b>2.65</b>	<b>Not Implemented</b>
<b>Overall Composite Mean</b>	<b>2.27</b>	<b>Slightly Aware</b>	<b>2.72</b>	<b>Slightly Implemented</b>

The data here show that all of the six components of the CDP Manual 2012 are rated by the respondents as "slightly aware", with the composite means of 2.03, 2.47, 2.32, 2.23, 2.30, and 2.27, respectively. Moreover, 36 out of 44 items are rated as "slightly aware", with the composite mean of 2.27. This means that the respondents are aware of only some of the programs, activities, and items stipulated in CDP. This further implies that BISU employees do not have enough awareness or knowledge of the existence of the said CDP. It is interesting to note that item #24 which states that "BISU System employees with salary grade 26 and up shall

no longer be eligible for any foreign or local scholarships", and item #26 stating that "Incumbents of Senior/Higher Admin Positions performing the functions of a lawyer shall undergo a technical legal writing course" are rated "not aware". This means that they do not know anything about these items. Only one item, #37 on "Socialization/Team Building Activities" is rated as "much aware".

In the whole scheme, it can be construed that there was no enough dissemination about this CDP of BISU considering that no one rated "very much aware" of any item about the Plan. According to Tolle, (2005), awareness offers

more than just hope, but more willingly, it can lead to action. It is the greatest agent for change. So, there should be an orientation or reorientation to this effect for awareness, guidance, and information about such Plan.

On the respondent's perceived extent of implementation of the said CDP, 3 of the 6 components of the CDP evaluated are rated as "not implemented". They are "On the Career Development Plan 2012 of BISU Itself", with a composite mean of 2.44; "On the Career Development Opportunities/Types of Scholarship", with a composite mean of 2.65; and, "On Support Mechanism, Etc.", with a composite mean of 2.65. Subsequently, none of the items is rated "implemented", "highly implemented", and "no knowledge if the item was implemented or not".

Surprisingly, 21 items are rated as "not implemented" 21 items are rated as "slightly implemented", and 2 items are rated as "moderately implemented".

Thus, the implementation level of CDP as perceived by the respondents is "slightly implemented" with an overall composite mean of 2.76. This simply connotes that only very few of the programs and activities in the Plan were implemented. Again, this result implies that the CDP 2012 of BISU is not fully implemented. For Trueba (2008), properly implemented plan can help the manager focus on supporting employees in gaining new skills, while adding value to their organizations. It also helps employees stay on track and move forward in their careers.

Table 3. Job Performance of Respondents

N=345

Job Performance	Management		Faculty		Non-teaching		Total	%	Rank
	Male	Female	Male	Female	Male	Female			
Outstanding	3	4	3	8	1	0	19	5.51	2
V-Satisfactory	3	6	103	143	34	32	321	93.04	1
Satisfactory	0	0	2	2	1	0	5	1.45	3
Unsatisfactory	0	0	0	0	0	0	0	0	4.5
Poor	0	0	0	0	0	0	0	0	4.5
<b>Total</b>	<b>6</b>	<b>10</b>	<b>108</b>	<b>153</b>	<b>36</b>	<b>32</b>	<b>345</b>	<b>100.0</b>	

**Overall Performance: 3.72 = Very Satisfactory**

Data in this table show that 321 respondents or 93.04% are "Very Satisfactory", 19 (5.51%) are "Outstanding", and the rest (5 or 1.45%) are "Satisfactory". Over-all, their job performance level is "very satisfactory" with a weighted mean of 3.72. No one is rated "unsatisfactory" and "poor". This implies that the

performance of BISU employees has exceeded expectations, and that all goals, objectives, and target were achieved above the established standards. In other words, they are performing well in their tasks since this is expected of them as government servants in an institution of higher learning.

Table 4. Job Satisfaction of Respondents

Items	Weighted Mean	Descriptive Value
1. I feel I am being paid a fair amount for the work I...	4.62	Very Satisfied
*2. There is really too little chance for promotion on my...	4.01	Somewhat Satisfied
3. My supervisor is quite competent in doing his/her job.	4.73	Very Satisfied
*4. I am not satisfied with the benefits I receive.	4.34	Very Satisfied

5. When I do a good job, I receive the recognition for...	3.93	Somewhat Satisfied
*6. Many of our rules and procedures make doing a good...	3.31	Somewhat Dissatisfied
7. I like the people I work with.	4.97	Very Satisfied
*8. I sometimes feel my job is meaningless.	4.74	Very Satisfied
9. Communications seem good within this organization.	4.03	Somewhat Satisfied
*10. Raises are too few and far between.	3.55	Somewhat Satisfied
11. Those who do well on the job stand a fair chance of...	4.14	Somewhat Satisfied
*12. My supervisor is unfair to me.	4.83	Very Satisfied
13. The benefits we receive are as good as most other...	4.35	Very Satisfied
*14. I do not feel that the work I do is appreciated.	4.08	Somewhat Satisfied
15. My efforts to do a good job are seldom blocked by...	2.66	Somewhat Dissatisfied
*16. I find I have to work harder at my job because of...	4.34	Very Satisfied
17. I like doing the things I do at work.	4.90	Very Satisfied
*18. The goals of this organization are not clear to me.	4.23	Somewhat Satisfied
*19. I feel unappreciated by the organization when I...	4.37	Very Satisfied
20. People get ahead as fast here as they do in other...	3.47	Somewhat Dissatisfied
*21. My supervisor shows too little interest in the...	4.18	Somewhat Satisfied
22. The benefit package we have is equitable.	4.12	Somewhat Satisfied
*23. There are few rewards for those who work here.	3.54	Somewhat Satisfied
*24. I have too much to do at work.	2.89	Somewhat Dissatisfied
25. I enjoy my coworkers.	4.89	Very Satisfied
*26. I often feel that I do not know what is going on with...	3.76	Somewhat Satisfied
27. I feel a sense of pride in doing my job.	4.61	Very Satisfied
28. I feel satisfied with my chances for salary increases.	3.82	Somewhat Satisfied
*29. There are benefits we do not have which we should...	3.18	Somewhat Dissatisfied
30. I like my supervisor.	4.67	Very Satisfied
*31. I have too much paperwork.	3.04	Somewhat Dissatisfied
*32. I don't feel my efforts are rewarded the way they...	3.87	Somewhat Satisfied
33. I am satisfied with my chances for promotion.	4.28	Somewhat Satisfied
*34. There is too much bickering and fighting at work.	4.00	Somewhat Satisfied
35. My job is enjoyable.	4.80	Very Satisfied
*36. Work assignments are not fully explained.	3.63	Somewhat Satisfied
<b>Composite Mean</b>	<b>4.08</b>	<b>Somewhat Satisfied</b>

\*=negatively-worded statements

This table depicts the results of employees' behavior and attitudes towards their job. Results show that their job satisfaction level is "slightly agree" with a

composite mean of 4.08. This implies that the respondents are "somewhat satisfied" with their jobs. They are "very satisfied" on 12 items that refer specifically to nature of

work (4.76), supervision (4.60), and co-workers (4.55); however, they are “somewhat dissatisfied” on 4 items under operating procedures. According to Spector (1994), scores with a mean item response of 4 or more represents

satisfaction; hence, the respondents are somewhat satisfied. This result supports with the study of Janardhanan, and George, (2011) and that of Ram (2013).

Table 5. Relationship between Profile and Job Performance

Variables	Chi-square test	Df	Critical value	Decision	Result
Age	36.636	30	43.77	Insignificant, Ho: Accepted	Not Related
Sex	2.556	6	12.59	Insignificant, Ho: Accepted	Not Related
Educational Attainment	17.474	15	25.00	Insignificant, Ho: Accepted	Not Related
Length of Service	119.241	33	47.37	Significant; Ho: Rejected	Related

Results show that age and educational attainment of respondents do not yield a positive relationship with their job performance, since the computed Chi-square values are much lesser than the critical values; hence, the null hypothesis is accepted. This means that whether the employees are young or old, and got higher educational attainment or not, these do not influence their job performance. In other words, their job performance was not affected by their age, sex, and educational credentials.

Nonetheless, their length of work experience is noted to have significantly influenced their job performance. As reflected, the computed value of 119.241 is very much greater than the critical value of 47.37; hence, the null hypothesis is rejected, meaning their length of service here in BISU matters most towards their job performance. It implies further that the higher the length of their service in this institution, the better they perform in their job. Since years of service denotes work attitude maturity, and much skills

learned from colleagues and from those experienced ones which added to their better work performance. This result is in accord with the study of Omori, et al, (2019) where years of work experience significantly influenced workers’ performance.

Moreover, as to gender, this table shows that it has a negative significant relationship with workers’ performance. This result corroborates with the study of Omori, et al., (2019) where both male and female do perform their duties alike, which means that if male and female are given equal opportunities on any tasks performance, there is bound to be a progressive improvement as both can deliver the same.

On the age result, this is corroborated by the study of Hedge and Borman (2012), who argued against age as a determinant factor to performance. They said that age was a very weak predictor of performance.

Table 6. Relationship between Profile and Job Satisfaction

Variables	Chi-square test	Df	Critical value	Decision	Result
Age	35.841	30	43.773	Insignificant, Ho: Accepted	Not Related
Sex	8.517	6	12.592	Insignificant, Ho: Accepted	Not Related
Educational Attainment	22.448	15	24.996	Insignificant, Ho: Accepted	Not Related
Length of Service	52.156	33	47.3685	Significant, Ho: Rejected	Related

As shown in Table 4.2, age, sex, and educational attainment do not result significant relationship towards their job satisfaction where each computed chi-square value is

much lesser than the critical value; hence, the null hypothesis is accepted. This means that these demographics, whether young or old, male or female, earned the highest degree or

not, these do not influence their satisfaction or dissatisfaction of their jobs. This result supports to the study of Amarasena, Ajward, & Ahasanul Haque, (2015) where gender, age (Sarker, Crossman, & Chinmeteepituck, 2003; Ram, 2013), academic qualifications (Vasiliki, and Efthymios, 2013).

However, their length of service in BISU and their job satisfaction are positively and significantly correlated, where its computed chi-square test value (52.156) is greater than its critical value (47.3685); hence, the null hypothesis is rejected, which means that their length of service in BISU is

a factor towards their job satisfaction. This further implies that the longer their years of service in this institution, the more satisfied they become. It is indicative that experience signifies job promotions and opportunities, and much achievements. Consequently, the employee becomes more satisfied with his chosen profession. This result supports with the studies of Barotik, (2016) and Amburgey (2005) where they noted a significant relationship between job satisfaction and employee experience.

*Table 7. Relationship between Levels of Two Variables*

<b>Variables</b>	<b>Spearman rho test</b>	<b>p-value</b>	<b>Decision</b>	<b>Result</b>
Awareness and Job Performance	-0.039	0.470	Insignificant, Ho: Accepted	No Relationship
Awareness and Job Satisfaction	0.099	0.065	Insignificant, Ho: Accepted	No Relationship
Implementation and Job Performance	-0.049	0.370	Insignificant, Ho: Accepted	No Relationship
Implementation and Job Satisfaction	0.148	0.006	Significant, Ho: Rejected	Related
Job Performance and Job Satisfaction	0.013	0.810	Insignificant, Ho: Accepted	No Relationship

The respondents' awareness of CDP and job performance, awareness and job satisfaction, extent of implementation of CDP and job performance, and job performance and job satisfaction do not yield significant and positive results, as reflected in greater p-values (0.470, 0.065, 0.370, and 0.810, respectively) at 5% level of significance; hence, the null hypotheses are accepted, meaning one does not influence the other. In other words, whether or not the respondents are aware of CDP, they are still performing their tasks well, and feel satisfied with it; whether such CDP is implemented or not, they still manifest excellence in their work; and that their job performance does not influence their job satisfaction and vice-versa.

However, the extent of implementation and job satisfaction indicate positive and significant relationship, manifesting a much lesser p-value of 0.006 at 0.05 significance level; thus, the null hypothesis is rejected, meaning their perceived extent of implementation of CDP 2012 has influenced their job satisfaction. This implies further that the higher the implementation of CDP, the more satisfied they become. This result connotes the importance of proper and full implementation of any plans and programs beneficial for both employees and the organization for them to be more satisfied with their jobs. This finding supports to the study of Chen, et al. (2004), who found a positive

relationship between the career development programs and job satisfaction, and professional development and productivity.

Whether the respondents are very much aware of CDP or not, their performance level in accomplishing their jobs and the extent of their job satisfaction are not affected; whether or not the CDP is highly implemented, their job performance is not influenced; and, that their job performance is not influenced by their positive or negative feelings about their jobs, or their job satisfaction. In short, their satisfaction or dissatisfaction about their jobs has nothing to do with their outstanding or poor performance. This result supports the study of Angeles, Saludo, Virtus, & Win, (2015) where they found no significant relationship between job satisfaction and performance of Ajinomoto employees, and so with the study of Babirye, (2019), and Ram (2013) implying that high levels of job satisfaction did not necessary lead to employee performance.

#### IV. CONCLUSION

The results of this study indicate that BISU employees consider their length of service as contributory factor that would influence their level of job performance and extent of job satisfaction, which implies that the longer

their work experience here in BISU, the better their work performance would be expected from them, and the more satisfied they are with their jobs. Moreover, there is indeed a need to implement any good career development plans and programs as the respondents believed them as influential and significant factor in their satisfaction and dissatisfaction with their assigned tasks.

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# Portrayal of Underprivileged Children: Problem of Child Labour in *Lost Spring: Stories of Lost Childhood* by Anees Jung

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**Abstract**—Children have been at the receiving end of physical and mental abuse, discrimination and harassment which has ill-effects on their growth. Despite the establishment and enforcement of various national and international laws which protect their rights, they face these challenges. Endless hurdles in their lives, from lack of education to their exploitation as a human resource, are complexly entangled with the issue of poverty they face. This paper attempts to explore Anees Jung's "*Lost Spring: Stories of Lost Childhood*" to understand the problems that children face, whose lives are entangled with structures of poverty, gender, caste etc. The paper also attempts to discuss the solutions to these problems as given by Jung.

**Keywords**— child labour, child rights, discrimination, harassment, human rights, mental abuse, physical abuse.

## I. INTRODUCTION

"Human Rights are inherent and unalienable rights which are due to an individual by virtue of his/ her being a human. These rights are necessary to ensure the dignity of every person as a human being irrespective of one's race, religion, nationality, language, sex or any other factor... These rights have been translated into legal rights, established according to the law-creating processes of societies, both national and international" (Yasin and Upadhyay, 1).

Human Rights are inherent rights for all humans which have been legally enforced all across the world in different forms. Despite this human life and human dignity have been disregarded throughout history and continue to be disregarded today. Denial of dignity continues on various grounds and extends even to children, as in our society, some children have to live their childhood as labourers. Working as labourers, children are deprived of their childhood, their dignity, growth, and physical and mental well-being. According to the Census of 2011, there are 4.35 million working children between the age of 5-14 in India.

Anees Jung is a famous writer, who has written on the issue of human rights violations including that of children in her works. This paper attempts to explore and

evaluate the portrayal of the plight of underprivileged children in Jung's *Lost Spring: Stories of Lost Childhood*.

## II. CHILD RIGHTS AND OTHER INITIATIVES

According to the Convention on the Rights of the Child by UNICEF, which was ratified by India in 1989, a child is anyone under the age of 18 years. According to the Convention, a child has the right to live and has right against discrimination. Article 24 of the Convention states that "Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in". Article 27 gives them "the right to food, clothing and a safe place to live so they can develop in the best possible way." The Convention also grants the right to an education to every child. India is also obliged to follow the International Labour Organizations (ILO) Convention No. 182 which prohibits children from engaging in any hazardous work which is likely to jeopardize their physical, mental or moral health. It aims at absolute elimination of the worst forms of child labour for kids below 18 years.

Along with these international laws, the Constitution of India (1950) also protects rights of children



and prohibits their exploitation. Article 21(A) of the Constitution provides free and compulsory education for all children in the age group of 6-14 yrs. Article 24 also explicitly forbids the employment of children below the age of fourteen years in unsafe factories which may cause them physical and mental harm. Apart from the Constitution, there are many specific laws that regulate the employment of children in various arenas. The Child Labour Amendment (Prohibition and Regulation) Act, 2016 is one such Act. It regulates the employment of children and prohibits children below the age of 14 to work except in a family business or as artists.

Many non-profit organisations run by activists also closely work with the government to ensure the mental and physical well-being of all children. They assist government in making laws, catching the culprits who do not adhere to the laws, and spreading awareness among masses. Not only social activists but literary figures too have participated in this cause across the globe, since centuries. Writers like William Blake, Charles Dickens, Alice Walker, etc., including Indian writers in English language like Kashmira Sheth, Asha Nehemiah and Anees Jung have dealt with this issue.

### III. CHILD LABOUR AND EXPLOITATION OF CHILDREN IN LOST SPRING: STORIES OF LOST CHILDHOOD

The practice of child labour prevails in India despite the many initiatives and national and international laws that India adheres to. Child labour is exploitative which spoils childhood and deprives children of basic facilities that are necessary to nurture them naturally into a mature human being. The practice of child labour, despite being seen as a kind of exploitation, continues to exist.

Anees Jung's *Lost Spring: Stories of Lost Childhood* is a collection of short stories in which Jung interviews and describes her encounter in different cities across India, with children that have worked or are working because of various reasons, and also with other people related to them. Their stories highlight the violation of children's right, discussed above, on multiple levels.

There are numerous factors that lead a child into ordeal of child labour. Poverty is the most significant one. Generally, for poor households that have to earn their livelihood on a day-to-day basis, money earned by working children is always a welcome addition. In other cases, like in petty family businesses, children assist their parents to earn more money.

In all of Jung's narratives, we find poverty as the major cause of child labour. Lakshmi pollinates flowers in cotton fields for which she only gets ten rupees. Raju, only 10 years old, works at a roadside *Dhaba* for sixteen hours a day. Munni has come to the city looking for work in order to support her family. And there are a lot many children showcased in the stories that have spent their youth working in factories making fireworks, bangles, locks, in farms, as domestic help, at construction sites, mending bicycles, bearing heavy loads. Sometimes, they are exploited to the extent that they become sexual objects for rich and powerful. They are victims of physical and mental abuse, yet they work in order to earn at least two meals a day.

In India, as shown by Jung, the state of poverty is generally experienced by people of low castes, landless villagers migrating to cities, refugees and illegal immigrants especially from Bangladesh. In one of the stories, Jung tells us about the life of Jagannath to show as to why people of low caste move to cities. After moving to Hyderabad, he says, "in the village, we were considered children of Dheedwada, the untouchables. We could not sit with others." But in the cities, he observes, people sit and "drink together in toddy shops." In another story, Jung hints towards misconception among poor villagers that cities have a panacea to all their problems and shows the migration of Nayak from village to city in order to make more money to sustain his family. Nayak in this story says that he saw one of his neighbours who returned from the city wearing gold rings and therefore decided to come to the city only to realize years later that those rings were fake. Others like families of Saheb, a rag-picker, are refugees from Dhaka that are settled in slums of Seemapuri in Delhi.

Poverty makes childhood miserable. In almost all the scenes in cities to which Jung takes us to, we are told that there is no place for children to play and grow. "The city has grown, the families have multiplied... There are no playgrounds." Also, the surroundings in which they live are completely unhealthy. The surroundings are "mud paths choked with garbage swarming with buzzing black flies..."

Jung points out that poverty has made man insensitive. She says, in fact "only a fine line seems to separate the humans from the animals" in such surroundings. Priorities have been shifted. Instead of loving or caring, mothers shriek and push children around. She notes an incident where flies settle on the face of a sleeping baby but when the mother is told to cover his face, she almost suffocates him to death. Thus, the environment in which they grow is not the ideal one for a child.

Poverty also pushes towards the wrong prioritization of utilization of available resources, which in

turn leads to less education or no education. People living in slums or rural areas do not have access to basic amenities, let apart education, which even if available is, either not affordable or of poor quality. Likewise, we see in some of the stories some teachers are neither regular nor punctual. In cases, where education is not available for children, they are destined to work for money or food and shelter. Also, many of the uneducated parents cannot foresee the importance of children's education, they, rather see it as a waste of time and money and instead engage them in work for some earning.

It is seen that children are engaged in difficult and risky jobs which often cause physical and mental damage. Generally, at such workplaces, children get vilified, harassed, or experience violence and abuse. For example, one such child Idrees loses his memory because of the trauma he faced in the carpet factory. Similarly, Zafar while working in the lock factory gets his two fingers chopped off. Also, there are children engaged in fireworks and glass factories who will not live for long. Girls like Rani are exposed to harmful chemicals while working in cotton fields.

Jung for her stories interviews many employers who justify hiring young children as “only children can do certain jobs...only small hands can fit levers, only small hands can knot carpets”. Some others say that “they were cheap, because they work longer hours without complaining, and because they had no wife or family to go home to.”

Employers prefer to hire children because they are cheaper than their adult counterparts, they can get rid of easily if not required and they are also a submissive, obedient work-force that will not likely organize itself for protection or support. Sometimes, children receive no payment and only get food and a place to sleep. Children, in such an unorganized work setup, get no compensation if they get injured or become ill, and they have no protection against injustice or ill-treatment.

Girl child labour face even more problems. They are married at an early age because parents can't afford huge dowries, the younger the girl the lesser the dowry. Girls, who could not get married are engaged in work, like Munni who reached the city to earn money as a housemaid, to support her family. Jung tells us that they are fooled into making money in big cities by “uncles”, who bring them to the cities and sell them here. Girls like her generally end up in flash trade.

Situations are no different even for boys. In one of the stories situated in Goa, Georgina's son is being kept by a Danish man, who has financed her shack and even had taken the boy to Denmark.

#### **IV. DISCUSSING THE SOLUTIONS GIVEN BY JUNG**

Jung, in her collection, addresses the issue of education as a remedy for this problem. She highlights the power of education and depicts the lives of many people that have understood the importance of child education. There are many children who consider education as the only vehicle to lead to a better life. Like Deepak dreams to become a pilot, Mukesh a mechanic, Puran a teacher, and Mahendar dreams to have his own shop. Jung recognizes their dreams and shows something like this is possible. She cites individuals, organizations and villages that are working towards the goal of a better life for children.

Parents too are changing now, as Jung notices, parents coming to the school with their child saying “I want her to live here and learn”. Indu Rao, a rag-picker in Pune who sent her daughter to school and even mobilized other rag picker women arguing for improvement of working conditions including crèches and child care centres and provision for social security. On the other hand, one such child Prema herself, in a small village on the coast of Arabian sea, along with many girls formed Children's Panchayat and held a survey of 12,000 households enquiring about children's demand like quality education, easy access to food and water; and presented them to the adult panchayat. Parents have also followed what Prema started which has changed the mindset of the entire village. Jung records “This village now is a child-labour-free village.”

Jung mentions organization, like ‘Concerned for Working Children (CWC)’ has created ‘Namma Bhoomi’, a village that takes care of all the needs of the children. Here children sat with architects and discussed their needs according to which the village was built.

Individuals, like Sharat Babu, helped to develop basti schools. Jayaram Sharma in his village opened up a school and asked only for a fistful of grain for teaching a child. The fathers refused, saying that they are poor but mothers came forward and helped their children. This led to setting up of 32 schools called ‘Mutthi Bhar Anaaj Ke School’.

Jung also shows some contrasting examples like that of Nayak, who himself once was a child labourer in restaurants, now owns a chain of restaurants and hotels. However, despite his own experience of hardships of child labour, he has employed children as workers and justifies this by saying that if he doesn't give them work, “he will add to their family burden”. Though, Jung doesn't seem to buy Nayak's justification. According to her, unless it is addressed by each one of us, the government, the NGOs,

industries, the families who send their children to work, the society which employs children, uses them pretending that it is an act of charity, that by doing so it is helping the child and his family, child labour will not end.

Jung's work is a non-fictional one, giving true accounts in simple, engaging and lucid narration. It is commendable that she took pains to go and talk to concerned persons in real situations. She travelled across India and visited many cities and villages to interact with these children. She went from Delhi to Hyderabad, from Rajasthan to Udipi and many other places. She did not write about this issue on the basis of presuppositions sitting in her comfort, but went to slums, visited schools, factories, to rehabilitation homes. She not only interacted with children but with others like parents, teachers, and activists as well, who affect the lives of these children. This helped her to come to a better understanding of the issue resulting in a better presentation before readers.

It seems Jung efficiently reads the mental state of children and their circumstances. However, Mishty Varma, in *Hindustan Times*, observes that "I feel that Ms. Jung's solution – of formal schooling for children – was too simple for the situations of these children." The problem in Jung's work is that it appears as if she believes that education alone can eradicate child labour. Yes, education is one of the solutions, but that's not all. Though she highlights that poverty is the reason behind most of these working children, she does not provide a solution for dealing with this. Jung may have suggested some sort of remedy so that the children may be spared from the burden of earning for their families.

A practical solution for eradicating poverty can be that the government should provide students with a monetary incentive. Children add about 10-20 rupees a day to the earnings of their families. If the government could provide these children who come to school with this money, they might get a chance to be properly educated along with sustaining their families. Because as shown in her work, it is not that all parents are unwilling to educate their children, but it is poverty that stops them.

Alongside this, however, the government must enforce law and order against Child Labour by keeping a check on kidnapping, human trafficking, etc. Also, people need to take a few steps on their part. They have to stop exploiting others especially young children for their comfort. People also need to be watchful; they should not turn a blind eye to a working child. Moreover, one must always try to facilitate the poor adults, provide them with opportunities to work. In this way, we might achieve a child-labour-free world.

## V. CONCLUSION

In view of the above, we can safely conclude that Jung has successfully portrayed the problem of child labour. She has managed to show us real cases in real situations, providing an understanding of the holistic view of child labour problem. She advocates for education for all children as their right and tells us soul-stirring stories where people are fighting for children's rights and also as to how education has transformed the lives of people. It would have been even more impressive had she given a more effective solution for the complex problem she discussed.

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# Voicing Darfour's Hu (Wo)man Memory: *Tears of the Desert* through World Literature and Collaborative Translation Grid

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**Abstract**— This paper tackles the question of voice retrieval of the Sudanese Subaltern experiences through the authorship/co-authorship of White British male subject, and the implication for collaborative translation into world literature. The paper particularly engages with the questions of whose voice and whose authorship in translating and worlding minority subaltern literature, in the context of the metropolitan powers' appropriating politics, and the selective access and humanitarianism of Anglo-American (international) publishing industry. Adopting an interdisciplinary approach, the paper instrumentalizes the sociological turn in Translation Studies (2010) and Dambroush's take on World Literature (2003) to read the socio-political implication of the production and circulation of Bashir and Lewis' *Tear of the Desert: a Memoir of Survival in Darfur*(2008) to the English-speaking readership. The paper specifically examines the conceptual and textual grid (Lefevere 1999) and their underlying ideology through a tri-fold relational scheme: first, the relation between the text and its author, specifically the question of Bashir's voice in the text; second, the relation between the author and co-author/collaborative translator(S); and third, the relation between the co-author and South-ridden conflict zone. The paper seeks to investigate the political implication of worlding war literature—through peace journalism (Lynch 1997)—for international readership and politics. The paper argues for the following. First, the textual grid of *Tears of the Desert* (2008) invokes Morrison's aesthetic poetics of re-memory (Morrison 1988), which takes shape through instrumentalization of the motherhood trope and intergenerational relaying of past memories to work out the meaning of the present. Second is the conceptual reworking of the text in accordance with the ideology of the interlocutor, and the resultant silences and appropriation of the object of interlocution within the horizon of expectation of international readership. Third is the impact of interlocution on the frames in which the text is positioned and through which it garners visibility and acclaim. Finally, the paper argues for opening theoretical repertoire between translation, literature and peace journalism to discern the political and poetical frames for composing the other and the enabling access structures for the subaltern visibility (not voice) within hegemonic discourse.

**Keywords**—World Literature, Collaborative translation, Conceptual and Textual Grids, Subaltern's Voice and Visibility.

## I. INTRODUCTION

The subaltern cannot speak. There is no virtue in global laundry lists with women as a pious item. Representation has not withered away. The female intellectual as an intellectual

has circumscribed stake which she must not disown with a flourish (Spivak 1988, p.104)

“USE A SLAVE TO KILL A SLAVE” (Bashir 2008)

Critiqued for her verdict, Spivak's take on the inaptitude of the subaltern to speak is tied up with the question of representation power politics. Representation power politics sets a hierarchal subject-object relation between representer-represented and representativeness with women of color as the par excellence object of representation in national and international patriarchal discourse and feminisms. Accordingly, for Spivak the task of the female intellectual activist is to dismantle subalternity through unpacking the power-grid of its constitution and the global laundry list that keeps it in tow. This becomes the female intellectual's circumscribed stake that trespasses the seemingly innocuous politics of "[giving] the subaltern voice" (Spivak 1988, p. 106). The latter's position simultaneously reiterates the colonialist scheme embedded in the British dictate on the sati, where 'white men saved brown women from brown men', and enacts the post-colonial subject-position conservation of Western selves and knowledge on Third World women. As Spivak puts it, the subaltern cannot speak because speech:

does not exist in the subaltern's sphere ... speech is produced by inserting the subaltern into the circuit of hegemony ... to work for the subaltern, means to bring it into speech ... you don't give the subaltern voice. You work *for* the bloody subaltern; you work against subalternity ... [outside] the hegemonic discourse (De Kock 1992, p. 46)

As such, the prerequisite for speech activation and circulation is the subaltern insertion into the circuit of hegemony, which provides for access structure to enabling the hearing of voice and its translation into presence in accordance with the power grid. The latter is not working against subalternity, rather working within the hegemonic discourse to keep the subaltern in place and power politics intact where 'white man protects brown women from brown men' and thence the instrumentalization of the slave to kill the other slaves.

Inserted into the circuit of hegemony, *Tears of the Desert: A Memoir of Survival in Darfur* (2008) places Darfur's Hu (Wo)man crisis in the speech sphere through the authorship-co-authorship of Halima Bashir and Damien Lewis. The latter, not quite Spivak's female intellectual activist, is a British male military journalist-turned writer, whose career trajectory in war/peace journalism provided for the access structure to enabling the hearing of the subaltern Sudanese voices and the translation of their crisis into visibility. In fact, this particularity of Lewis' gender identity and metropolitan affiliations bring to the fore Spivak's dual formulation for the problematics of Western self's subject-position conservation

and the subsequent objectification of the subaltern voice through the innocuous politics of giving her voice. More specifically, Lewis subject-position (its underlying enabling access structure) provides a case in point for the embeddedness of poetics in politics and the political instrumentalization of the Subaltern's voice retrieval and translation for the furthering of the metropolitan control scheme. The latter is enacted through the cultural translation and worlding of the Sudanese subaltern post-colonial experience into English along the frames of world literature.

## 1.2. Methodology and Argument

This paper investigates the problematics of the implication of post-colonial poetics in metropolitan politics, and the political instrumentalization of worlding and translating subaltern voices into English through the frames of world literature. The paper tackles the following questions: first, the question of the authorship/co-authorship of White British male subject of Sudanese subaltern experiences and its implication for voice retrieval and representation power politics (whose voice and whose authorship); second, the poetics of the subaltern's insertion in the circuit of hegemony through the collaborative translation into world literature. Third, the paper deals with the questions of the political end of subaltern voice retrieval and worlding minority subaltern literature in the context of the metropolitan power appropriating politics and the selective access and humanitarianism of Anglo-American (international) publishing industry. Adopting an interdisciplinary approach, the paper instrumentalizes the sociological turn in Translation Studies (2010), specifically the sociological relational approach of Collaborative Translation (Cordingley, Manning 2014) and Dambroush's take on World Literature (2003) to read the socio-political implication of the production and circulation of Bashir and Lewis' *Tear of the Desert: A Memoir of Survival in Darfur* (2008) to English-speaking readership. The paper employs a mode of "distant reading" (Moretti 2000) that combines social and textual analysis. The latter are administered through analyzing the linguistic, paralinguistic and extra textual frames in which the text is wrapped and warped for international readership. The aim is to discern the molding systems that shape the textual poetics and propels its metropolitan politics—despite the avowed dissent postcolonial politics. The paper-end is to engage with what Wolf identifies as the "transnational translational process" (Wolf 2009) of circulation and politicized representation embedded in World Literature, and thence the political

functionality for packaging Darfour's human and women-centered crisis for international readership and politics.

The data collection and procedural analytical scheme of the paper is theoretically premised on the notion of intertextuality that is operationalized through cross reading the text against/through the context of production and the author/co-author extratextual discursive practices and political activism in print, virtual and digital media sphere. Accordingly, the paper examines the memoir's conceptual and textual grid (Lefevere 1999) and their underlying ideology<sup>1</sup> through tri-fold relational scheme. First is the relationship between the text and its author, specifically the question of Bashir's voice in the text. Second is the relation between the author and co-author/collaborative translator(S). The focus is on Lewis and the question of whose voice or rather how much of his voice, given the text language of delivery—English. Third is the relation between the co-author and South-ridden conflict zone, his discursively constructed identity in the digital sphere and peace/military journalistic activism (Lynch 1997) and the political implication of worlding world literature for international readership and politics. Lewis has co-authored *Tears of the Desert* (2008) after his earlier co-authorship of the subaltern story of Mende Nazer in *Nuba Mountains—Slave: My True Story* (2004).

The paper argues for the following. First, the textual grid of *Tears of the Desert* (2008) invokes Morrison's aesthetic poetics of re-memory (Morrison 1988), which takes shape through instrumentalization of the motherhood trope and intergenerational relaying of past memories to work out the meaning of the present. Second is the conceptual reworking of the text in accordance with the conceptual grid (ideology) of the interlocutor and the resultant silences and appropriation of the object of interlocation within the horizon of expectation of international readership. Bashir's representational identity politics is composed along separatist poetics that speaks of pro-Western and Anti-Arab ideological stance in opposition to the African identity-strand. African identity grid figures as the enabling conceptual framework for voice access and translational transnational circulation. Third is the impact of interlocation on the frames in which the text is positioned and through which it garners visibility and acclaim. Finally, the paper argues for opening theoretical repertoire between translation, world literature and peace journalism to discern the political and poetical frames for composing the other and the enabling access structures for the subaltern visibility within hegemonic discourse. Ultimately, the paper poses a query on the aptitude of the subaltern to fully unspeak the

“unspeakable thoughts, unspoken” (Bhabha 1997 p.446) outside the power dynamics of global politics and the mould of world literature. According to Tally Jr, despite its avowed dissent and postcolonial overture, world literature poses as “a marketing genre, a commodified and easily consumed product for which ‘exotic’ is merely an advertising label” (Tally Jr. 2014, p.414).

## II. COMPOSING THE OTHER: SOCIOLOGICAL TURN IN TRANSLATION AND WORLD LITERATURE STUDIES

Precursor of the sociological turn in TS, Lefevere's take on cultural translation and the socio-political functioning of translated text in host societies (1992) initially brought forth his thesis on translation as refracted re-writing. The latter is conducted in accordance with the cultural script of a given society and the power-dynamics of accommodation and co-optation in the context of the Anglo-Saxon importation of foreign cultural artifact. These preliminary insights into the power-political poetics of cultural translation were later developed in Lefevere's postcolonial paradigm for cultural translational production and circulation (1999). In *Postcolonial translation: Theory and Practice* (Bassnett 1999), Lefevere challenges “the supposedly primary or fundamental role played by linguistic codes in the operation known as ‘translating’” (Lefevere 1999, p.74). Lefevere provides for an application framework for decoding the thinking process underlying the translators' opting for “Composing the other” along the dual grid levels (1999). These dual grids are the textual and conceptual grids. The former constitutes “markers designed to elicit certain reactions on the reader's part” (Lefevere 1999, p. 76). The latter is “the conceptual position” (Lefevere 1999, p. 92) and ideological stance formulated through the set of “opinions and attitudes deemed acceptable in a certain society at a certain time, and through which readers and translators approach text” (qtd. from Hermans, 2004, p. 127). Lefevere premises the communication and circulation(canonization) of translated text on the working of the intertwined grids on the translators' choices. The latter set their creative composition of the cultural other through the metropolitan categories, especially in the context of Anglo-American Western cultures, which “‘translated’ (and ‘translate’)non-Western cultures into Western categories to be able to come to an understanding of them and, therefore, to come to terms with them” (Lefevere 1999, p. 78).

Lefevere's bid for circulation and refraction resonates with Dambroush's definition of World Literature<sup>ii</sup> (2003). According to Hawas and Theo D'haen's formulation, World Literature codifies "the process of translation, circulation, and re-interpretation ... [where] language is a temporary mode, and a text is always a potential work-in translation" (Hawas. Theo D'haen 2017, p. 273). Dambroush proposes a threefold definition of World Literature "focused on the world, the text, and the reader":

1. World literature is an elliptical refraction of national literatures.
2. World literature is writing that gains in translation.
3. World literature is not a set canon of texts but a mode of reading: form of detached engagement with worlds beyond our own place and time. (Dambroush 2003 p. 290)

As such, World Literature, like translation, problematizes the sui generis agency of the writer and translator to bring to the fore the circulation premises and its underlying questions of access structures. The latter transcend the issue of the linguistic paradigm onto the collaborative overture of the production and communication processes. This collaborative dimension is the investigation object of the burgeoning sociological turn in translation and literary studies. Contemporary scholarship in literary and translation studies investigate "the embeddedness of authorship in social structures" and "the nexus at which the power and influence of different networks and agents intersect, as well as 'the social discursive practices which mould the translation process and which decisively affect the strategies of a text to be translated' (Corrodingly. Manning 2014, p. 14). Hence, from the perspective of relational sociology to literature and translation, the questions become in Wolf's formulation, "Who translates what, for which purpose, with which strategies? (Wolf 2009, p.77). In the case of *Tears of the Desert* (2008), these questions assume a prime significance on two grounds: first, the intertwined working of the textual and conceptual grid in the compositional construction of the other, underpinned as it is by a dual othering structures, namely race and gender; second, the enabling politics of construction and circulation of African Sudanese subaltern identity frame, administered through the intertextual instrumentalization of Afro-American women writing poetics.

### 2.1. *Tears of the Desert*:

### Textual-Conceptual Grids and Subaltern's Unspeaking the Unspeakable.

*Tears of the Desert* (2008) is composed along the textual grid of Afro-American women literature through a strategic deployment of the motherhood trope. The text opens on a lullaby sung by Bashir to her cuddled baby boy in their London flat, after she has taken a political asylum in Britain. This textual opening provides an entrée into the transnational African suffering through a tactful employment of the resistant oppositional mould of *re-memory*<sup>iii</sup> (Morrison 1987, 1989, 2019). According to Hirsch's reading, re-memory is structured in Afro-American scheme "as a ground of resistance and opposition ... [through] finding a way to remember, and to do so *differently*, what an entire culture has been trying to repress" (Hirsch 1994 p. 97). It provides for the venue for subsequent intergenerational relaying of memories to work out the meaning of the present.

Invoking the oppositional poetics of re-memory, Bashir's opening lullaby triggers off the memory of her mother and grandmother, Suma, and inaugurates her mental and psychological transposition in time and place:

I am in Africa again in the loving warmth and security of my family ... with my tribe again, the Zaghawa, a fierce, warlike black African people ... in my home, with my family, with my people, in my village, in Darfur. (Bashir 2008, p. 12)

This aesthetic entry aligns the textual grid with the Afro-American women poetics of re-memory, yet with alternative political ploy—illuminated through the interjection of mainstream poetics. Bashir's mental and psychological transposition sets the reminiscence off to her gang-rape account at the hand of the Sudanese security state, and the narrative off to the auto bio graphical mainstream telling scheme

*Come here my love,*

*I have a story for you*

MY NAME IS Halima. It is an important name, and you must remember it. It is important because my father gave it to me seven days after I was born, in the village naming ceremony. In a sense my father saw into the future, for he named me after who and what I was to become (Bashir 2008, p. 16)

According to Hirsch(1994), the poetics of re-memory is played out through the compound effect of repetition and memory: “repetition + memory, not simply a recollection of the past but its return, its re-presentation, its re-incarnation, and thereby the re-vision of memory” (Hirsch 1994 p.107). As such, the poetics of re-memory deviate from the mainstream chronological telling that reiterates the masculine myth of organized complete self.

However, despite the initial ploy to re-memory poetics and politics, Bashir’s textual form fits what Hirsch (1994) would qualify as ‘recollection of the past’ with the narrative organized in a relatively chronological order. The individual “I” is positioned at the center in a progressive linear scheme of the Self’s success-story. Halima self-story is relayed along masculine self-congratulatory scheme that stands at odds with her positioning and constructs the odds of her Darfurian positioning vis-à-vis the Sudanese Arab identity. The odds of her positioning are conceptually framed around both the metaphor of ‘*the* desert’ as the topographical icon of her local geographical identity category, and the binary oppositional categories of Arab Sudanese *versus* African Zaghawa labeling category.

### 1.3. Conceptual Grid and Representational Binary Identity-Politics

The text is divided into four parts: Child of *the* Desert, School of *the* Desert, Desert of Fire, Desert of No Return fire. It is conceptually framed along two metaphors: the metaphor of the ‘desert’, the semantic content of which involves harshness, light, fire, aridity, exoticism...etc.; and the metaphor of tears—evoking suffering trauma, femininity and the quenching of fire. This conceptual titular framing, with fire as a centerpiece, provides for tactile inversion and tacit exoneration of *Heart of Darkness*’ “The horror! the horror!” (Conrad 1899, p.145). It transposes Western guilt on their Arab counterpart, and feed into the oppositional binaries of Arab *versus* African, around which Bashir’s representational identity politics is constructed. A semantic analysis of the conceptual metaphorical frames would read as follows: Tears cleanse the Heart through quenching the Desert-like hollowness of ‘the horror!’. The latter is the fire of guilt of the Western colonialist self that should be quenched through identifying a third party and transposing the Darkness onto the Arab. The designated outcome is absolving the legacy of Western horror-centric colonial enterprise and complicity in the postcolonial world politics, and the subject-conversion of *Western White Man’s Mission-Burden*. The structural parallelism between the unspoken-of-yet conceptually

invoked *Heart of Darkness* (Conrad 1899) and *Tears of the Desert* (2008) is further elaborated through the constructed oppositional binaries of Bashir’s in-group identity. (Fig 1)

With ‘desert’, ‘fire’ and ‘darkness’ come the “the light-skinned Arab”, “the nomadic Arab tribes from the desert”, “the *Ahrao*—a word that for us signifies the Arab enemy.” (Bashir 2008, p. 97). The “*Ahrao*”, a dehumanized abstracted category that Halima loathes, becomes the centerpiece of her school days’ exposition with the teachers “a mixture of Arab and black African” and the good girls ‘African’, bad girls ‘Arab’ speaking Arabic. Arabic, the language of the enemy, is “a language that was alien to my tribe” (Bashir. p. 104)—despite going to the Imam every Friday to “to memorize verses of the Koran” (Bahir p. 127) and despite her father’s ownership of a radio and T.V. sets that spoke in Arabic. The narrative spans the period 1978-2008; Sudan began Arabicization as cultural policy in 1964 taking it to a higher level in 1999 revolution in higher education (Nur 2014)

In comparison to Arabic, English was “world-wise and superior” (Bashir 185). The *Khawajat* (Westerners) has “skin so white it looked like butter ... were said to be good people. They lived out in the bush where they dug wells and built schools for the Zaghawa villagers” (Bashir 425).The emissaries of light doing charitable work for her tribe, English becomes her favorite subject taught by an Arab teacher that she did not so much like because “the best homes and the best jobs were reserved for [the Arabs]?” (Bashir, p. 183). Excelling at school, she beats the Arab girls and enters Medical school to graduate as a medical rebel doctor, who is hunted down by the regime on account of treating *Zaghawa* was and speaking out against programmed rape for Africans. Halima is subjected to gang-rape and flees to her village. Her father marries her off to a distant cousin. She seeks political asylum in the UK, where she needs an interpreter because her “English was pretty basic” (Bashir, p. 479).

### 1.4. Frames: Language Packaging as Enabling Circulation Structures

With her ‘pretty basic English’, Bashir co-authors a book with pretty much flawless English peppered with Culturally Specific Items (CSI)—allocated to the glossary. Part of contemporary textual norms of translated and minority literature, the presence CSI glossary structures the narrative cultural specificities and markets its exotic content. The glossary aesthetically functions as a marketing ploy and a poetic testament to the worldliness of its literature and the humanism of its interlocutor. The latter feature becomes



particularly salient considering the enabling frames, in which Bashir's account is packaged to be offered to the publishing industry for consumption.

Bashir's account is constructed along four frames with assertive omission of the national dimension. First is the individual frame. Bashir's life-story is constructed along a developmental chronological pattern with the 'I' at the center—despite initial foregrounding of maternity and relationally. The central presence of the 'I' in the narrative aesthetically contradict with the circularity and fissures of trauma literature. Second is the regional frame. This frame assumes a primacy as a marketing strategy for the exotic, which the text hones to perfection through the elaborate articulation of tribal identity-politics and in-group identity representation in opposition to the colonialist Arabs. Third is the global frame—enacted through the conceptual grid of the book. The book message and underlying politics is a plea for *White Man's Mission-Burden* enactment (hence its redemption) through saving black-skinned *Zaghawa* was from brown-skinned colonialist Arabs. The linguistic omission of the national frame is conceptually substituted for through the ideological invocation of the holocaust frame.

#### 1.5. Holocaust Frame: Book-Covers Packaging of Bashir's story and Darfur's Crisis.

Bashir's book is available in more than one edition and different book covering, whose conceptual framing and ideological wrapping pay homage to the Holocaust frame both in language and imaging. The first book cover verbally constructs the account in terms of "One woman's true story of surviving the horrors of Darfur" (Fig 2) The lexis 'horror', at the centerpiece, provides a scheme for framing her story within both the conceptual grid of *Heat of Darkness* and Holocaust frame. The word "horror" is directly referenced in Bashir's account on her public speech in the Holocaust Memorial Museum in London and keeps recurring in other book covers. The holocaust framing of her account is further substantiated through the drawn analogy between Bashir and Anne Frank. The tag line of the second book cover (Fig 3) is "Darfur has found its Anne Frank", a line that features as a testimonial from Tim Butcher in his authorial capacity as the author of *Blood River: A Journey to African Broken Heart* (2010)<sup>iv</sup>. The direct referencing of Halima Bashir as the newly found Anna Frank of Darfur poses as an overt conceptual grid through which Darfur regional crisis is packaged for circulation and consumption within the holocaust narrative scheme. In the Anglo-American cultural industry, the invocation of the holocaust frame for non-Western nation-

states has been instrumentalized in Zeinab al-Ghazali's packaging (Debian 2017) and the Syrian Aleppo crisis (Debian 2019). The political ramification of the holocaust frame invocation in both cases (Egypt and Syria) was designed to enlist a public opinion consensus on the humanitarian inevitability of national regime-change administered through Western humanitarian-military intervention. The latter has been charted to tune in with Anglo-American imperialistic scheme for the new world order through cultural diplomacy and policy architecting of a new Middle East (Debian 2017; 2019).

### III. WHITE MAN'S MISSION-BURDEN REDEFINED

#### "Use a Slave to Kill a Slave" and the Power Dynamics of Interlocution and Collaboration

The horror/holocaust frames and their consequential conceptual packaging not just provide for the enabling structures for the text communication and circulation. They more importantly figure as the site for simultaneously redefining the *White Man's Mission-Burden* and configuring the idea behind the neo-conquest of the Earth through collaborative writing/translation. A cultural diplomacy tactic for guilt transposition and redemption, collaborative writing and cultural translation becomes the policy enactment of the dictum of 'use a slave to kill a slave that underlies the power-dynamics of interlocution and giving the subaltern voice. A Sudanese proverb proroguing *Tears of the Desert* (2008), "use a slave to kill a slave" poetically functions as a formalistic token to the text cultural specificity that unwittingly be-tells of the ideological scheme behind the translation event as much as the tactic of its implementation. This becomes particularly evident in the context of the power dynamics of interlocution and the social habitat of collaboration.

Asylum seeker in the UK, Bashir was initially located in asylum hostel until re-united with her husband, who had earlier fled to the UK on account of state-security hunt down. Without a formal legal status, they were denied asylum claim and were about to be deported to Sudan when she was approached Aegises Trust to tell her story of rape and suffering. Her story garnered enough interest to make it to the BBC. This in turn provided the couple for enough security against the impending threat of deportation. According to Bashir, "My face became the face of suffering in Darfur, as newspapers across the world carried full-page advertisements decrying the rape of women in my homeland" (Bashir, p.

520). With “a media profile [giving her] a little bit of power” (Bashir, p. 524), Bashir saved her husband from an impending deportation and was approached by Damien Lewis, a white male British former war reporter to tell her story on Darfur. Bashir won her case against deportation. She was granted asylum/refugee status in the UK three months after the writing of the book, largely due to the identity of her interlocutor.

Lewis’ fame and expertise in war/peace news reporting garnered him a place in literary circles. His authorial identity for Bashir’s memoir provided for Bashir’s niche in world literature and politics. Bashir is currently framed in international media as “human rights activist from Darfur”. She is a staunch supporter for the ICC verdict on President Bashir’s charges for genocide. She had been granted entry in the Oval Office of the White house in December 2008—four months after the publication of her book<sup>v</sup>.

### 3.1. Habitus: Damien Lewis’ Interlocutor/-tion and the Dynamics of Institutionalized Cultural Capital

In Bourdieu’s scheme (1986), habitus references the physical embodiment of cultural capital in its triad forms: embodied (cultural finesse), objectified (material riches), and institutionalized (credentials). As Bourdieu states:

the *embodied* state, i.e., in the form of long-lasting dispositions of the mind and body; in the *objectified* state, in the form of cultural goods (pictures, books, dictionaries, instruments, machines, etc.), which are the trace or realization of theories or critiques of these theories, problematics, etc.; and in the *institutionalized* state, a form of objectification which must be set apart because, as will be seen in the case of educational qualifications, it confers entirely original properties on the cultural capital which it is presumed to guarantee (Bourdieu 1986).

Qualifying Marx and transposing capital within the symbolic order of culture, cultural capital in Bourdieu’s scheme figures as the source of social inequality and power-politics. At the end of the day, cultural *capital* “is convertible, on certain conditions, into economic capital and may be institutionalized in the forms of educational qualifications ... institutionalized in the forms of a title of nobility” (Bourdieu 1986). It features as a mechanism of power dynamics providing for authority and access structure to institutionalized and hierarchy ridden power structure of the system world.

Lewis’ institutionalized credentials and media structured cultural capital provide Bashir with an entry gate for

circulation and canonization. They also showcase the power dynamics of interlocution and retrieval of the subaltern voice through the authorial weight and positioning of the interlocutor.

The text back-cover positions Lewis as an endorsement to the veracity of Bashir’s account with the section on the author allocating one line to Bashir and five-line paragraph to Lewis.

#### About the Author

Halima Bashir lives with her husband and son in England, where she continues to speak out about the violence in Sudan.

Damien Lewis has spent the last twenty years reporting from war zones in Africa, with a particular focus and expertise in Sudan. His reporting from Darfur won the BBC One World Award. He is the internationally bestselling co-author of *Slave*, winner of the Index on Censorship Book Award. (Bahir, back-cover)

Lewis’s endorsement positioning and authorial weight is not without reason. A darling of military social media websites, Lewis figures in military blogs in the testimonial section under the title of “Military: Real Heroes, Real Stories—in their own words” (<http://www.militaryspeakers.co.uk/speakers/damien-lewis>). His authorial identity is framed in line with his expertise in military soft power operation<sup>vi</sup>:

Damien Lewis is the award-winning author of a number of bestselling books on elite military operations. He specializes in producing popular stories, focusing on a small group of soldiers and their missions. His books have a wide public appeal and are published in over 30 languages. His military non-fiction works *Operation Certain Death*, *Apache Dawn* and *Fire Strike 7/9* are Sunday Times bestsellers. Damien's diverse portfolio of successful work is testament to his eloquence and his leading military knowledge, a skill set that makes him an exceptional speaker. His understanding of military and civilian environments means he can understand how the former can enhance and help the latter. (<http://www.militaryspeakers.co.uk/speakers/damien-lewis>)

Coming to literature from journalism, Lewis garnered literary fame particularly because of her military socio-cultural expertise in the field of war and conflict news reporting in the

global South and his cultural habituation in non-Western world. This institutionalized form of cultural capital has been academically codified in terms of peace-journalism (Lynch. 2015). Its origin and object of study are located in war journalism. Its set agenda is creating an ethical paradigm for news reporting in conflict zone, based on the scheme of conflict dialogic resolution. Its methodological scheme deviates from mainstream claim to objectivity through storytelling attuned to the balance between the different parties in a conflict and with ethical responsibility to avoid partisan demonization of one against the other. Its theoretical scheme takes hue from discourse analysis and the effect of the linguistic framing on the socio-cognitive perception of conflict. Its practice encourages creative input on part of journalists to avoid the impasse created from binary-power politics. Lynch defines peace journalism in the following terms:

Peace Journalism is when editors and reporters make choices – of what to report and how to report it – that create opportunities for society at large to consider and value nonviolent responses to conflict. (Lynch 2015, p. 193)

In the “Peace Journalism Option” (1997)<sup>vii</sup>, Lynch’s stress on journalists’ choice and conditioned partiality (attuned to creative creation of dialogue to enhance non-violent responses) become the centerpiece of an imagined journalistic practice. This imagined practice steers away from demonizing conflict parties through attention and illumination of the pre-conflict historical leanings.

Not quite the peace journalist, Lewis writing on and voicing of African subaltern Sudanese women in the case of Bashir and Nazer neither takes on the historical dimension of the postcolonial conflict, nor steers away from demonization of power politics. Rather, in line with his military-centric cultural capital and military-shaped ideological operation, Lewis tactfully composes their subaltern identities within a militarized centric world-picture. Through their textual composition and construction as the other of Sudanese national regime, Lewis instrumentalizes their subalternity to avert unspeaking the global power-politics. Speaking up the likely to-be spoken-of the demonization of the brown male other, Lewis enables composition and circulation in accordance to the humanitarian cosmetic veneer of the military-centered global world order and within the circuit of hegemonic discourse of white man’s saving mission for brown women.

In “A Victim’s Point of View”, a column published in the volume *International Justice: Pragmatism or Principle*, Lewis recounts his encounter with Nazer and Bashir and the collaborative authorship of their stories. Focusing on Bashir, Lewis allocates a large part of the column to large extract from Halima’s International Peace Prize acceptance speech in America. In the speech, the words ‘horror’, ‘trauma’, ‘burning’ keep recurring foiling and stressing the titular framing in the “victim’s point of view”. Lewis then offers his commentary and translation of her psycho-political position in the following terms:

Of course, she does not talk about revenge in her speech because it’s not really palatable on an international stage, *but revenge is the subtext of what she’s talking about*. For her, as for every other Darfuri victim I have spoken to, without justice there can be no reckoning, no homecoming, and no closure. I am a TV journalist and I filmed in Sudan over many years. I’m supposed to be an *objective and impartial* journalist, but if I was asked to give my films to the Criminal Court as evidence, I would do so – even if that would be *crossing the line*. (Lewis, nd, p. 10-italics mine)

Lewis’s interlocution of both Bashir’s subtext and peace journalism avowed partiality not just construct a Darfurian diaspora and right to justice. His words predicate justice on revenge and eschew the politically correct language of international politics. They set the terms for self/other politics of conflict stimulation. So much for peace journalism! More specifically, his account speaks in the voice of all Darfurians objectifying and unifying their identities and setting himself as the rightful spokesman of their sufferings. This brings in a number of qualifications for Spivak’s seminal queries and verdict on the subaltern: Can the subaltern speak outside the power-grid of her accommodation and co-optation? Can she unspeak the unspeakable nexus of her positioning and access structure? Can the subaltern unspeak the “unspeakable, thought, unspoken” of imperial politics through the circulatory grid of world-market-oriented literature of Anglo-American publishing industry?

Spivak gives her negative answer for the subaltern sati to speak out on account of the latter’s objectification in both White and Brown men’s accounts?! The same answer qualifies for Arab African Sudanese woman immigrants of the metropolis. Their narratives are accommodated in World Literature and postcolonial politics in accordance with the

power-dynamics inflected purposes. Their stories give access to the native *harem*—traditionally beyond the reach of Orientalists' penetration. Their accounts provide for instances of native-informant (authentic) voices (Spivak 1999). The latter can be only recuperated through the Western male subject and thus figures as the occasion for Western Self's subject conservation.

In the case of *Tears of the Desert* (2008), the circulation and canonization of the narrative provided Bashir with access for recognition, social inclusion, and enfranchisement within the metropolitan polity. They similarly provided the metropolitan circuit of hegemony with alibi for the neo-imperialist conquest of Africa and a voice for a native informant. This voice simultaneously exonerates the Western legacy of colonial suffering and fosters the quest for peace journalism with its bid for innocuous/ humanitarian story telling for metropolitan political purposes. Ultimately, *Tears of the Desert* (2008) showcases the distinction between subaltern visibility through language and voice in language, specifically in the context of the ardent quest (academic and else wise) to give the subaltern voice and center stage her presence.

#### IV. CONCLUSION

##### **Subaltern Voice versus Visibility: Unspeaking Language Access Structure**

This paper tackled the question of the retrieval of subaltern Sudanese woman's voicing of Darfur's conflict. The paper engaged with unspeaking the language access structure and its ensuing problematic claim of giving the subaltern voice and visibility through language tailored to metropolitan power-politics. The paper utilized the grid structures in the Western translational composition of the Other and the circulation premise of World Literature. Instrumentalizing the emerging sociological turns in translation and literary studies, the paper examined the question of authorship/co-authorship of *Tears of*

*the Deserts: a Memoir of Survival in Darfur*(2008) to read the poetics and politics enabling the text production, consumption and circulation in world literature and politics. The paper reached the following findings. First, the narrative is textually composed along the Afro-American women poetics of rememory with a mainstream nuance evident in the linearity of the narrative and progression of self-story. Second, this mainstream reworking of the oppositional thrust of rememory not only sets the narrative away from the circularity of trauma literature, but it also showcases the reworking of the publishing industry. The latter, governed by masculine ethos and global politics, is after the horror story that could sell as the new African Holocaust. Third, Bashir's account is framed in the holocaust meta-narrative and packaged through the authorial weight of the co-author, Damian Lewis. Third, Lewis, Bashir's White male interlocutor and savior, constructs Bashir's visibility through language and subject-position in language through the intertwined textual grid of rememory and holocaust—enacted through the conceptual binary oppositional identity politics of Arab *versus* African. Fourth, this construction provides for Bashir's access structure and political enfranchisement in the UK and visibility through language. Finally, Bashir's voice and call for vengeance seal the lid on the Western legacy of African suffering to set the tone for the old-cum-new White Man's Mission-Burden of saving brown Darfurian women from brown Arab Sudanese man. The paper also shed lights on the distinction between the liable-to-be-spoken-of Sudanese security state atrocities and the unspoken-of affairs of neo-imperial world politics—enacted through the contradictory parameter of Lewis' military-based peace journalism and poetics. Ultimately, the paper substantiates Spivak's verdict on the subaltern's aptitude to speak through a spotlight on metropolitan access structure that enable the subaltern's visibility through language, not her voice in language. After all, the subaltern cannot speak or exist in language except through the circuit of hegemonic powers' stakes.



Fig. 1. A diagram showing the structural syntactic parallelism between the titular composition of Bashir's book and Conrad's *Heart of Darkness*

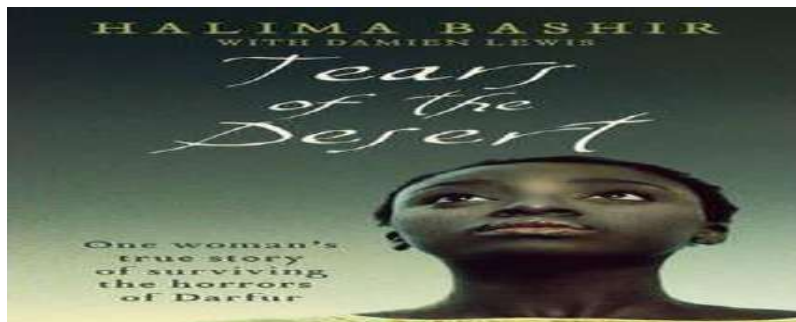


Fig 2. A book cover with the word horror at its ideological center. The type cast chosen and the girl figured at the center invoke the heart-shape of the horror of the seminal work on Africa—*Heart of Darkness*

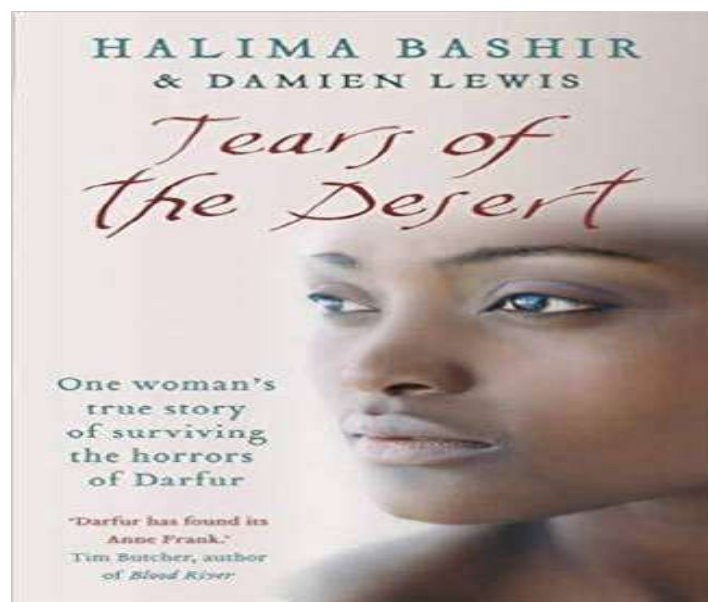


Fig 3. A book Cover in which Bashir's account and Darfur's crisis is framed along the Holocaust meta-narrative with Bashir poisoned as Darfur's Anne Frank

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<sup>i</sup> According to Hermans, Lefevere defined ideology as "the conceptual grid that consists of opinions and attitudes deemed acceptable in a certain society at a certain time, and through which readers and translators approach text" (qtd. from Hermans, 2004, p. 127).

<sup>ii</sup> Dambrosch formulates world literature in terms of:  
all literary works that circulate beyond their culture of origin, either in translation or in their original language ... a work only has an *effective* life as world literature whenever, and wherever, it is actively present within a literary system beyond that of its original culture ... [World Literature] is a mode of circulation and of reading (Dambrosch 2003, p. 5)

This aspect of circulation and translation is particularly pertinent in the context of the asymmetrical power-relations between the culture of origin and global publishing industry of the text under study. The Anglo-American publishing industry provides the access structure for circulation and integration into global literary system in accordance to Western subject conservation and power politics—a point that Lefevere partly takes in his thesis on translation as a refracted writing that compose the other in line of subject conservation and metropolitan Self construction

<sup>iii</sup> In *Beloved* (1987), Morrison gets the narrative main character, Sethe to use the word re-memory in place of the words remember and forget. Sethe uses the words "rememory" in the dual grammatical functioning as noun and verb. This coinage and resignification of the word re-memory poetically functions as an aesthetic scheme to engage with the cultural specificity of Afro-American women experience, whose parameter and double subjugation in Morrison's words maps the binaries of:

History versus memory, and memory versus memorylessness. Rememory as in recollecting and remembering as in reassembling the members of the body, the family, the population of the past. And it was the struggle, the pitched battle between remembering and forgetting, that became the device of the narrative (Morrison 2019 par 5).

<sup>iv</sup> *Blood River* (2010) is a journalistic non-fiction that combines travelogue and history produced by a White male British journalist. The book deals with the political events in Congo and the metaphor "heart" features as the centerpiece for Western perception of Africa and universe of discourse through Africa is represented.

<sup>v</sup> In 2004, President Bush has used the term genocide with reference to Darfur as a pretext to impose economic blockade. The economic blockade was opposed by China on account of protecting her financial stakes, especially in the context of China current investment project in Africa. This neo-imperialist rivalry over the un-spoken of African oil-supplies was in much need of human face to communicate the Anglo-American stakes outside the oil paradigm. The media framing of Darfur's crisis was in need of a human voice and testimonials and hence the deployment of Bashir's account within the circuit of hegemony to redeem and frame the White Man's redefined mission of securing Anglo-American stakes against China. According to Engdahl (2009), Freedom Bush's Agenda (2005) has meant nothing except the instrumentalization and **Weoponization** of human rights in NATO led humanitarian intervention (Engdahl 2009). Literature and journalistic discourse becomes the new tactic for soft power military operation. The picture below is apopular icon where Darfur' crisis is given the label holocaust and constructed as a genocide.



<sup>vi</sup> In Lewis's webpage, the same framing to his institutional credentials occur with his expertise in soft power military operation

as a center piece for his authorial weight and power, especially in connection to non-Western world:

Damien Lewis is a number one bestselling author whose books have been translated into over forty languages worldwide. For decades he worked as a war and conflict reporter for the world's major broadcasters, reporting from across Africa, South America, the Middle and Far East and winning numerous awards. His books include the World War Two classics SAS Ghost Patrol, Churchill's Secret Warriors, The Nazi Hunters and Hunting the Nazi Bomb. Over

a dozen of his books have been made, or are being made, into movies or TV drama series and several have been adapted as plays for the stage. He has raised tens of thousands of pounds for charitable concerns connected with his writing. <https://www.damienlewis.com/>

vii“Peace Journalism option”(1997) is the summary of the findings of the Conflict and Peace Journalism summer school (August 25-29 1997 Buckinghamshire, UK) over the week of August 25-29 1997.



# Climate Change, Ecological Risk in Mumbai and Kolkata with reference to Amitav Ghosh's *The Great Derangement: Climate Change and the Unthinkable* -An Ecocritical Review

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**Abstract**— “Climate change has reversed the temporal order of modernity: those on the margins are now the first to experience the future that awaits all of us ...”, Amitav Ghosh on Tidal surges in his *The Great Derangement: Climate Change and the Unthinkable*(2016).

*Till the end of the early modern period, human habitats were traced by the side of river banks, not by the side of the seashore. The latter was regarded with awe, due to its unpredictable storms. Although people inhabited the coastal regions, chose a safe and remote place eventually. In contrast to this pragmatism, colonial rule has cherished a manipulative anthropogenic attitude, by settling along the seashore. This shift in the habitat has directly exposed the people's lives to risk. In this context, the present two coastal megacities: Kolkata and Bombay have a historical legacy of inundating the population into havoc. But, what could be the reasons for increased storm surges and deluge in the recent past? Indeed, the politics of development has accelerated the pace of disaster on both; dwellers and eco-sensitive biosphere. The mangrove ecosystem protecting these coastal areas is a habitat for biologically diverse flora and fauna, which are threatened by habitat degradation. This paper analyses the triggered risk factor for the lives of people and the species in those coastal megacities, due to unabated, often unchallenged developmental projects and climate change, from an ecocritical perspective. To exemplify this argument Amitav Ghosh's *The Great Derangement: Climate Change and the Unthinkable* is referred in this paper.*

**Keywords**— *climate change, coastal megacities, Kolkata, Bombay, risk, ecocritical, Amitav Ghosh.*

## I. INTRODUCTION

Every Indian has witnessed the recent cyclone *Amphan* and *Nisarga* befalling on the coastal megacities, Kolkata and Mumbai in May and June 2020 respectively. The monsoon in the following months has deluged a few districts and villages very pitifully, in some regions people were victim to the landslides. Just a few months before these onslaughts, there was a breakdown of the pandemic-COVID 19, across the world. Depending on the severity of the situation, governments ordered lock-down for the safety of the residents. However, one rejuvenating fact of the lock-down was that, nature got self-healed, without human beings intervention; pollution drastically reduced,

creatures and mountains which were kept under the garb of pollution for many decades, have made their appearance and water beds cleaned themselves. Is there any connection among these uncanny events; simultaneous (deadly) cyclones on either side (never heard) of the Indian Ocean, flood in most parts of India, and the Pandemic? Aldo Leopold, an icon in conservation in his book, *A Sand County Almanac* (1949), warns,

The effort to control the health of land has not been very successful. It is ...understood that when soil loses fertility or washes away faster than it forms, and when water systems exhibit abnormal floods and shortages, the land is sick.

The disappearance of plants and animal species without visible cause, despite efforts to protect them, and the irruption of others as pests despite efforts to control them, ... simpler explanations, be regarded as symptoms of sickness in the land organism. (166)

In this vein the paper attempts to analyze two coastal megacities, Mumbai and Kolkata ecocritically for their frequent deluge, either by flood or storms, and the intensified risk factor in those regions. The paper constrains its examination to the mentioned cities due to their colonial as well as the present ecological risk-intensified topographical connection (though Chennai is one among the coastal megacities in India, was the first colonial port city and facing the same risk). Thanks to the meteorological department, except for property loss, many lives are saved compared to the devastation thronged decades before. But, the downpour in July and August has inundated many districts in India, along with coastal megacities. These uncanny, unprecedented deluge or storms are becoming normal for a few years, due to frequent encounters. The climatic change has transformed millions of people's lives into vulnerable.

## II. ECOCRITICAL METHOD

Climatic change has a scientific deliberation, experienced through global warming, bizarre tropical cyclones, and rain. However, does climate change has anything to do with human behavior or attitude or culture? Indeed, ecocritics find the entwined connection between the two and believe that anthropogenic intervention is the root of all the climatic mayhem. Ecology is no longer restricted, confined to the discipline of science in this symbiotic world, where, we can find complex enmeshment of diverse factors affecting the ecosystem. An ecocritical perspective is a multidisciplinary approach to analyze this human intervention on the ecological crisis. Ecocritics strongly feel that ecological risk (induced by climate change) is the manifestation of the crisis of culture. Amitav Ghosh in his non-fiction, *The Great Derangement* (2016) observes that the Anthropocene presents a challenge to contemporary culture in general (12). In this context, the paper proposes to study the oppressive objectifying culture of humans, which is dooming the ecosystem of the two coastal megacities; Mumbai and Kolkata.

People loved to live by the side of the water, though they feared to settle with huge mansions near the coastlines. Sea or Ocean waters were feared for its unprecedented hazards. Simon C Estok finds this fear of

the natural world as 'ecophobia', in his book *Ecocriticism and Shakespeare Reading Ecophobia* (2011), portrayed in William Shakespeare's drama *King Lear*, where the king turns out to be a feeble and victimized before the weather, unhoused and alienated (6). This ecophobia across the world, during the pre-colonial history, locates old coastal cities: Surath, Kochin, London, Stockholm, Lisbon, and many others, away from the open seas, oceans, estuaries, or deltaic systems. Albeit, the enlightenment era in the western culture has empowered man to the zenith of superiority, and control both living and nonliving things. Another play by Shakespeare *The Tempest* is a metaphor for imperial power over the colonies and nature, Prospero's creation of tempest is the manifestation of man's "divine authority to control everything" (Estok 5). Contrary to the pragmatic urban plan of old coastal cities, the new colonial port cities Madras, Bombay, New York, Hong Kong, and Kolkata exemplify anthropocentric attitudes in their inception. Renaissance intellectuals found these emerging cities as a platform to implement their urban planning. The financial flow to these port cities strengthened political power, to fetch more merchants and workers and hierarchy, and to invest in structuring the cities. Caitlin Vandertop in her article, "Opium, cities, carbon routes: World-ecological prehistory in Amitav Ghosh's Hong Kong" notices that the short term logic of colonial development and the imperative of coastal urbanization has resulted in the contemporary displacement of millions of people to dangerously exposed locations (530). With the economic and political establishment, East India Company gradually erected churches, hospitals in those cities, however, had reserved the governor's mansions - peculiarly significant- to the proximity of the sea's landscape. The location brought a powerful ethos and authoritative symbol of a victory. The postcolonial settlers blindly followed this legacy of 'status symbol' culture and thus had put their lives into jeopardy. After the colonial period, people from neighboring states flooded to these cities, in search of economic prosperity, thus metamorphosed the cities into (before the legal declaration) megacities (Ten million population is the criteria to be declared as megacities). According to the 2020 survey, the approximate demography in Mumbai is – 20 million and Kolkata- 14.8 million ("India"). Indeed this population pressure will have a massive impact on the coastal land and thereby menacing the surrounding ecosystem. Aldo Leopold observes, "one of the fastest shrinking categories ...is coastline" (Leopold 162).

### Mumbai

Mumbai a coastal megacity lures everyone irrespective of age with its enchanting geographical,

commercial, cultural, and entertaining industry. People do migrate to Mumbai from across India to build their life, without the awareness of risk awaiting for them. Risk, in the form of a deluge, man-made disaster, is crushing everybody's dream. This dream city's history starts with the colonial era in India, with its trading activity since the 1670s, to grow into the largest port in the western part of India.

Before the colonial era, Mumbai was an archipelago of seven islands, having a natural harbor. British in competition to the old Surath port developed colonial Bombay by reclaiming the land in between the islets in the seventeenth century. British cajoled many Parsi merchants from Gujarath to establish their entrepreneurial business and laborers to settle in Bombay. The opportunity arrived in the form of cotton export to European nations during the American civil war in the 1860s. The growing opium trade with China along with the cotton business had transformed Bombay into a commercial junction in the capitalist world economy and rose to become "the locus of major cotton textile industry that was founded and dominated by Indian entrepreneurship" (Patel 4). The city gradually attracted a huge flow of population. After independence, Mumbai grew unchallenged on the accepted norms of the colonialists. Currently, the second largest Municipality in the world, having a 20 million population, Mumbai is sprawling vertically to the landscape of the shore by encroaching and reclaiming the land of the coast. The centuries-old drainage system, industrial discharge to the water, and the rocket pace urbanization have put the city into the cauldron.

British called Bombay, *Urbs Prima in Indis* and addressed as "the Manchester of the East". Bombay, which lies on the west coast of the Indian Ocean, does not have a history of frequent cyclones and seismic sea waves like the east coast. However, records unravel the terrific encounter of strong storms on Bombay in 1618, 1740, 1783, and 1854 causing the loss of many lives and property (Ghosh Amitav 57-58). Later, there were no major calamities reported until the end of the twentieth century. Three cyclones hitting the city between 1998 and 2001 is a testimony to the changing climate. "... cyclonic activity in the Arabian Sea is also likely to intensify because of the cloud of dust and pollution that now hangs over the Indian subcontinent to changes in the region's wind patterns" (Ghosh Amitav 55). Despite the devastating rainfall (record braking rainfall in one day in any city) of 2005, and 2015s flood, poor political will, and urban planning continue unabatingly, without the heed to retain the natural defenders like mangrove forest, wetland and salt pan. For

instance: a coastal road project along the Arabian Sea to link the two ends of Mumbai without the environmental clearance and permission to a hotel on 'no development zone' in 2019. But, their progress is on hold due to the intervention of the High court. The Arabian Sea is cooler compared to the Bay of Bengal, hence, the coast is exposed to less cyclonic frequency. Although, the changing life culture – eco-insensitive urban planning, pollution - is heating the atmosphere. In 2015, records manifested the Arabian Sea engendering more storms than the Bay of Bengal (Ghosh Amitav 58), and five storms formation in 2019 (Sen and Vineetha). And the storms, on both sides of the Indian Ocean, were a very strange and unnatural event in history. The same strange event got repeated and thrashed on both the mega-cities with a few weeks difference in the year 2020; Cyclone *Amphan* and *Nisarga*. According to the scientific prediction these kinds of exceptional calamities will be normal in prospective years. The more chilling fact is the location of two nuclear facilities: the Bhabha Atomic Research Centre at Trombay (14 Km from Mumbai), and Tarapur Atomic Power Station (94 km from the periphery). Rising sea levels and floods are of great risk by damaging the safety measures. If liquid radioactive waste gets mixed with the water, the whole area will be in danger of contamination (Ghosh Amitav 69-70).

Besides this temperature rise and storm surge, the geologists have recently discovered Amitav Ghosh points "previously unknown and probably very active fault" (54) in the Arabian Sea, 800 km long facing the west coast of India. "These results will motivate a reappraisal of the seismic and tsunami hazard assessment in the NW Indian Ocean" (ibid). If a tsunami hits, tides would not look for the disparity between privileged or marginalized, it levels everyone equally. Those who think safe in the skyscrapers (near the shore) are the first to be affected. Meanwhile, COVID 19-Corona virus, a great equalizer has provided a relaxing air to the city, which never sleeps.

### **Kolkata**

Kolkata is the epicenter of manufacturing industries, commerce, service, trade and plays a vital role as a port city. Kolkata, the capital city of the West Bengal state, is "the Cultural Capital" of India, located 180 km away from the Bay of Bengal and the second coastal megacity, having a population of 14.8 million. During the colonial era, it was the last port city to be found in India by the British in the late seventeenth century. Without the political rivalry like Mumbai and Chennai, the imperials established their sovereignty over the fertile Bengal Province, creating Kolkata as their capital. As the place was near the Bay of Bengal, the British considered only

trade, sea route transportation, business, and profit. They did not heed the warnings of the topography, forthcoming vulnerability on the city, and its residents. The development of the colonial cities in India had acknowledged the confidentiality of the selfish motto. The Opium trade had strengthened the capital politically, economically, and socially. Kolkata, a commercial capital is on the banks of the river Hoogly, is situated on the Gangetic delta. A typical riverine city was constructed by clearing the surrounding marshes, tidal creeks, mangroves, swamps, and wetlands (Ghosh, Asish 1). Despite the efforts, the river gradually started silting. Hence, a new site near the Bay of Bengal, -banks of the river Matla was chosen. The same methods were adopted on the banks of Matla (against the warning of a cyclone, by Henry Piddington) and port Canning was inaugurated in 1864, with all the luxuries containing a railway station, banks, and hotels. However, within three years, the city was shattered by a moderate cyclone, and the British abandoned the city (Amitav, Ghosh 77). Both the rivers are estuaries of the Gangetic delta, what port Canning had witnessed then, Kolkata has started getting affected gradually, facing dreadful cyclones as the city grew on the model of the colonial foundation. Unheeding to the climatic danger, the port city was developed as the commercial capital to the British on the banks of Hoogly. After India's independence, nature exploiting urban growth continued with diverse, hazardous factories, structures, pressurizing, and polluting the river along with the migrated working population.

Kolkata, the city of the swamp, though 180 km away from the coastal line, is a victim to the direct encounter of the cyclones, because of deltaic settings, below the sea level existence and strong storms. The rapid destruction of wetland and urbanization has increased the frequency of cyclones beyond four times in recent decades - 93 depressions occurred on the Bay of Bengal between 1891-1930, and 371 between 1931-1970(Gosh, Asish 4).

The Bay of Bengal is the largest bay in the world, and a site of the majority of deadliest tropical cyclones in world history (Biswas), and 74% of deadliest cyclones have been documented in the sea. Their frequency is five times more than the Arabian Sea. The cause for these worst storm surges is, "semi-enclosed nature of this basin in conjunction with its funnel shape steers cyclone pathway striking the land" (Sahoo and Prasad). What makes it still worse and a strong storm is the sea surface's warm temperature. Bob Henson, meteorologist, and writer with *Weather Underground*, points that the north coast of the Bay of Bengal is more prone to catastrophic surges than anywhere on Earth (Biswas). Meteorologists recall

that though one cyclone in every ten years might be formed as a super cyclone, however, there is a rise in the frequency of intense cyclones in the Bay in the last few decades. Indeed the credit goes to human-induced hydrologic temperature rise in the atmosphere. Despite the precautionary measures for the cyclone *Amphan* in West Bengal, the report documents 98 human lives and damage of Rs. 1 lakh crore worth of property (Sen and Vineetha). Some parts of Kolkata received record high rain -200mm in twenty-four hours. Tropical Meteorologists opined that along with the intensity of the cyclone the warmer climatic condition played a spoiling game on the city. Besides, the cyclone has damaged one-third of mangroves in the Sundarbans, a natural defense (Ghosh S), which is recognized as Ramsar Site in 2019.

The Intergovernmental Panel of Climate Change's Fifth Assessment report states that by the 2070s, both Mumbai and Kolkata are at high risk as population and assets are exposed to the coastal deluge. Millions of residents are exposed to one or multiple hazards with floods and cyclones (Ghosh S). Are these bizarre climatic conditions communicating the approaching risk on everybody and everything? If we do not act accordingly at least now, the future will be filled with catastrophes. Precautionary measures, rehabilitation to millions is humanly impossible. We need to develop a value system to live on our needs but not on wants. These cyclones and frequent floods are communicating human beings, the need to give attention to nature.

#### **Eroding natural defense and species**

The coastal ecosphere is a unique and vital habitat for varied species, compared to terrestrial, as they harbor the transitional geography between sea and land, having the effect of and on both. An estuary, where river water merges with tides, forms a rich natural resource and source of natural gas or oil. Hence coastal zones have wide significance to all, human - marine food, commercial importance, socio-cultural and transportation; animals, plants, the atmosphere, and the climate. Mangroves are natural shock absorbers of floods and storms to protect the hinterland. Mangroves are the massive storehouse of carbon in the atmosphere, hence vital to mitigate the effect of climate change.

The grey mangrove or *Avicennia marina* is the mangrove species widely found in the Mumbai region. The reduction of mangrove to 42 square km along the Mithi river had resulted in the flood of 2005. Mumbai Mangrove Conservation Unit (established after 2005), is the only unit in India to protect and conserve the mangrove of the region and has increased to 66 square km by artificially growing,

till 2017 (Chandramouli). However, dumping urban debris chokes the plants to death, political and social pressure in encroaching the mangrove continues. The environment activist Debi Goenka predicts the biggest threat to the mangrove from the Government projects and fears “since climate change is not part of any decision-making process yet, the city might end up back in original form, as seven independent islands” (Chandramouli). 21 hectares of saltpan (which buffers deluge) have been streamlined for the construction. Apart from all these, rivers’ -Mithi, Dahisar, Poisar, Oshiwara- wetlands have proved to be fortunate to Mumbai’s landscape in protecting the city (Srivastava and Aditi). But alas, even they are choked with domestic and industrial waste.

The Bay of Bengal coast has the largest delta formed by the mighty rivers Ganges, Brahmaputra, and Meghana. The delta has formed a unique archipelago of thousands of islands, which are collectively protected by Sundari mangrove trees called *Sundarbans*- one of the largest mangrove forest in the world (Both W Bengal and Bangladesh). Since the British colonial era, Sundarbans were cleared and drained for cultivation or extension of the city. In 1975, the then Indian government has cleared some acres of Sundarbans for revenue-generating plantation (Anand 31). In 2000 Sahara Business Group in association with the state government had come out with the plan to convert part of Sundarbans into ecotourism projects. To protect the unique biodiversity and to maintain the tranquility, the central government – on heeding to the opposition from environmentalists - intervened and ceded the project. Kolkata, which is also known as the city of swamps, due to human beings' intervention and climate change has put its dwellings at extreme risk. The main sewage is discharged to the east Bengal wetlands, lack of cleaning is taking a toll on 12,000 hectares of the mangroves (Ghosh Asish 5). Kolkata, a manufacturing hub, where industries and factories are located on either side of the rivers are polluting and channelizing the same to the wetlands. Sundarbans spread across both the nations (India and Bangladesh) has been recognized as “World Heritage Centre” by UNESCO for its unique ecosystem. Royal Bengal Tigers are the beauty of the Sundarbans. The loss of habitat has put them in danger. Based on the ratio of fresh and saline water, there are wide varieties of aquatic species in the Sundarbans eco-space; from tiny fish to predatory estuarine crocodiles. Among them is the rare freshwater Gangetic river dolphins -*Platanista gangetica*, found in the estuaries and Irrawaddy dolphins –both fresh and saltwater. But the reduced fresh water and increase in salinity have dwindled the number of Gangetic dolphins. Climate change, rise in the temperature of water and river

traffic, underwater sounds of the boats affect the behavior of the dolphins, sometimes to the extent of stranding or beaching.

### III. CONCLUSION

The ecological mayhem of the two coastal megacities discussed in this paper intensifies the need to save our surroundings, not for the prospective generation but for the survival of the current population. Amitav Ghosh in one of his interviews mentions, “that we have lost a sense of connection with our surroundings. Human centeredness ... blind us to the consequences ...” (Ghosh Amitav, Interview). Climatic crisis is the consequence of western centred model of anthropocentric culture in all kinds of developmental projects. However, the encountering natural calamities and their risks on the ecosystem are warning every human being to come together to save at least their surrounding ecosystem.

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The author declares that the submitted paper is original work, not published anywhere either in print or online blogs, and on reproducing sources, proper acknowledgment has been done in the paper.

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# Investigation of the individual and feminist cultural memory in the epistolary biography of Anadibai Joshee by Meera Kosambi

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**Abstract**— *“Memory studies is an interdisciplinary field and Literature serves as one of the media of cultural memory as history, art and other forms of media”, said Astrid Erll. According to Maurice Halbwachs, there exists no individual memory but a collective memory. Our memory is the product of the personal individual experiences informed by societal practices. This study involves investigating the letters of Anadibai Joshee, the first woman doctor of India to understand the role of cultural memory in the sensitization of the female gender during her times. “Fragmented Feminism: Life and letters of Anadibai Joshee” written by the sociologist Meera Kosambi is an epistolary biographical fiction and it acts as the site of memory to understand the socio-political and cultural impact on the upper class Hindu brahmin women during the nineteenth century. Also, the memories and reflections of Anadibai Joshee stand as a medium to understand the sexist and Gender biases during her time.*

**Keywords**— *Memory, culture, epistolary, feminism, gender.*

## I. INTRODUCTION

### Memory Studies

Memory studies have emerged as the tool for exploring, remembering, and analyzing the past with the help of literature, art, history, archaeology, and media as the sites of memory. It is an interdisciplinary field and Literature serves as the symbolic representation of the cultural memory as history, art, and other forms of media. Astrid Erll. (Erll, 145)

‘Memory proceeds selectively. From the abundance of events, processes, persons, and media of the past, it is only possible to remember very few elements. As Ernst Cassirer noted, every act of remembering is a ‘creative and constructive process. It is not enough to pick up isolated data of our experience; we must recollect them, we must organize and synthesize them, and assemble them into a focus of thought’ (Cassirer 1944, 51). The selected elements must be formed in a particular manner to become an object of memory. Such formative processes can be detected in

many media and practices of memory; they are also – and primarily – found in literature’

There exists a clear parallel between memory and cultural artifacts or in other words, literature, arts, history, and media are symbolic representations of memory. According to Maurice Halbwachs, there exists no individual memory but a collective memory. Our memory is the product of the individual experiences informed by the societal practices deriving its idea from Wolfgang Iser’s phenomenological approach towards the reading process, wherein he proposed that the attitudes and reaction of the reader to the text or the pre-conceived notions of the reader are the experiences which form the basis of interpreting/reading the text. Therefore, reading/decoding the memories implies the reconstruction of the past with present attitudes and beliefs. (Erll, 17)

‘Halbwachs makes a sharp distinction between history and memory, which he sees as two mutually exclusive forms of reference to the past. Right at the beginning of his comparison of ‘lived’ memory and

‘written’ history in La memoir collective, Halbwachs emphasizes that ‘general history starts only when tradition ends and the social memory is fading or breaking up’ For Halbwachs, history deals with the past. Collective memory, in contrast, is oriented towards the needs and interests of the group in the present, and thus proceeds in an extremely selective and reconstructive manner. Along the way, what is remembered can become distorted and shifted to such an extent that the result is closer to fiction than to a past reality. Memory thus does not provide a faithful reproduction of the past – indeed, quite the opposite is true: ‘A remembrance is in very large measure a reconstruction of the past achieved with data borrowed from the present, a reconstruction prepared, furthermore, by reconstructions of earlier periods wherein past images had already been altered’ (ibid., 68). This already points to what half a century later, within poststructuralist discussions, will be called ‘the construction of reality.’”

Maurice’s ideas overlap with Jean Baudrillard’s concept of simulacra and simulation where there is no reality but altered realities (hyper realities) That is, the present interpretations of the past are reconstructed by the present or in other words shaped by the present. (Erl, 105)

‘ I use the term ‘collective-autobiographical memory’ to refer to the collective remembering of a shared past. Psychological studies of the individual autobiographical memory emphasize its dynamic, creative, and narrative nature, as well as its identity-creating functions. On the social and media level, too, ‘autobiographical’ versions of the past are highly constructive and fulfill the function of self-description (‘our past, our identity’). Through collective-autobiographical acts of memory, group identities are created, the experience of time is culturally shaped, and shared systems of values and norms are established. Collective-autobiographical remembering is often described with terms such as ‘remembrance’ or ‘commemoration’. The Assmanns’ ‘Cultural Memory’ with its normative and formative myths and the ‘communicative memory’ with its shared fabrication of narratives about the recent past are typical examples of this memory system. Nora’s lieux de mémoire, on the other hand, are located below the level of autobiographical narrativization; they represent a kind of ‘collective-episodic memory’ which is not transformed into coherent stories (or ‘master narratives’), but is instead condensed into a multitude of particular ‘sites of memory’.

It is clearly understood that there exists no individual memory but a collective memory. Every individual’s memory is shaped by the multiple frameworks that are part of his/her social interaction. (Erl, 154)

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‘Literature fills a niche in memory culture, because like arguably no other symbol system, it is characterized by its ability – and indeed tendency – to refer to the forgotten and repressed as well as the unnoticed, unconscious, and unintentional aspects of our dealings with the past. It is thus already on the level of mimesis1, through the references that constitute the textual repertoire, that literature actualizes elements which previously were not – or could not be – perceived, articulated, and remembered in the social sphere. Through the operation of selection, literature can create new, surprising, and otherwise inaccessible archives of cultural memory: Elements from various memory systems and things remembered and forgotten by different groups are brought together in the literary text. Structure of the literary text, every element has its place and thus also gains its meaning. ‘This passage from the paradigmatic to the syntagmatic constitutes the transition from mimesis1 to mimesis2. It is the work of the configurating activity’ (66). It is also the passage into fiction; with their configuration into a story, the ontological status of the chosen elements changes: ‘With mimesis2 opens the kingdom of the as if’ (64). Literary mimesis is therefore not simply a representation of reality; in fact, configuration is an active, constructive process, a creation of reality, so that the term ‘poiesis’ seems a more fitting description (66). Ricoeur emphasizes Not only emplotment is to be counted among the configurating activities taking place on the level on mimesis2. Other literary forms also contribute in great measure to the creation of fictional memory narratives: Narrative voice, perspective, and focalization, literary chronotopoi (time-space combinations), metaphors, and symbols, to name just some particularly significant examples, are strategies involved in the performance, or staging, of cultural memory in literature .’

Ricoeur’s classification can be very helpful in understanding the representation of memory in literature and it demonstrates how literature replicates or act as a parallel for the memory system where the new experiences alter the existing experiences and present as new schemata for future experiences. In the same way, the configured literary narrative act as the framework for further narratives. (Fivush, 149)

‘How individuals recount their histories—what they emphasize and omit, their stance as protagonists or victims, the relationship the story establishes between teller and audience—all shape what individuals can claim of their own lives. Personal stories are not merely a way of telling someone (or oneself) about one’s life; they are the means by which identities may be fashioned. Through examining autobiographical narratives, we gain access to individuals’ construction of their own identity. What individuals choose



to tell, what information they select to report, provides converging evidence of how individuals conceptualize their selves.’

Research in developmental psychology suggests that the stories we chose to tell determine our identity in the chosen context and also there exist multiple evolving identities for an individual.

This study attempts to uncover firstly, the intersection of multiple frameworks in Anandibai’s letters to remember/re-construct the past and Secondly, how the episodic memories take shape in her letters which reflect the position/condition of women in colonial India.

## II. ANALYSIS

Our memories do not remember every experience in our life. There is actual configuration happening in the construction of the narrative which pre-figures the experiences which are to be represented. The social, cultural, and political frameworks that operate at the present determines the experiences that are represented in the narratives. (Erl1, 145)

‘Memory proceeds selectively. From the abundance of events, processes, persons, and media of the past, it is only possible to remember very few elements. As Ernst Cassirer noted, every act of remembering is a ‘creative and constructive process. It is not enough to pick up isolated data of our experience; we must recollect them, we must organize and synthesize them, and assemble them into a focus of thought’ (Cassirer 1944, 51). The selected elements must be formed in a particular manner to become an object of memory.’

The expression of physical abuse gains representation in Anandibai’s letter demonstrates the operation of the patriarchal structure at play. The patriarchal structure here not only refers to a male-dominated structure, but any form of control exercised over women. The term, ‘Patriarchy’ is used as an umbrella term to denote all forms of power and control over women. Anandibai explicitly talks about a great deal on the physical abuse exercised over and the agony of her memories in her letters.

‘Hitting’, ‘Throwing chairs’, ‘Flinging books’, ‘Threatening’ ‘Throwing stones, charcoals’, and ‘beatings’ are the actions that describe the performativity of Masculinity hubris over Anandibai. Here the term ‘Masculinity’ is used in a similar sense as ‘Patriarchy’ that is, the role that is being performed is referred not the actual sex.

The mention of low esteem for other cultures especially Islamic cultures, self-culture pride was pre-

dominant among upper-class Hindus and reflects the collective cultural belief for lower castes. Almost in all her letters describing Indian Culture and the condition of women, the convergence of individual experiences with cultural frameworks operating at the time is evident from the form in which it takes shape. (Kosambi, 47)

‘We have no polygamy to speak of. Though there is no social or religious restriction on a man to marry as many times as he likes, yet the middle-class men do not take more than one wife for fear that their coffer would be empty and they would run into debt from which they would never be extricated if once got in to. The chiefs, princes, and generally higher classes have more than one wife. The Nizam of Hyderabad had 300 wives and the sultan of Turkey in the west has as many now. Our people, if they at all take more than one wife, marry for the sake of sons if they do not have any by the first or second wife. So, you see how fond we are of sons socially and religiously. The heavens are open to the man who has a son but not otherwise. If a man dies without a son, his head is covered when his corpse is taken to the burning ground. There are many rites and funeral ceremonies which none, but a son is eligible to perform and without which the dead man is supposed to be damned and hurled down to Hell.’

The disparity of the structure of marriage which favors men over women and Anandibai’s silent remorse for it displays the raising of feminist’ consciousness. When Anandibai talks about India, her narratives exhibit the influence of the religious, cultural, and social structures which operate in the life of women. The episodic memory from the life of Anandibai Joshee is represented in her letters. Her experiences gain agency in our words. Our human memory is shaped through different frameworks such as religion, society, culture, and literature. The interplay of patriarchy, culture, imperialistic attitudes and religion in shaping the consciousness of Anandibai is evident from her letters. Her letters inform the dominant cultural practices of the past.

Therefore, the letters are the reflection of the shared vision of the people belongs to her generation and collective memories of the marginalized Hindu women community which gets expression in her letters. This is the representation of collective-episodic memory as Nora puts it

Her correspondences with her husband highlighted the intersection of two cultures (American and Indian) concerning the institution of marriage and the associated roles and responsibilities that comes with it. She is performing the role of her gender repeatedly which is clear from the use of the words, ‘forgiveness’, ‘supervision’,

‘disloyalty’, and ‘misunderstood’. By doing so, she confirms her role as ‘Other’ in the sight of Patriarchy.

Her letters configure the feminist cultural memory of Colonial India highlighting the experience and position of women.

### III. CONCLUSION

The narrative self and identity of an individual gain agency in life writing. Similarly, Anandibai’s identity as an Indian woman emerges in her narratives and she foregrounds the identity of Gender in recounting events and experiences. Although individuals remain female or male across situations and development, how gender identity is understood, and how salient gender is as an aspect of identity, will vary both situationally and developmentally. (Fivush, 151) In Anandibai’s letters, gender being salient highlights the social and cultural practices affecting women over men becomes evident. Also, the context and the interpersonal relationship with her husband and Mrs. Carpenter contributes to her developing identity. Her expression of her traumatic experiences substantiates her autoethic awareness, which subsequently acts as evidence of the position of women during her times.

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# Diexsis in Novel *Bumi Manusia* and *Bukan Pasar Malam* by Pramoedya Ananta Toer

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**Abstract**—The purpose of this study is to describe the form of deixis used by Pramoedya Ananta Toer in his novels. This study used a qualitative descriptive method with documentation analysis techniques and interviews to collect the data. The results of this study refer to a pragmatic study, namely the form of deixis. The conclusion of the study shows that the form of deixis found in the two novels uses different functions so that this indicates that speakers are able to convey certain meanings to speech partners, making it easier for speakers and speech partners to convey and understand the speech.

**Keywords**—Pragmatics, Deixis Form, Novel, Pramoedya Ananta Toer.

## I. INTRODUCTION

Language can be used as a tool for expression and also interacting both in writing and orally. The use of language can be said to be appropriate if it is in accordance with the situation and conditions of the speech. The form of language used is usually also influenced by a number of factors. This makes communication a supporting factor in social life as well as a means of conveying information. Through the communication process, speech events and speech acts emerge. Moreover, in the area of education, the use of Indonesian language is set in the Act No. 24 of 2009 concerning the flag, language and symbols of the country.

Pragmatics is the science of language that studies the use of language that is associated with context. The meaning of the language can be understood if the context is known. Pragmatics boundaries are the rules of using language regarding the form and meaning associated with the speaker's intent, context, and circumstances. Several pragmatics research has been done before. [1] Allan discusses pragmatic and pragmatic objects. [2] examines a wide range of topics, including lexical semantics, compositional semantics, and pragmatics. [3] Yule explains that pragmatics is the study of the meaning conveyed by a speaker and interpreted by a listener or reader. In addition, [4] Rescher discusses the problem of investigation and pragmatics cognition in a practical, theoretical, and more complex way than previously known

knowledge theorists. Moreover, pragmatics tries to describe utterance delivered by a speaker or addresser by interpreting the intended meaning.

[5] Gruyter examines the acquisition of Japanese language, the acquisition of Japanese language for foreign speakers including pragmatics and communicative competences. Furthermore, [6] Haunt's research discusses what is often called as pragmatics thinking and learning.

Deixis is a form of language, either in the form of words or phrases, which function as pointers that refer to certain things or functions outside of language. The pragmatics study of deixis is divided into six parts, namely person deixis, place deixis, pointer deixis, time deixis, discourse deixis, and social deixis [7]. Previously, Burhan Nurgiyantoro had analyzed the use of social deixis in the Novel Trilogy of "Ronggeng Dukuh Paruk", "Lintang Kemukus Dini Hari" and "Jentera Bianglala" in 1990.

[8] Wijana, based on the results of his research, divides persona deixis into five forms, namely the first single persona, the plural persona, the second single persona, the third single persona, and the third plural persona. Furthermore, this research will discuss three forms of deixis, namely person deixis, place deixis, and time deixis in the novel by Pramoedya Ananta Toer, namely "Bumi Manusia" (1980) and "Bukan Pasar Malam" (1951). Both novels show strong characteristics in the use of person deixis, place deixis, and time deixis. Therefore, the results

of this study are expected to give contribution to the development of pragmatic studies, especially in the implementation of deixis in literary works. The results of this study resulted in a detailed description of the use of person deixis, place deixis, and time deixis as a way to understand a deeper meaning from the novel by Pramodya Ananta Toer.

## II. METHOD

This research uses descriptive method with a qualitative approach. The data analyzed is descriptive in nature as the data collected is in the form of words to make a systematic description. Thus this study uses a qualitative descriptive method to analyze the form of deixis contained in two novels by Pramodya Ananta Toer. Data collection techniques used in this study were documentation analysis and interviews. This technique is used to collect data from novels as well as information from interviews that have something to do with research.

## III. RESULTS AND DISCUSSION

Researchers will discuss and examine three forms of deixis, namely personal deixis, place deixis, and time deixis using the theory described by Purwo [9]. By using this theory, the description of deixis examples can be presented more clearly. In addition, this theory has been widely used by previous researchers as the main reference for deixis research theory. In addition, the theories of other linguists will be used to complement the discussion in this study.

### 1. Persona Deixis (Person)

[9] Purwo explains that persona deixis is a reference that is indicated by a pronoun, depending on the role played by the speech act participant. The person who is speaking has a role called the first persona. If he does not speak again, and then becomes a listener, he changes roles and is called the second persona. People who are not present at the place of conversation (but become the subject of conversation), or who are present close to the place of conversation (but are not actively involved in the conversation itself) are called the third persona.

#### a. Persona deixis (Novel Bumi Manusia)

A: "Mengapa tak kau ambil semua untuk dirimu sendiri? Santapan pagi dan dewi itu?"

B: "Aku? Ha-ha. Untukku hanya dewi berdarah Eropa tulen!"

(Toer, 2005: 21-23. Bumi manusia)[10]

The first personal pronouns used in utterances A and B indicate different references. In utterance A, the word "kau" by A is meant to refer to speaker B. while in utterance B, the word "aku" refers to speaker B himself. In addition, in utterance A the referent pointed by {-mu} is B, and in utterance B the referent pointed by {-ku} is B.

A: "Kau memperolok aku, Rob."

B: "Tidak. Pada suatu kali kau akan jadi bupati, Minke."

(Toer, 2005: 21-23. Bumi manusia)[10]

The first personal pronouns used in utterances A and B denote different referents. In utterance A the word "kau" refers to speaker B, whereas in utterance B the word "kau" refers to speaker A.

#### b. Persona deixis (Novel Bukan Pasar Malam)

A: "Sudah lama aku sakit, Mas."

B: "Engkau sudah pergi ke dokter?"

(Toer, 2004: 28)[11]

The first personal pronouns used in utterances A and B denote different referents. In utterance A the word "aku" refers to himself, namely speaker A, while in utterance B the word "engkau" refers to speaker A.

A: "Dia sudah tidak ada, Mas. Dia sudah tidak ada."

B: "Tidak ada bagaimana?"

A: "Umur enam bulan anakku lahir. Dia menangis sekali. Aku ada mendengar tangisnya. Kemudian dia diminta lagi oleh Tuhan."

(Toer, 2004: 29)[11]

The personal pronouns used in utterance A indicate different references. In utterance A, the word "dia" is meant to be the third persona (a person who is not present at the place of the conversation but becomes the subject of the conversation). In addition, in utterance A the use of the word "aku" by A means to refer to himself, namely speaker A.

### 2. Place Deixis

Place deixis or space deixis is a category of deixis which designates the location of the object or the reference where the object is located. To determine the location of an object, a central point of spatial orientation is needed, namely where the speaker is located.

#### a. Place deixis (Novel Bumi Manusia)

Dokar tiba-tiba membelok melewati pintu gerbang, melewati papan nama Boerderij Buitenzorg, langsung menuju ke tangga depan rumah.

A: "Ke sini?"

B: (hanya mendengus)(Toer, 2005: 25)[10]

The word "ke sini" is a deixis of place as it refers to the previous sentence describing a place (*melewati pintu gerbang, melewati papan nama Boerderij Buitenzorg, langsung menuju ke tangga depan rumah*).

#### b. Place deixis (Novel Bukan Pasar Malam)

A: "Bagaimana kalau Bapak tinggal di rumah saja?"

B: "Di sini, anakku, para perawatnya masih kanakkanak semua."(Toer, 2004: 73)[11]

Speaker A utters the word "di rumah" which is a place deixis as it refers to the location of a place. Speaker B also mentions the word "di sini" which refers to the location where speakers A and B have a conversation.

#### 3. Time Deixis

Time deixis is a category of deixis which is used to designate time as intended in the speech. Time deixis is single dimensional and unidirectional. Spatial lexemes such as depan 'front', belakang 'back', panjang 'long', pendek 'short' used in the sense of time give the impression as if time is a still thing.

#### a. Time deixis (Novel Bumi Manusia)

A: "Sekarang sedang ada pesta besar, mengapa mereka tak diberi libur?"

B: "Mereka boleh berlibur kalau suka. Mama dan aku tak pernah berlibur. Mereka pekerja harian."(Toer,2005: 45)[10]

The word "sekarang" indicates the current or present time when the dialogue took place.

#### b. Time deixis (Novel Bukan Pasar Malam)

A: "Kapan engkau datang?"

B: "Jam duabelas siang tadi, Bapak."

(Toer, 2004: 31)[11]

The phrase "kapan engkau datang?" in utterance A is used to ask for the time. while the phrase "jam duabelas siang" in utterance B is used to answer A's question that said he came at twelve in the afternoon.

## IV. CONCLUSION

This research can be concluded based on the findings of the analysis of the form of deixis contained in two novels by Pramodya Ananta Toer. In these two novels, Pramodya Ananta Toer uses three different types of deixis, namely person deixis, place deixis, and time deixis. The deixis in the two novels has different functions. This results in speakers being able to convey certain meanings accurately to the speech partner. Based on this explanation, it can be

seen that the two novels by Pramodya Ananta Toer are linguistically easy to understand because the arrangement of the use of different types of deixis in these novels makes it easier for the reader to grasp the intention of the speaker or addresser, and speech partners or addressee in delivering and understanding utterances according to the intended meaning and purpose.

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# Adversity Quotient of NEUST-SIC CoEd Faculty

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©2020 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license  
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**Abstract**—The study aims to determine the Adversity Quotient of Faculty Members of the College of Education of Nueva Ecija University of Science and Technology San Isidro Campus. The descriptive method of research was utilized using the Adversity Response Profile (ARP) Quick Take. The Percentage, Frequency, and Mean were used for the respondents' profile, academic rank, and monthly salary. Most of the respondents are between 32-38 years old, females, and already married. All of the participants have a Master's Degree, wherein five of them are Doctorate holders. The majority of the respondents have 6-10 years of teaching experience and serving as Instructor I-III. In terms of control, reach, and endurance, the AQ of the majority of the faculty members is average, while in terms of ownership, it is below average. Lastly, majority of the respondents got an average level in the over-all Adversity Quotient.

**Keywords**—Adversity Quotient, College of Education, Faculty, NEUST-SIC, Adversity Response Profile Quick Take.

## I. INTRODUCTION

In the study of human behavior, people are familiar with the emotional quotient, but very few are aware of one's adversity quotient. Stolz (1997) said that Adversity Quotient is the most widely used way of measuring and strengthening human resilience. As many people from all walks of life encounter adversity, the way they face challenges determines their success and relationship with others. As Stolz (1997) further suggested, AQ is about how one responds to life, especially the tough times many people encounter every day. Challenges and conflicts in one's life significantly affect their jobs resulting in failure and struggles. Teachers at the forefront of students' learning must and should possess a high level of adversity quotient, requiring metacognitive skills in teaching. (A. Constantino et al., 2020)

Adversity Quotient is made up of four dimensions, namely, Control, Origin and Ownership, Reach, and Endurance. In a study by Titus Ng (2013), he emphasized that "Control" focuses on dealing with the adversities instead of focusing and complaining about the issues beyond control. It can maintain a can-do attitude even when the challenges are overwhelming and seek support from others when handling problems or challenges beyond control. There are individuals who respond to adversities

as temporary have optimistic views. As a result, they tend to enjoy life's benefits. Origin and Ownership deals with taking responsibility for any mistakes made, taking ownership in resolving problems

Even if they did not cause them, they clearly and objectively evaluated who caused the problems. According to Stoltz (1997), as cited by Santos (2012), the domain Origin and ownership ask two questions: Who or what was the origin of adversity? And to what degree do I own the outcomes of the adversity? If the origin's level is low, there is a possibility of blaming oneself for the adversities he/she is facing. Whereas, an individual with high AQ levels in this domain tends to consider other factors as sources of adversities. In short, origin and ownership speak about accountability. The third domain is Reach, and this dimension asks the question: "How far will the adversity reach into other areas of my life?" (Santos, 2012; Stoltz, 1997). A low level in this domain will be most likely that adversity may affect other areas of one's life and may probably make it a big deal to the point of catastrophizing an unfortunate event.

Further, in bleak situations, succumbing to adversities may turn disappointment into a cataclysmic event. On the other hand, a high level may indicate a box-like attitude of protecting other life areas from the current adversity one is

facing. Lastly, Endurance deals with being optimistic and may view success as enduring, if not permanent, during adversity is somewhat temporary. (Santos 2012) According to Ng, T. (2013), Endurance is about exhibiting tenacity and perseverance even when the situation is uncertain or cloudy while at the same time remaining hopeful that the adversities will pass eventually.

This study was conducted to determine the Adversity Quotient of the Faculty of Nueva Ecija University of Science and Technology (NEUST-SIC) San Isidro Campus, College of Education.

Specifically, it seeks to provide significant answers to the following objectives:

1. To determine and describe the respondent's profile in terms of:

- a. age
- b. sex
- c. civil status
- d. educational attainment
- e. years of service
- f. academic rank
- g. Monthly Salary

2. To identify the respondent's Adversity Quotient in terms of:

- a. Control
- b. Origin/Ownership
- c. Reach
- d. Endurance
- e. Overall Adversity Quotient

## II. METHODOLOGY

In determining the Adversity Quotient of the respondents, the descriptive method of research was applied. The descriptive method describes certain phenomena and provides an accurate description of a situation or an association between variables. One can then make statements about a particular group or population (Tejero, 2011). The study respondents were the sixteen faculty members from the College of Education, Nueva Ecija University of Science and Technology, San Isidro Campus. The researchers used a survey-questionnaire as the instrument in gathering data. These were the Adversity Response Profile (ARP) Quick Take (1997) and the

demographic Profile Questionnaire. The researchers asked the Campus Director to conduct the study and use the faculty members as the participants. Frequencies-Percentage was used to determine the respondents' profile, including their Age, Sex, Civil Status, Educational Attainment, Years of Service, Academic Rank, Monthly Salary, and Adversity Quotient. Qualitative analysis and descriptive statistics were utilized to describe and determine the teacher's Adversity Quotient (AQ). Mean Scores were computed per CO<sub>2</sub>RE dimension (control, origin & ownership, reach, and endurance) of AQ. To arrive at the teacher's AQ, the average or mean score per CO<sub>2</sub>RE dimension was added together.

Table 1. Range of Scores and Equivalent Interpretation for AQ

Score Range	Equivalent
176-200	High
158-175	Above Average
136-157	Average
119-135	Below Average
40-118	Low

Table 2. AQCO<sub>2</sub>RE dimension Score Range and Equivalent

	High	Above	Average	Below	Low
			Average		Average
Control		48 – 50	43 – 47	36 – 42	30-35
Origin /Ownership	50		47- 49	41-46	31-40
Reach	43 – 50		38 – 42	30-37	25-29
Endurance	44 – 50		39 – 43	32-38	26-31

### III. RESULTS AND DISCUSSIONS

#### Part I. Profile of the Respondents

Table 3. Age Distribution of Respondents

Age	Frequency	Percentage
24 below	0	0
25-31 years old	4	25%
32-38 years old	5	31.25%
39-45 years old	2	12.5%
46-52 years old	2	12.5%
53-59 years old	3	18.75%
60-65 years old	0	0
<b>Total</b>	<b>16</b>	<b>100%</b>

Table 3 presents the demographic profile of the respondents in terms of age. Out of 16 respondents, five or 31.25% are 32-38 years old, four or 25% are 25-31 years old, three or 18.75% are 46-52 years old, 2 or 12.2% are 39-45 years, 2 or 12.5% are 46-52 years old. This implies that the most significant number of respondents are 32-38 years old, while the least is below 24 years old and above 60 years old. This implies that most of the respondents are still in their prime years of becoming a teacher. They also possessed the energy of handling adversity in their respective professional domain. However, it is also believed that the more one gets older, the more that one becomes more mature and responsible for what one does.

Table 4. Sex Distribution of Respondents

Sex	Frequency	Percentage
Male	7	43.75%
Female	9	56.25%
<b>Total</b>	<b>16</b>	<b>100</b>

Table 4 presents the gender distribution of the respondents. It shows that out of 16 faculty members, 56.25% or nine (9) of the respondents were female. Studies suggested that various genders have different levels of capacities on how to respond to adversity. When encountering adversity, females have the tendency to

blame themselves, while males tend to focus and concentrate on the outcome of adversity. (Chao-Ying Shen, 2014; Stoltz, 2002)

Table 5. Civil Status of Respondents

Civil Status	Frequency	Percentage
Single	7	43.75%
Married	9	56.25%
Legally Separated	0	0
Widow	0	0
<b>Total</b>	<b>16</b>	<b>100</b>

Table 5 presents the civil status record of the respondents. Seven or 43.75% are single, and nine or 56.25% of the respondents are married. Having a partner to handle adversities may be beneficial. But being single, married, legally separated, or widow has nothing to do with the approach in overcoming adversity. In short, civil status is not related with any circumstances reaching into other areas of life. (Kumar, 2018)

Table 6. Educational Attainment of the Respondents

Educational Attainment	Frequency	Percentage
Bachelor's Degree	0	0
Master's Degree	11	68.75%
Doctorate Degree	5	31.75%
<b>Total</b>	<b>16</b>	<b>100</b>

Table 6 shows that 11 or 68.75% of the respondents are Master's degree holders, and 5 or 31.75% are doctorate holders. It also shows that 100% of the respondents are all Master's degree holders, and 5 or 31.75% had pursued a higher degree after their Master's degree. The finding implies that all the respondents are more than knowledgeable about their current profession. They are also competent intellectually and well-deserving to teach in a higher-level institution such as NEUST-SIC. A master's degree is the minimum standard requirement



for a permanent position in any state university in the Philippines.

Table 7. Years in Service of the Respondents

Years in Service	Frequency	Percentage
01-05	5	31.25
06-10	5	31.25
11-15	1	6.25
16-20	1	6.25
21-25	1	6.25
26-30	2	12.5
31 years and above	1	6.25
Total	16	100

Table 7 reveals that 5 or 31.25 % of the respondents have 1-5 years of teaching experience tied with 6-10 years of teaching experience. It also shows that the majority of the respondents have ten years and below teaching experience. Most of the faculty members of the College of Education in NEUST-SIC are relatively new to the profession. We may say that the longer a faculty member stays in the profession, the more adept he/she is taking care of adversities related to their job.

Table 8. Academic Rank of the Respondents

Academic Rank	Frequency	Percentage
Instructor I-III	8	50%
Assistant Professor I-IV	3	18.75%
Associate Professor I-V	3	18.75%
Professor I-VI	2	12.5%
Total	16	100

Table 8 presents the academic rank of the respondents. The data reveals that eight or 50% are instructors, while the remaining 50% are distributed to higher academic ranks. Three or 18.75% are assistant professors, three or 18.75% are associate professors, and two or 12.5% are professors. According to Bautista (2015), faculty members who have higher academic ranks, such as assistant and associate professors, have become well-versed in strategies and ways to cope with various teaching

complexities. Meaning to say, their ability to be promoted to a higher position reflects their behavior in responding to the challenges they have encountered before achieving such a position or rank. Bautista (2015) also added that these people had put themselves in higher positions through hard work and perseverance.

Table 9. Frequency Distribution of the Respondent's Adversity Quotient as to Control

Adversity Level	Control	
	Frequency	Percentage
High	1	6.25%
Above Average	3	18.75%
Average	7	43.75%
Below Average	4	25%
Low	1	6.25%

Table 9 revealed that in terms of control, majority of the respondents has an average level of adversity quotient, with 43.75%. It indicates that most of the respondents may respond to adverse events at least partially within their control, depending on the event's magnitude. At this level, one can maintain an optimistic viewer perception of the situation even if the challenges seem too big to conquer. This study also implies that an individual with more grip on the case or more control, the more likely they are inclined to do actions that may bring positive results.

Table 10. Frequency Distribution of the Respondent's Adversity Quotient as to Origin and Ownership

Adversity Level	Ownership	
	Frequency	Percentage
High	2	12.5%
Above Average	0	0
Average	3	18.75%
Below Average	8	50%
Low	3	18.75%

Table 10 reveals that in terms of origin/ownership, the majority of the participants have a below-average level of adversity is 50%. It can also be seen that no one registered an above-average level of adversity, but 2 participants registered a high level of adversity quotient in terms of origin/ownership. It could be said that the lower one's adversity quotient on this domain, the more one may view problems as his fault even if they did not cause them and fortunate circumstances as a

product of good luck because of other forces.(Ng, T.2013)  
 The finding implies that most of the respondents may doubt themselves, which may eventually lead to withdrawal on significant hurdles.(Bantang et al., 2013)

Table 11. Frequency Distribution of the Respondent's Adversity Quotient as to Reach

Adversity Level	Reach	
	Frequency	Percentage
High	2	12.5%
Above Average	3	18.75%
Average	8	50%
Below Average	0	0
Low	3	18.75%

Regarding reach, the respondents have also average level of adversity quotient with 50% while 18.75 respondents have a low level of adversity quotient. This finding reveals that most of them have a moderate capacity to give full attention and energy to other areas not affected by the adversities. Persons with an average level of adversity quotient to reach may respond to adversities as pointing to a particular situation that may not necessarily affect other areas of their life. Although the result is average, there is still a tendency for the respondents to catastrophize an event, thus making bad events more far-reaching, when it is not that bad in reality.

Table 12. Frequency Distribution of the Respondent's Adversity Quotient as to Endurance

Adversity Level	Endurance	
	Frequency	Percentage
High	4	25%
Above Average	4	25%
Average	6	37.5%
Below Average	0	0
Low	2	12.5%

The table shows that 37.5% of the respondents have an average level of adversity in terms of endurance, and no one is registered below-average level. This suggests that most participants have a moderate capacity to exhibit tenacity and perseverance, even when the situation is uncertain. They remain hopeful that the adversities will eventually pass away. It can also be noted from the table that a quarter of the respondents registered "Above Average" and "High" in terms of endurance. This indicates

that 50% of the NEUST-SIC College of Education faculty members may perceive adversity as temporary.

Table 13. Overall Frequency Distribution of the Respondent's Adversity Quotient

Adversity Level	Overall	
	Frequency	Percentage
High	2	12.5%
Above Average	3	18.75%
Average	7	43.75%
Below Average	2	12.5%
Low	2	12.5%

Most importantly, as can be gleaned from Table 13, the participants' over-all adversity quotient falls on the average range. This implies that most faculty members can control and deal with adverse situations they encounter in their lives. In responding to adversity, the respondents are considered optimists. They see adversity and problems as challenges, see problems as temporary, limited, and external to themselves, do not internalize issues, and have a 'This too shall pass' philosophy.' (Ferrer, 2009; Bautista, et.al,2012) In terms of the over-all Adversity Quotient Level, the faculty of the College of Education NEUST-SIC belongs to an average range. This finding implies that the faculty members possessed a balanced outlook in life in perceiving adversities.

#### IV. CONCLUSIONS

1. Majority of the respondents were married, female, Master's degree holders, and have served the university as an instructor for five to ten years.
2. In terms of Control, Reach, and Endurance, the faculty of education of NEUST San Isidro Campus is within the average range. However, in terms of ownership, they are below average.
3. The faculty of College of Education of NEUST San Isidro Campus overall have an average Adversity Quotient level.

#### V. RECOMMENDATIONS

1. It is recommended that the majority of the faculty of education pursue doctorate degrees to gain more skills in handling adversities.
2. An intervention program in the form of seminars and training is also recommended for faculty members to make

them more resilient and competent university members.

3. Future researchers may broaden the scope and apply this research to the other members of the faculty of other colleges in NEUST.

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# Technology- A Firm Foundation for Entrepreneurship

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**Abstract**— *A high quality education and an innovative idea impart support to entrepreneurs. However, a technically supported business can have a global impact and thrive in the growing competition.*

*Today, due to globalization the trends of business have changed. A touch of technology in business accelerates the success. Our education today provides excellent experience and a congenial platform for learners to take their learning beyond books and employment. In addition to this progress, the millennials possess passion and energy required for entrepreneurship. The integration of the right education and enthusiasm from learners forms a pillar for entrepreneurship. However, this pillar cannot be strong enough if it is not based on the right technology suited for the business. Hence, we have been witnessing the collapse of small businesses managed by the people who are ignorant of the industry vertical. This paper focuses on the integration of technology and modern educational background that can form a firm basis for entrepreneurs. The role of AI, ML and Blockchain can bring a cornucopia of benefits for the neophytes in the business domain. This survey focuses on three different respondents who adopted technology to save their business from collapsing. This paper also provides a solution for revolutionizing and propelling the ecosystem of the startup companies. This will improve the cost of operation and fetch high revenue.*

**Keywords**— *Business Vertical, Ecosystem, Entrepreneurship, Sustainability, Technology.*

## I. INTRODUCTION

Entrepreneurs are the brave hearts; they are constantly looking at improving their efficiency of operations by being willing to adopt new technologies, and they hope to be recognized someday in their journey toward being successful in establishing a company. This paper focuses on how entrepreneurs across an industry vertical have journeyed to adopt emerging technologies like Artificial intelligence (AI), and Blockchain to stay ahead of the competition and hope to bring returns on their investment in the near future. These technologies although relatively new, have gained immense popularity at an exponential pace. According to Gartner reports<sup>1</sup>, AI and Blockchain are among the top 10 strategic technology adoptions for the coming years as illustrated in Figure 1. Competitive businesses are actively investing in latest technologies to deliver great customer service. This

paper discusses how three entrepreneurs, respondent of a survey, chose to adopt technical tools and save their business from becoming obsolete. Adopting technology has helped the three entrepreneurial firms to improve their efficiency of operations, and revenue over a period.

### 1.1 Statement of the Problem

Entrepreneurs, though educated, are unaware of the appropriate technology that can enhance their business by addressing the challenges. The mentioned technologies can be adopted for future projects.

## II. OBJECTIVES OF THE STUDY

- To create awareness on the fact that adopting the appropriate use of technology can sustain a business.

- To highlight the fact that, as finance can be a challenge, it is possible for entrepreneurs to take nimble steps when adopting technology in their business.



Fig. 1: Top 10 strategic technology trends in 2020

Source: Gartner [2]

### III. TECHNOLOGY ADOPTION CASE STUDIES

Entrepreneur A, chose to adopt technology and reboot the company

#### 3.1 Artificial Intelligence Applications

##### 3.1.1 Grammarly AI Application

The startup company established by Entrepreneur A, focused on Mobile and Cloud application development and services business. An interview with the entrepreneur revealed that the company faced challenges due to the inadequate communication skills of the employees. The fresh engineering graduates from tier 3 and 4 colleges, had a strong influence of their native language. These employees had a command over technical skills but lacked effective business English communication skills.

The company lost valuable time in understanding the communiqué of these employees as they used improper English grammar and incomplete sentences which made it hard for the management to understand project documents and emails. This led to miscommunication and losing of valuable clients. Missing project deadlines meant that the productivity of the company was hampered.

The issue related to communication skills could not be ignored and became more important as there was a need

to communicate clearly and effectively with company management and clients overseas. Additional expense and time spent on providing employees with a workshop would be futile for a startup. An Artificial Intelligence online tool explored to improve the effectiveness of communication between the management and the employee, proved to be conducive. Funds and Resources are a cause of concern for startups. Therefore, the firms highlighted here, took nimble steps to gain access to the appropriate technology.

An AI tool called “Grammarly”, which is an online application powered by Machine learning algorithms recognizes stylistic and semantic errors, wrong sentence structure, and other nuanced language features [1]. The content generated can be uploaded to “Grammarly” which is hosted in the public cloud to analyze and make suggestions for corrections. The freemium service was chosen by the company initially to get a feel for the AI tool. The tool proved to be simple and effective to produce documents with almost no grammatical errors. This saved the company time and energy to focus on new initiatives. In addition to this, it instilled confidence in the employees to correspond directly with clients. Better communication fetched better results.

The employees benefit to a great extent from this tool as AI analyzes each sentence and provides options to improve the sentence, whether it’s correcting a verb tense, offering a clearer sentence structure or suggesting a stronger synonym. “Grammarly” also provides contextual awareness, needed for the company’s progress.

The management of the startup company also decided to try the premium service of “Grammarly” for a limited time to help with plagiarism checking for the creation of technical documents, white papers and product collaterals. “Grammarly” saved the company several weeks of time on mundane tasks of checking email and documents, which play a very important role when communicating with external clients.

##### 3.1.2 Tetra AI Application

Another challenge that Entrepreneur A faced was the sales and marketing of the company products done over the telephone to rope in new clients. Employees faced difficulty in speaking and writing simultaneously over the phone and left out important details. An APP called “Tetra” helped ease this stress. “Tetra” recorded notes during the conversation and presented it in the written form for reference. The notes available could be shared later with the

management. A sample illustration is shown below in Figure 2.

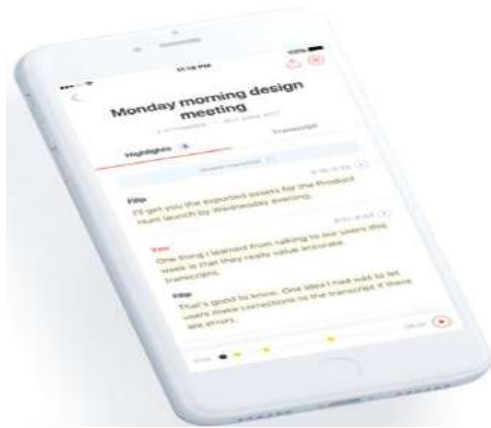


Fig. 2: Tetra audio to text capture  
 Source: Tetra

As illustrated in Figure 3, the company initially spent almost 20% of their time in fixing communication gaps, but as time progressed the percentage of time dropped to about 5% in a span of six months. This translates to substantial savings for the company.

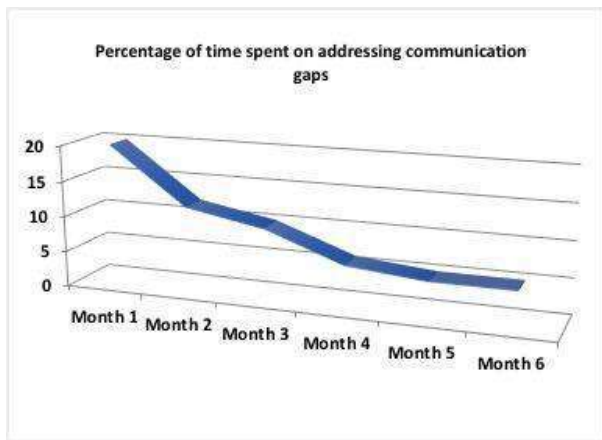


Fig. 3: Cost reduction using AI tools – Grammarly and Tetra

### 3.1.3. Eurabot AI application- Maximizing growth through technology

Entrepreneur B, the second startup company is in fine dining restaurant business focused on Italian cuisines and is currently profitable. During weekends and lunch hours the seating being limited, led to long wait hours for customers that was agonizing. This in turn led to negative customer reviews. The management explored AI tools, which reduces

the need for interaction with the management staff during wait times. The trend as per Gartner reports, speaks about the growing need for less human interaction to increase customer satisfaction. This is taken care by “Chatbots” which is a computer application powered by artificial intelligence to communicate with humans.

One such intelligent “Chatbot” developed by a local IT company for the restaurant named, “Eurabot” and is supported on Android devices. “Eurabot” requires Internet connectivity and communicates with the web application hosted in the cloud. This is developed specifically for the restaurant needs.

Technology has indeed provided a stable form for business. Customers waiting to be seated have the option of using the “Eurabot” running on an Android tablet to answer questions on a variety of commonly asked questions, which the AI system in the cloud is trained to perform. Some of the sample features provided are: the customer’s choice of cuisine which is suggestive based on variety of dishes and options that pop up matching with the customer’s choice. For example, if a customer selects Pasta, Salads or Pizza, the application gives options like - Veg or Non-Veg, Spicy or Mild. Each category has sub menu items, like if Pasta is chosen, the type and the sauce requirement is suggested. A suggestive drink to go along with the main course is also recommended such as Wine, Beer, Juices, and Mocktails. Suggestive side dishes to be selected from Breads and Salads are prompted. In other words, the prompted options make it easier for the customer to place an order without raking the brains and wasting the time on placing orders.

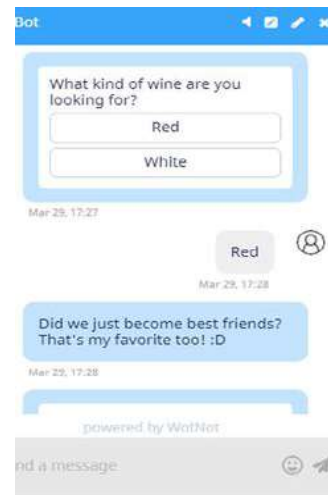


Fig.4: Sample screenshots of the Chatbot  
 Source: dailyhunt

The customer can place the order as shown in Figure 4, during the wait time using the “Eurabot”. The phone number of the customer is recorded to make intelligent suggestions based on the past and other statistical information gathered over time.

The company saved on labor costs and time using the “Eurabot”, and the application provided an insight to the management on the ordering statistics. The Analytics tool provided on the web application gave a deep dive into the patterns and time of day information. For example, the management could know the most popular Veg and Non-Veg dish ordered on the weekends.

The above analytics coupled with the fact that the customer could get what he required using the “Eurabot” with minimum or no human intervention lead to improved customer satisfaction and higher revenues as illustrated in Figure 5.



Fig.5: Cost reduction and revenue increase at restaurant

#### IV. BLOCKCHAIN APPLICATIONS

##### 4.1.1 SynchroLife application- Gaining a competitive edge

The restaurant startup run by Entrepreneur B, expanded their operations to Sri Lanka due to Sri Lanka’s cheap labor costs and international presence. A franchisee in Colombo suburb, attracts a number of foreign tourist visitors. Since Blockchain cryptocurrency set up in Sri Lanka has no regulations, the application adopted, rewards clients based on their feedback by using the latest technologies such as AI and Blockchain. The restaurant avails the hottest Blockchain app called “SynchroLife”. This application is provided to customers on Android and iOS platforms.

The social restaurant review platform offers Blockchain based token rewards to customers for high

quality reviews of restaurants. Clients receive “SynchroCoin” tokens for restaurant surveys, food and restaurant photographs that they share on the portal [3].

“SynchroLife” tokens as illustrated in Figure 6, are used to remunerate food, purchase computerized restaurant coupons, pay for suppers at partnered restaurants, and pay for advertising within the platform. Because of its decentralization, “SynchroLife” effortlessly stays aware of changing information regarding restaurants, including new restaurants opening and old ones closing.

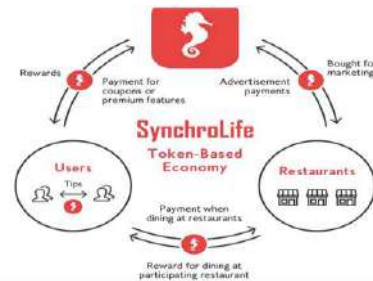


Fig.6: SynchroLife Cycle

source: SynchroLife

The token-based economy keeps commentators compensated when they make a meaningful contribution to the platform. This places, an incentive on every individual’s input and furthermore urges him to continue sharing exact, dependable information in addition to original substance. With the token-based economy, clients are urged to continue using the platform and enable it to develop. This has helped the restaurant stay above technology and envision a manifold growth. Artificial Intelligence customizes individual needs and displays the suggestions. Rewards and tokens for participation, provides customers an opportunity to stay connected with the business [3].

#### V. ENGO AI APPLICATION

Entrepreneur C, the third startup runs a retail store specializing in Stationary supplies for office and schools, Xerox services and other miscellaneous transactions. The startup located in the prime vicinity of schools and shopping remains swamped with customers during the peak hours. Increasing the workforce would mean an additional cost and facing daunting challenges in retaining the workforce. The company in two years had not broken even. The power of technology provided a firm base.

The entrepreneur came across an idea of developing a simple e-commerce website with **chat-bot-web** widget integration. An Intelligent “Chatbot” suitable for the Indian retail market was identified. The “Chatbot” is made available on their retail website for customers to interact, find their needs and place their orders.

The company used retail “Chatbot” called “engo”, as it does not require any app installation on the mobile device, and saves clutter on the mobile device. The “engo” responsive web application is hosted in the cloud, and can be accessed from any mobile device. Customers were shown how to look up and ask questions to “engo” and also place order online to pick up later at the store. Xerox information can be placed using “engo”, such as number of copies, double-sided or single-side, collated, stapled etc. and time of pick up. Customers can share their purchase of products and experiences with other friends using social sharing features. This technology has helped the retail store gain more business as customers prefer picking their orders at their convenience.

The company’s revenue increased steadily over a period of six months, as well as the customer satisfaction, which is a key indicator for growth as illustrated in Figure 7.



Fig.7: Revenues over six month period

## VI. RESULTS

From this study, we can state that technology forms a firm foundation for a stable business:

Based on the findings, it can be suggested that an AI Platform be developed to connect entrepreneurs with the technology specialist to address the challenges. Entrepreneurs can also get to know what technology fits their requirements from the experience of other entrepreneurs signed up with the AI Platform. Engineering students can sign up on the AI platform and mention their skill sets. AI platform will identify students possessing niche

skills that entrepreneurs are looking for. This way, the entrepreneurs who are not financially stable can get the support of technology in a cost effective way and also help the students attain visibility and recognition.

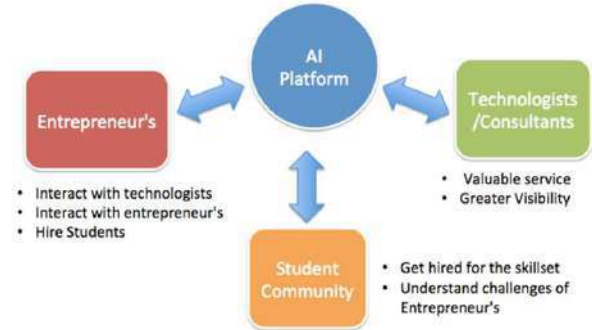


Fig.8: AI Platform for collaboration of students, consultants and Entrepreneurs

## VII. CONCLUSION

Entrepreneurs agree to the fact that Artificial Intelligence and Blockchain concord significant returns on investment by improving customer satisfaction and hence sustaining the business. These technologies provide quality customer service, engagement and satisfaction. The popularity of the technical tools has grown rapidly as customers find it convenient to use it anytime and anywhere. From the data provided, it is evident that the entrepreneurs can sustain their business even in terse conditions, with the timely and appropriate choice of technology. Awareness and knowledge of the technical tools and its advantage provided tremendous support to entrepreneurs. With the use of simple applications like Grammarly, Chatbot and SynchroLife, the entrepreneurs could save their business that was on the verge of being fading.

To conclude, it can be said that an entrepreneur can take his business to the zenith by gaining education on management skills, amalgamated with technology.

## VIII. LITERATURE REVIEW

‘The Upstairs’ by Brad Stone [4], the internet and research journals on entrepreneurship kindled the idea of sustainability in the field of entrepreneurship. The respondents of the survey strengthened the findings and gave momentum to the development of this content.



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# Face Cover: It is Time to upgrade our Masks

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**Abstract**— *The planet Earth is currently facing one of its most critical crises over the history in form of COVID-19 Pandemic. Around the globe, almost every nation is penetrated by Coronavirus and the number of patients is increasing day by day. Along with time, the lockdowns are going on in each nation and their durations are not in condition of limiting. In education and various other sectors, it is being advised to run activities on digital platform but there are limitations on this platform regarding its capacity and its reach. In order to resume classes in schools and other educational institutes, (whenever the situation will permit this) the boundaries of social distancing are going to be very difficult to be maintained. The face cover seems to be one of the solutions for such situations. Only function of this face cover is to avoid direct touch of hands to the face strictly at all conditions. At the same time, it will contain the respiratory particulates of the wearer inside so that if someone is infected, the outbreak will be avoided. This face cover is capable of covering wearer's hair, mouth, nose and eyes and hence, it provides extensive safety to person from infection hazards. It is also equipped with the provision near mouth for opening so that the food and beverage consumption can be easily performed without removing the whole cover. Thus, the probability of infection can be reduced with such extensive protection and the world can proceed towards unlocking the environment.*

**Keywords**— *COVID-19, Coronavirus, Face mask, Lockdown, Social Distancing.*

## I. INTRODUCTION

As the COVID-19 situations are moving forward, the number of patients is rising exponentially and it is getting crucial to control the spread of Coronavirus. Worldwide healthcare systems are busy in providing care to infected people and their capacity is constraining them to take efforts towards controlling the spread of the virus. Community-wide mask wearing may contribute to the control of COVID-19 by reducing the amount of emission of infected saliva and respiratory droplets from individuals with subclinical or mild COVID-19 (Cheng V. C., Wong S., Chuang V., Yung-Chun So S., Chen J. H., Sridhar S., Kai-Wang To K., Chan J. F., Hung I. F., Ho P. & Yuen K, 2020). Hence each and every nation's population is trying to control the spread by wearing the masks which cover mouth and nose but apparently, the spread is not being restricted by this measure in expected margin. Due to this, there is reluctance to wear mask in various nations and different reasons are given to avoid wearing the mask. Such reasons vary from masks complement the spread to wearing a mask is somewhat symbolic. Wearing a mask is

not an act of selfishness and should be promoted as an act of solidarity. Hence using masks has to be obligated throughout the world. Apart from masks, people are using hand sanitizers, washing their hands frequently, and still the rise in number of patients observed is exponential. Physical distancing of at least 1 m is strongly associated with protection, but distances of up to 2 m might be more effective (Chu D. K., Akl E. A., Duda S., Solo K., Yaacoub S. & Schünemann H. J, 2020). Considering all these factors, the opening of educational institutes cannot happen in the near future. On the other hand, educational institutes are about to lose patience and are waiting to obtain the permits to start the classes as the flow of teaching will be hampered if the classes delay. Though, it will be extremely hazardous to restart classes until the situation is not under control. Because social distancing is not at all going to be maintained once the educational institutes start functioning. Students will be exposed to the threat of infection which will result in immeasurable loss which cannot be imagined. To overcome such situation, schools and colleges are planning to divide the classes and increase the daily periods so as to achieve social

distancing. Online classes are the new measure preferred nowadays by a variety of colleges.

As it is made clear by WHO, current evidence suggests that COVID-19 spreads between people through direct, indirect (through contaminated objects or surfaces), or close contact with infected people via mouth and nose secretions. These include saliva, respiratory secretions or secretion droplets. In other words, there are one of the two possibilities of a healthy person getting infected:

1. If infected person's respiratory particulates are inhaled by healthy person.
2. If landed respiratory particulates reach healthy person's hands and then to the face.

The masks currently being used overcome first possibility completely i.e. they contain respiratory particulates of every person and hence they avoid further transmission of the virus. The masks are to be washed and the hands are to be sanitized or washed frequently in order to achieve full effect over spread of the virus. As not every single person is following these measures, such rise of patients is observed. On the other hand, masks are not at all effective over the restrictions of touching the face frequently and naturally, people tend to touch their faces and hair for various reasons including itching. Hence, it is important to completely restrict the touching of face in order to avoid more infections. As the number of affected persons is rising day by day, the virus is predicted to mutate while accommodating human immunity. Hence it is very much crucial to stop the spread of Coronavirus in order to contain its widespread effects with respect to time horizon.

## II. METHODOLOGY

A face cover made up of thick fabric can provide the solution to above mentioned problem. This cover will not only contain the respiratory particulates, but it will also avoid the touching to face completely. The cover is equipped with transparent yet thick plastics/rubber in position of eyes for the provision of seeing. This cover is locked at the back of the head using Velcro tapes or push buttons and this cover will be locked at all times when a person will be outside. This cover also has a provision in front for opening to allow food consumption but that will also be sealed by Velcro tapes or buttons at any other point of time. As it is obvious that a person will not eat without washing his hands carefully, the opening of this cover for that short duration of time will be safe. Even at the time of opening of this cover for consumption of food, its sanitization can be done externally so as to kill externally

landed virus before touching the cover. Also, it will be advised to wash this cover every day so as to avoid infection even if the virus is landed on this cover from outside.

It is understandable that the cover is very much unconventional to use & a design such as this has never come up while fighting the viral infections & hence the rooting of this concept in the market will be quite unorthodox but in order to get all-around protection, there is no other alternative in vision in near future. The anxiety is increasing on one side whereas the social-distancing is being vital while stopping the spread & thus in order to be completely sure that in any case, the infection is avoided, the use of this cover is inevitable in near future. It can be also be taken as a social responsibility or initiative while rooting this cover into daily usage as the comfort & safety in associated with this cover has no comparison with the masks currently being used. One more important aspect of this cover is that people nowadays do not use masks as a compulsion which is also resulting into more & more infections but with the use of this cover, there are no escapes from fully covering the important areas. This cover either is wore completely or it is not, there is no other way to it.

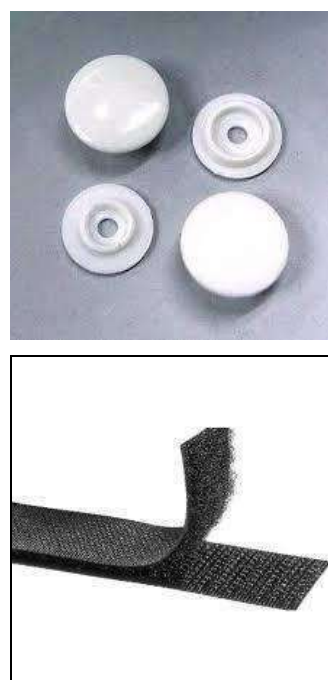


Fig.1: Push Buttons and Velcro tape

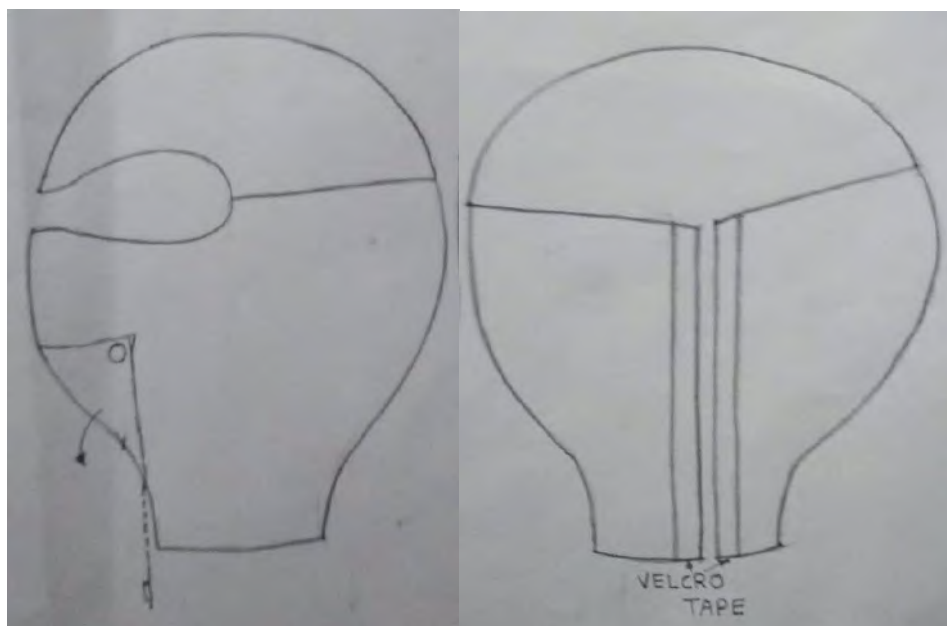
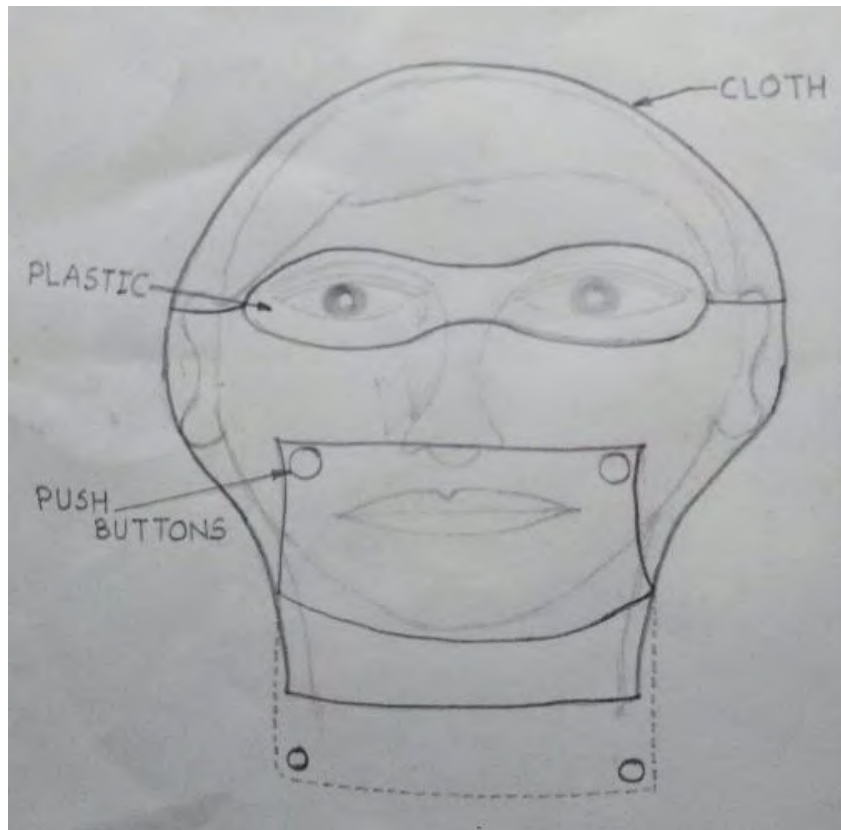


Fig.2: Face Cover

Procedure to use Face Cover:

1. While going outside, wear the face cover and lock up with the Velcro tapes.
2. As it will cover the whole face and head, touching at any point of time won't be a threat of infection.
3. Whenever the face cover is to be removed, the outer surface has to be sanitized thoroughly in order to avoid infection. There are high chances of the virus lingering on the outer surface.

4. At the time of food or beverage consumption, the provision at front should be opened but it again has to be carefully sanitized before opening.
5. Strictly after each day, this cover should be washed gently with sanitization so as to completely avoid the contact with Coronavirus.

In such manner, the face cover provides a solution over the problem of increasing positive cases even after the use of masks. Nowadays various face shields are in the market which are made up of plastic (ABS) and they cover the

face from front. But the problem with such shields is they are stiff and even after using them, the user is not restricted from touching his face or hair. Landing the virus over hair is also one of the causes of infection and hence, covering of head is equally important which is not achieved by the face shield. Overall comparison of face cover and various PPEs currently available is illustrated in table 1.

Table 1: Comparison of Face Cover with available alternatives

Parameter	Face mask	Face shield	Face shield + Face mask + Cotton cap	Face Cover
Protecting mouth, nose	√	√	√	√
Protecting eyes	×	√	√	√
Containing the virus	√	×	√	√
Avoiding touch to any part of face, hair	×	×	√	√
Avoiding inhalation of droplets (Fomites)	√	√	√	√
Protecting Hair	×	×	√	√
Provision to allow food and beverage consumption without removal	×	×	×	√

Thus, it can be clearly observed that the face cover can provide overall protection to the face, hair and it can avoid the infection to a greater extent relatively. This cover has to be cleansed by sanitizer every single day, similar to any other mask or equipment under use. At the time of lunch as well, this cover should be sprayed using sanitizer externally before opening the provision provided for eating. One of major perks of this cover is it is washable and hence reusable. Only care is to be taken while washing that the push buttons are to be handled gently.

### III. CONCLUSION

The face cover is capable of avoiding any kind of touch to face, mouth, nose, eyes and hair as it covers all of these organs all the time. It discontinues the travel of Coronavirus from hands to the face and thus provides protection with consistency. It can be used after trials to reopen educational institutes and all the other firms as it is capable of containing the spread of virus. If this cover is used with all precautions of timely sanitization, social distancing upto 2m can be waived of by a small extent and this will emancipate the world from constraints of lockdowns. Regular function of various organizations can revert due to decrement in spread of Coronavirus and this

can be achieved only through explicit testing of this test cover.

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# Investigation and analysis on the current situation of English translation of the three Kingdoms Cultural attractions in Jingchu Area, China

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**Abstract**— *With the increasing promotion of reform and opening-up as well as the globalization, there are an ever-increasing number of tourists coming to China for sightseeing. And the rapid development of tourism industry makes a further study for scenic spots translation become a must. In all Chinese places and regions, the Jingchu area, mainly covering Hubei, Hunan and Sichuan province in China, is an important cradle of Three Kingdoms Culture. However, the quality of translation in related spots is uneven and many translation problems are not rare. This research, guided by the Skopostheorie and communicative translation, probes deeply into the current translation situation and translation problems of the Three Kingdoms Cultural Attractions in Jingchu area in China. Then, based on the investigation, the influential factors in translation are analyzed and some strategies to improve translation are given in order to modify the translated versions and promote the cultural communication.*

**Keywords**— *translation of scenic spots; Three Kingdoms Culture; skopostheorie; communicative translation.*

## I. INTRODUCTION

The brilliant and unique Chinese civilization has attracted numerous overseas tourists every year who plan to experience its cultural characteristics. In China, “Three Kingdoms Culture” is a unique cultural phenomenon, which has a broad and profound effect upon Chinese people’s cultural life. Three Kingdoms Period(220-280) refers to the time between the late Eastern Han Dynasty and Jin Dynasty. And the Three Kingdoms Culture in Jingchu area mainly refers to the summation of the material wealth and spiritual wealth created by Chu people or Jingchu community in the process of social and

historical development based on the historical facts of the Three Kingdoms and relevant historical culture.

As one of the important cradles of culture of Three Kingdoms, Jingchu area (mainly covers Hubei, Hunan and Sichuan province in China) has affluent tourism resources. However, at present, a lot of problems exist in the translation of scenic spots of Three Kingdoms in Jingchu area. So it is of great significance to modify the translation in the relevant scenic spots and improve the international image.

From the perspective of skopostheorie and

communicative translation, this research analyzes the current translation situation and translation problems of the Three Kingdoms Cultural Attractions in Jingchuarea in China. After completing analysis, influential factors and some translation strategies are explored for the modified versions and cultural exchanges around the world.

## **II. THEORETICAL FRAMEWORK AND RESEARCH METHODS**

### **2.1 Theories for This Study**

#### **2.1.1 Peter Newmark's Communicative Translation**

Peter Newmark (1981), a famous British translation theorist, put forward two methods of translation, namely communicative translation and semantic translation. Communicative translation focuses mainly on the understanding and response of the target language readers and attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original. In other words, as Shuttleworth and Cowie (1997:21) claimed, communicative is generally oriented towards the needs of the target language reader or recipient. A translator who is translating communicatively will treat source text as a message rather than a mere string of linguistic units, and will be concerned to preserve source text's original function and to reproduce its effect on the new audience.

Semantic translation just explains the meaning of the original on the basis of the source language culture to help target-language recipients understand the discourse. Compared with literal translation, it pays more attention to the source language, context and the aesthetic value of the original, and it strives to keep the grammatical and syntactic features. In the translation practice, semantic translation and communicative translation both play its important role and will collaborate with each other.

#### **2.1.2 Hans Vermeer's Skopostheorie**

The skopostheorie gets its name from the Greek word "skopos" which means "purpose". It tries to liberate translation from the confinement of the source text. Skopostheorie was developed by Hans Vermeer in the late of 1970s. Later, he points out that one of the most important factors that decides the purpose of translation is

the audience, the target language receptors. Thus, translation is the discourse produced by a certain purpose and its target audience in the target language conditions.

Vermeer (1984) puts forward three rules of translation: the skopos rule, coherence rule and fidelity rule. The priority is the skopos rule. In his opinion, the skopos rule is that human action (and its subcategory translation) is determined by its purposes (skopos), and therefore it is a function of its purpose. Coherence rule, the second rule, also named consistence in discourse, means that the version must be understood by the readers and meaningful in the target language and its communicative environment. And the third rule is fidelity rule named inter-textual consistence. It means that there should be coherence between the source text and the translated text. In other words, the translation is faithful to the original. These three rules are not separated from each other. Instead, they have a strong link.

### **2.2 Research Methods**

Field investigation and case study are the main research methods of this study. Under the two methods, Gu Long Zhong in Xiangyang city and Three Kingdoms Red Cliff Ancient Battlefield in Chibi city are chosen as main research sites. And the English introductions to the two cultural spots and public signs there are mainly discussed.

## **III. CLASSIFICATION OF PROBLEMS IN THREE KINGDOMS CULTURAL SCENIC SPOTS.**

### **3.1 Overview of Translation of Scenic Spots**

Tourism translation serves for tourism activity, tourism major and tourism industry. The purpose of tourism translation is to give foreign tourists introductions to the spots or some instructions in the target language. It is all-inclusive, including scenic spots and historical sites, local conditions and customs, constructions, public signs and so on, which is decided by the feature of this industry.

Generally speaking, tourist resources can be divided into three categories. The first category is natural tourist resources, such as physiographic landscape, waters landscape, vegetation, and wide animal. The second one is

humanistic tourist resources, such as historical sites, places of entertainment, festival celebrations. The third one is invisible tourist resources, such as, social system, ideology, lifestyle, education, etc. (Chen Gang, 2004).

Based on the above analysis, it is easy to find that tourist resources and tourism translation are all-embracing. Tourism translation includes all translation of the scenic spots, tourist activities. Obviously, the purpose of Chinese tourist materials is to build a bridge for the cross-language communication, attract more foreign visitors, and advertise Chinese value and culture. It decides that the principle of tourism translation is regarding the spread of Chinese culture as the orientation and viewing the expected function of translation as the focus.

### 3.2 Current Translation Situation of Three Kingdoms Cultural Scenic Spots in Jingchu area

According to the tourism map of Jingchu area, it can

be seen that the Three Kingdoms cultural scenic spots are concentrated in the Yangtze River stream line. In terms of prefecture-level cities in China, there are about 35 spots including Xiling Gorge, Tiger Pavilion and Huangling temple in Yichang city; there are Guan Ling, Huima slope, Zhou Cang tomb, Putra bridge, Madison site, Mi Cheng ruins, Changban slope and Yuquan Mt. in Dangyang city; there are Jingzhou ancient city, the Three Kingdoms park, Spring and Autumn pagodas, Huarong trail, Honghu scenic spot, Guandi Temple and Xiulin Mt. in Jingzhou city; Chibi ancient battlefield, Huanggai river, Lu Xun camps in Xianning city; Yellow Crane Tower, and worship altar in Wuhan city; the ruins of Wu Wang Cheng, west mountain spot, Xizhai mountain scenic area, Wunao mountain scenic area and Lingquan park in Ezhou city; Xiangyang ancient city and Gu Long Zhong in Xiangyang city. Among all translation of these spots, the translation situation is present in the following chart.

*Chart 1: current translation situation*

	Translated	Omitted	Mistranslated
Public Signs	75%	8%	17%
Brochure	80%	5%	15%
Scenic Spot Introduction	65%	10%	25%
Webpage Introduction	70%	18%	12%
Promotional Video	63%	26%	16%
Advertisement	55%	35%	20%

Under the fieldwork and literature induction, the author chooses Gu Long Zhong in Xiangyang city and Three Kingdoms Red Cliff Ancient Battlefield in Chibi city as main research sites to do the case study. The English translation of the introductions to the two cultural spots and public signs there are mainly discussed.

### 3.3 Classification of Problems

By the collection and analysis of the data, it is found that those English versions are not satisfactory and there are various kinds of existing problems. From the perspective of research, these translation problems can be

categorized into two parts: the part of linguistic level and the part of cultural level. Besides, many other distinctive problems are also discussed.

#### 3.3.1 Linguistic Level

Nord (2001) once stated that the differences in structure between two languages, especially in lexis and sentence structure, can cause some translation problems occurring in every translation that involves this pair of languages, no matter which of the two serves as source language and which serves as target language. According to this, followed are the problems seen from the linguistic



approaches.

### (1) Vocabulary

From this perspective, translation problems can also be divided into two aspects: mistakes in translation of proper name and mistakes in the choice of words. The author will use some examples to analyze one by one.

a) There are plenty of mistakes in translation of proper name. An appropriate name means the name of certain places.

Example (1):

草庐

Caolu

In the target language, “草庐” has the certain versions such as “hut” (referring to a small and crude shelter) or “thatched cottage” (referring to the craft of building a roof with dry vegetation such as straw, water reed, layering the vegetation so as to shed water away from the inner roof). But the version in the scenic spot just uses the Pinyin which may bring confusion to the foreigners.

Example (2) :

隆中书院始建于五代天福年间，被称为“武灵王学业堂”。元代末年，广德寺书院迁到隆中，始称隆中书院。

Longzhong Academy was built in Tianfu years of Yuan dynasty and was named as “Wu Ling Wang academic hall”. At the end of Yuan dynasty, GuangDesi academy was moved to Longzhong, and then it was called Longzhong academy.

In this example, “武灵王学业堂” is translated as “Wu Ling Wang academic hall” and “广德寺” is translated as “GuangDesi”. Actually, when translating the name of places, it is the common practice that to combine the transliteration with literal translation. For example, “Mt. Lofty Ranges” should be translated as “罗夫迪岭山”. Thus, “武灵王学业堂” is supposed to be translated as “Hall of King Wuling” and the version of “广德寺” should be “Guangde Temple”.

b) In some conditions, many English words alike, but they actually are very different. Even with the same Chinese meaning, there are still lots of detailed

distinctions.

Example (3) :

元代末年

At the end of Yuan dynasty

This version mixes “dynast” with “dynasty”. The two words look similar, but the meaning differs from each other. “Dynast” means a hereditary ruler, while “dynasty” refers to a series of rulers of a country who all belong to the same family or to a period of years during which members of a particular family rule a country.

### (2) Grammar

English grammar is a series of systematic language principles after the targeted research on this language. And there are lots of grammar rules in English which can cause some mistakes when translating.

Example (4) :

桂花清可绝尘，浓能远溢，堪称一绝。

The fragrance of osmanthus flowers is so refreshing that it make people forget about the material world and so thick that it spreads miles away.

English grammar requires that if the subject is singular, the predicate verb should be in singular form; if the subject is plural, the predicate verb should be plural. Thus, “it make people forget” should be corrected as “it makes people forget”.

### (3) Syntactic Level

After discussing C-E translation problems occurring in vocabulary and grammar, the author would turn to the syntax and analyze these various problems. Usually, short sentences and four-character phrases with more commas are used in written Chinese. In contrast, long sentences with less commas are used in written English. Besides, more conjunction words are applied in English to express the logic relation between those sentences.

Example (5) :

桂花：木犀科木犀属。常绿灌木或小乔木，园艺品种繁多，最具代表性的有金桂、银桂、丹桂、月桂等。

Osmanthus: osmanthus family, osmanthus. Evergreen shrubs or small trees, there are various garden categories, typically including orange osmanthus, sliver osmanthus,

osmanthusfragrans, laurusbobilla and etc.

The Chinese syntactical structure often reflects the feature of people's thinking way and the distinctive feature of parataxis. Thus the translators are supposed to grasp the general ideas, find out the logic relation and then reconstruct these sentences.

This version expresses the complete content of the original, but its structure may confuse the foreign tourists. "常绿灌木或小乔木" describes the nature of osmanthus in the original text, but the version connects it with the following words, which does not conform to the usage of English syntax and confusing in meaning. As a result, it may be translated like this:

"Osmanthus: osmanthus family, osmanthus, and evergreen shrubs or small trees. There are various garden categories, typically including orange osmanthus, sliver osmanthus, osmanthusfragrans, laurusbobilla and etc."

### 3.3.2 Cultural Level

The tourist spots, especially those with long history, are generally connected with its culture and these introductions must contain some cultural factors more or less. Those cultural factors may be a tough barrier for cross-language translators.

Example (6) :

抱膝亭

Holding Knees Pavilion

"抱膝亭" is the place with a big stone on which, Zhuge Liang sat and sang the ditty "Songs of Father Liang" when living in Longzhong. And it is established to remind people of the situation that Zhuge Liang sang the song here holding his knees. But this version just uses the equivalent words in English. It cannot express the contained meaning and may bring difficulty to foreigners' understanding. Consequently, the correct version may be "Baoxi Pavilion".

Example (7) :

雷锋服务岗

Lei Feng service post

In Chinese culture, when people mention Lei Feng, the spirit of selfless contribution must rise in mind. And

this word is always used to refer to volunteer and service. But for foreigners, this version is not very clear and accurate. Maybe it can be translated as "Information&Service" which is more acceptable for them.

### 3.3.3 Other Problems

#### (1) Omission

Example (8) :

三顾堂是刘备三顾茅庐、诸葛亮作隆中对策的纪念堂。该堂是清朝康熙五十八年（公元 1719 年）郧襄观察使赵宏恩在原址上重建的四合院式建筑。其内之大殿，诸葛亮与刘备隆中晤对的塑像栩栩如生，连接大殿两侧的回廊镶嵌着历代碑刻石碣。其外，矗立着三棵参天古柏，相传此即刘关张三顾茅庐时拴马之柏。

Three Visits Hall was built to memorize Liu Bei's three visits to the thatched cottage (Zhuge Liang's house) and Zhuge Liang's Longzhong Strategy. It is a courtyard-style building reconstructed by Yunxiang Military Governor Zhao Hong'en on its original location in Kangxi 58 years of Qing Dynasty (1719).

The original text introduces the usage and history of Three Visits Hall as well as its inner structure. But the version completely ignores the translation of inner structure which may leave foreign tourists with regrets and cannot introduce the scene comprehensively.

#### (2) Chinglish

Example (9) :

乃诸葛亮舌战群儒之所。

Where Zhuge Liang verbal fight with scholars.

This version does not have a complete structure and there is not even a predicate verb in the version. It is greatly influenced by the Chinese language. Thus, the modified translation may be "It is a place where Zhuge Liang verbally fought with scholars."

#### (3) Mistranslation of personal name

Example (10) :

相传为诸葛亮设坛借东风之处。

It is said that Zhugeliang had prayed for wind here.

The three-character names in Chinese are generally translated in the way that the surname is separated while the characters of first name are put together. However, the translation of compound surname is different like 诸葛, 欧阳. Under this condition, the two characters of surname should be put together and the first name should be separated. Thus, “诸葛亮” is supposed to be translated as “Zhuge Liang”.

### **3.4 Influential Factors in Translation**

In this part, the author will analyze the major factors that influence the translation quality would be found out, such as cultural differences, translators and the type of the source text and purpose of translation.

#### **3.4.1 Culture Differences**

Culture is so important that it should be taken into account during the translation practice. It includes various aspects influencing the way a translator renders. And language is an indispensable part of culture. It is like a mirror reflecting the national historic tradition, values, mind of thinking and social mentality, a window to reveal all contents of the culture and a bridge to spread and pass down culture to the next generation. As a cross-cultural communicative activity, its content is not only the phonetic symbols but also the culture behind them.

Firstly, lexical ambiguity caused by cultural differences will affect the version in a sort of way. Vocabulary is the basic structure of language and the backbone supporting the whole language system. Thus, the effect of cultural differences is the most deeply shown in vocabulary, whose sphere of influence is the widest. Because Chinese and English respectively belong to different cultures and language family: the former belongs to the Sino-Tibetan Family while the latter is part of Indo-European Family, there is little expression that can be directly conforms to each other. Most expressions between the two languages are different on conceptual meaning or cultural meaning. If the translator do not pay much attention to them and just assumes translation as a matter of course, one false step will make a great difference.

Secondly, the lack of background knowledge is the biggest barrier for translation because the possession of knowledge is the premise of translation. Both Chinese and

English have a long history and in the course of their nations' development, they are enriched by some vivid expressions according to the national style and regional characters. Those languages only represent the special matters and phenomenon. Every text is written with background knowledge and the translator should understand the history, literary quotations and terms involved in the text in order to reduce or even eliminate the negative influences of the cultural differences. For example, the chronology in ancient China is unique and it cannot be well understood by foreigners. In Gu Long Zhong, “康熙五十八年” can be translated as “the fifty-eight year of the region of Emperor Kangxi”. This version can better explain the identity of Kangxi and the meaning of “五十八年”.

Thirdly, the ways of thinking can obstruct the cross-cultural translation. Every nation has its own historical accumulation and solid structure of the national psychology. And every person is bound to have the psychogenetic genes of his or her own country, nation as well as region. These genes determine his or her spiritual temperament, way of thinking, behavior and so on. Based on that, features in different nations and regions are formed which can greatly affect the accuracy of translation. There are lots of set structures, idioms and locutions in English differing from Chinese. Whether a translator can correctly deal with those expressions with different cultural psychology is the key to render. For example, “破天荒” means the unprecedented and surprising thing. And how to translate it properly is a challenge for translators.

#### **3.4.2 Type of the Source Text**

In terms of foreign scholars, Reiss (1987), the forerunner of modern functional theory, connected the textual types, with its functions as well as translation methods and came up with three text functions: informative one, expressive one and inducible one. Based on Reiss' theory, Newmark (1981) launched his own theory about text classification. He classified the text variety into vocative text, informative text and expressive text. Furthermore, the key to expressive text is the idea of authors which is indispensable. Besides, informative text focuses on the outer situation and the fact of some matter. As for the vocative text, its core is audience, and what is

important is not the identity of author but the effects of information transmission and feelings of target readers. In other words, vocative text attaches high importance to the reader effect. As for Chinese scholars, Jia Wenbo, an esteemed Chinese translator and scholar, refers to tourist information as vocative text. "Tourist translation should focus on the equivalence of informative and problem functions between the original and the version. The equivalence of the form is not its core and tourist translation is not a platform presenting the linguistic and cultural heterogeneity. It is like advertisement, whose purpose is to attract tourists and achieve the expected effect of related products." (Jia Wenbo, 2004:20) But beside the vocative function, tourist text should have informative and expressive function. Just like what Wang Baorong (2005) once said that foreign tourists come from afar and what attracts them most is not only the landscape and pavilions, but also the culture behind that. Consequently, translation of tourist information should pay attention to the cultural factors.

### 3.4.3 Translation Purpose

According to Vermeer's skopos theory, translation is not viewed as a process of transcoding and every kind of translation would target some audience. Thus, translation should be made to fulfill the target text purpose in the target text situation. Translation purpose can be defined as the desired effect or change that can help the target society reach a kind of desired objective state. Translation purpose can be decided by the initiator, client, or the translator himself.

In *The Purposiveness of Selections in Translation*, Fan Xiangtao and Liu Quanfu (2002) came up with the multi-level translational purpose. They state that each translation action and the selections involved are regulated or directed by purposes at different levels. By analyzing, they classify the purposes into three levels. First is the ultimate goal of a translation activity, such as cultivating talents for the development of science. The next one is the purpose of provisional stage, such as to provide a reference book for teachers. And the last level is the basic purpose, such as to develop the publishing house so as to make it more competitive. Depending on the descriptions of these skopos, he launches three distinctive principles for his

category: the overall desired effect on the target society, the intentions of the initiator or the translator, and the benefit brought on the translator himself through the version. For example, as for the intentions of the translator, when rendering the "雷锋服务岗", if translator wants to present the culture contained in the original, the version will be "Lei Feng service post". If translators are aimed at giving foreigners earlier understanding, it can be translated as "Information & Service".

### 3.4.4 Translator's Interpretation

Some people say that translators are servants for two masters: the reader and the author. As is known to all, comprehension and expression are two essential ingredients of translating. First, the correct understanding of the original work plays an essential role in the whole process. That's why, at the very beginning, translators should not hurry to do our translation, instead, they are supposed to read the whole passage patiently to make sure that the general idea is correctly comprehended. Moreover, a translator's expression is supposed to be accurate, flexible and impressive and his language is hoped to be vivid, with its form beautiful.

Translation is an arduous work that requires lots of efforts of a translator due to the special linguistic features and cultural differences between Chinese and English. Most translators are familiar with many translation strategies and methods, but they could still make some mistakes if facing a certain cultural words and expressions. As a result, professional translators are supposed to equip the following qualities. Firstly, they should acquire skills and experiences in analyzing both of the languages and get to be aware of the cultural differences between the languages. Secondly, being able to write smoothly in both source and target languages is also important. Writing is in fact the main job of a translator. Thirdly, professional translators should be highly specialized, that means, translators should have specialized competence in a particular area. And translators have to work very hard for many years with relentless efforts and a rigorous attitude. Take "关羽败走麦城" as an example. The translator with poor ability may translate it as "Guan Yu lost the war and escaped to Mai Cheng". However, there is a phrase "to meet one's Waterloo" which means that who has been

defeated badly. Professor Tian Chuanmao (2010) with better cross-cultural awareness and ability of expression translated it as “Guan Yu met his Waterloo”. The latter version is more readable to foreign tourists.

#### IV. TRANSLATION STRATEGIES

After researching prose structures of tourism translation, our researchers have found that in Chinese culture, introductions to beautiful scenery and courts prefer the usage of words and phrases. Particularly, they refer to history as the background and make use of four-character phrases to present the affluent connotation of the scenic spots. In terms of structure, Chinese writing pays high attention to the rhyme and oral style. However, in western countries, the principle of writing about scenic spots is to use simple words and to focus on description without too many adjectives.

Based on Vermeer’s skopos theory and Peter Newmark’s (1981) communicative translation, the author would like to present some translation strategies and techniques, which may help translators address the errors of the same nature.

##### 4.1 Strategies under Communicative Translation

Communicative translation attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original. As a result, domestication and foreignization can be chosen.

Foreignization is a source-language-oriented translation. It can make readers experience the culture from the translated works because in this translating way, readers are guided by the translators to the author, which can preserve the style of the original text, even the order of sentences. But domestication is a kind of target-language-oriented translation. It asks translators to change the expression of source text in order that the author can move to the reader. For example, “运筹帷幄，决胜千里之外” is translated as “mapping out a strategy in the tent, and winning the victory a thousand miles away”. This version uses domestication and it explains the general meaning of the original.

In tourism translation, both of the two strategies can

achieve the purpose of translation and each of them has its own advantages. On one hand, foreignization can keep the uniqueness of Chinese tourism culture and attract potential foreign tourists. But if there is too much cultural information contained in the original text, this strategy will make the version difficult to understand and foreigners cannot have a great travel experience. By contrast, target-language readers can easily to understand the translated works in the way of domestication because these versions are closer to their language habits. However, domestication gives more attention to the style and expression of target language which will ignore the features of our culture. It may lead to the dislocation of Chinese unique tourism culture. Thus, translators should combine them when translating material in scenic spots.

##### 4.2 Strategies under Skopos Theory

There are three principles in the Vermeer’s skopos theory: skopos rule, coherence rule and fidelity rule. Under these rules, some techniques can be advocated in translation of scenic spots.

###### 4.2.1 Under the Skopos Rule

Skopos rule is the most important one in skopos theory. It means that translation should be made to fulfill the target text purpose under the target text situation. In other words, to achieve the expectation, version cannot be equivalent to the original. Under this rule, translators can use translation techniques like negation and omission.

Negation is the method that the original text is written in one angle while the version is made in another angle. Due to the different thinking modes between the Chinese and English, their expressions are not the same. To make the version more acceptable to target readers, negation should be used when translating. And it can be applied in the translation of words, phrases and sentences. For example, in many Three Kingdoms cultural scenic spots, the public sign “游客止步” is translated as “Staff Only” and the version of “请勿践踏草坪” is “Keep off the Grass”. And the sentence “此票逾期无效” is translated as “The ticket is valid in the specific date and time” which is more acceptable to foreign tourists.

Omission is a technique opposite to amplification. It is true that a translator has no right to subtract any

meaning from the source text. However, it does not mean that translators should be prevented from omitting any words at all in translation. What is regarded as a natural or indispensable element in one language may be regarded as superfluous or even “a stumbling block” in the other. For example, the version of “水深危险, 注意安全” is “Beware of deep water”. Besides, some signs designed for domestic tourists need not translation such as “学生证半价” and “老年人凭证免票”, because these sentences will not influence the travel of foreign visitors.

#### **4.2.2 Under the Coherence Rule**

With the guide of coherence rule, imitation is a better choice for the translation in Three Kingdoms cultural spots. It means translating according to the syntactic structure of known information which is fixed and standardized.

With the boom of tourist industry, our government increasingly attaches more importance to tourism translation. In 2006, “English Translation of Bilingual Signs in Public Places” was launched which contained versions in various sectors like scenic spots, transportation, business services and so on. Later, “Standards for English Translation and Writing in Public Service Areas” at the national standard was enforced officially on Dec.1<sup>st</sup>, 2017. It specified the four translation principles of public service areas and three strategies of public signs of tourist attractions. Thus, translation in these scenic spots can refer to the standardized sentence pattern and format. For example, forbidden signs should be translated as “Don’t...”, “No...” or “... Forbidden” such as “No Smoking”. Warning signs is usually rendered with imperative sentence like “Caution! Wet floor”. What’s more, some English locutions can be borrowed. For example, the sentence “talk of the evil and he appears” can be used to render “说曹操, 曹操到” and “meet one’s Waterloo” for “败走”.

#### **4.2.3 Under the Fidelity Rule**

Fidelity rule means information transformation and functional expression of the version should be the same as that of the original. That is to say, version must keep fidelity to the original text. As a result, translators can choose literal translation. Literal translation means that the version is supposed to be faithful to the context of the

original work and to be in the tune with its linguistic and stylistic structure.

But in reality, translators usually combine literal translation with free translation, especially in tourism translation, or the version may be a mass. Free translation means that the translator should focus on the profound meaning of the original without too much attention to details. But free translation also requires fluent and expressive version. Also take “雷锋服务岗” as an example, it should be translated as “Information & Service” instead of “Lei Feng service post”. And “赤兔马” is the horse of Cao Cao. It can be translated as “Red-hare Horse” that can give receptors the same feeling as that produced on the original readers.

#### **4.3 Enlightenment for Cultural Communication**

Language is not just a communicative tool for mutual understanding, but a real world, the spiritual home established during the process of people’s comprehension to the objective world. Like the language, culture is also an open system which has inclusive freedom and possible recombination. Since the reform and opening up, the Chinese society has been increasingly inclusive and there have been more opportunities for foreigners to touch Chinese culture. And better versions and prosperity of Three Kingdoms Culture must be the driving force for cultural communication.

Nowadays, English speakers are still the largest group of language speakers. Thus, it is of great importance to translate the sentences and passages with Chinese characteristics as well as possible. However, the language habits, discourse system and expression of thinking between Chinese and English are totally different. From the perspective of culture communication and exchanges, problems of public opinion guidance and culture protection are obvious. As a result, translation strategies play an essential role when translating. They are not just the language conversion skills because languages all have vitality which is rooted in special cultural soil. Only with flexibility, can translation be meaningful.

## **V. CONCLUSION**

This research adopts literature induction and field

investigation to research the current translation situation in Three Kingdoms cultural spots, especially in Gu Long Zhong and Three Kingdoms Red Cliff Ancient Battlefield. With complete investigation and coordination of the current translation situation, major translation problems are discussed as well as influential factors. What's more, some translation strategies are given for reference to modify the versions.

#### **DECLARATION OF CONFLICTING INTEREST**

The author declares that there is no conflict of interest.

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# Review of Overseas Communication of Chinese Internet Literature

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**Abstract**— *In recent 20 years, China's Internet literature has developed rapidly. Especially under the background of Chinese literature going out. It has accelerated the pace of overseas dissemination, first regarding Southeast Asia as the regional hot spot, and then radiating to Europe, America and other countries. Relevant studies have found that, as a new thing, Internet literature has also faced many difficulties during its dissemination, such as poor translation quality, rampant piracy, single subject, and different overseas standards. Therefore, it requires not only non-governmental organizations to consciously increase the market vitality, but also the national support to help Chinese Internet literature actively "go out". We should strengthen the content review and screening of overseas Internet literature, enhance the protection of multi-channel copyright, pay attention to multi-level copyright operation, and carry out an all-round overseas layout.*

**Keywords**—*Chinese Internet literature, overseas communication, Chinese online novels, difficulties, countermeasures.*

## I. INTRODUCTION

The network revolution takes place all over the world, but the Internet literature has a unique scenery in China. Some people even think that Chinese Internet literature is a "world cultural wonder" comparable to American Hollywood, Korean TV series and Japanese animation. Although it might be a little exaggerated, it has to be admitted that the development speed of Chinese online literature is staggering. In the past four years, many Chinese scholars have paid attention to the Internet literature and the overseas dissemination of Internet literature. They have found that not only in China itself, but also in overseas, Chinese Internet literature is attractive. By means of CNKI(China National Knowledge Infrastructure), one of the most influential databases in

China, this paper set the key words as "Internet literature + external communication", "Internet literature + going out" and "Internet literature +overseas" 30 and 43 documents were collected respectively through the preliminary topic screening and review of abstracts. According to the analysis of the earliest publishing time, it can be seen that the earliest published articles about "Internet literature + external communication" and "Internet literature + overseas" were published in 2017, only the articles on "Internet literature + going out" were published in 2014, based on which, it is safe to say that the overseas dissemination of online literature has attracted people's attention in recent four or even nearly seven years. The visualization analysis of CNKI explains the number of published articles is on the rising trend as a whole.



However, there is no general overview of the overseas development status and difficulties of Chinese Internet literature. Therefore, this paper hopes to make a clearer understanding of its overseas development by combing the development status, difficulties and Countermeasures of Chinese Internet literature in different overseas countries.

## II. THE ORIGIN AND DEVELOPMENT OF INTERNET LITERATURE

Literally, Internet literature is a kind of literature that depends on network communication. Different Chinese scholars have their own opinions on it. Most of them hold positive opinions on Internet literature, but some hold a skeptical attitude. As a new thing, it is justifiable to be questioned. Among them, Shang (2009) questioned the correctness of the statement of Internet literature. He thought that literariness of writing is composed of the nature of writing themselves, and literariness of words is related to the writer's emotional thinking ability, the level of words, etc., and has nothing to do with the medium on which the words are written. Similarly, whether writing is literary or not does not rely on whether they are written on manuscript paper or typed by computer.

It is known that computer originated in the west and Internet literature attached to the Internet, so its earliest appeared in the West. Influenced by the western Internet literature, Chinese Internet literature also emerge as the times require. In the 1980s, China began to implement the basic national policy of Reform and Opening up. In order to respond to the call of the state, a group of young people with aspirations studied abroad. Among them, some studying in North America are the first to contact the Internet. They are nostalgic for their hometown and love for their motherland, but they suffer from the lack of expressing feelings and communicating their mother tongue. Therefore, they have set up various websites to make use of the convenience of the Internet to quickly share resources and post on the Internet to exchange feelings. Thus, the rudiment of Chinese Internet literature began to appear (Ouyang, 2018). Later, some college students who love literature began to post the overseas online literature with which they could come into contact

on the BBS of Chinese universities, and a group of college students with certain literary background began to publish their literary works on BBS. At the end of the 1990s, the works of *the first Close Touch* from Cai Chiheng and *Live like a Man* from Lin Yusen, were popular in the mainland, which caused a number of outstanding mainland traditional writers to "surf the Internet" one after another (Xu, 2002). As a result, Chinese Internet literature has taken root and flourished in the mainland, and various online novel platforms are everywhere.

## III. OVERSEAS DEVELOPMENT OF CHINESE INTERNET LITERATURE

Due to regional and cultural commonality, China's Internet literature is very popular in East and Southeast Asian countries and regions, including South Korea, Japan, Thailand, Malaysia, Vietnam, etc. (Li, 2019), especially Vietnam. At the beginning, all these countries bought copyright from China. Among them, Starting Point Chinese Net has sold copyrights to other countries since 2004. In 2006, representative works such as *Candle in the Tomb* and *Jade Dynasty* were translated into Vietnamese. (Tan, 2019) One year later, Zhuang Xia, a Vietnamese student who had studied in China, was the first person to translate Bao Qi's novels into Vietnamese, which triggered their pursuit and real-time tracking translation of Chinese Internet literature (Gao, 2017). In 2011, Jinjiang Literature City signed the first Vietnamese copyright contract, which has cooperated with more than 20 Vietnamese publishing houses by 2015 (Li, 2015). According to Vietnamese Youth Daily, the number of Chinese books translated into Vietnamese from 2009 to 2013 exceeded that of Japan and South Korea that have similar culture with China, reaches 841. Among them, 617 are translated from Chinese Internet literature and 74 are pure literature, accounting for 73% of the total amount of translation and publication (He & Wang, 2015; Dong & Liu, 2017). It can be seen that Chinese literature, especially the recent Chinese internet literature, has had a profound impact on Vietnamese.

According to the report from People's Daily Overseas Edition (Li, 2015), since 2012, only South Korean Paran

Media publishing house has successively purchased the copyright of three works, *Startling by Each Step*, *Ballad of the Desert* and *YunGe from the Desert*, and *Startling by Each Step* is very popular in South Korea. Since 2011, Thailand, Singapore and other countries have also cooperated with Jinjiang literature City to translate and publish Chinese online literary works, such as Internet novels like *The Journey of Flower*. On August 24, 2017, iReader signed an agreement with Thailand Hongsamut. Nine Chinese Internet novels will be translated into Thai on Hongsamut's website for local readers to pay for reading. In the future, 40 Chinese Internet novels will be exported to Thailand (Zhang, 2017). As of April 2019, on Chinese Publication Exhibition Tour in Southeast Asia, the key project of Silk Book Project undertaken by Xiamen International Book Company Limited; Thailand alone signed more than 400 copyright trading projects with Chinese publishing institutions (Zhu, 2019). The development of Chinese Internet literature in Thailand has accelerated. On the one hand, it benefits from both sides' joint selection of original literary themes of high quality and in line with the taste of Thai readers. On the other hand, thanks to China's good stories, good stories always get attention and love.

Different from the popular historical and romantic Internet novels in Southeast Asia, the themes of Chinese Internet literature rising among American and Canadian students are basically Xianxia, Qihuan, and Xuanhuan novel. (Liu & Duan, 2020) Chinese Internet Xuanhuan novels initially attracted English readers' interests by serializing them on Japanese and Korean Light Novel websites (Chen, 2018), but they did not attract much attention. We have to mention a man, Lai Jingping, who has made a great contribution to the spread of Chinese online novels in North America. He is a Chinese American, whose pseudonym is RWX adopts the initials of the character's name in *The Smiling, Proud Wanderer* from Jin Yong. At first, on the Spcnet forum, one of the strongholds of Japanese and South Korean Light Novel website, he noticed that a Chinese Vietnamese named he-man translated *Stellar Transformations*. As a result, he became interested in another novel, *Coiling Dragon*, written by the author I Eat Tomatoes, and tried to translate

it. Later, *Coiling Dragon* attracted more and more people. On December 22, 2014, he founded Wuxiaworld, which is still the main position of Chinese online

Novels in North America (Ji, 2016). Therefore, from the beginning North America embarked on a path quite different from the Southeast Asian countries that purchase copyright. In addition to Wuxiaworld, the world's first Internet literature translation website, there are Gravity Tales, an original website founded by GGP in December 2015, and Volare Novels which was founded by Etvolare, an Taiwanese American, to translate alternative works (spoofs, sci-fi, etc.) and the girl channel novels. (Bao, 2018; Chen, 2017)

According to the global Alexa website query, it is estimated conservatively that the number of visitors per day to access Wuxiaworld is more than 2 million, so it could show Chinese Internet novels are popular in Europe and America. Guo (2017) analyzed that there are three reasons for the "European and American Heat" caused by Chinese Internet literature: "firstly, Internet literature accurately grasps the reading expectation and aesthetic taste of overseas audiences." A close look at the translation of *Coiling Dragon* by RWX shows that its background setting and characters' names are very similar to the western traditional magic literature, which can produce a sense of substitution. In addition, mixed oriental mystery makes the Western readers both familiar and unfamiliar, which has generated great interest in it. "Secondly, Internet literary works are highly translatable." In an interview with Shao Yanjun and Ji Yunfei, Lai once said that his early translations of Jin Yong's and Gu Long's novels were difficult to be accepted in the West because they were too Chinese. However, the content of Internet literature works is simple, easy to read, language expression is easily understood, foreign readers can easily and quickly read them. "Thirdly, online media is more in line with the social needs of people in modern society." Internet novels facilitate readers to use fragmented time to read and interact with writers, which makes readers have a sense of participation and will devote themselves to Internet novel reading with greater enthusiasm.

#### **IV. DIFFICULTIES AND COUNTERMEASURES OF OVERSEAS COMMUNICATION OF CHINESE INTERNET LITERATURE**

Although Chinese Internet literature has caused quite a repercussion overseas, even an American young man Kevin Cazad successfully quit his addiction to drugs after reading Chinese Internet novels for half a year, there are still many difficulties in the process of overseas dissemination of Chinese Internet literature. Many scholars believe that there are translation problems (Cao, 2019; Bao, 2018; Lv, 2020), platform operation problems (Xi & Fu, 2018; Dong & Liu 2017; Chen, 2019), copyright issues (Li, 2019; Lin, 2019; Zheng, 2018), and communication content (He, 2019; Yang, 2018; Li, 2019).

If Chinese Internet literature wants to spread overseas, the first and indispensable step is translation. Only after translation can foreign readers read it. However, due to the lack of talented translators (Cao, 2019), especially due to the particularity of network language and the characteristics of Chinese culture, which increases the difficulty of translation. Internet language types are complex and constantly changing, with too many original words and new expressions (Bao, 2018). It is no less than deep-water bombs for translators when facing the authors' free creation, inspiration and meaningful or funny wordings and sentences. Moreover, most of these works have profound cultural background and rich historical color, hence it is difficult to find the corresponding words for some words with profound cultural connotations and terms of ancient industries in the translation process. (Bao, 2018) If the translator only has a sense of affinity for Chinese culture of ethnic Chinese and foreign friends who are not familiar with Chinese culture, which is very difficult for translators. Therefore, a good translation requires a high level for translators, but good translators are much less than good works. In addition, on the one hand, most translators engaged in online translation are part-time translators, unable to balance full-time work and part-time translation; on the other hand, the income of part-time online translation mainly relies on reward, crowdfunding and platform subsidy, which leads to the scarcity of translators. (Lv, 2020)

It is necessary to improve the quality of translation, but the most important thing is to improve the translator's translation ability (Gao, 2017). Therefore, it is essential to increase the training of translation talents and related funds, optimize and improve the translation team, and strengthen the initiative and consciousness of the external promotion of Internet literature (Chen, 2019). The cultivation of translation talents who translate Chinese into other languages should not only rely on the government and universities, but also mobilize various positive factors such as gathering folk translation lovers, foreign language training institutions and translation training institutions in the society through the Internet. The Chinese government has set up cultural activities such as "Confucius Institute", "World Chinese Conference" and "Chinese Culture Year" all over the world. There are more and more foreign friends learning Chinese and Chinese culture, which is a force that cannot be ignored by C-E translators in the future. (Cao, 2019)

After the translation is completed, the dissemination of the translated works overseas also needs to use the network platform to spread. For an active non-governmental translation website like Wuxiaworld, folk translation enthusiasts voluntarily undertake translation work out of interest and mission. So the platform has the characteristic with a single operating model, mainly profits from advertising, rewards and crowdfunding (Xi & Fu, 2018), which has a certain degree of ambiguity and uncertainty in profitability, and is prone to lag in update and supply, thus affecting the stable output (Dong & Liu, 2017). It can be seen that Chinese Internet literature has not yet formed an effective and sustainable profit model in the overseas market (Chen, 2019). If we keep the situation that translators have no income and platforms have no source of funds, their passion and desire for work will fade, and the platform cannot support its operation, so it will be difficult to maintain a prosperous situation for a long time. Based on such a situation, Xi and Fu (2018) believe that Internet literature should actively "go out" and cannot wait for others to "take it". The spontaneous and small workshop-style mode of reward has great uncertainty. If China Internet literature actively participates in the competition of translation,

dissemination and IP incubation in the overseas Internet literature market, it will be a win-win situation for overseas to obtain stable, high-quality and continuous translations, and for China to select and disseminate the excellent works conforming to the historical and cultural traditions of China and the new folk culture in the new era, and reflecting the spirit of the times.

It's a pity that most of the Chinese online works spread abroad have not passed through formal channels, and piracy is rampant. Some studies have shown that the number of online literary works entering other countries through formal channels is only equivalent 5% of that of illegal channels. (Li Qiang, 2019) Lin Tingfeng (2019), senior vice president of China Literature, also indicates that the biggest challenge of Internet literature overseas is piracy. At present, most of the overseas translation platforms are not authorized by the original authors and their online platforms. Although the copyright companies of Chinese original works such as China Literature Limited have successively reached authorization and cooperation agreements with several overseas translation platforms, the vast majority of overseas translation websites have not yet obtained the translation authorization (Zheng, 2018). There are two forms of piracy and infringement in the dissemination of Chinese domestic Internet literature (Xiao, 2017), which are also applicable to the overseas dissemination of Chinese Internet literature. One is that the website itself knows its activities are infringements but still illegally reprints novels, which involves direct infringement. For example, according to the statistics from He Mingxing, the executive director of the Effect and Evaluation Center of Chinese Culture Going Out, among the 841 kinds of books translated and published in Vietnam, apart from some well-known works, a considerable part are pirated works that have not been authorized by most Chinese literature websites. Due to the urgent need of content resources, some Vietnamese publishing institutions employ Vietnamese students in China and some Chinese people from Guangxi, Yunnan and other provinces to obtain publishing resources directly from China's major literature websites. After translation, adaptation and rewriting, a length is suitable for Vietnamese readers, it will be published in the name of

Chinese authors (Zhang, 2016). The second is that the network platform only serves as a network service provider with no profit-making purpose. For example, Wuxiaworld only shared Chinese Xuanhuan novels with foreign readers in the early stage, and then there was a reward model as a profit-making method in the later stage.

As for the proliferation of infringement and piracy, Bao (2018) suggested that we should strengthen the content review and screening of overseas Internet literature, enhance the protection of multi-channel copyright, pay attention to multi-level copyright operation, and carry out an all-round overseas layout. Therefore, facing different situations of piracy and infringement, different methods should be adopted to deal with them. Malicious network piracy acts such as they have already know it's an infringement can be severely punished through international intellectual property cooperation and other channels, but for some non-profit-making piracy infringement, copyright cooperation, joint operation and other ways can be adopted. The state should strengthen the linkage of judicial and administrative governance, carry out in-depth special work, crack down on infringement and piracy, provide guide and support with legitimate payment, establish copyright content database and blacklist of pirated websites, and maintain a good copyright order (Cao, 2019). Li (2019) put forward more specific and constructive plannings that require local cultural departments to conduct preliminary statistics on Chinese Internet literature writers, Chinese registered literature websites and Internet literary works with large reading volume, and generate information materials. Then, the government guides the establishment of Network Culture Office, which is specially responsible for the dissemination and management of overseas network literary works. The network culture office cannot charge any intermediary fees from authors, publishers or websites. All the funds are borne by government departments until the local Internet literature is gradually standardized. From the perspective of Chinese original network platform, the copyright awareness of the whole network platform industry needs to be improved to crack down on piracy and put an end to infringement. (Xin, 2019)

At present, more than 500 Internet literary works have been translated into “overseas” (He, 2019). However, according to the popular ranking list of overseas websites, most of them are Xuanhuan and Xianxia themes so it is very obvious that the themes are blankness. Besides, a large number of Xianxia works adopt similar “novels routine”, which will inevitably cause readers’ aesthetic fatigue on the novels in the long run. (Yang, 2018) The content with low creativity is homogenized, hollow and commercialized seriously. Most of the works are divorced from history and reality, which are worlds imagined by the authors out of thin air, unable to bear the value connotation of literary creation reflecting the spirit of the time. If without era resonance, Internet literature will lose its vitality. (Xi & Fu, 2018). There are obvious differences between traditional literature and Internet literature that is criticized as “spiritual drug”. Therefore, after some literary works spread overseas may not be able to give full play to the pivotal role of literature, such as unable to reflect social reality, transmit correct and positive information, and fail to guide the formation of right readers’ values (Li, 2019). This is Achilles’ heel of long-standing development and predicament of Internet literature.

This phenomenon is also because of variable quality of the original text in China. Xiao (2017) believes that the original text’s quality should be controlled from the source. Novel websites should play the role of “gatekeeper” who can strictly ensure the quality of literary works, put an end to the spread of “junk literature”, restrict the publication of novels of the same type, and guide network writers to break through the shackles to create in many new ideas. However, among China’s major reading websites, only the Starting Point Chinese Net and Xiaoxiang website have opened the scoring function. What’s more, it has certain reference value but with many limitations because scoring is lack of objective. Tang (2019) tends to establish a third-party online novel rating website, which is a better choice. Xi and Fu (2018) also agreed that a sound network criticism system should be established and the excellent criticism theory of traditional literature should be used for intervention. No matter which mode is adopted, it cannot be established overnight, but once successfully

applied to the operation system, it will certainly promote the better development of Internet literature.

## V. CONCLUSION

With the development of media technology, the spread of online novels is faster and wider. In addition to Southeast Asia and East Asia, which are close to China, and Europe and America where Internet novels are popular, Chinese Internet literature has also been continuously transmitted to minor language countries such as Germany, Spain, Hungary, India, Sri Lanka and so on. Although the Internet literature still faces some problems, like piracy, plagiarism, serious homogenization of content and single theme, it does not hinder China’s continuous delivery of excellent works to overseas countries. It is believe that as long as China can cultivate high-quality translators, establish and improve the network platform, improve the legislation, establish a strict audit system, and create a good communication environment, the overseas dissemination of Chinese Internet literature will still be infinite possibilities to become a Chinese industry comparable to American Hollywood, Korean TV series and Japanese animation in the future.

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# Improving speaking Skill through discussion Debate Strategy of fourth Semester students of English Education Study Program of Nusa Nipa University in the Academic Year of 2019/ 2020

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**Abstract**— *The purposes of this research were to improve students' speaking skill, and to develop discussion debate as a strategy to improve students' speaking skills. In this research, the researchers used Classroom Action Research (CAR). The procedures used in this research design included planning, acting, observing, and reflecting. In the techniques of data collection, the researcher used observation, field notes, tests, and documentation. While in the techniques of data analysis, the researcher assessed each student's achievement on the English test using the speaking assessment rubric. The development of discussion debate strategies in this study has increased from first cycle, second cycle, and third cycle. The average score of 6 student response indicators to the implementation of the discussion debate strategy in first cycle was 30,79%, in second cycle was 71.2% and in third cycle was 88.5%. On the other hand, the average of class percentage which met the requirement of minimum completeness criteria of speaking skill in first cycle was 20,68%, in second cycle was 37,5% and in third cycle was 87,66%. Thus, the implementation of this discussion debate strategy was quite effective in increasing student responses and speaking skill.*

**Keywords**— *Speaking, Ability, Discussion Debate, Strategy.*

## I. INTRODUCTION

Learning English is highly recommended in this globalization era. By enriching English, people can know the world through information written in English. All information about other countries is shared on the internet. It is very useful for readers to know the life, culture, religion, technology, and so on of other countries. But most of it is written in English. This is because English is an international language. However, learning English cannot be separated from the four skills namely listening, speaking, reading, and writing. As stated by Chen (2007, p.29) "in the process of language learning, listening, speaking, reading, and writing must be treated as integrated, dependent, and inseparable elements of language".

But learning English will be a challenge when it deals with speaking skills. As a productive skill, this skill has some serious challenges as experienced by many people. This is as a result of the need for people to generate some ideas and feelings, which will be used to convey messages to listeners. As stated by Hornby (1987) in Arung (2016, p. 71) that speaking using language with an ordinary voice, uttering words, know and be able to use language, express yourself with words, make a speech. After reading some information or knowledge, the speaker will get ideas and also have feelings, so that the speakers insist on conveying these things by producing language using their own words. As a result, it is very difficult for them to express it to others.

In addition, several problems also arose in teaching and learning related to the speaking skill of students in fourth

semester of English Education Study Program of Nusa Nipa University in the academic year of 2019/2020. Based on observations, only a few students were active during discussion activities. They were students who have good achievement. They always participated actively in class. However, most of the students were not active in asking questions and giving opinions during these activities. They were not enthusiastic and ready to talk. They were quite difficult to respond to their friends. They had no ideas to argue because they had lack of vocabulary.

In learning to speak English, various activities can be applied. This is stated by Harmer (2012) in Arung (2016, p. 4), namely communication games, discussions, questionnaires, simulations, role-playing, and debate. In debate, there are seven debate styles as proposed by Pritchard (2009, p. 65), namely discussion, cross-examination, and parliamentary, British parliamentary, academic, national style, and world style. Pritchard said that the discussion style practiced at the beginner level is an introductory format and will be used as a model at this stage of the guide (p. 9). In this study, the discussion style was used in fourth-semester students, because they are beginners of the debate strategy. They were not familiar with this strategy as previously stated.

On the other hand, there are several benefits of debate. As stated by Quinn (2005, p.1) that arguing gives you the opportunity to meet new people and new ideas. The most important thing is you have the opportunity to stand up and argue with someone in public, in stimulating and organizing disagreements about real problems. It is a concern that debate can stimulate someone to create new ideas and generate thoughts related to the issue being debated. Debate also demands the development of oral communication skill, which is essential for success in most careers (Combs and Bourne, 1994 in Kenedy, 2009, p. 226). The debate emphasized that the speaker must be good at speaking. These are the basic requirements for being successful in many jobs.

By considering the problems and theories mentioned above, researchers are interested in solving these problems by using a discussion debate strategy.

## II. METHOD

In this study, researchers used Classroom Action Research (CAR). CAR is an action research in the education sector and has the aim to improve the quality of learning. It means that classroom action research is a type of research that has quality with specific actions so that it can improve learning practices in the classroom more professionally (Basrowi and Suwandi, 2008, p. 28). Based on the

explanation above, it can be concluded that classroom action research is scientific research to improve systems, methods, and processes in the classroom to improve the quality of learning. Classroom action research is divided into several cycles. Each cycle consists of four stages namely planning, acting, observing, and reflecting.

The subjects of this study were 29 students from the semester IV. They were students of English Education Study Program, Nusa Nipa University, in the academic year of 2019/20120. In technique of data collection, the researcher used observation, field notes, test, and documentation. While in techniques of data analysis, the researcher assessed each student's achievement on the English test using the speaking assessment rubric proposed by Harris (1987, p. 84). To find out this, the formula proposed by Harris is:

$$\text{Score} = \frac{\text{studentscore}}{\text{Maximum score}} \times 100\%$$

Then, the researcher calculated the average speaking score of the students in each cycle. Researchers used the formula provided by Sudjana (2002, p. 67), as follows:

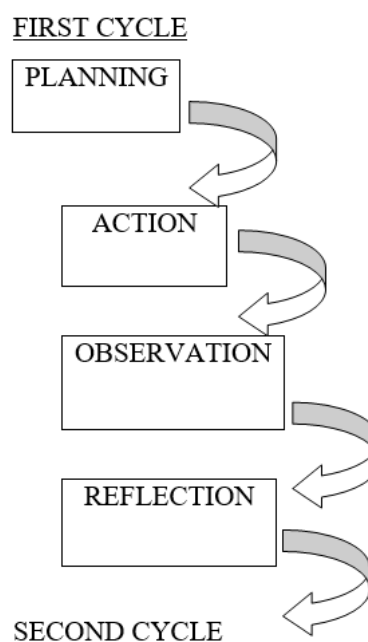
$$\bar{X} = \frac{\sum xi}{n}$$

$\bar{X}$ : the average of students' learning outcomes

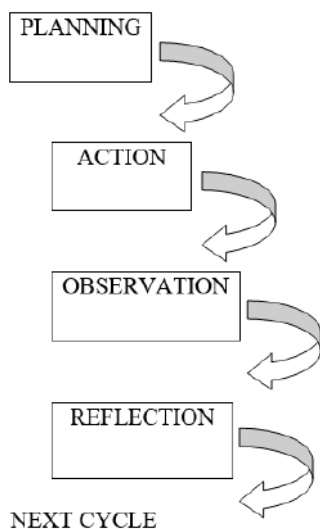
$\sum xi$  : scores obtained by students

$n$  : the number of students

The procedures used in this research design include planning, acting, observing, and reflecting. The procedure can be described in several cycles below (Kemmis and McTaggart in Yumelking, 2017: 2)







### III. RESULTS

The results of this research are a report on the results of data analysis related to the three problems in this research. The results of this research are summarized in four stages of research, namely planning, implementing, observing and reflecting. For more details, it can be described as follows;

#### 1. First Cycle

##### 1.1 Planning

In this stage of the cycle, the researcher planned the things that must be prepared in implementing the discussion debate strategy. There were several things that were prepared, namely, first, preparing the main material that was adjusted to the achievements of the study program graduates and the achievements of the courses. Here the main material used is "contrastive ideas". Second, preparing subject sub-attainments, indicators, criteria and assessment forms, learning methods, time estimates and assessment. All of which are based on the semester Lesson Plan. Third, preparing a lecture program unit that involved achievement indicators, subject matter, learning materials, learning strategies, stages of learning activities, lecturer activities, student activities, media, and learning tools. Fourth, choosing a debate topic.

Fifth, preparing test, observation sheets and scoring rubrics. The test used in the research was the discussion debate itself. All students involved in the two teams must debate to defend their ideas based on the topic that has

been selected. The observation sheet used is the students' responses observation sheet. There are 5 indicators used in student observations, namely first, students' responses to the strategy. Second, students' understanding of the strategy instructions. Third, students' participation in learning activities. Fourth, the freedom of speaking during the implementation of learning strategy. Fifth, strategy stimulation towards students. These 5 indicators are equipped with their assessment criteria.

The assessment rubric used in this study is the rubric for the assessment of speaking skills adopted from Harris, 1987, p. 84. Aspects used in speaking skills are pronunciation, grammar, vocabulary, fluency, and understanding. Aspects of this assessment already equipped with a description of the criteria for each aspect and the range of scores. The range of scores for each aspect is 1 - 5 so that the total number of all aspects is 25.

##### 1.2 Implementation

This first cycle research was conducted in one meeting from the planning of two meetings by extending the time, namely for 2 hours 42 minutes. In this procedure, the researcher implemented strategies to support students' activities in expressing agree and disagree thoughts. This activity was divided into 3 parts, namely initial activities, core activities, and final activities.

##### 1.3 Observations

This stage was carried out during the research process. Observation was made to determine the responses of students during the debate activity. From the 6 indicators used in the observation, there were several problems, namely; first, only 27.58% participants responded to the strategy introduction and 50% understood the strategy instruction.

Second, only a few or about 27.6% of participants actively participated during the debate and 25% responded well to their opponent's idea. Third, only a few or 27% of debate participants were able to speak freely during the debate discussion. Fourth, only a few or 27.6% of participants were stimulated by this strategy. So the average response of participants during the implementation of the discussion debate strategy offirst cycle was 30,79% or it was in the little category. For more details, see table 4.1.3 below:

Table 2.1 Students' Responses Observation of First Cycle

No	Indicators	1 Few (25% - 49%)	2 Half (50% - 74%)	3 Many (75% - 84%)	4 Majority (85% - 100%)	Score
1	Students respond well the introduction of the strategy	27,58%				
2	Students understand the instruction of the strategy		50%			
3	Students participate actively during debating	27,6%				
4	Students respond well the opponents' ideas	25%				
5	Students can speak English freely during the implementation of the strategy	27%				
6	Students are stimulated by the strategy	27,6%				
	<b>TOTAL SCORE</b>	<b>187</b>				
	<b>AVERAGE SCORE</b>	<b>30, 79%</b>				

In addition, there were several problems that were obtained from field notes, namely as follows; first, two teams still did not understand the rules of the debate. It was seen when they were given the opportunity to speak in constructive section. Second, the negative team sat far apart from each other so that they had difficulty in discussing. Third, there were still a few mispronunciations of both teams. It was done by the first speaker and the second speaker from each team.

Fourth, the lack of participation of members from both teams in arguing. Only the first speaker and the second speaker from the two teams actively participated. They dominated the conversation in this debate activity. Fifth, the lack of time to discuss before giving arguments and finding answers. They only have 1 minute to discuss with friends. They needed more time to discuss and make questions and find answers both in constructive section and in the discussion section. Sixth, too many questions in

the discussion section. There were 4 questions. Fifth, there was no special attendance list for participants or participants and researchers.

Eighth, there were no special judges which must consist of 3 people. In this cycle, the timekeeper and chairman also played a role as judges. Ninth, the camera memory was not enough. It caused a lot of time cut to move the recorded files from the camera to the laptop. Tenth, the number of members of the two teams was unequal. The affirmative team consisted of 17 students and the negative team consisted of 9 students.

On the other hand, the results of the speaking skills test on the debate showed that there were 8 of 29 participants or about 27.5% who were involved in the debate. From the results of this debate, it was found that the average score for aspects of pronunciation, vocabulary, grammar, fluency, and understanding was 1.11 or 22.2. For more details, see the table below.

Table 2.2 Speaking Ability of First Cycle

No.	Name	P	G	V	F	C	Total/Average	Score
1	MY	4	5	4	3	4	20/4	80
2	MYDB	0	0	0	0	0	0/0	0
3	SLS	5	5	4	5	3	22/4,4	88
4	YKS	0	0	0	0	0	0/0	0
5	MAM	0	0	0	0	0	0/0	0
6	AF	0	0	0	0	0	0/0	0

7	MSST	5	5	4	5	5	24/4,8	96
8	YEN	0	0	0	0	0	0/0	0
9	AUI	3	3	3	2	3	14/2,8	56
10	ESR	0	0	0	0	0	0/0	0
11	MSNW	5	5	4	5	4	23/4,6	92
12	FMNL	3	4	3	3	3	16/3,2	64
13	NA	0	0	0	0	0	0/0	0
14	AI	0	0	0	0	0	0/0	0
15	DDP	4	5	5	5	4	23/4,6	92
16	WB	0	0	0	0	0	0/0	0
17	MM	0	0	0	0	0	0/0	0
18	SY	4	4	4	4	3	19/3,8	76
19	AN	0	0	0	0	0	0/0	0
20	KMP	0	0	0	0	0	0/0	0
21	DCST	0	0	0	0	0	0/0	0
22	PN	0	0	0	0	0	0/0	0
23	EO	0	0	0	0	0	0/0	0
24	FY	0	0	0	0	0	0/0	0
25	MKL	0	0	0	0	0	0/0	0
26	SN	0	0	0	0	0	0/0	0
27	ADL	0	0	0	0	0	0/0	0
28	MAI	0	0	0	0	0	0/0	0
29	DYB	0	0	0	0	0	0/0	0
	Total	33	36	28	33	29	161/1,11	644
	Mean	1.13	1.24	0,96	1.13	1	1,11	22,20
	Class Percentage							20,68%

From the results of first cycle, only 6 students of 29 students achieved the minimum completeness criteria. The average score obtained was 22.20 with the percentage of those who passed the criteria was 20.68%.

### 1.3 Reflection

Reflection was carried out to see the advantages and disadvantages of implementing first cycle. Researchers and collaborators reflected together to see some obstacles faced in cycle one and how to overcome them in cycle two. From the results of observations, field notes and test results, there were several obstacles, namely first, from the results of the observations. Observations were made to determine the responses of students during this debate activity. From the 6 indicators used in the observation, there were several problems, namely as follows; first, only

27.58% of participants responded to the strategy introduction and 50% understood the strategy instruction. Second, only a few or about 27.6% of participants actively participated during the debate and 25% responded well to their opponent's idea.

Third, only a few or 27% of debate participants can speak freely during the debate discussion. Fourth, only a few or 27.6% of participants were stimulated by this strategy. So the average response of participants during the implementation of the discussion debate strategy for first cycle was 30,79% or it was in the little category.

### 2. Second Cycle

This cycle is a cycle of improvement based on the results of the research conducted in first cycle. This cycle is

described in four research procedures, namely planning, implementing, observing and reflecting on what has been made. The research procedures are described as follows.

### 2.1 Planning

Planning in this cycle is very different from the previous cycle. This is because researchers designed new plans to overcome problems in observations, test and field notes. There was some planning to address these problems. First, setting up a smaller debate group which could give all participants the opportunity to involve in the debate. Second, preparing a different room that allowed a free discussion. Third, preparing the debate judges. The judges were selected from the senior students consisting of two students.

Fourth, preparing the learning materials that were adjusted to the achievements of study program graduates and course achievements. The main material used was “contrastive ideas”. Fifth, preparing subject sub-attainments, indicators, criteria and assessment forms, learning methods, and time estimates. All of these were based on the Semester Lesson Plan. Sixth, preparing a lecture program unit that concerns with achievement indicators, subject matter, learning materials, learning strategies, stages of learning activities, lecturer activities, student activities, media, and learning tools.

The debate topic chosen was different from first cycle but the topic was a trend at that time. The topic chosen became a matter of debate. The purpose of selecting these different topics was to avoid repetition which resulted in achieving invalid scores. Finally, preparing an observation sheet, and assessment rubrics.

### 2.2 Implementation

The implementation of this second cycle was delayed from the previous cycle research which was carried out in March 2020 due to the pandemic of Covid-19. This second cycle was conducted in one meeting of the planning of two meetings. It was done by extending the time for 3 hours because the debate could not be postponed to the next meeting and must be completed at the meeting. In this procedure, the researchers implemented strategies to support participant activities in expressing agree and

disagree thoughts. This activity was divided into 3 parts, namely initial activities, core activities, and final activities

In addition, to overcome problems in field notes such as first speakers and secondspeakers dominating the conversation in the debate activity, thus, the researcher replaced first speaker and second speaker from the two teams and gave the other participants the opportunity to speak. The participants with good academic abilities were directed by the researcher to guide those with less academic abilities or come from the lower groups to provide their arguments.

Then, in order to overcome the lack of time to discuss before giving an argument where they only had 1 minute to discuss with classmates, the researcher increased the time for discussion to 2 minutes. In addition, the researchers also gave 2 minutes to each team to discuss the answers. Furthermore, to overcome too many questions in the discussion section, namely 4 questions, the researcher reduced the research questions to 2 questions. And to overcome the absence of a special jury in first cycle which must consist of 3 people, the researchers provided three special judges who came from upper semester students but they were still in the English education study program.

### 2.3 Observation

Observation of this cycle was carried out during the research process. Observation was made to find out about the participants during the debate activities in this cycle. From the 6 indicators used in the observation, there have been some progresses, namely: first, 87.5% of participants responded well to the introduction of the strategy. Second, 87% participants or students already understood the instructions from the discussion debate strategy. Third, 75% participants participated actively during the debate. Fourth, 75% participants responded well to their opinions, and fifth 75% participants were motivated by the debate strategy.

In addition, there was 1 indicator that needed to be improved in the next cycle in order to achieve a better participant response, namely only 50% participants could speak freely in implementing this strategy. For more details, see table 2.4 below:

Table 2.4 Students' Response Observation of Second Cycle

No	Indicator	1 Few (25%- 49%)	2 Half (50% - 74% )	3 Many (75%- 84%)	4 Majority (85% - 100%)	Score
1	Students respond well the introduction of the strategy				87,5%	
2	Students understand the instruction of the strategy				87%	

3	Students participate actively during debating			75%		
4	Students respond well the opponents' ideas			75%		
5	Students can speak English freely during the implementation of the strategy		50%			
6	Students are stimulated by the strategy			75%		
	<b>TOTAL SCORE</b>		<b>449</b>			
	<b>AVERAGE</b>		<b>74,91%</b>			

In addition, there were several problems that were obtained from field notes, namely as follows; first, there were still a few mispronunciations of both teams. It was done by the first speaker and the second speaker from each team. Second, there was still a lack of special judges which must consist of 3 people. In this cycle, there were only two judges who specifically assessed the results of the debate and determined who the winner of the debate was. Third, the camera memory was not enough. This caused a little

time cut to move the recorded files from the camera to the laptop.

On the other hand, the results of the speaking skill test on a debate topic showed that there have been a progress in speaking skill seen from the categories namely pronunciation, grammar, vocabulary, fluency, and understanding. This was evidenced by their average speaking ability, namely 74.5.

Table 2.5 Speaking Ability of the Second Cycle

No.	Name	P	G	V	F	C	Total/Average	Score
1	EO	4	4	2	4	4	18/3,6	72
2	WB	4	3	5	5	5	22/4,4	88
3	ESR	4	2	5	4	5	20/4	80
4	MKL	4	4	2	4	4	18/3,6	72
5	PN	4	4	2	3	4	17/3,4	68
6	DCST	4	2	4	4	4	18/3,6	72
7	MSNW	4	3	5	5	5	22/4,4	88
8	NA	3	3	2	3	3	14/2,8	56
	<b>Total</b>	<b>31</b>	<b>25</b>	<b>27</b>	<b>32</b>	<b>32</b>	<b>149/3,72</b>	<b>596</b>
	<b>Mean</b>	<b>3,87</b>	<b>3,12</b>	<b>3,37</b>	<b>4</b>	<b>4</b>	<b>3,72</b>	<b>74,5</b>
	<b>Class Percentage</b>							<b>37,5%</b>

However, there were also some obstacles that must be fixed; namely, from the results of this second cycle, only 3 of 8 participants achieved the minimum completeness criteria. Thus, the percentage of participants from both teams who achieved the minimum completeness criteria was 37.5%.

#### 2.4 Reflection

Based on the results of observation, field notes in this cycle, there has been little development but there was still one obstacle faced, namely, from observation. There was an obstacle namely only 50% of participants could speak freely in implementing this strategy. In addition, there were several problems that were

obtained from field notes, namely as follows; first, there were still a few mispronunciations of both teams. This was done by the first speaker and the second speaker from each team. Second, there was still a lack of special judges which must consist of 3 people. In this cycle, there were only two judges who specifically assessed the results of the debate and determined who the winner of the debate was. Third, the camera memory was not enough.

In speaking skill, there was also an obstacle that must be fixed, namely, from the results of this research in second cycle, only 3 of 8 participants reached the minimum completeness criteria. Thus, the percentage of participants

from both teams who achieved the minimum completeness criteria was 37.5%.

Based on the above constraints, the researcher and the collaborators decided to continue this research into the next cycle with several new plans and implementations that were designed differently from the previous one to overcome these obstacles.

### 3. Third Cycle

This third cycle is a part of an effort to overcome the problems contained in the previous cycle. These obstacles were overcome by several effective activities which were believed to be a strategy to overcome problems in test results, observation, and field notes. These strategies were described in the following four research procedures.

#### 3.1 Planning

In this section, the plans made were different to solve the problems in the previous cycles. There were several plans for overcoming these problems, namely first, to solve the problem of speaking freely in implementing strategies, average speaking scores, thus, the researcher provided the opportunity to be the second speaker for the participants who were not very active in debating. In addition, in encouraging debate participants, thus the researcher allowed the good academic abilities students to guide the lower groups and providing the opportunities for them to speak more widely than the upper groups.

To overcome the problems of there were still a few mispronunciations of the two teams; thus, the researchers trained the pronunciation of words that were often pronounced incorrectly during the previous debate. Meanwhile, for the lack of special judges which must consist of 3 people, thus the researchers added one more judge, so that the total judges in this cycle became 3 judges. To overcome the insufficient camera memory which caused a short cut of time to move the recorded files from the camera to the laptop, the researchers took the

opportunity to transfer the files to the laptop during break time after the discussion or before entering the rebuttal section.

In addition, in this planning stage, the researcher chose a different debate topic. The debate topic chosen was different from cycle 1 and 2, but the topic was a trend at that time. The purpose of selecting a different topic was to avoid repetition which resulted in achieving an invalid score. Finally, preparing observation sheets and assessment rubric.

#### 3.2 Implementation

The implementation of third cycle was carried out in one meeting from the planning of two meetings by extending the time for 2 hours. This was because the debate could not be postponed to the next meeting and must be resolved at that meeting. In this procedure, researchers implemented strategies to support participant activities in expressing agree and disagree thoughts. This activity was divided into 3 parts, namely initial activities, core activities, and final activities.

#### 3.3 Observation

Observation of this cycle was carried out during the research process. Observation was made to find out about the participants during the debate activities in this cycle. From the 6 indicators used in the observation, there has been some progress, namely: first, 89% of participants responded well to the introduction of the strategy. Second, 90% participants already understood the instructions from the discussion debate strategy. Third, 84% of participants participated actively during the debate. Fourth, 85% of participants responded well to their opposing opinions, fifth, 88% of participants could speak freely during the strategy; sixth, 84% of participants were motivated by the discussion debate strategy. For more details, see table 4.1.2.3 below:

Table 2.7 Observation of Students' Response of the Third Cycle

No	Indicator	1 Few (25%- 49%)	2 Half (50% - 74%)	3 Many (75%- 84%)	4 Majority (85% - 100%)	Score
1	Students respond well the introduction of the strategy				89%	
2	Students understand the instruction of the strategy				90%	
3	Students participate actively during debating			84%		
4	Students respond well the opponents' ideas				85%	

5	Students can speak English freely during the implementation of the strategy				88%	
6	Students are stimulated by the strategy				84%	
	<b>TOTAL SCORE</b>			<b>520</b>		
	<b>AVERAGE</b>			<b>86,66%</b>		

On the other hand, the results of the speaking skills test on the topic of debate showed that there has been progress in speaking skills seen from the categories namely pronunciation, grammar, vocabulary, fluency, and understanding. This was evidenced by the average

speaking ability of these five categories, namely 4.32 from the highest number 5 or if converted to 86. And the average percentage of classes that have met the Minimum Completeness Criteria was 87.5%. For more details, see the table below.

Table 2.8 Speaking Ability of the Third Cycle

No.	Name	P	G	V	F	C	Total/Average	Score
1	EO	4	4	4	4	4	20/4	80
2	WB	4	4	5	5	5	23/4,6	92
3	ESR	5	4	5	4	5	23/4,6	92
4	MKL	4	2	4	4	4	18/3,6	72
5	PN	4	4	4	4	4	20/4	80
6	MY	5	4	5	5	5	24/4,8	96
7	MSNW	5	4	5	5	5	24/4,8	96
8	FY	4	4	4	4	4	20/4	80
	<b>Total</b>	<b>35</b>	<b>30</b>	<b>36</b>	<b>36</b>	<b>36</b>	<b>172/4,3</b>	<b>688</b>
	<b>Mean</b>	<b>4,37</b>	<b>3,75</b>	<b>4,5</b>	<b>4,5</b>	<b>4,5</b>	<b>4,32</b>	<b>86</b>
	<b>Class Percentage</b>							<b>87,5%</b>

### 3.4 Reflection

Based on the observations, the participants' responses to the implementation of the discussion debate strategy increased from the previous cycle only 71.2% to 86.5%. In addition, the average score of speaking ability in the previous cycle was 74, increasing to 86 and the average percentage of the class that reached the minimum completeness criteria in the previous cycle was only 37.5% increasing to 87.5%. There was an increase of 50%.

## IV. DISCUSSION

The discussion is a part of discussing the research results found. The results of the research used to answer problems of the research. There were two problems in this research, namely the development of discussion debate strategies, and speaking skill. These two problems were answered in the summary of the three research cycles that have been carried. To find out more clearly, we will see in the following discussion.

### 4.1. The Development of Discussion Debate Strategy

The development of the discussion debate strategy was carried out in three cycles. In first cycle, from the 6 indicators used, there were some indicators of participant response to the discussion debate strategy which were still low or few and one indicator that received moderate responses, namely in the category of understanding strategy instructions was 50%. The average score of the 6 indicators was still relatively low, namely 30,79%.

In the second cycle, improvements were made based on the identification of the problems in observations and field notes. In this cycle, from the 6 indicators, there were 5 indicators had reached the satisfactory category, and 1 indicator was still in the intermediate category and needed to be improved in the third cycle. The category was category of participants who spoke freely during the implementation of the strategy. The total score of the 6 indicators was 712 and the average score achievement was 71.2% which was still in the intermediate category.

In the third cycle, improvements were made to problems in the second cycle by implementing several effective strategies. The results showed that from the 6 response indicators, all of them met the satisfactory category, which ranged from 84% to 90%. The totalscores of the 6 indicators were 520 with an average achievement score of 88.66%. It was in the high category. To find out more clearly, the responses of these participants are depicted in the following chart.

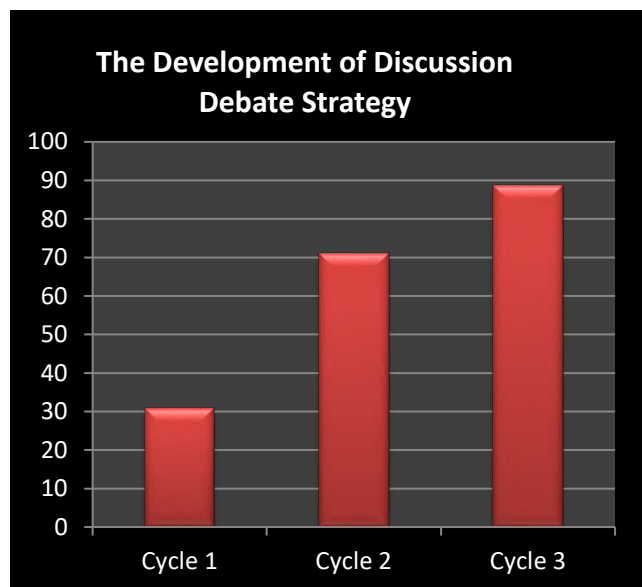


Fig.4.1: Development of Discussion Debate Strategy

From the table above, the average score of 6 student response indicators to the implementation of the discussion debate strategy in first cycle was 30,79% and in second cycle was 71.2%. There was an increase of 40,41%. In second cycle, the average score achieved was 88.5%. Between second cycle and third cycle, there was an increase in the percentage of score achievement as much as 17.3%. Thus, the development of this discussion debate strategy was quite effective in increasing student responses.

#### 4.2 Speaking Skill

Achievement of speaking skill was obtained in 3 cycles. From the three cycles, in first cycle, the results of the speaking skill test on the two debate topics showed that there were 8 of 29 participants or about 27.5% who were involved in the debate. The average score for aspects of pronunciation, vocabulary, grammar, fluency, and understanding was 1.11. In addition, the average scores of the five aspects were 22.20 with the percentage of classes that have met the minimum completeness criteria for speaking skills was 20.68% or only 6 students of 29

participants who passed the minimum completeness criteria.

In the second cycle, the results of speaking skills tests on the topic of debate showed that there has been some progresses in speaking skills seen in the aspects of pronunciation, grammar, vocabulary, fluency, and understanding. This was evidenced by their speaking ability average score which was 74.5. However, there were also some obstacles that must be fixed; namely, from the results of this second cycle research, only 3 of 8 participants passed the minimum completeness criteria. Thus, the percentage of participants from both teams who achieved the minimum completeness criteria was 37.5%.

In the third cycle, the results of the speaking skills test on the topic of debate showed that there has been a progress in speaking skills seen from the aspects of pronunciation, grammar, vocabulary, fluency, and understanding. This was evidenced by the average score of speaking ability of these five categories, namely 4.32 from the highest number 5 or converted to 86. In addition, the average percentage of classes that have met the minimum completeness criteria was 87.5%. For more details, see the table below.

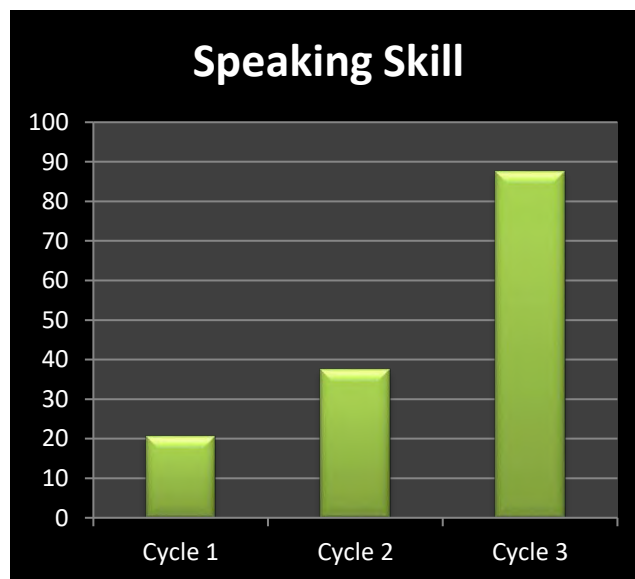


Fig.4.2: Speaking Skills

From the chart above, the average percentage of class that achieved the minimum completeness criteria on speaking skill was 20.68% or only 6 of the 29 participants passed the minimum completeness criteria. In the second cycle, there was an increase of 16.82% and the percentage of participants from both teams who reached the minimum completeness criteria was 37.5%. Then, there was an improvement to the problems in this cycle and ended in an increase of 50% in the third cycle because the percentage



of classes that had met the minimum completeness criteria on speaking skill in the third cycle was 87.5%.

## V. CONCLUSION

The development of discussion debate strategies in this study has increased from first cycle, second cycle and third cycle. The average score of 6 student response indicators to the implementation of the discussion debate strategy in the first cycle was 30,79%, second cycle was 71.2% and third cycle was 88.5%. On the other hand, the average of class percentage which met the requirement of minimum completeness criteria of speaking skill in first cycle was 20,68%, second cycle was 37,5% and in third cycle was 87,66%. Thus, the implementation of this discussion debate strategy was quite effective in increasing student responses and speaking skill.

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# A Research on Aesthetic Representations in Three English Versions of *Transient Days* from the Perspective of Translation Aesthetics

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**Abstract**— *Transient Days* is a famous prose written by Chinese famous writer Zhu Ziqing. It gives people a sense of beauty so it is appreciated by people nowadays. As a result, it is translated by many people into English version. The translation of prose must be guided by aesthetics. Translations aesthetics provides people a new perspective to analyze the translation of prose. The purpose of this research to find the merits and shortcomings of three different English versions respectively translated by Zhang Peiji, Zhu Chunsheng and Zhang Mengjing on the basis of Liu Miqing's translation aesthetics theory and finally to draw an conclusion that Zhang Peiji's version is the best by a contrastive analysis of three three English versions from the perspective of translation aesthetics.

**Keywords**— translation aesthetics, prose translation, *Transient Days*.

## I. INTRODUCTION

China has a long history of prose writing, and modern prose was emerging during the “May Fourth Movement” on the last century. In this period, a great number of famous prose came into people's sight. Among them, Zhu Ziqing's *Transient Days* is popular with people. By Zhu Ziqing's vivid description, it expresses his helplessness and pity towards time's transient passing without halt. What's more, this prose boosts well-formed structure, natural coherence, elegant and meaningful text, so it gives the reader a sense of beauty.

Many scholars from home and abroad do some research on *Transient Days* and Aesthetic Translation in different aspects. In western world, it is generally believed that Plato (427-347bc), the ancient Greek philosopher, is the pioneer of western classical aesthetics. He puts forward the concept of “beauty in itself”, which is the first discussion on beauty in western history and exerts a huge effect on western translation theories. It is the German philosopher Alexander Gottlieb Baumgarten (1714-1762) who first formally names “aesthetics” and proposes to establish it as a new subject in his book *Aesthetica* published in 1750. Aesthetics, he argues, is “the study of beauty by perception”; its definition is “the perfection of

perceptual knowledge”, and aesthetics is the study of “the science of perceptual knowledge”. Baumgarten's book marks the entrance of aesthetics onto the translation arena as an independent discipline, and he is recognized as the “father of Aesthetics”(Mao Ronggui, 2005: 1). In China, based on Julian House's Translation Quality Evaluation Model, Sun ling(2018:140-141) analyzed and evaluated the English version of *Transient Days* translated by Zhang Peiji. She makes a qualitative analysis of the translated text and the original text from four aspects of language field, tenor, form and genre, and makes an inductive and comparative study from three levels of vocabulary, syntax and text. From the perspective of ecological translation, Guan Yanmei (2018:68-69)analyzed and interpreted the adaptation selection of Zhan Peiji's and Zhu Chunshen's translation versions in three dimensional translation through comparative analysis.

In addition to these, there are many other perspectives to study *Transient days*. Although the research aspects is quite broad and comprehensive, this research still find there are not many studies on *Transient Days* from the perspective of translation aesthetics. Therefore, the research aims to analyze three different English versions of *Transient Days* respectively translated by Zhang Peiji, Zhu

Chunsheng and Zhang Mengjing on the basis of Liu Miqing's translation aesthetics theory from the aspects of formal system and non-formal system which belong to translation aesthetic object. And then it's going to find out that Zhang Peiji's version is the best by a contrastive analysis of three three English versions.

## II. THEORETIC FRAMEWORK

### 2.1 An Overview of Translation Aesthetics

In *Dictionary of Translation Study*, Fang Mengzhi( 2004:96). defined translation aesthetics as follows: "Translation aesthetics is an aesthetic approach of translation theory, a theoretical construction of a branch of translation science, and an important part of modern translation theory. It is supposed to reveal the aesthetic origin of translation studies, explore the special significance of aesthetics to translation studies, apply the viewpoints and basic principles of aesthetics, understand the science and artistry of translation, put forward the aesthetic standards of different styles of translation , and analyze, elaborate and solve the aesthetic problems appearing in interlingual transformation." Liu Miqing's theories in *An Introduction to Translation Aesthetics* is in the framework of the basic theory of modern aesthetics.

Aesthetic object, or AO, is the objective thing that people's aesthetic behavior involves. In this world, not everything is an aesthetic object. The so-called AO must be an objective thing that is opposite to the aesthetic subject(AS).They are a pair of concept. Only when aesthetic subject deals with the aesthetic object, it can be called aesthetic object. Generally speaking, the translation aesthetic object(TAO) is the original text that need to be translated by translators. It links closely with aesthetic value, which can meet people's aesthetic needs. Therefore, not all original text can be thought as translation aesthetic object. Because if the original text itself is meaningless, it loses the value to be translated.

According to Liu Miqing (2012:67) , "the translation aesthetic object has five features: Firstly, translation aesthetic object depends on the aesthetic constitution of source language. That is to say, the translator must be faithful to the original text. Secondly, translation aesthetic object is equivalent to the aesthetic effect of the source language. Thirdly, translation aesthetic object gives the aesthetic subject some room for flexibility. Because the aesthetic constituents of translation aesthetic object are very complex, the equivalence of many components can not be found in the target language, so the translator should deal with it flexibly in the process of translation. Fourthly,

the aesthetic value changes with the development of history. Different historic circumstances produce different aesthetic values. So aesthetic value of the translation aesthetic object is not always the same. Fifthly, the aesthetic value of translation aesthetic object has different requirements. For different genres of text, the aesthetic requirements are different."

Among all of these features of translation aesthetic object mentioned above, the most basic one is its dependence on the original text. It is of no use to pursue or discuss the beauty of the translation versions without considering the original text.

### 2.2 An Overview of Formal System and Non-formal System

"The formal system refers to the forms and devices at linguistic level, such as phonological level, lexical level and syntactic level, which are concrete and could arouse certain aesthetic feeling on readers"(Yang Zijian,Liu Xueyun,1994:511). In other words, formal system is the formal feature of language and the aesthetic value can be felt by the people , namely beauty in form. It is a natural attribute containing the external characteristics of aesthetic object. The aesthetic composition of the formal system can be reflected in various aspects of language, such as phonetics, vocabulary and syntax.

In addition to the material form, perceptual external elements, the translation aesthetic object also includes non-material, non-perceptual and non-external elements that can not be directly perceived by intuition. The non-external image components, like the external image components, can form a system, which is an uncertain, indefinite and non-quantitative system. It's essential characteristic is its fuzziness and uncertainty. This is non-formal system, also known as fuzzy sets or sets of fuzziness. Liu Miqing divided non-formal system into "emotion", "idea", "image" and "style".

## III. A CONSTRUCTIVE ANALYSIS OF AESTHETIC REPRESENTATIONS OF FORMAL SYSTEM

Aesthetic representation is to transform translators comprehension of the original text into the outer form. The key of aesthetic representation lies in the materialization of aesthetic experience In terms of formal system, aesthetic representations lie in the level of sound, lexis and syntax.

Because different translators process the original text in different ways and their translation versions have an evident characteristic of their personal style. More importantly, there is no denying that each translation

version has its own shining points and deficiencies. Therefore, it is necessary to make a contrastive analysis of three translation versions from the aspect of aesthetic representations in formal system and non-formal system. So in the next part, the research will analyse these three versions from their beauty at sound level, lexical level and syntactic. The paper refer to Zhang Peiji's translation as Zhang1's version, Zhang Mengjing's translation as Zhang2's version and Zhu Chunshen's translation as Zhu's version.

### 3.1 Beauty at Sound level

Sound is one of the basic means of carrying aesthetic information—musicality. Zhu Guangqian (1984:43) pointed out: "the affair could be known through meaning of words, while the sense must be experienced through sound of words". Nida(1993:24) stated: "good essays, like good poetry, should have the phonological and semantic ups and downs, in order to let the readers experienced the changes in rhythm". The sound beauty in Chinese and English represents in different ways. Chinese is a tonal language whose four tones make up the pronunciation of intonation. While English is a stress language whose most words are multi-syllables. It has stress but without tones. So translators should make no efforts to handle it appropriately in order to reach the same aesthetic effect of the original text.

#### 3.1.1 End Rhyme

End rhyme is a kind of rhyme that occurs at the end of two or more words or phrases in which their sound is the same. End rhyme is one of the simplest and most common forms of rhyme. It can be quite enjoyable for people to read and hear.

Eg.1 像针尖上一滴水滴在大海里，我的日子滴在时间的流里，没有声音，也没有影子。(2004:55)

Zhang1: Like a drop of water falling off a needle point into the ocean, my days are quietly dripping into the stream of time without leaving a trace. (2004:57)

Zhang2: Just like water drops a pinpoint dripping slowly into the vast ocean, my days been dripping into the river of time, quietly and invisibly. (1999:32)

Zhu: Like a drop of water from the point of a needle disappearing into the ocean, my days dripping into the stream of time, soundless, traceless. (1994:65)

In the original text, the author uses "没有声音", "也没有影子" to describe that time's pass is intangible and it

is difficult for people to capture it. In Zhang2's translation and Zhu's translation, they respectively use two coordinate adverbs and adjectives as adverbial to depict the time in order to achieve the same effect as the original form, What's more, these two groups of words have end rhyme and give reader a sense of rhythm. More importantly, by the end rhyme, readers can have a much more intensive feeling that there is no trace of time. However, Zhang1 combines them with the former sentence. He uses "quietly" to describe the verb "dripping" and deals with "也没有影子" as "without leaving a trace". Compared to Zhang2's translation and Zhu's translation, Zhang1's version doesn't do so much well in formal equivalence and lacks a sense of sound beauty.

#### 3.1.2 Alliteration

Alliteration is an important term in stylistics, a branch of English linguistics. Alliteration is one of the rhetorical devices of English phonetics, which contains the music beauty and the neat beauty of language. It makes the sound of the language and the emotion intertwined. Therefore, it has a strong sense of expression and appealing. It usually refers to the repetition of sound in the first phoneme of the first part or the first consonant group. If the first part is completely missing, the main vowel will have to be the same. Alliteration is a means to strengthen the sense of rhythm within the line. And it is also an important to show that English pursues formal beauty and sound beauty.

Eg.2 在逃去如飞的日子里，在千门万户的世界里的我能做些什么呢？只有徘徊罢了；(2004:55)

Zhang1: Living in this world with its fleeting days and teeming millions, what can I do but weaver and wander and live a transient life? (2004:57)

Zhang2: In these swiftly escaping days, what can I do in this world among thousands of households? I can do nothing but hesitate and hurry. (1999:32)

Zhu: What can I do, in this hustling world, with my days flying in their escape? Nothing but to hesitate, to rush. (1994:65)

In the original text, the author uses "徘徊" to describe that when facing the fleeting days, people can do nothing. It expresses a kind of helpless feeling. What's more, "徘徊" in Chinese is called disyllabic simple words (双音节单纯词). It has a certain beauty of sound and form and it is quite normal to see it in Chinese. Zhang1 translated this word into "waver and wander", it not only has alliteration

but also end rhyme, which makes his translation beauty in sound and rhythm. Zhang<sup>2</sup> also notices this characteristic of Chinese, so he also uses alliteration to achieve the same effect in sound and form of the original text. However, in dealing with this word“徘徊”, Zhu doesn't notice the beautiful sound in Chinese so he just translates it into“to hesitate, to rush” which loses the sound beauty of the original text.

### 3.2 Beauty at Lexical level

Lexis is one basic unit which can carry aesthetic information in language because it is a triad of character, morpheme and syllable, so it has a strong capacity to give people a sense of beauty through different aspects. One aspect can be diction which involves word selection, register, collocation and so on. The other aspect is using various rhetorical devices through wording. All of these are effective ways to express aesthetic information.

#### 3.2.1 Simile

Simile is a kind of rhetorical device that uses “as” or “like” to connect two kinds of different things. But to some extent, these two different things have some common features. In this way, it can present a vivid and concrete image to the reader, which also leaves a deep impression on readers and gives a sense of beauty.

Eg.3 我何时留着像游丝样的痕迹?  
(2004:56)

Zhang1: No, nothing, not even gossamer-like traces.(2004:58)

Zhang2: When have I ever left a mark as tiny as a hairspring?(1999:33)

Zhu : Have I left behind any gossamer traces at all? (1994:66)

In the original text, “游丝样的痕迹” is a simile device. Both Zhang<sup>1</sup> and Zhu translate it into “gossamer”. But Zhang<sup>1</sup> uses “gossamer-like”, it can highlight the simile of the original text. “Gossamer” means the very fine thread made by spiders or any very light delicate material. By comparing “traces” to “gossamer”, it vividly and precisely describes that the traces are hardly felt by people. However, Zhang<sup>2</sup> translates it into “hairspring” which means a slender spiraled recoil spring that regulates the motion of the balance wheel of a timepiece. This selection of word only considers the literal fidelity but ignores meaning consistency. Besides, in Zhang<sup>2</sup>'s translation, the word “mark” is also improper. “Mark” refers more to stain, spot that spoils the appearance of something. It is different from the word in the original text. So Zhang<sup>2</sup> doesn't deal with these two words very well. Zhang<sup>1</sup> translates more

accurately than the other two.

#### 3.2.2 Personification

Personification refers to the way to personify things and it endows inanimate objects with human actions and emotions. This rhetorical device can not only vividly describe a certain feature of something but also have the specific concrete effect. When the things are given with human behavior characteristics, the reader can feel that the description of the object is more lively.

Eg.4 早上我起来的时候, 小屋里射进两三方斜斜的太阳。(2004:55)

Zhang1: When I get up in the morning, the slanting sun casts two or three squarish patches of light into my small room. (2004:57)

Zhang2: When I get up in the morning, I see two or three ribbons of light streaming into my room.(1999:32)

Zhu: When I get up in the morning, the slanting sun marks its presence in my small room in two or three oblongs.(1994:65)

In this sentence, both Zhang<sup>1</sup> and Zhu make “the slanting sun” as subject and respectively use “cast” and “mar” as verbs. By using of these two words, they give life to the sun and make the whole sentence more dynamic and vivid. What's more, the use of personification in this sentence is correspondent to the sentence after it“the sun has feet,...”It also stress that the pass of time is independent of man's will. On the contrary, Zhang<sup>2</sup> uses “I” as subject and “see” as verb. It only stresses that the author sees the sun's light. Therefore, this kind of translation relatively is more static, without translating the verve that the sun keeps moving and time keeps flowing. Although both Zhang<sup>1</sup> and Zhu notice the personification, Zhang<sup>1</sup>'s selection of word is better than Zhu. The word “cast” is more anthropomorphic than the word “mark”. So Zhang<sup>1</sup>'s translation is better than the other two.

### 3.3 Beauty at Syntactic Level

Sentence is also an important language unit which conveys relatively complete meaning and aesthetic information. It is well-known that the sentence structure of Chinese is quite different from the English. The Chinese is parataxis while English is hypotaxis. Therefore, in the process of translating, the translator should take the differences between these two language into consideration. What's more, the rhetorical devices used are also of great importance.

#### 3.3.1 Parallelism

Parallelism is a rhetorical method that arranges words

or sentences with the same or similar sentence structure, close meaning and consistent tone in a string. Because of its consistent tone, strong rhythm, same meaning categories and enumerating and strengthening nature, it can expand and deepen the meaning and give reader a violent feeling.

Eg.5 燕子去了，有再来的时候；杨柳枯了，有再青的时候；桃花谢了，有再开的时候。(2004:55)

Zhang1: If swallows go away, they will come back again. If willows wither, they will turn green again. If peaches shed their blossoms, they will flower again. (2004:57)

Zhang2: When the swallows have gone, there is still time to return; when the polar and willow trees have become withered, there is still time to see green; when the peach flowers have already faded, there is still time to blossom.(1999:32)

Zhu: Swallows may have gone, but there is a time of return; willow trees may have died back, but there is a time of regreening; peach blossoms may have fallen, but they will bloom again.(1994:65)

The original text contains three parallel sentences to form the parallelism which describe three natural phenomena that go on year in and year out. Zhang1 transforms them into three compound sentences to reach the structural equivalence and unity. The conditional adverbial clause is used in the present tense and the main clause is used in future tense, which is consistent with the natural phenomena described in the source language. Besides, the repetition of the words “if”, “they”, “again” not only strengthens the natural laws described in the original text but also forms a sharp contrast with the theme that time has gone forever, highlighting the preciousness of time and the author’s regret about time passing in a hurry. Zhang2 transforms these three sentences into three compound complex sentences. The sentence structure is “When..., there is time to+V”. It also achieves a high degree of unity with the original text, but the present perfect tense in the adverbial clause of time stresses the result, the natural phenomena depicted in the text are objective facts, so the present tense is better. Zhu uses three parallel sentences connected by “but” and the structure of the simple sentence is “may have+PP.” It is united in form. However, this structure represents a conjecture, but the natural phenomena depicted in the text are objective facts, so it is not appropriate.

### 3.3.2 Rhetorical Question

Rhetorical question is different from interrogative question. Rhetorical question does not aim at getting answers, but take questions as means to achieve rhetorical effects. It is characterized by that affirmative question which means strong negation, while negative question means strong affirmation.

Eg.6 我留着些什么痕迹呢？我何曾留着像游丝样的痕迹呢？(2004:56)

Zhang1: What traces have I left behind? No, nothing, not even gossamer-like traces. (2004:58)

Zhang2: And what mark have I left in the world? When have I ever left a mark as tiny as a hairspring?(1999:32)

Zhu: What traces have I left behind me? Have I left behind any gossamer traces all?(1994:65)

From the original text, it is evident that the answers are known to the author and reader though they are two questions. Obviously, the author did not leave behind any traces which were like gossamer. Therefore, Zhang2 and Zhu use rhetorical question to be achieve the same effect with the original text. They are not only uniform in form but also in meaning. However, Zhang1 translates the second sentence into affirmative sentence. The form is not well unified with the original. But it is worth mentioning that he uses three negative words “no”, “nothing”, “not even” to emphasize that the author has no achievements with time passing by.

## IV. A CONTRASTIVE ANALYSIS OF AESTHETIC REPRESENTATIONS OF NON-FORMAL SYSTEM

Non-form system is another important system of translation aesthetic object. Liu Miqing divided non-formal system into “emotion”, “idea”, “image” and “style”. In this part, this research will give some detailed examples from the aspect of emotion, image and style to analysis the aesthetic representations of non-formal system.

### 4.1 Beauty in Emotion

Emotion is an essential part of the prose. Any prose must convey a certain emotion of the author. A great number of excellent proeses are full of sincere emotions which touch people a lot. So only when the translator grasps the emotion expressed in the original text can he represent the aesthetic information precisely.

Eg.7 但不能平的，为什么要白白走这一遭啊？(2004, p.56)

Zhang1: However, I am taking it very much to heart: why should I be made to pass through this world for nothing at all? (2004, p58)

Zhang2: But it's unfair to me...why did I come to this world for nothing?(1999, p32)

Zhu: It is not fair though: why should I have made such a trip for nothing!(1994, p66)

In the original text,“不能平的”expresses the author's emotions of being unable to accept it and annoyed by it. Therefore, Zhang1 translated it into “I am taking it very much to heart”, he grasps accurately the emotion expressed by the author. What's more, in the translation of the latter part of the sentence, he also expresses intensively the emotion that the author is unwilling to live a whole life for nothing by using “pass through this world”, “nothing at all”. However, Zhang2 and Zhu translate “不能平的”into “unfair”. “Unfair” means something is not right or fair according to a set of rules or principles. It does not accord with the emotions in the original text. They pay more attention to the literal meaning but do not get the emotions expressed in the original.

#### 4.2 Beauty in Image

Image is reckoned with the key point of the prose writing as the author conveys his emotions, attitudes and ideas by using image. Image (意) is often linked with symbol (象). Image is produced by the artistic selection of image objects. Elaborate selection of image objects can sublimate the ordinary article into a fantastic one full of images.

Eg.8 像针尖上一滴水滴在大海里，我的日子滴在时间的流里，没有声音，也没有影子。(2004, p.55)

Zhang1: Like a drop of water falling off a needle point into the ocean, my days are quietly dripping into the stream of time without leaving a trace. (2004, p58)

Zhang2: Just like water drops a pinpoint dripping slowly into the vast ocean, my days have been dripping into the river of time, quietly and invisibly.(1999, p32)

Zhu: Like a drop of water from the point of a needle disappearing into the ocean, my days are dripping into the stream of time, soundless, traceless.(1994, p66)

The author gives readers a vivid description by using

the image of “针尖上的一滴水”，“大海”，“时间的流”。These images stressed that the author's own days are much more negligible compared to the river of time just as a drop of water is so tiny facing with the vast ocean. Zhang1 translates them into “a drop water of falling off a needle”, “ocean” and “the stream of time”. He present the images described in the original in a correct way and the use of “falling off” gives the reader a sense of movement. Zhang2 translates “针尖上的一滴水” into “water drops a pinpoint” and uses the adverb “slowly”. It is not as succinct and precise as time is passing quickly. These images just express every individual's time is limited and numbered. “Vast ocean” and “the river of time” is the shining point of these sentence. “Vast ocean” emphasizes the ocean is boundless an “Vast ocean” and “the river of time” gives people a image that the time is passing like the river flowing. Besides, “the river of time” is better than “the stream of time” because “river” is a natural flow of water that continues in a long line while “stream” is just a small narrow river. However, “Vast ocean” and “the river of time” can contrast their size and immensity with the tininess of a drop of water and the author's own days. Zhu's translation is similar to Zhang1's. However the verb “disappearing” just tells the reader the result that the water drops go into the ocean. It is less vivid than the verb “falling off” in Zhang1's translation.

#### 4.3 Beauty in Style

It is well known that different writer has different writing style. One reason some of their works are so popular lies in their unique personal style. Some writers prefer to use gorgeous language while others like to use plain and simple ones. Therefore, in the process of translation, the translator must have a deep understanding of the author's writing style and the translator also need try his best to represent the original style.

Eg.9 于是—洗手的时候，日子从水盆里过去；吃饭的时候，日子从饭碗里过去；默默时，便从凝然的双眼前过去了。(2004, p.55)

Zhang1: Thus the day flows away through the sink when I wash my hands; vanishes in the rice bowl when I have my meal; passes away quietly before the fixed gaze of my eyes when I am lost in reverie.(2004, p57)

Zhang2: When I wash my hands, my days wash off into my basin; when I am eating, the days vanish from my bowl; and when I am sitting silently, my days pass by my gazing eyes.(1999, p32)

Zhu: Thus—the days flows away through the

sink when I wash my hands, wears off in the bowl when I eat my meal, passes away before my day-dreaming gaze as I reflect in silence.(1994, p65)

Zhu Ziqing wrote this prose in colloquial language. For example,“洗手”, “吃饭”,“水盆”, “饭碗”.All of the three translators translates them into simple and easy-understanding words. It is in accordance with the author’s simple writing style. However, the translation of “默默”of Zhang1’s version is easier for people to understand . Because when a person is in reverie, he will be silent and still. Zhang2 and Zhu translated it into “sitting silently” and “reflect in silence”. Their translation may confuse the reader.

## V. CONCLUSION

The three translation versions of *the transient days* all have advantages and disadvantages. However, by contrast, Zhang Peiji’s version is much better than the other two. From the formal system level, the three translators attach great importance to the rhyme and rhythm of the language. By copying the parallelism of the original text, they make the whole prose more beautiful. Especially Zhu Chunshen, he does better in terms of the beauty of sound. He is specialized in using alliteration and vowels to create sound beauty. In terms of the beauty of lexical, Zhang Peiji’s translation is the best. He uses proper words and grasps the meaning expressed in the original text most accurately, while Zhu Chunshen and Zhang Mengjing only considers the literal meaning and ignores the real meaning and emotions behind the words. In terms of syntactic beauty, Zhang Peiji’s translation is more uniform, more compact and better conveys the charm of the original text. From the perspective of non-formal system, Zhang Peiji also does better. Through Zhang Peiji’s choice of words and sentences and the proper use of tenses, he expresses the author’s regret for the passing time in a natural way. By contrast, Zhang Mengjing and Zhu Chunshen do not handle the tenses of some sentences properly, so they can not better express the author’s feelings and emotions. In terms of the style, Zhu Ziqing adopts colloquial language throughout the prose, which makes the prose closer to life and easier for readers to understand and accept. Zhang Peiji more reasonably reproduced the style of prose in his translation by using simple and easy words, while Zhang Mengjing and Zhu Chunshen use more wordy words.

This research discovers that on the whole, Zhang Peiji’s translation is the best in terms of representing the beauty of the original text with proper words, fluent translation, accurate grasp of the author’s emotions and a

good transmission of the original text’s charm.

This research is just an attempt for this subject. There are more issues waiting for further studies. For example, from this research, it’s evident that different translators have different translations of the same prose, therefore, it’s a good idea to study the translation of Chinese prose from the translator’s subjectivity. What’s more, due to the limitation of the ability of the author, the research only raises some strategies in reproducing the beauties of the SL. Hence it is suggested to study *Transient Days* with other strategies.

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# Research on the influence of China's outward foreign direct investment on technological progress of equipment manufacturing industry

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**Abstract**— Based on the panel data of 30 provinces in China (excluding Tibet) from 2003 to 2017, this paper constructs the input-output index system, calculates the changes of total factor productivity of equipment manufacturing industry in 30 provinces by using DEA Malmquist analysis model, and further analyzes the impact of China's outward foreign direct investment on the technological progress of domestic equipment manufacturing industry by using the method of Dynamic Panel System GMM influence. The results show that: Although China's outward foreign direct investment and technological progress of equipment manufacturing industry present a significant positive "U" shape, that is, at the initial stage of foreign investment, the increase of foreign direct investment will reduce the efficiency of technological progress of equipment manufacturing industry, when the outward direct investment reaches a certain scale, that is, when the growth rate of foreign direct investment exceeds a certain threshold, foreign direct investment will significantly promote equipment manufacturing technology progress. From the regional level, the threshold value of the central region is the smallest, which indicates that the scale of foreign investment needed to promote the technological progress of equipment manufacturing industry is relatively small. Finally, this paper puts forward the countermeasures and suggestions on how to use foreign direct investment to improve the technical progress of China's equipment manufacturing industry and promote the high-quality development of equipment manufacturing industry.

**Keywords**— outward foreign direct investment; equipment manufacturing industry; reverse spillover effect; technological progress

## I. INTRODUCTION

With the development of economic globalization, the change of international division of labor has a profound impact on the global manufacturing division pattern. For a long time, manufacturing plays an important part in China's economic development, is the leading industry and pillar industry of the national economy. Equipment manufacturing industry is the "mother machine" of other industrial industries, which is an important manufacturing industry. The development of equipment manufacturing industry is the precondition for realizing the all-round modernization of industry. At present, the domestic equipment manufacturing industry is in the middle and lower reaches of the global value chain due to its low technology content and weak international competitiveness. At the moment, the trend of anti-

globalization is surging in Europe and the United States. The "Reindustrialization" strategy of western developed countries has an important impact on the pattern of global manufacturing division of labor, and has a "crowding out effect" on the division of labor of manufacturing industry in underdeveloped countries. In addition, Southeast Asia and other developing countries are deeply involved in the international division of labor with labor cost advantage, and China's equipment manufacturing industry is facing a severe challenge of "two-way extrusion". Therefore, it is urgent to strengthen the scientific and technological innovation ability of China's equipment manufacturing industry, promote its technological progress and improve its international competitiveness.

With China's entry into a new round of reform and opening up, China's outward foreign investment has

increased rapidly. Since the relevant departments of China officially released the annual statistical data in 2003, China's global foreign direct investment flow ranked the top three for seven consecutive years, contributing more and more to the world economy. Since 2015, China's outward foreign direct investment (OFDI) has exceeded the actual utilization of foreign direct investment (FDI) for four consecutive years, and China has become a net capital exporter. Foreign direct investment (FDI) has become the booster of China's high-quality economic development. According to the theory and practice of open economy, such large-scale foreign investment will certainly bring important economic impact to the home country economy, such as: resource allocation effect, industrial upgrading effect, reverse technology spillover effect, technological progress effect, etc., therefore the impact of foreign direct investment on the technological progress of home country's equipment manufacturing industry has attracted many scholars' attention.

## II. LITERATURE REVIEW

Outward Foreign Direct Investment (OFDI) is generally believed to be the behavior of multinational enterprises to invest in cash, physical objects and intangible assets in order to gain effective control over the operation and management of foreign enterprises. Economic globalization has facilitated the exchange of foreign investment, knowledge and technology among countries. The technological progress of China's equipment manufacturing industry mainly depends on independent research and development, and at the same time, it needs to make full use of the reverse spillover of foreign technology. Reverse technology spillover refers to the process in which the home country of investment obtains technological resources by investing in developed countries or regions where technological resources are concentrated, through cross-border mergers and acquisitions, and through learning, imitating, digesting and absorbing, it drives the technological progress of the home country. For a long time, scholars have paid much attention to the research of reverse technology spillover effect of OFDI. In recent years, with the increase of China's reverse investment in developed countries, many experts and scholars have begun to study the impact of reverse technology spillover effect of OFDI on manufacturing technology progress and global value chain upgrading.

The first is about the technology demand motivation of OFDI. Scholars Zhang Xiaodi et al. (2006) believe that it is the motivation of enterprises in developing countries to obtain and create new competitive advantages through technology seeking OFDI. Yao Limin and Sun Chunyuan

(2007)<sup>[1]</sup> believe that the main strategic goal of China's current reverse OFDI to developed countries is to promote export trade and acquire advanced science and technology. Zhao Wei and Jiang Dong (2010) believe that when a country carries out foreign direct investment, the fierce international competition environment will promote upstream industries, increase technological research and innovation, and promote technological progress. Li Dongkun and Deng Min (2016) believe that the fierce international competition environment will force enterprises investing abroad to accelerate technological innovation and improve their competitiveness. Zhang Yu (2018) believes that the improvement of technological innovation ability needs strong support of technology and capital. Strategic asset seeking outward foreign direct investment can obtain more advanced technical resources; efficiency seeking outward foreign direct investment can realize economies of scale and save production costs. These saved funds can be invested in technology innovation and R&D to help domestic enterprises improve their innovation capability power.

The second is the related research on the reverse technology spillover factors of outward foreign direct investment. Konings (2001) believes that the possibility of R&D innovation of enterprises carrying out foreign investment and the level of technological progress of enterprises are related to their geographical location and special policies of host countries. Zhao Wei et al. (2006)<sup>[2]</sup> believe that the more intensive the host country's R&D resources, the more obvious the OFDI reverse technology spillover effect. Chen Hao and Wu Wen (2016) believe that whether China's outward foreign direct investment can obtain reverse technology spillover is related to the economic development level of the target country. For developed countries, technology spillovers can be obtained, while for transition and developing countries, technology spillovers cannot be obtained, but positive technology output can be generated. Fu Lei and Qiang Yongchang (2014) emphasized that human capital market and product market with free game competition are the premise of OFDI reverse technology spillover.

The third is about the transmission path of technological progress effect of outward foreign direct investment. Most scholars believe that the reverse technology spillover can be realized by acquiring R&D technology resources, training scientific researchers and feedback R&D achievements. Zhao Wei et al. (2006) sorted out the mechanism of the relationship between OFDI and China's technological progress, and found that OFDI promoted China's technological progress through R&D cost sharing, R&D achievements feedback, reverse technology transfer, and peripheral R&D stripping. According to Yin Hua et al.

(2008), the paths of reverse technology spillover of home country acquisition mainly include: imitation demonstration effect, linkage effect, personnel flow effect and platform effect. Chen Feiqiong et al. (2009) claims that the feedback mechanisms between the foreign investment and technological progress of the enterprise are those of the overseas R&D, of the benefit, of the localization of subsidiaries and of the public effect of foreign investment. Guo Fei and Huang Yajin (2012) explained the transfer mechanism of OFDI reverse technology spillover by building a triangular circular transmission model of technology interaction, technology transfer and technology absorption. Zou Xi (2017) analyzed the mechanism of reverse technology spillover of technology seeking OFDI from macro and micro levels, from the perspective of forward investment and reverse investment.

The fourth is about the impact of outward foreign direct investment on technological progress of home country. According to the research results, scholars have different views, which can be roughly divided into three categories: the first category believes that OFDI can significantly promote the technological progress of home countries through reverse technology spillover effect. Foreign scholars Kogut et al. (1991)<sup>[3]</sup>, Teece et al. (1992)<sup>[4]</sup> and Potterie et al. (2001)<sup>[5]</sup> have empirically proved that there is reverse technology spillover effect in OFDI at the enterprise level and national level, and OFDI has significant spillover effect on domestic productivity. Pradhan et al. (2008)<sup>[6]</sup> and Herzer (2010)<sup>[7]</sup> also found that the adverse spillover effect of OFDI exists in any country and industry it invests in, and has national differences. Domestic scholars Liu Mingxia (2010)<sup>[8]</sup>, Guo Fei et al. (2012)<sup>[9]</sup>, Song Yongchao (2015)<sup>[10]</sup> and Han Yujun (2016)<sup>[11]</sup> respectively from the industrial level and national level, through empirical analysis, found that China's outward foreign direct investment has a significant reverse technology spillover effect, which has a significant promoting effect on technological progress expressed by total factor productivity. The second is that the reverse technology spillover effect of OFDI has no significant effect on the technology progress of home country. There are mainly foreign scholars such as Bitzer et al. (2008)<sup>[12]</sup>, Lee et al. (2006)<sup>[13]</sup> and Bitzer et al. (2008)<sup>[14]</sup>. Through empirical research, we find that the impact of OFDI on TFP is negative, and there are obvious differences between countries. Domestic scholar Bai Jie (2009)<sup>[15]</sup> found that reverse technology spillover of outward foreign direct investment has a positive effect on technological progress, but the improvement is not significant. Xie Yumin et al. (2014)<sup>[16]</sup> through empirical test, show that: Outward foreign direct investment only has a certain promotion effect on imitation innovation, but has inhibitory effect on

overall innovation, independent innovation and secondary innovation. The third category thinks that the reverse technology spillover effect of OFDI can promote the technology progress of home country, but it needs some preconditions. Foreign scholars Bo Rensztein et al. (1998)<sup>[17]</sup> and Gorg et al. (2004)<sup>[18]</sup> have shown that there is a certain "threshold effect" in the realization of reverse spillover effect of outward foreign direct investment. Similarly, domestic scholars Zhang Hong, Zhao Jiaying (2008) and Zheng Lei (2012) believe that the technology spillover effect of OFDI also has the "threshold effect". Some experts and scholars use the game equilibrium analysis method to find that there is a threshold value for reverse technology spillover. As long as the "threshold value" is crossed, the enterprise's enthusiasm for outward foreign direct investment will increase significantly. Through empirical research, Chen Yan (2011)<sup>[19]</sup>, Kai Daxue (2014)<sup>[20]</sup>, Li Mei et al. (2012)<sup>[21]</sup>, Han Xianfeng et al. (2018)<sup>[22]</sup> found that the reverse technology spillover effect of outward foreign direct investment can be significant only after reaching a certain threshold level.

To sum up, there are more positive effects of technology spillovers on technology spillovers in China and abroad. The research on the impact of manufacturing industry, especially the equipment manufacturing industry; but on technological progress, is still relatively small. Reverse technology spillover in outward foreign direct investment is an important factor affecting the development of China's equipment manufacturing industry and promoting the efficiency of technological progress. Therefore, for China's equipment manufacturing industry, the impact of outward foreign direct investment on its technological progress remains to be further studied and analyzed.

### III. THE INFLUENCE MECHANISM OF OUTWARD FOREIGN DIRECT INVESTMENT ON TECHNOLOGICAL PROGRESS

A country, an industry or an enterprise wants to obtain and maintain the international competitive advantage under the background of economic globalization and the rapid development of modern science and technology, the speed and performance of its technology R&D upgrading play an increasingly important role. Under the global open economic system, it is often difficult for the backward countries to catch up with the pace of technological progress only by relying on their own knowledge accumulation and technological research and development. They must rely on both domestic and foreign aspects. At present, compared with developed countries, China's overall investment in science and technology research and development is insufficient, and the level of technological innovation is still relatively low. All of these need to make

use of outward foreign investment channels, learn from the science and technology of those advanced countries and regions, enhance their own R&D capabilities, and improve the level of science and technology. The main paths and modes of international technology diffusion are international trade and capital flow (foreign direct investment and outward foreign direct investment). In order to maintain the monopoly advantage, multinational corporations often take various measures to protect their advanced technologies, especially some core technologies. It is difficult for China to obtain the benefits of technology diffusion in attracting foreign direct investment or in some traditional trade and economic exchanges, and some reasonable technology transfer will also be subject to various difficulties and obstacles. Through the way of outward foreign direct investment, China can bypass the restrictive barriers of international trade and outward foreign direct investment, invest in advanced technology countries and technology distribution centers, set up research and development centers, enter foreign markets in the form of mergers and acquisitions, joint ventures or alliances, make full use of international market elements, and seek various advanced technologies through various channels to promote China's technological progress.

This paper integrates the previous research results, integrates and expands the existing analysis framework, and analyzes the mechanism of the impact of OFDI on technological progress from the perspective of enterprise to industry.

### 3.1 Enterprise level transmission mechanism

In order to adapt to the new situation of economic globalization and based on the new situation of international division of labor and the development of global foreign investment, according to their comparative advantages, multinational enterprises in most countries will reasonably arrange every link of production process in their host countries which have advantages in technology, labor force or natural resources, so as to implement specialized and large-scale production and realize the maximization of resource allocation and profit. However, in order to maintain the technological monopoly advantage, developed countries with advanced technology often take various measures to prevent the diffusion of their own advanced technology, and arrange their core technology and core production links in the domestic high-tech production research and development base. Therefore, technology spillover and diffusion in developed countries and regions are still important sources for developing countries to acquire advanced technologies. At present, the investment of multinational enterprises in developed countries is mainly technology seeking investment, which is an important investment way to obtain advanced technology, mainly including foreign new investment and cross-border merger and acquisition investment.

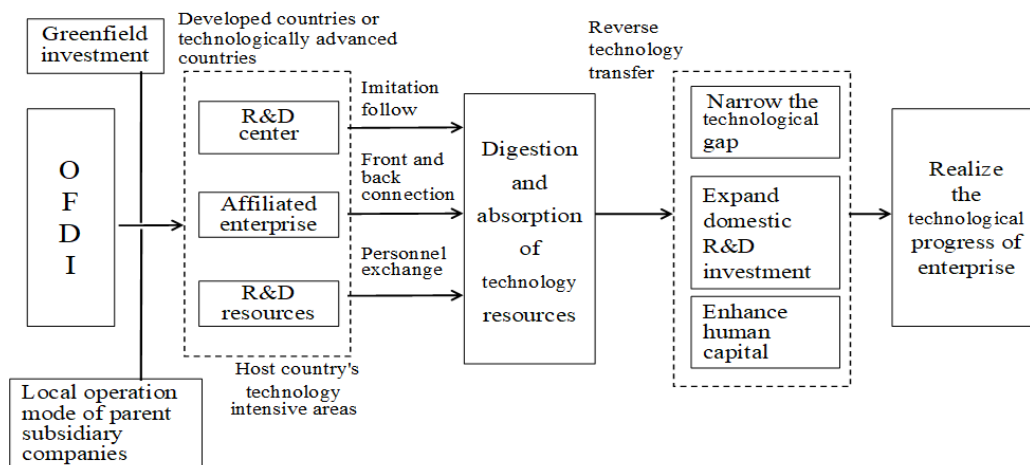


Fig.1: The transfer mechanism of reverse technology spillover effect of new investment

#### 3.1.1 Transfer mechanism of reverse technology spillover effect of new investment

Greenfield investment, also known as new investment, is a kind of outward foreign direct investment in which multinational enterprises have the right of operation and management control over their newly-built enterprises in

the host country. In recent years, under the guidance of the trend of economic globalization and the profound impact of the international financial crisis, Chinese enterprises have accelerated the pace of outward foreign direct investment and transnational operation. Figure 1 shows the transfer mechanism of reverse technology spillover effect of new investment. Under the circumstances that domestic

enterprises enter developed countries or technologically advanced countries and host country's technology intensive areas by adopting green space investment and local operation mode of parent subsidiary companies, the transfer mechanism of reverse technology spillover effect of new investment includes three stages: technology interaction and acquisition, digestion and absorption of technology resources, and reverse technology transfer. And three paths of imitation follow, front and back connection, personnel exchange, etc., are carried out in turn and pushed forward layer by layer to realize the technological progress of enterprises.

In the stage of technology interaction and technology acquisition, multinational enterprises have geographical advantages in carrying out outward foreign investment in developed countries or host countries with high technology resources. It has the advantages of technology interaction and technology acquisition with local R&D centers, all kinds of affiliated enterprises and rich R&D resources. So it can better integrate into the local science and technology development circle, and can better discover and learn their advanced technology. Through various R&D institutions and information exchange platforms of the host country, it can carry out knowledge interaction activities among enterprises and acquire the knowledge of the host country cutting edge technical information, as well as various R&D technology resources. In the stage of assimilation and absorption of technological resources, on the one hand, multinational enterprises sort out and screen all kinds of R&D technology information obtained from abroad through various forms, such as expert consultation meeting, study seminar and training meeting, experience exchange meeting, etc.; on the other hand, they organize internal R&D personnel to develop relatively advanced technologies in the industry on the basis of the existing advanced technology in the host country according to their own R&D capabilities and technological development status. In the stage of transnational transfer of reverse technology, new companies or foreign subsidiaries acquire and absorb technological resources from abroad. After the reverse technology is transferred to China, it can narrow the technological gap of enterprises, expand domestic R&D investment, enhance human capital, and promote the technological progress of enterprises.

In fact, from the three stages of technology access, interaction and acquisition, to the digestion and absorption of technological resources, and then to the reverse technology spillover transfer, the implementation path of multinational enterprises has three paths: imitation follow effect, front and back connection effect and personnel exchange effect.

The first path is imitation following effect, which is the basic effect of reverse technology spillover in OFDI. Multinational enterprises can make use of the geographical advantages of the host country with advanced investment technology, imitate and learn the advanced production technology, technology patents and other scientific research achievements of the host country, follow and grasp the cutting-edge trends of scientific and technological development, and then carry out secondary scientific and technological development in combination with the technical requirements of the home country's products, so as to promote the technical integration and upgrading, and promote the rapid improvement of the parent company's technological progress.

The second path is the front and back connection effect. When a country's enterprises invest in the host country to set up factories, there is no doubt that they will have economic and trade cooperation with the local enterprises. As a link of the relevant industrial chain of the host country, it is interrelated with the front and back industries, thus it is integrated with the local product R&D center and scientific research network system. In this way, multinational enterprises can make full use of various R&D elements in the industrial chain to improve the R&D capability and scientific research level of the parent company.

The third path is the effect of personnel exchange. High level of human capital is an important symbol of technological progress of a country's enterprises and industries. Multinational enterprises invest in the technology-leading host countries and obtain technical resources with the exchange of technical personnel, which is an important carrier of technology flow. On the one hand, because of the externality of technology, it is easy for multinational enterprises to recruit high-level scientific and technological personnel, technical workers and management personnel. These personnel often have local advanced technical knowledge and management experience, which can provide technical support for enterprises to open up the international market, and also provide favorable conditions for the home country to obtain advanced technology. On the one hand, multinational enterprises can also send their parent company's professional and technical personnel to foreign subsidiaries for further study. They can not only cooperate with local R&D institutions and training institutions, but also exchange and learn with high-level technical personnel in overseas subsidiaries. In this way, the advanced personnel will integrate the tacit knowledge they have learned, internalize the feedback to the technology platform of the home country, carry out bold development

and innovation, and maximize the technical level of the enterprises in the home country.

### 3.1.2 Transfer mechanism of reverse technology spillover effect of cross-border M&A (joint venture)

Cross border M&A is a kind of outward foreign direct investment behavior through the acquisition, sole proprietorship, joint venture or alliance investment to purchase all the assets or shares (rights) that can control the operation and management activities of the merged enterprise. At present, cross-border M&A is the most

important investment mode in the industry characterized by high-tech. By acquiring and integrating technological innovation resources, multinational enterprises can quickly acquire high and new technology, improve the level of technological progress and enhance international competitiveness. Figure 2 shows the transfer mechanism of reverse technology spillover effect of cross-border M&A (joint venture).

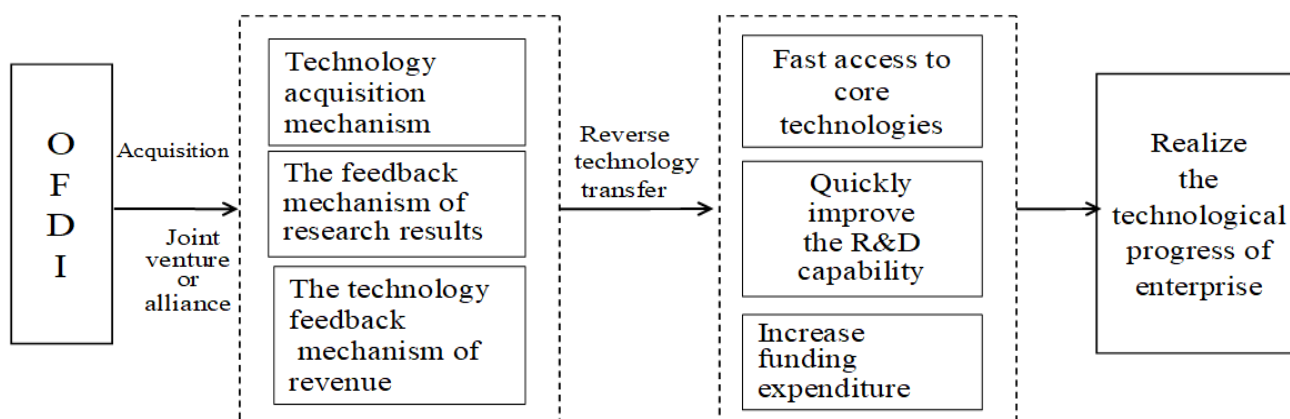


Fig.2: The transfer mechanism of reverse technology spillover effect of cross-border M&A (joint venture)

First, technology acquisition mechanism. Compared with Greenland investment, cross-border M&A can enable multinational enterprises to quickly obtain the technological resources of the merged enterprises, such as product production process, patent brand, R&D information, etc. At the same time, they can also share the internal R&D platform and external R&D network system of the merged enterprises, so as to quickly obtain information resources such as new technologies of products or new trends of industrial development, so as to improve rapidly the parent company's R&D capability enhances its international competitiveness.

Second, the feedback mechanism of research results. Multinational enterprises in technologically advanced host countries conduct secondary technology development on the basis of foreign R&D by acquiring the R&D centers of local enterprises, and feed the research results back to the home enterprises. These technological achievements can be learned and absorbed by the home country enterprises, which can quickly improve the R&D capability and promote the technological progress of enterprises.

Third, the technology feedback mechanism of revenue. This is equivalent to the income compensation mechanism of technology seeking foreign investment. Multinational

enterprises have acquired foreign enterprises and acquired advanced production technology. The parent company uses the acquired production technology for product R&D and scale production, reduces production costs, increases sales revenue, and improves profit margin, which is equivalent to increasing wealth. Multinational enterprises use part of this wealth for technology research and development, which can increase funding expenditure, increase R&D investment, increase enterprise independent R&D efforts, and improve the level of technological progress of enterprises.

### 3.1.3 Forward OFDI mechanism to promote technology progress of home country enterprises

From the previous research, the transfer mechanism of reverse technology spillover effect of new investment and cross-border M&A (joint venture) mainly reflects the process of reverse technology spillover of foreign direct investment to developed countries. Different from the purpose of investing in developed economies, China's outward foreign direct investment (OFDI) in Southeast Asia, Latin America and other developing countries has less investment target in technology seeking, but mainly market seeking investment. The purpose is to expand overseas markets, gain profits through expanding market

scales and reduce R&D costs. At present, it is an era relying on knowledge and cooperation. It is difficult for a single country or enterprise to invest a huge amount of human and material resources for research and development at a high cost. The cost of R&D needs to be shared in order to achieve scale economy. When China invests in developing countries, it can gain scale benefit, which is equivalent to increasing R&D investment and sharing research costs. Figure 3 shows the mechanism of forward OFDI to promote the technological progress of home country enterprises, including two aspects: one is that Chinese enterprises invest in these developing countries, take advantage of their own technological advantages, use local materials, produce and sell on the spot, and multinational enterprises return the profits

obtained from overseas production and operation to their home countries. The income of the home company will increase, thus further increasing the parent company's R&D investment and realizing the enterprise's technological progress. Second, the market of developing countries is vast. The expansion of investment scale of multinational enterprises can further promote the export of domestic upstream and downstream products, which helps to play the scale effect, and correspondingly reduce the average cost of unit product and the apportioned R&D cost, thus reducing the R&D cost of unit product, which is equivalent to increasing the R&D investment of home companies and promoting the technological progress of enterprises.

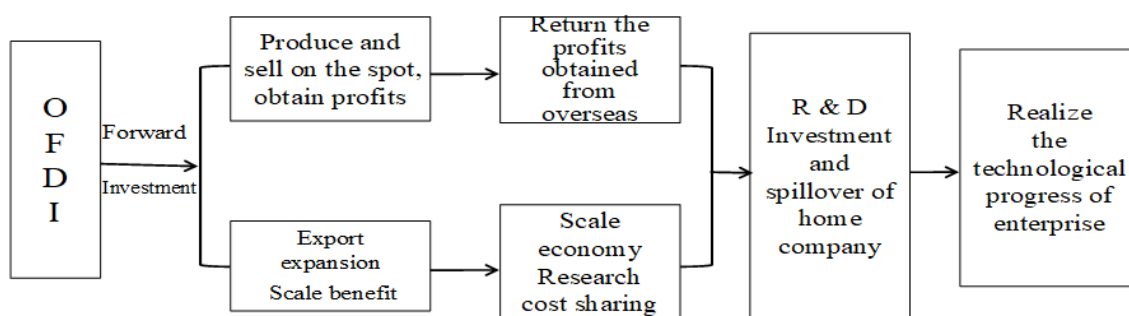


Fig.3: The mechanism of forward OFDI to promote the technological progress of home country enterprise

### 3.2 Industrial transmission mechanism

In order to further analyze the impact of reverse technology spillover of outward foreign direct investment on technological progress, it is expanded from the enterprise level to the industrial level. From the industrial level, due to the externality of technology spillover, multinational enterprises obtain advanced technology resources through the reverse technology spillover channel of outward foreign direct investment. After domestic technology diffusion, other domestic enterprises also enjoy the "technology dividend", and the "technology dividend" is extended to related industries, thus promoting the technological progress of related industries. Figure 4 shows that the transmission mechanism of reverse technology spillover of outward foreign direct investment to industrial technological progress mainly includes five aspects: first, multinational enterprises set up R&D centers in wholly foreign-owned enterprises, mergers and acquisitions or alliances, strengthen technological research and development, implement technological upgrading and specialized production, so as to optimize the production structure, enhance the international competitiveness of the home country's industries, and then promote industrial technological progress. Second, through foreign

investment, linkage upstream and downstream, multinational enterprises reduce the price of export products, improve the productivity of domestic suppliers, expand the industrial scale, form a strong scale economy effect, and promote industrial technology progress. Third, multinational enterprises obtain advanced technology from foreign direct investment, promote technological innovation of home country, enhance industry competitiveness, obtain technical income, and improve residents' income level, so as to stimulate consumption and expand investment, and promote technological progress of home country industry. Fourth, multinational enterprises can directly or indirectly obtain high-quality human resources of host countries through foreign direct investment in technologically advanced host countries, which is equivalent to increasing domestic human capital, thus improving the quality of industrial workers and promoting industrial technological progress. Fifthly, through technology spillover effect, international technology diffusion and transfer between industries, and technology spillover within industries, we can learn from each other, digesting and absorbing so as to promote the overall technical level of the industry and achieve industrial technological progress.



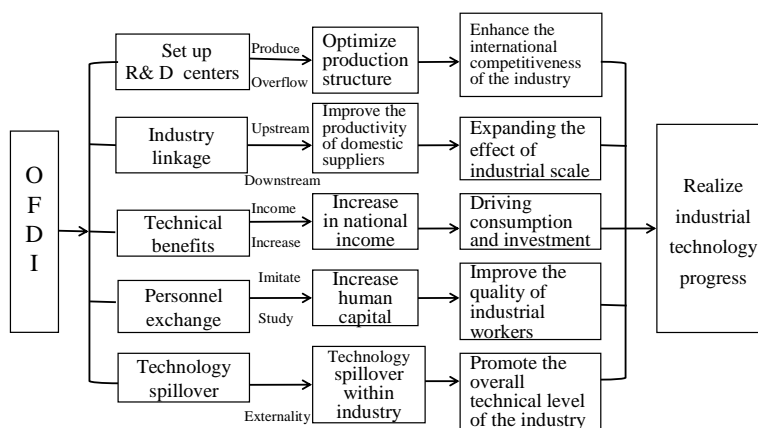


Fig.4: The transmission mechanism of reverse technology spillover of OFDI to industrial technological progress

#### IV. RESEARCH DESIGN AND VARIABLE SELECTION

Due to the particularity of Tibet and the lack of economic data, this paper does not include Tibet Autonomous Region in the empirical analysis. Taking 30 provinces in China as the research objects, this paper selects the panel data of various industries and OFDI of equipment manufacturing industry from 2003 to 2017 as samples, and makes an empirical analysis on the effect of OFDI at provincial level on the technological progress of equipment manufacturing industry in each province.

##### 4.1 Variable selection and data source

###### 4.1.1 Explained variables

The explained variable is TFPCH of equipment manufacturing industry. Many experts have studied the technology spillover under the condition of open technology spillover. Any technological progress will ultimately depend on the change of TFP (Zhao Wei et al., 2006). At present, most researchers regard TFP as the representative variable of technological progress, and the existing research results are measured by TFP (Fu Lei et al., 2013). According to the hypothesis of this paper, the effect of technological progress is reflected in the continuous improvement of technical level and total factor productivity of equipment manufacturing industry, so this index is used to measure the effect of technological progress.

On the measurement of TFPCH, many experts and scholars generally use DEA-Malmquist productivity index to measure TFPCH. This method defines Malmquist

productivity index based on distance function, and uses linear optimization method to estimate the boundary production function of each decision-making unit, so as to measure the technological progress and efficiency improvement. Under the first mock exam, the Malmquist index is the total factor productivity change. As the DEA-Malmquist index analysis method is simple and applicable, and the results are objective, this paper measures the total factor productivity change index of equipment manufacturing industry. The total industrial output value of the equipment manufacturing industry (after 2012, since the total industrial output value is no longer published in the relevant statistical yearbooks, it is replaced by the main business income index) is the output index; the labor input index is shown by the annual average number of employees in the manufacturing industry; the capital investment index is replaced by the annual net fixed assets of the equipment manufacturing industry. The relevant data are from China Industrial Economic Yearbook, China Industrial Yearbook and China Statistical Yearbook. The total industrial output value (main business income), net fixed assets and employees of equipment manufacturing industry of all provinces in 2003-2017 are selected. Taking 2003 as the constant price, the ex-factory price index of industrial producers and the investment price index of fixed assets are used respectively. This paper uses DEAP2.1 software to measure the TFPCH of equipment manufacturing industry. The results are shown in Table 1.

Table 1 Average value of Malmquist productivity change index in 2003-2017

Province	Index mean	Province	Index mean	Province	Index mean	Province	Index mean
Beijing	1.048	Shanghai	1.067	Hubei	1.069	Yunnan	1.088
Tianjin	1.055	Jiangsu	1.068	Hunan	1.103	Shanxi	1.1
Hebei	1.071	Zhejiang	1.059	Guangdong	1.033	Gansu	1.134
Shanxi	1.1	Anhui	1.092	Guangxi	1.084	Qinghai	1.093
Inner Mongolia	1.088	Fujian	1.059	Hainan	0.986	Ningxia	1.135
Liaoning	1.045	Jiangxi	1.124	Chongqing	1.066	Xinjiang	1.15
Jilin	1.048	Shandong	1.079	Sichuan	1.073		
Heilongjiang	1.059	Henan	1.083	Guizhou	1.11	Total	1.086

4.1.2 Explanatory variables

Outward foreign direct investment (OFDI) is used as the explanatory variable. The stock data of foreign direct investment of each province in each year is selected, which is derived from the Statistical Bulletin of China's Outward Foreign Direct Investment.

4.1.3 Control variables

4.1.3.1 Per capita GDP (PCGDP): the improvement of total factor productivity is closely related to economic growth. Macroeconomic development has a significant impact on the change of productivity. Per capita GDP is the main indicator reflecting the level of local economic and social development. The data is from China Statistical Yearbook.

4.1.3.2 R&D expenditure (RD): investment in science and technology is an important means to promote technological progress. Increasing expenditure on scientific research activities and improving scientific

research capacity is conducive to accelerating technological innovation, enhancing technology spillover effect and promoting productivity of equipment manufacturing enterprises. In this paper, the total R&D expenditure of Industrial Enterprises above Designated Size (large and medium-sized industries) is selected as the index data to measure the investment in science and technology, which is derived from the annual China Science and Technology Statistical Yearbook.

4.1.3.3 Number of invention patents (NIP): the number of invention patents owned by industrial enterprises above scale (large and medium-sized industries) is selected to reflect the level of local scientific research. The data is from China Science and Technology Statistical Yearbook.

The descriptive statistics of variables are shown in Table 2.

Table 2 Descriptive statistics of main variables

Variable	Observations	Mean value	Standard deviation	Minimum	Maximum
TFPCH	420	1.086	0.128	0.628	1.659
OFDI	420	292.2	823.1	0.0800	9663
PCGDP	420	18183	9749	3808	55307
RD	420	231.0	376.1	1.720	3525
NIP	419	9492	25397	7	289238

V. EMPIRICAL PROCESS AND RESULT ANALYSIS

Based on the literature of experts and scholars, this paper establishes the following basic regression model:

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$$TFPCH_{it} = \alpha + \beta_1 OFDI_{it} + \beta_2 PCGDP_{it} + \beta_3 RD_{it} + \beta_4 NIP_{it} + \varepsilon_{it}$$

TFPCH<sub>it</sub> is the index of the change of total factor productivity in the equipment manufacturing industry in the province i compared with the previous period T-1.

OFDI<sub>it</sub> is the total foreign direct investment of the province i in phase T. In order to eliminate the influence of exchange rate and price factors, all the values of OFDI in this paper are converted into RMB price with the official exchange rate, and adjusted with fixed assets investment price index. PCGDP<sub>it</sub> is the per capita GDP of the province i in phase T, which is flattened by GDP index. RD<sub>it</sub> is the total R&D expenditure of the industrial enterprises (large and medium-sized industries) in the province i in phase T, which is reduced by the consumer price index. NIP<sub>it</sub> is the patent number of the industry (large and medium-sized industries in individual years) in phase t. α is constant, β<sub>1</sub>, β<sub>2</sub>, β<sub>3</sub> and β<sub>4</sub> are coefficient items, and ε<sub>it</sub> it is random interference.

Considering the economic growth and productivity improvement, it is a dynamic process in the long term, and the change of TFP has some autocorrelation. That is, the productivity development of the last period will affect the productivity of the next period, so the lag period value of the change of TFP is introduced as the explanatory variable. At the same time, the change of technological progress needs a certain time to ferment and brew, so the current period of OFDI will not affect the technological progress rapidly. In the empirical model, the lag period

value of OFDI is used as the core explanatory variable. T is the time trend, in order to control the factors of the corresponding variables changing with time. The endogenous problem of the model makes the mixed OLS and the fixed effect estimator biased. Therefore, this paper uses the method of GMM to carry on the empirical analysis. The specific empirical model is designed as follows.

$$\ln TFPCH_{it} = \alpha + \beta_0 \ln TFPCH_{it-1} + \beta_1 \ln OFDI_{it-1} + \beta_2 \ln PCGDP_{it} + \beta_3 \ln RD_{it} + \beta_4 \ln NIP_{it} + t + \varepsilon_{it}$$

Analyze the results in column (6) of Table 3. The coefficient of L\_InOFDI is -0.01943, which is significant above 95% level. This shows that OFDI will significantly reduce the technological progress in the province. Since the explanatory variables and explanatory variables are treated with logarithm, the coefficient here means the elasticity coefficient of total factor productivity's outward direct investment, that is, the degree of technological progress changes caused by the change of foreign direct investment. -0.01943 shows that every 1% increase in the amount of foreign investment, technological progress will be reduced by 1.9%.

Table 3 Regression results of the model

	Fixed effect			System GMM		
	(1)	(2)	(3)	(4)	(5)	(6)
	lnTEPCH	lnTEPCH	lnTEPCH	lnTEPCH	lnTEPCH	lnTEPCH
L.lnTEPCH				-0.06261*** (0.000)	-0.06842** (0.001)	-0.05103* (0.040)
L_InOFDI	-0.03044*** (0.000)	-0.02025 (0.070)	-0.01616 (0.181)	-0.04453*** (0.000)	-0.02409*** (0.000)	-0.01943*** (0.000)
lnPCGDP		-0.05723 (0.264)	-0.02450 (0.648)		0.08587* (0.038)	0.01418 (0.432)
lnRD		-0.02163* (0.036)	0.03188 (0.246)		-0.00498 (0.257)	-0.00730* (0.044)
lnNIP		-0.00511 (0.684)	0.05394** (0.001)		-0.04094*** (0.000)	-0.03274*** (0.000)
			Time effect			
year						0.00118 (0.593)
_cons	0.18271*** (0.000)	0.84136 (0.087)	-0.15204 (0.765)	0.24448*** (0.000)	-0.32628 (0.389)	-2.07646 (0.640)
N	390	389	389	390	389	389

$R^2$	0.167	0.181	0.355	AR(2)	0.19	0.34	0.338
F	71.77666	19.62610	11.79516	Sargan	0.99	0.99	0.99

p-values in parentheses \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

Considering that there may be reverse technology spillover effect in OFDI, we add the square term of OFDI lagged for one period to carry out GMM dynamic panel regression. The results are shown in column (3) of Table 4. The coefficient of SQ\_LlnOFDI is 0.00526, and the sign is positive, that is to say, it presents a significant positive U shape. It can be seen that there is a threshold for the impact of OFDI on domestic technological progress. Before reaching the threshold, OFDI will reduce the technological progress of provinces carrying out foreign investment, but with the increasing scale of OFDI, it will promote domestic technological progress. This shows that the international technology exchange and cooperation and technological innovation will appear only after the outward foreign direct investment reaches a certain scale, and the reverse technology spillover effect will begin to appear. The threshold  $\ln OFDI = (-(-0.05801) / (2 * 0.00526)) = 5.514$ ,  $OFDI = 24.8$  billion yuan. That is, from the historical data, when the average level of outward foreign direct investment reaches more than 24.8 billion yuan, the technological progress effect will arise. The possible reason is that after reaching a certain scale, the

technological R&D exchanges and cooperation between the two places can reach a certain depth.

According to the model analysis of the average stock of China's outward direct investment after exchange rate conversion and price index adjustment (see Table 5), from the national level, the average OFDI in 2008 was 28.196 billion yuan, which exceeded the threshold of 24.8 billion yuan, indicating that 2008 was a turning point. Since then, the role of China's outward foreign direct investment in promoting the technological progress of equipment manufacturing industry began to show gradually, which is also in line with the global financial crisis in 2008. The price of international assets decreased significantly, which provided a good opportunity for Chinese enterprises to carry out cross-border mergers and acquisitions and promote the reverse technology spillover of outward foreign direct investment. It also shows that under the background of the international financial crisis at that time, China's outward foreign direct investment increased rapidly instead of slowing down.

Table 4 Regression results of the model

	(1)	(2)	(3)
	lnTEPCH	lnTEPCH	lnTEPCH
L.lnTEPCH	-0.06842** (0.001)	-0.05346*** (0.000)	-0.08188*** (0.000)
L.lnOFDI	-0.02409*** (0.000)	-0.05334*** (0.000)	<b>-0.05801***</b> (0.000)
SQ_LlnOFDI		0.00399*** (0.000)	<b>0.00526***</b> (0.000)
lnPCGDP	0.08587* (0.038)	0.06269* (0.031)	0.12739** (0.007)
lnRD	-0.00498 (0.257)	-0.01166** (0.009)	-0.01348*** (0.000)
lnNIP	-0.04094*** (0.000)	-0.03100*** (0.000)	-0.03814*** (0.000)
year			-0.00129 (0.794)
_cons	-0.32628 (0.389)	-0.10915 (0.669)	1.92727 (0.847)

<i>N</i>	389	389	389
<i>R</i> <sup>2</sup>			
<i>F</i>			

*p*-values in parentheses \* *p* < 0.05, \*\* *p* < 0.01, \*\*\* *p* < 0.001

Table 5 Average value of China's OFDI stock (Unit: 100 million yuan)

Region	China	Eastern Region	Central region	Western Region	Northeast China
2004	119.6	47.64	2.21	1.88	7.58
2005	148.65	64.19	5.01	3.17	13.11
2006	186.83	85.87	6.92	4.84	25.46
2007	231.13	123.17	12.28	10.18	32.36
2008	<b>281.96</b>	123.2	15.2	15.21	39.14
2009	386.61	<b>168.85</b>	36.63	22.37	65.24
2010	484.29	239.98	53.18	34.58	106.73
2011	590.71	304.09	68.62	45.41	122.98
2012	697.14	427.39	92.4	68.51	<b>180.91</b>
2013	850.8	570.43	119.4	82.66	213.89
2014	1152.07	846.25	146.06	105.28	251.02
2015	1500.45	1328	<b>214.28</b>	140.48	308.5
2016	2023.62	2250.27	315.42	<b>205.02</b>	395.99
2017	2639.04	3114.66	352.7	243.56	361.77

Source: Statistics Bulletin of China's Outward Foreign Direct Investment, constant price in 2004, adjusted by fixed asset price index.

In order to further explore the difference of OFDI on TFPCH in different regions, in this paper, three dummy variables are set up, namely, the East, the Middle and the West, and the Northeast is taken as the comparison object. Among them, OFDI\_E is the cross-multiplication term between OFDI and Eastern dummy variable; OFDI\_M is the intersection term between OFDI and central China, OFDI\_W is the intersection term between OFDI and the western region. Column (4) in Table 6 below is the final result after controlling other control variables. It can be seen that under the control of regional variables, the impact of OFDI lagged on technological progress still presents a significant positive U-shape. And, combined with the coefficient of OFDI\_E (East), OFDI\_M (middle), OFDI\_W (West), the threshold of lnOFDI in the East =  $(-(-0.06601 - 0.0000) / (2 * 0.00656)) = 5.03$ , OFDI = 153; the threshold of lnOFDI in the middle =  $(-(-0.06601 + 0.00043) / (2 * 0.00656)) = 4.998$ , OFDI = 148 in the East; the threshold of lnOFDI in the West =  $(-(-0.06601 + 0.00011) / (2 * 0.00656)) = 5.02$ ; OFDI = 151.8; the threshold of lnOFDI in the Northeast =  $(-(-0.06601) / (2 * 0.00656)) = 5.03$ ; OFDI = 152.9. Taking the X-Y axis as

the coordinate, the OFDI threshold of the central region is more left, which indicates that the scale of outward foreign investment needed to promote technological progress is relatively small. That is to say, in the case of small outward foreign direct investment, it can play a role in promoting regional technological progress.

From the regional level, according to the average data of outward foreign direct investment stock of each region in Table 5, the average OFDI of eastern region in 2009 was 16.885 billion yuan, exceeding the threshold value of 15.3 billion yuan, indicating that 2009 is a turning point. After 2009, the role of outward foreign direct investment in promoting the technological progress of equipment manufacturing industry in the eastern region began to show gradually. The average OFDI of central China in 2015 was 21.428 billion yuan, which exceeded the threshold value of 14.8 billion yuan, indicating that 2015 was a turning point. After 2015, the role of OFDI in promoting the technological progress of equipment manufacturing industry in Central China began to show gradually. The average OFDI of the western region in 2016 was 20.502 billion yuan, exceeding the threshold of

15.18 billion yuan, indicating that 2016 is a turning point. After 2016, the role of outward foreign direct investment in promoting the technological progress of equipment manufacturing industry in the western region gradually began to appear. The average OFDI of Northeast China in 2012 was 18.091 billion yuan, which exceeded the threshold value of 15.29 billion yuan, indicating that 2012 was a turning point. After 2012, the role of OFDI in Northeast China in promoting the technological progress of its equipment manufacturing industry began to show gradually. On the whole, the turning point year that

outward foreign direct investment began to play a role in promoting the technological progress of equipment manufacturing industry appeared in various regions. The eastern region was the earliest, followed by the northeast region, and then the central region, and finally the western region. At present, all regions have been in the stage of promoting the technological progress of equipment manufacturing industry by outward foreign direct investment.

Table 6 Regression results of the model

	(1)	(2)	(3)	(4)
	lnTEPCH	lnTEPCH	lnTEPCH	lnTEPCH
L.lnTEPCH	-0.05103*	-0.06068***	-0.08189	-0.07137*
	(0.040)	(0.001)	(0.056)	(0.014)
L_lnOFDI	-0.01943***	-0.03149***	-0.04184***	<b>-0.06601***</b>
	(0.000)	(0.000)	(0.000)	(0.000)
SQ_LlnOFDI			0.00193	<b>0.00656***</b>
			(0.250)	(0.000)
lnPCGDP	0.01418	0.08639*	0.12303**	0.13550***
	(0.432)	(0.022)	(0.002)	(0.001)
lnRD	-0.00730*	-0.00886	-0.00667	-0.02180***
	(0.044)	(0.072)	(0.177)	(0.001)
lnNIP	-0.03274***	-0.04353***	-0.04587***	-0.02674*
	(0.000)	(0.000)	(0.000)	(0.021)
OFDI_E		0.00001	0.00001	-0.00000
		(0.109)	(0.573)	(0.747)
OFDI_M		0.00035**	0.00035**	0.00043**
		(0.001)	(0.002)	(0.002)
OFDI_W		0.00012	0.00011	0.00011
		(0.095)	(0.303)	(0.251)
year	0.00118			-0.00804
	(0.593)			(0.145)
_cons	-2.07646	-0.28006	-0.61666	15.36361
	(0.640)	(0.375)	(0.095)	(0.165)
N	389	389	389	389
R <sup>2</sup>				
F				

p-values in parentheses \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

## VI. CONCLUSION AND SUGGESTIONS

Based on the panel data of 30 provinces in China from 2003 to 2017, through the construction of input-output

index system, this paper uses DEA-Malmquist analysis model to measure the change of total factor productivity of equipment manufacturing industry in 30 provinces, and

further uses the method of Dynamic Panel System GMM to analyze the impact of China's outward foreign direct investment on the total factor productivity change of China's equipment manufacturing industry. The empirical results show that: China's outward foreign direct investment and the technological progress of equipment manufacturing industry present a significant positive "U" shape, that is, at the initial stage of outward foreign investment, the increase of outward foreign direct investment will reduce the technological progress of equipment manufacturing industry, but when the outward foreign direct investment reaches a certain scale and the growth rate of outward foreign direct investment exceeds a certain threshold value, outward foreign direct investment will significantly promote equipment manufacturing technological progress in manufacturing industry. From the national level, after 2008, China's outward foreign direct investment has gradually played an important role in the technological progress of equipment manufacturing industry. From the regional level, after 2009, 2015, 2016 and 2012, the role of outward foreign direct investment in the equipment manufacturing industry of the eastern region began to show.

Based on the above research, in view of the resource seeking type and market seeking type in the initial stage of China's outward foreign direct investment, it began to turn to the technology seeking type. The suggestions are as follows: first, the positive effect of reverse technology of outward foreign direct investment has appeared in China's equipment manufacturing industry. Therefore, we should increase the outward foreign direct investment of manufacturing industry, especially the equipment manufacturing industry, and improve the technical level of China's equipment manufacturing industry through reverse technology spillover, which also reflects the future trend and demand of China's outward foreign direct investment. Second, adjust measures to local conditions and reasonably control the scale of outward foreign direct investment. Equipment manufacturing industry is a technology intensive and capital intensive industry. The development of equipment manufacturing industry cannot do without a large amount of long-term financial support, because OFDI has the "crowding out effect" of capital, especially in the central and western regions, the scale of outward foreign investment should be reasonably controlled. Third, actively encourage cross-border mergers and acquisitions of developed countries. In particular, we should invest in developed countries with advanced technology and emerging industrialized countries and regions, encourage enterprises to carry out cross-border mergers and acquisitions, especially those large enterprises with core

technologies, so as to obtain more technology, knowledge and information resources and promote the progress of domestic science and technology. The fourth is to implement different policies of foreign investment among provinces. The eastern developed areas and the northeastern old industrial bases are also important bases of equipment manufacturing industry. Therefore, it is necessary to formulate targeted foreign investment encouragement policies, actively increase technology acquisition oriented foreign investment, speed up the pace of regional enterprises to go global, and improve technological innovation ability. Fifth, increase R&D investment in China's equipment manufacturing industry, encourage scientific and technological innovation and research related to the equipment manufacturing industry, and the state should give support in terms of taxation and preferential policies for enterprises.

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# Critical Study on Delusional *Ressentiment*: The Case of Filipino Community

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*Abstract*—Absurd living exists in the irrational and delusional beliefs of man. Life is worth and meaningful to anyone who attaches obligation through chastity and virtue rather than wickedness and ambition. Every individual can be a victim of sentiments. This paper investigates the basis of moral thoughts, origin of morals, impact to people, and how individuals transform themselves to affirm the present condition that shows absurdity. Finally, the present moral intervention in such community is found severe and irrational. Hence, the investigation falls on the conclusion that the present moral thought confined individuals from delusional *ressentiment* to become victims of sentiments. Morality then is the foundation of virtue and harmony of living, not a path of wickedness that will lead to chaos, drastic destruction and absurdity.

*Keywords*—absurdity, community, delusional, Filipino, morality, *ressentiment*, transformation, will.

## I. INTRODUCTION

Community is composed of groups of individuals with multiple cultures, set of beliefs and standard of behavior. People in a community are mere extension of inherited morality adapted from the past civilizations. The ambiguous phenomenon through changing times, values and behavior reshape the present generation. With the community's collective effort to achieve progress and development, they become united in attaining common ground for success. This development is a general perspective aiming for autonomy and nothing but self-centered will. Man is naturally vulnerable to his appetite such as food and sex (Cornford, 1967). His instinct is to sustain his pleasure for natural needs. But satisfaction never ends as man deals with his life and eventually transforms his will.

In a quiet community of people resides the simplicity of life, modest and honest citizens with humble dreams and practical ambitions. Out of this simplicity is the people's way of surviving their lives and earning bread and butter for their children and family. Selling vegetables, fish, meat and even kakanin is their simple means to make money. Some of them go out to farm during crop planting and harvest season of vegetables or palay just to earn a living. Others rear and tend domestic fowl like chicken and pig for their own good and extra earning. They work as if they

never get weary. They help each other and through this heroic act, the spirit of bayanihan is felt in the community.

These people accept the fact that they are poor and keep on believing that God has a reason for all their hardships and struggles. They risk their lives; they sacrifice and work beyond their limits and not only parents know the concept of sacrifice but even the entire members of the family do the same. There is indeed shared responsibility in each family. They teach their siblings the worth of respecting elders, the importance of valuing education and the moral of fearing God and doing His will. Filipinos have a very natural affection when it comes to valuing a family. They have a rich culture inherited from their ancestors about strong family ties. As they preserve the culture they have, they are also influenced by Western culture and adapt Christian morality as well as a set of morality which teaches humility and faith. This morality guides the lives of people to maintain good standard of living in their community.

As people care about their family, they depend on someone or influential figure whom they perceive as ideal and just. A model or leader to lean on, an authorized or reliable person to confer with, a source of good information and virtue as the community faces struggles, anxiousness, confusions and terrible sufferings in physical world. There is always a person that stands as a leader in a

community and that is no other than a priest. As people rely on the teaching of Christianity, it is the priest who is called the authorized and most reliable person to be asked.

Priests have been perceived as the leaders of faith. They have deprived themselves of some natural basic needs of man like sex and marriage in order to remain holy and sacred abstaining vices and sexual intercourses. However, denying their humanity is inseparable truth. Some have abused their position, committed adultery and fornication, failed to feed their flocks with pure words of God, and continued to confuse people of their purpose. Ordinary people experience such abominable customs that result to the rise of evil in the heart of an anguished soul.

From ignorance and past experiences, man carried out his will. Due to chaotic confusion and abuse of religious leaders' positions and advantages, people in the community are left in the dark. This situation gave a boomerang effect to those who pretend as holy and sacred. It generated ravaging fires in the hearts of the people that could rot and destroy the harmony in the community. Revenge and revolt found their way to take into place. The pursuit of a will that was concealed within and the phantom that was confined in the heart of man gave a rebelling blood to the followers, from the form of being submissive to becoming savaging lion.

In order to surpass sufferings, man aims to deliberate his will. It is his will that follows an ambition. Thus, its occurrence is not through a mere inertia but a repression. Mind is the power that controls over the future. This urges man to replace the priest in order to place himself to the throne. In order to pursue triumphs and so to succeed, man creates a poisonous sentiment, idea and illusion. This poison has intoxicated him to commit enviable actions triggered by biases and discriminations. Through the ignorance of people in the community and due to abuses and failures of priest, man has utilized such weaknesses as a device that would lead him to pursue his desires. For instance, he creates cyclical and distorted interpretation of certain religious practice and teachings and criticized the religious leaders as well. He starts to doubt about the credibility of a priest, his devotion and intention, questioned the practices, rituals and methods of particular religious' expressions. It is not actually a challenge of faith. It is all about dealing with the seven devils in their own selves. People get envied of the position of a priest. A wrath that triggers to become a master of their own; a lust that is irresistible; a pride that is bigger than themselves and is growing immensely. It is a gluttonous hunger for power, position and pleasure.

This phenomenon depicts how a man is transformed deliberately by his own actions and how eager he could be to pursue his selfish desires in the context of morality. It is how a man derived his actions that grasp the *absurdmind*. The scenario between priest and ordinary people is not terminal of this transitions or transformation. There is always a possibility to generate this phenomenon over and over again.

The issues above pose essential questions as follows: What is the basis of moral intervention in a community? Where it was originated and derived? What is the impact of adapted morality to public? How the ordinary people in the community transformed to be demi-god?

## II. METHODOLOGY

This study utilized critical analysis method of understanding, analyzing and synthesizing issues about the delusional *ressentiment* of individual to explore and affirm its present notions, facets and effects to humanity. This method was adopted from J.L. Beyer. According to [2] "a critical analysis is subjective writing because it expresses the writer's opinion or evaluation of a text which was broken down into parts". The chief intent of this inquiry is to identify and explain the case of Filipino community that appears absurd and to provide substantial insights, inspirations and illumination to its readers.

## III. ANALYSIS AND EVALUATION

### A. Nietzsche's Genealogy of Morals

The German philosopher Friedrich Nietzsche (1844–1900) is a philologist and renowned as notorious iconoclast, placed as one of the most important thinkers of the modern world. Nietzsche's account supports the above discussion on priest caste and warrior caste. He justified this process through a confrontation between the two. The priests, who are powerless in a situation of combat, developed a deep and poisonous hatred to warrior. This is the mental faculty, a strategy that devises to defeat the warrior. The priestly mode of valuation is another mode that branches off from the aristocratic mode of valuation which develops into its opposites. For instance, the book of Exodus tells how Moses saved the slaves from the Egyptian masters. What made Moses to succeed is through the *ressentiment* of the slaves from the cruelty of master. This *ressentiment* is a phantom that is more powerful than the qualities of a strong warrior. Hence, this is the origin of what Nietzsche called the slave revolt in morality which according to him had began with Judaism as the source of Christianity (Magnus & Higgins, 2006).

Nietzsche has made a great clarification on the idea of his writings concerning the concept of “morality” in his book, *On the Genealogy of Morals*. He made a distinct effort to clearly identify that “good and evil” and “good and bad” have clear origins. Nietzsche stressed that the two senses of “good” have opposing meanings. From the point of view of aristocratic mode known as “master morality”, “good” stands for everything that is strong and powerful, while the concept of “bad” stands for something weak and *ressentiment* of the lower classes (Nietzsche, 1996). The concepts of the two elements are believed to have been originated from the slave revolt known as “slave morality” (Nietzsche, 1996). The slave revolt schema in morality succeeded in reversing, redesignating the weak as “good” and the strong as “evil” (Nietzsche, 1996). This shows the perversion of the original definition defying its natural essence and meaning.

Noble morality can be described as the sense that fought enemies without mental reservation. They hardly take enemies seriously and forget about them instantly. In contrast, slave morality does not begin its tail in retaliating work that is expressed by taking revenge through permissive actions but is formed in the heart and mind of the soul which is very destructive and devastating. The weak deceive themselves of the thinking that the meek are blessed and will reach everlasting life. They invent the term “evil” to apply to the strong, in which precisely to the “good”, according to the noble valuation. These later called their inferiors “bad” in the concept of worthless but not exactly the same as the idea of “evil.”

Nietzsche espoused that it is a mistake to hold beasts of prey to be “evil” for their actions, that stem from their inherent strength rather than malicious intent. One should not blame others for his thirst for enemies, resistances and triumphs. Similarly, it is also absurd to resent a strong action for their misconduct because according to Nietzsche, there is no metaphysical subject on this issue. Only the weak need the illusion of the subject or the soul to hold their actions together. It is precisely absurd to be condemned by the hermit and they have no right to blame as accountable for being a bird of prey. Nietzsche concluded that by considering the two opposing valuations “good vs. bad” and “good vs. evil” one could end tremendous struggle for thousands of years, a struggle that has been started from the war between Rome (good vs. bad) and Judea (good vs. evil). Then, what had begun with Judea was the triumph of *ressentiment* (Bolaños, 2014).

### **B. Impact of Slave Morality to Public**

The transition of morality evolves in the valuation through history (Magnus & Higgins, 2006). Since Filipinos

adopted Christianity, the morality that is being practiced is classified according to Nietzsche as slave morality. The morality that has been exercised in present condition relies in the concept of *ressentiment* that is growing deeply. The people in the community rely on the beliefs that wealth is a substance that leads them into evil and hinders them from reaching their salvation for the life after death.

The ordinary people in the quiet community remain in their own weaknesses instead of striving to overcome their struggles in life. Most of them rely on the beliefs being adopted from the doctrines. Many are poisoned and concealed in the morality that is being practiced like the principle of equality. The objective or the focus of the state is for the benefits or betterment of poor people. For instance, the democratic form of government or democracy in which the many and the poor are the rulers (Barnes, 1984). The religious institutions and government programs are usually designed to provide services only for the poor. The services needed by middle classes or upper classes became one-sided and are ignored. This concept is totally absurd. The dealings with the strong and the weak must be provided with equal treatment without discrimination.

Media is the most perverted instrument that generates such kind of slave morality. The country in this contemporary time advocates the slave morality which reshapes the values of the individual that spread in the entire community. Movies produced depicting criminals and hoodlums being asserted as heroes in their community. They are idolized by the masses. They capture the heart and the sympathy of the people. These conditions constituted a perception of virtues that led individual to do the same. This is the reason why in certain community bursts crimes, violence and chaos. They rob, kill enemies, and ruin others because of their *ressentiment*. Yet, again, this is not to judge them of their actions nor of their perspectives on their idols as well as the heroes and leaders that influence them. What is clear in the morality of the idols is opposed to the law of nature that threatens the harmony of living. The media sets a standard of values that in a way may ruin the harmony of the state.

### **C. Metamorphoses**

Nietzsche provided a concept in tracing the roots in transforming the will of man. In his writings he explained the process of transformation to what he called metamorphosis (Nietzsche, 1969). This metamorphosis is defined as the transformation of a being into a new form of state which Nietzsche implies through the symbolic figure of a camel which represents the yes man becomes a lion that represents the will and eventually transforms into a child as a newborn babe (Nietzsche, 1996).

Filipinos are traditionally generated to a kind of living that is reflected Nietzsche's idea on slave morality. In his book entitled, *Thus Spoke Zarathustra* the so-called metamorphosis is defined and represented as camel. Deprivation, shortage, and ignorance are the results of the transition from letting the flow of water into total control of the flow. Sufferings of the camel from his long-endured journey are the causes of the rise of the evils—envy, greed, wrath, pride, lust, gluttony, sloth. As observed in many communities, people have started to oppose their innate culture and traditions. Driven by many ambitions, many have left their country to work abroad in order to have better means of earning money and greater opportunities for survival. Others have become worst as they sell their soul for the small amount of money to sustain survival. Dignity had been dismantled over financial necessities. Some choose to marry rich foreign people to gain citizenship and live a luxurious life. They depended more on future security (Santiago, 2019). Some parents, even religious leaders teach them how to be wise and the common saying, “use your head not the heart” is practically applied.

The yes men or followers become covetous to rule. The intention is more ambitious and proud rather than maintaining the virtue of being pure and simple. Then after a long sacrifice, struggles and endurance of the camel, the lion starts to reign, then the camel turns to be a savage. This lion is a symbol of revolt. The successful man goes back to his place and starts a new life possessed with power. At this point, a slave now desires to become a master and developed covetous will to rule. Accordingly, the morality that develops through the feeling of *ressentiment* has started to dwindle and the good will of the self has started to decompose.

In the third metamorphosis, the lion transforms into a new born child. The child is a symbol of innocence, forgetfulness, and a new beginning (Nietzsche, 1996). A harmony achieving from a will into total control of flowing water has been observed. The people in a community are now used to live aftermath as wise and win their will. They can do whatever they want without being dictated by anyone not even a sincere consideration of their inherited traditions. They are now the masters of their own community. For instance, an employee possesses the authority that manipulates and controls the entire municipality which gives him the power and wealth; a sexy actress transforms herself as a public servant to lure the majority; and a Japayuki, who has been called an entertainer who serves her costumers through singing, dancing and offering sexual gratification has gained wealth and is now back home with a huge and mansion-type

house, cars, and established business. Some gamblers, drug users and pushers, rapists, killers and other criminals masqueraded themselves as religious leaders who are pretending to be the enlightened ones through the word of God. They created organizations to lead churches and became leaders to gain power and respect that they had not obtained before. This also reflected to Nietzsche's writings that explained that this kind of transformation served as convalescent (Nietzsche, 1969). The rise of different religions brought by the ambitions of individual with a will for power resulted chaos, confusion and deprivation in their community. Religious leaders strictly prefer their members to have an affair only with the same faith in order to expand their organization and to avoid destruction or divisions. The so-called divine leaders who were slaves before have now become the master of set rules. Now they dictate and manipulate the lives of their members. These leaders have developed a deep and poisonous hatred which has been perceived as effective tool to gain power and maintain it through coated leadership.

Unending criticism despises the minds of the many believers and followers of those beasts. Their provocative words have made each of them to win, capture or deceive the members to submit in their reign. The leaders fetter their neighbor and their children and members in what they called faith or belief. This shows an obvious reason why this dictatorship or will for power exists – to control people. This is reflected in the writings of Nietzsche on the genealogy of morals saying about bad conscience.

According to Nietzsche, in order not to sink down from the bitter past, man relies on the state of forgetfulness. This forgetfulness is an active faculty of repression, not a mere inertia or absentmindedness. It is simply a defense mechanism. The memory is necessary for exercising control over the future that man needs to develop. Hence, it is an active faculty to work in opposition in order to fulfill the promise. The control over the future in this regard allows a morality of custom to get off the ground. The product of this morality, the autonomous individual, comes to see that man may inflict harm to those who break their promises to him. Punishment is the compensation for the accountability. Such punishment is meted out without a regard to moral considerations about the free will of the guilty person, and his accountability for his actions is simply an expression of anger. The creditor is compensated for the injury done by the pleasure he derives from the infliction of cruelty of the debtor. Hence, the concept of guilt for Nietzsche is etymologically derived from debt (Nietzsche, 1996).

Morality is reshaping people through this generation and actions of others. The concept of morality transforms or

shifts into new definitions. The construction of things falls into its deconstruction. The endures of a camel will push to be a lion in order to be a child as an impulse to the will. This transformation or transition does not end here like what Nietzsche said but continuously circulates like a history that repeats itself.

#### IV. SUMMARY AND CONCLUSION

This paper examined the issues of people's sentiments in a community, Nietzsche's genealogy of morals, impact of slave morality to public and metamorphoses were also tackled and expounded.

In the first discussion, it appears that the sentiment of ordinary people in their community creates a deep resent which carried out a specific will. Consequently, the misbehavior of the few priests and their abominable acts urged people to replace powerful priest and transfigure themselves as a demi-gods.

The idea of morality is indeed an allegorical picture of the present condition. It could suggest a confusing idea which leads someone to eschew beyond facts and think over the usual. The critical evaluation on the topic on morality is not only centered on people as a whole but also tackles the allegorical image between aristocratic morality and slave morality. The illustration in the case of morality is only a special instance that reflected the problem of society in general. Through this discussion, we could see the root of man's action and the emotion that causes resentment as a result of incapability to achieve absolute reason. What is clear is that we should take note that the idea is different from the subject. This simply means that the mistake of a person is not a mistake of a system. The failures of a person must not be blamed where he belongs. If that so, we may be driven in a wrong way. If we confine in evilness, truth is hard to achieve. The absurdity cannot be eliminated, but it can be managed. This simply means that we have to be careful of what we do to others. This idea is a mode of prevention from absurdity that might confine every individual to pitiful and shameless truth on human desires and a warning from the shadow of living deceiver.

The impact of slave morality becomes drastic in the sense that it is perverted. The virtues shift into a new definition that derived from idol of the masses. The media swift spread the adopted moral thoughts that reshaped the holistic values of masses.

Metamorphoses are absurd phenomena in our community. The instinct of man continuously ruins the essence of his existence. It could be seen how such covetous followers follow and oppose the system. Today, the way of living

has shifted into new trend. All of these existed before but not as worse as they are being experienced today. Man lives in a cruel world with a savage mind and harsh reality. Nevertheless, as Nietzsche suggested, man should learn to live wisely with a profound distinction and discernment of his choices and wants. It is through his purposive and just actions where he can choose not to remain absurd.

Indeed, everyone is a victim of certain levels of sentiments and is defeated by the devils brought by resent. The *ressentiment* is an "imaginary revenge" that becomes bad conscience. It derived from the deepest emotion and mental reservation that hinder the preservation of truth, virtue and most of all love. Everyone is poisoned by the delusion of *ressentiment* caused by the covetous and greedy beast of the society who hold power and position. For the hermit, they have no right to be blamed as accountable for being a bird of prey. Everyone conceals in an irrational belief which is absolutely an absurdity. Nevertheless, morality is the foundation of virtue and harmony of living, not a path of wicked will that would lead to chaos and drastic destruction.

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# The hidden role Patriarchy in Malayalam Cinema: An analysis of the movie ‘sufiyum sujathayum’

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**Abstract**— *Movies are the most popular medium that represents the popular taste and culture. Malayalam cinema has undergone several radical shifts throughout the past years, But still there are movies to satisfy or reinstate the traditional gender roles and patriarchy. The movie Sufiyum Sujathayum is about how society transforms our way of thinking based on the strict adherence to patriarchy. More than love people consider social acceptance as the most important priority. The paper is an analysis of the movie by using theories such as male gaze and feminism.*

**Keywords**— *Gender Stereotypes, Male Gaze, Patriarchy.*

Gender has been seen as a principle set up by theorists like Simone de Beauvoir. Rather than the result of sexual differences, it is represented as the consequence of social customs and practices which incorporates support from movies to practice of regular discussions as described in the book History of Sexuality by Michel Foucault. Foucault in this manner sums up that sex is the set impacts delivered on bodies, practices' and social relations by the sending of 'complex political advancements'.

Foucault's talk on the advances of sex is reformulated by Teresa De Lauretis, whose Technologies of Gender expresses that sexual orientation is a portrayal of connection having a place with a class, a gathering or a classification. The portrayal of gender starts from the principal material that contacts a child's body. The cliché garments in blue or pink breaks the perfect world and drives the youngster into a framework of portrayals and images. To cite Teresa De Lauretis, that sexual orientation isn't sex, a condition of nature however the portrayal of every person as far as a specific social connection which pre exists the individual and is predicated on the theoretical and inflexible resistance of two organic genders, which establish 'the sex-sex framework'.

Through the sexual orientation people start to fortify certain 'proper' practices, young ladies get prepared in craft and music while young men takeover the play areas. Barbie dolls and kitchen sets enhance the rooms of girls when the young boys play with automatic rifles and autos. The ongoing inclination of selecting young ladies to karate classes is furthermore just to build up their 'safeguard component' which accentuation that 'you are fragile and could be a weakling!' Our famous legends additionally strengthen the indistinguishable thought. The chivalric male warriors wandering around to abstain from squandering the moaning females, or the sovereign appeal coming to spare heaps of the alluring Rapunzel from the hands of the witch underlines the indistinguishable factor. The temperate, sensitive, delightful, and crying women are consistently princesses where on the grounds that the forceful females are consistently witches. The case of sexual orientation generalizing in legends is that the depiction of guys as globe-trotters and pioneers and females as aides or supporters.

The visual media particularly, film is one among the various innovations of sexual orientation. Laura Mulvey in her exposition, Visual Arts and Narrative Cinema clarifies the effect of visual expressions as a decent social innovation in deciding one's belief systems.

The enchantment of movies emerged from the gifted and fulfilling control of visual joys. The suggestive is being coded to the language of the prevailing male centric request in conventional standard movies and this is regularly the earlier element of achievement in each entertainment world. Movies as an assortment grasp both elitist and mainstream ideas of craftsmanship and work intimately with abstract style. The verbal and visual works of art don't appear to be only equal however intuitive and associated. A film will be considered as a social ancient rarity, which speaks to the way of life and convention to which it has a place. When it enters the social texture of a general public, it progressively impacts the way of life additionally. The entertainers likewise assume a significant job inside the methods for articulation in film.

"The visual medium offers tremendous decisions which the composed account may not. There's a more prominent opportunity inside the decision of point of view; the organizations are various camera eye, storyteller, lights, utilization of room, the language, visual correspondence, face comparatively in light of the fact that the hushes. There's likewise the vital projection of generalizations." The sex generalizations are made by these verbal and visual media's which assembles the social ideas and philosophies of the moving toward ages too. The idea of perfect spouse, perfect mother and so on are remoulded in movies. The perfect ladies in Kerala are thought as "Malayali Manka". She is considered as a kind of a goddess figure and she or he complies with each and every standards in society. She is considered on the grounds that the encapsulation of gentility. In her we will see the blooming of female temperance.

The high social improvements in Kerala lists has offered ascend to the 'fantasy of Malayali ladies 'as getting a charge out of a superior status than their partners somewhere else inside the nation, particularly the high female education inside the state. This legend has been enlarged and supported by proof that matrilineal kinds of connection designs were common in specific networks in Kerala. The elevated level of female proficiency and work, 33% reservation of seats in nearby administration bodies, high sex proportion and low fruitfulness rates alongside high female physical wellbeing accomplished a specific measure of social and political strengthening inside the property right.

Even feminine images in visual media are intended to fulfil the male looks. Intentionally or accidentally ladies emulates the vivid screen to satisfy the other gender. Malayalam film neglects to speak to the encounters of ladies from alternate point of view. At the point when a female situated film is delivered the star

esteem is a low in light of the fact that a lady assumes the principle job. Malayalam film reflects Malayali tastes, wants and dreams; one would then be compelled to surrender that so as to comprehend the contemporary public activity of karalla we ought to likewise view the delicate pornography motion pictures which once made the Kerala entertainment world drifting. Similar watchers of Adoor and Chandran films likewise delighted in Shakeela motion pictures.

The current movies or the so called movies which represent nuances in the way of presentation still gives picture of woman who are always under the control of men in the family. Obeying orders and living according to the unwritten norms are the fate of so called Malayali Mankas (A term used to represent ideal woman in Kerala) represented in movies. It is considered as usual and acceptable to everyone. But knowingly or unknowingly it provides a wrong message to the audience. The symbolic representations also denote the struggle taken by a woman when she transcends her limits. Sufiyum Sujathayum is a 2020 Malayalam movie directed and written by Naranipuzha Shanavas and produced by Vijay Babu under the banner of Friday film house. Sujatha is mute daughter of Mallikarjunan and Kamala. Sujatha was a talented dancer and an energetic girl in her village. One day she meets Sufi on her bus journey who is a disciple who returns to meet his master Ustad. Soon after their meeting both of them falls in love and they decided to elope accidentally her parents caught her and married off to Rajeev who lives in Dubai. After ten years Sufi returns to the village to meet Ustad but he was no more alive. Sufi gives out a prayer call (bank) Sufi passes away during the prayer Sujatha's husband Rajeev decides to bring her back to her village to attend Sufi's burial. Rajeev pays a visit to Sufi but Sujatha was not allowed to see him according to their beliefs woman were not allowed inside. At that evening Rajeev's passport seemed missing and they searched everywhere and he got reminded of the incident that the passport may fell into Sufi's grave and. Rajeev and his father in law decided to unearth Sufi's grave with the help of their tenant. They could not find his passport in the grave at the same time Sujatha arrives there with his passport and she throws that Misbahha (A chain with Green Beads used for prayer by Muslims).As given by Sufi gave her as her Mehar and she wanted to give him back the misbhaha that his mother gave him she placed it on his grave when her husband opened it.

The heroine is dumb and her thoughts are expressed through written words and gestures. She is lovable and everyone gives her freedom until she falls in love with a man from another religion. Her father tries to



stop her, but she plans to elope with her lover. At the moment, like several other movie scenes father tries to persuade her by sentiments. She was not able to protest and that is another symbolic way that represented the tragedy of several women. She never gets a chance to unleash her thoughts through spoken form.

The system of marriage is praised and the value is reinstated in the movie. Even though she is not mentally ready to live with her husband, she leads a troublesome life for ten long years. And the husband is always keeps jealous over her past relationship and hates her lover. When Sufi died, he ardently tries to make her realize that her love is gone forever. And when they travel together in climax scene, she holds his hands with love. And in the tomb of Sufi she throws away his ornament that she kept for all these years. It's a symbolic representation of grabbing herself from an unseen bond of love and longing.

Sujatha's grandmother was a person who was more modern in thoughts and deeds. She always respected her granddaughter's ideas and thoughts. When the groom's family came to see Sujatha, she said to them,

Avalude lokam molila...aa lokam avrude onnu kanatte  
(Her world is above, let them see it too)

And when she talks with her grandmother, they discuss about a plant and her grandmother told that

"Dead bodies are buried in that place and we (woman) can't enter there. But I have gone there

These simple dialogues convey the progressive thoughts from a woman who lived a traditional life. But she deviates from the one way path of tradition. The death of grandmother is a symbolic one because it is the disappearance of a ray of hope and dreams for Sujatha.

Even though Sujatha enjoys freedom on all aspects, when she confronts with her lover or family, she sacrifices her true desires for the sake of family. Her supportive father changes completely when she is in love with a man from another religion. The conventional behaviour patterns and patriarchal ideologies are hidden while her decision making power is offended.

The movie reinstates the patriarchal ideologies that are deep rooted in Kerala. The feminine and pleasing appearance of the heroine also demands obeying and sacrificing role. At the concluding part, like a typical woman in India, she starts living in accordance with her husband. In the beginning also she awakes from a dream as if something gets dragged from their body. The various elements that are introduced contribute to reinstate the tastes of Malayali audience.

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# What is inside the Mask: White or still Black? A Post-Colonial Musing on Wole Soyinka's *The Interpreters*

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**Abstract**— *To read Wole Soyinka's The Interpreters is to contemplate on the consequences brought up by colonial hangover rooted in decolonized Nigerian society. This article examines the events and actions, mainly of the compradors, to explore the lingering efflux of colonialism and finds it as the stumbling block for the progress of decolonized. The emerging elites, political leaders, high personnel of Nigerian society take western culture as a weapon to dominate common people, who seek progress and prosperity of their nation. They prefer western norms and values to their own and continue corruption in order to gain individual benefit forgetting rich cultural values of Nigeria. Soyinka communicates with the independent Nigerian society in order to show the decolonized world to be aware of neo-colonialism and its agents for the autonomous progress and prosperity of the country.*

**Keywords**— *neocolonialism, decolonization, comprador class, hegemony, colonial legacy.*

Nigerian writer Wole Soyinka's *The Interpreters* presents the scenario of Nigeria after her independence from British colony in the 1960s. Even after decolonization, as most of the other colonised countries, Nigeria under goes a transitional period. A comprador class takes charge of the government and continues the colonial legacy as if they were appointed to rule the nation as colonizers. Soyinka sketches the consequences left by colonialism in Nigerian society, culture, politics and economy and puts forward the effects of colonial hangover in bureaucracy, elites, and political leaders of Nigeria through the narratives of the interpreters and cultural mediators Sekoni, Sagoe, Kola, Bandele and Egbo, the university graduates, who have returned their home country after the nation's independence, with the mindset to reconstruct and bring changes through their related field of study. But they fail to accomplish their plans due to the corrupt and colonial mindset of bureaucracy, elites and politicians.

This article deals with the major issue of colonial mentality of the Nigerian nascent elites and politicians

even after her independence. The interpreters' narratives within *The Interpreters* present their dream for prosperous Nigeria which has been derailed by the activities of the compradors. The interpreters try to engage themselves in the reconstruction of their nation through their academic excellence but those efforts go in vain. The failure of such excellent people leaves an unanswered question on the contemporary Nigerian politics and bureaucracy. The bureaucrats and politicians believe that no one is better than British, and no native can execute the development works as efficiently as the Britishers do. The independence of the nation has been padlocked in the colonial mindset of the elites, bureaucrats and politicians guided by the legacy of Western norms and values left by British colonization. To depict such issues Soyinka presents the representative characters from different fields like politics, medical institutions, bureaucracy, media houses, and academic institutions. Though they are Nigerian people belonging to different professions, their actions, behaviors and words seem to be the replica of the former colonizers, or the ones with black skin wearing white masks.

Soyinka incorporates the wide range of representative characters to expose the newly independent Nigeria under the clutch of comprador class. The society is highly contaminated by the corrupt bureaucrats, politicians, elites, who are ignoring the general expectation of the people and are irresponsible to their native land. Unlike Derek Walcott, in his *Omeros*, who “. . . urges St. Lucians to search for counterculture to Western modernity, not to let their cultural heritage be contaminated by modernity and preserve their ancestral culture and identity,” (Baral and Shrestha 2020; p 16), the compradors imitate the colonizers. They remain as the barrier for the energetic skilled manpower who dedicates themselves for the betterment of the society. They distrust the native expertise. It is important to look at the shattered progressive dreams of the interpreters because of such elites, bourgeois and politicians who continue the same project of colonization by disguising within white masks. Therefore, this paper aims to dissect the neo-colonial mindset of the comprador class after the decolonization of Nigeria.

Most of Soyinka's writings evoke the post-colonial scenario of Africa and concern about “the need of sacrifice for purification of the society” (Moore 46). Most of his literary works are contextualized in Yoruba myth, culture and rituals. In his works, he attempts to show a contradictory vision about human life and action based upon Nigerian culture and politics. His characters evoke political, religious and other forces of Nigerian cultural practices. His works not only criticize the post-colonial African government but also satirize the post-colonial Nigerian regime based on their mentality governed by the colonial hangover left by British colonization.

Soyinka's *The Interpreter* interrogates the political and social scenario of Nigeria affected by colonial hangover after decolonization. It begins in the Club Cambana Cubicles where the five main interpreters—Kola, Egbo, Sagoe, Sekoni and Bandele are introduced. The story progresses and ties together the plot with gradual movement and incidents happening in the lives of these interpreters and the growing consciousness of their circumstances. After a brief get together at Club Cambana Cubicles, the interpreters set out along with Dehinwa. On their travel, Egbo narrates his lineage, the grandson and heir of a tribal chief. In next meet in the club, Sagoe informs his friends about the decadence of his chief Sir Derinola due to his association with the corrupt politicians. Furthermore, the story introduces Sekoni, a qualified engineer who constructs a power station, but his project becomes worthless because the Village Head rejects his work considering it a junk. Surprisingly, Sekoni gets

arrested and The Commission of Enquiry pushes him to a mental hospital which leads to his death.

On the other hand, the story introduces Ayo Faseyi and his wife Monica in the Embassy reception. Ayo Faseyi is going to receive the best radiologist in Africa. He feels disgraced of Monica for not wearing gloves and for drinking palm wine instead of champagne.

Another interpreter Sagoe sets out for the interview to join in *Independent Viewpoint* newspaper. The lobbying and monopoly of board members in selection process is reflected through the Chief Winsala words “the final word is with us” not with Editor-in-chief (85) to Sagoe. After his appointment in *Independent Viewpoint* newspaper he writes the reality behind his friend Sekoni's death, but it remains unpublished. Editor-in-chief, Nwabuzar warns him not to go against the governmental institutions and informs him that “journalism is just a business like any other” (95).

Kola looks at the craftsmanship made by Sekoni entitled “The Wrestler” and remembers him. After that he involves in his work “Pantheon.” Then the story shifts to Bandele's house, who is a lecturer. In the absence of Bandele, a student comes to submit her assignment. She meets Egbo there instead of Bandele. Through this meeting they go for outing and have a sexual relation. Later on, Egbo comes to know that she has visited to Dr Lumoye for abortion, Dr asked her to sleep with him and when she denied Lumoye spreads various gossips all over the place questioning on her moral ethos. In the course of story, Sagoe joins Egbo and Bandele in a party organized by Professor Oguazor where he meets Pinkshore who introduces himself as Professor Oguazor's son-in-law. Pinkshore reveals the faces behind the veil of high-profile people and presents the immorality of professor by disclosing the fact that professor cannot acknowledge his daughter because “he had her by the housemaid” (150). At the end of the story, all the interpreters work for the Sekoni's exhibition. To understand these relations among such characters and their activities, post-colonial theory is the handiest one.

Post-colonial theory deals with the various issues and problems created by colonization and its aftermath. It often deals with the consequences brought up by the colonization on native cultures and societies of colonized countries. It came in the academia towards the second half of the twentieth century when the colonized nations got independence or were in decolonizing process. Postcolonial theory studies the impact of colonization in colonized countries in terms of culture, ideology and economy. It deals with the literature produced in countries

that were once colonized and those literary writings that portray colonial issues as a subject matter. Due to the diverse effects of colonization, it has diverse approach to deal with these issues—hybridity, ambivalence, mimicry, racism, resistance, etc. In “The General Introduction” of *The Post-Colonial Studies Reader*, Ashcroft, Griffiths and Tiffin write:

Post-colonial theory involves discussion about experience of various kinds: migration, slavery, suppression, resistance, representation, difference, race, gender, place, and responses to the influential master discourses of imperial Europe such as history, philosophy and linguistics, and the fundamental experiences of speaking and writing by which all these come into being. (2)

Postcolonial theory is the discussion of wide range of experiences of colonized people which include suppression, resistance, difference, representation and also includes the literary writings, which raise and represent such issues. Leela Gandhi defines postcolonialism in the same line, “Postcolonialism can be seen as a theoretical resistance to the mystifying amnesia of the colonial aftermath. It is a disciplinary project devoted to the academic task of revisiting, remembering and, crucially, interrogating the colonial past” (4). This makes a point that postcolonialism examines the impact of colonialism and its aftermath on the native culture and society of colonized nations.

Colonialism is a form of illegitimate dominance in which a group of people is conquered by another. Colonialism is a European political project in the name of trade and civilizing process which remained in practice nearly for four centuries in African and Asian countries. Andrew Hiscock marks out the history of colonization as, “By the second decade of the fifteenth century, the Portuguese explorations of the coasts of Africa . . . Such initiatives led to a greater commerce in exotic goods such as ivory and gold and the establishment role in enslaving African natives” (180-81). This gives a glimpse that in the name of explorations and expeditions Europeans invaded the African nations. They exploit the natural resources of these nations and enslaved the natives for the various works. They impose their culture, norms and values and differentiated them as barbaric, uncivilized, irrational, dirty, etc. This project formally ends just after the Second World War and almost every nation gets independence from colonization.

Though decolonization process makes colonial forces to return, postcolonial societies are still colonized in one way or the other. Still the societies are undergoing the same problems as in the colonial period in new forms as discussed in *The Post-Colonial Studies Reader*:

All post-colonial societies are still subject in one way or another to overt or subtle forms of neo-colonial domination, and independence has not solved this problem. The development of new elites within independent societies, often buttressed by neo-colonial institutions; the development of internal divisions based on racial, linguistic or religious discriminations; the continuing unequal treatment of indigenous peoples in settler/invader societies—all these testify to the fact that post-colonialism is a continuing process of resistance and reconstruction. (2)

Due to the emerging elites who act as the former colonizers, colonialism is still in practice in the form of neo-colonialism. The countries are independent only technically. Such forces make the victimized people or groups to resist against them. The emerging elites of independent nations are continuing the colonial legacy.

Though colonized nations get independence from the colonizers, the same problem exists in a newer form. Frantz Fanon argues that due to the colonial culture, it builds up a class of people which acts as former colonizers. Though the elites, bureaucrats and politicians of African nations belong to black skin, they adopt the white masks and started acting as Whites. In order to show themselves as superior being, these people imitate the western civilization and continue the colonial project in a new way. Fanon in his book *Black Skin, White Masks* mentions, “The black man wants to be white man. For the black man there is only one destiny. And it is white. Long ago the black man admitted the unarguable superiority of the white man, and all his efforts are aimed at achieving a white existence” (225). To gain the position as white, these elites, bureaucrats and politicians imitate the western culture and feel fascinated towards the whites’ norms and values. They start to ‘Other’ their own native people. Edward Said discusses on the concept of ‘Other’ which evokes how the westerners make a distinction to Asian and African using certain vocabulary. Said argues such distinctions in terms of orientalism as, “orientalism is a style of thought based upon on ontological and epistemological distinction made between ‘the Orient’ and (most of the time) ‘the Occident’” (3). Through this argument Said tries to establish how the colonial government shows their positional superiority in

comparison to the positional inferiority of the east. Such tendency discussed by Said has been adopted by the native governing class to impose domination over their own natives too.

Wole Soyinka's *The Interpreters* raises the neo-colonialist approach of Nigerian elites, bureaucrats and politicians over their own people. They wear white masks and argue that natives are incapable. Through the narratives of the interpreters, Soyinka tries to show how the dreams of common people of decolonized countries shatter due to the colonial mindset of those corrupt politicians, local bourgeois and the elites who think themselves as the agent of British colonization. This paper illustrates how such elites, bourgeois and politicians with colonial mentality continued the same kind of ruling policies as colonizers even after decolonization.

Soyinka's *The Interpreters* presents the interpreters as the protagonists who interact and respond to the contemporary situation of Nigeria. Regarding the novel Kathleen Morrison presents that, "the five protagonists observe and comment critically on each other and on the corruption, materialism, and hypocritical pretensions of Nigerian society in the early 1960s" (753). Her argument refers to the situation of Nigeria and the role of the interpreters described in the text to expose the sense of corruption, materialism and hypocritical pretention of Nigerian society after her decolonization.

In the course of the novel, the interpreters encounter with one second self. Kathleen Morrison argues, "The alter egos in *The Interpreters* are latent or implicit doubles; that is, their resemblance to the first selves is psychological only, not physical, and the protagonists do not consciously recognize" (753). She argues that this second self or alter ego similitudes with their psychology rather to physical appearances of the interpreters of novel. The inability to understand their selves becomes the failure of their dreams to change the society.

The characters of the novel are described as the interpreters who tend to comment the existing system of independent Nigeria and try to bring changes in their nation but fail due to the presence of comprador class. But critic David Maughan has a different view on the development of Soyinka's characters:

The ineffectuality of the five interpreters result directly from the inability of their mode of interpretation, based on Soyinka's received notion of literary interpretation to break out of the cycle of repetition. They gain no knowledge of the society they pretend to interpret. The interpreters not only belong to a social elite but are

themselves elitist in the enthusiasm with which they embrace the tenets of the school of taste and use those tenets as the only analytical tools to interpret the society. (54)

Maughan comments on the interpreters' inability to interpret and bring some changes for the nation. He argues they themselves are the cause of their failure because their interpretations are superficial. They fail to play the role of observer rather they analyze the society through their preoccupied knowledge. They are detached from the then socio-political status of Nigerian society because of their social class.

Likewise, Femi Ojo-Ade takes the interpreters as merely dreamers who could not measure their activities and their impact in the changing scenario of Nigerian society which was still in transitional phase. Ojo-Ade argues:

The interpreter is the decoder of major messages, the medium through which the deepest elements of the mind are translated into palpable material for one and all. It is who clarifies and explains; he is the magician miraculously transforming darkness of night into dawn of the day. The interpreter is thus not only a critic, but also a creator. However, that is the dream. Reality reveals problems posed from within and without. (737)

The interpreters are the mediators between two groups, the governing and the governed ones. Being educated people of the society, they have to interpret and convey the message between these groups and draw a new space and find the outlet for the obstacles. This could have helped transitional period to lead towards progress but the interpreters of the novel fail to decode the major messages and bring change in the society. Their failure becomes the representative failure of the people who dream about the change in decolonized Nigerian society.

*The Interpreters* has used excremental images to present the politicians, elite misdeeds in the postcolonial nation as the unhealthy digestion. Soyinka represents the autonomous subject in distinctly excremental terms. Soyinka has redirected the symbolic association with the colonial discourse. Joshua D. Esty analyzes *The Interpreters* as:

Writers like Soyinka . . . altered, inflected, and redirected the symbolic associations of excrement inherited from colonial discourse, turning scatology to the new task of representing postcolonial disillusionment . . . Soyinka's satirical *The Interpreters*, the young, educated

protagonists view with revulsion their comprador elders who are marked by fat bellies and the stench of bad digestion. (30-31)

Esty mentions that Soyinka exploits excremental rhetoric on his writing to undermine the process inherited principle of novelistic discourse and inherited forms of personal and national identity. The interpreters view disgustingly towards the comprador class. They represent such group by excremental language. Writing an article entitled, "Excremental Imageries as the form of Resistance in Wole Soyinka's *The Interpreters*," Raj Kumar Baral (2019) argues:

. . . with the images of shit and faeces hits at the cancerous effects of post-colonial hegemony in post-Independent Nigeria. His post-colonial project presents post-independent Nigeria of 1960s as same as white colonial administration since malfunctionings prevail as the legacy of colonial administration, however Soyinka seems sympathetic towards native Nigerians though dissatisfied with interpreters' incapability to cope in the new situation. (21)

On the other hand, Soyinka is a renowned writer among the writers to use myths, rituals and spiritual values of the native cultures they dwell into. Soyinka highly uses the rituals and tales of Yoruba Culture in his writing. Femi Abodunrin receives *The Interpreters* as the exploration of myth and spiritual values and closely examines the motives of its writer as:

The Interpreters, however, 'shifts dazzlingly between satirical vignette and caricature, and the exploration of spiritual depths through stream-of-consciousness and the evocation of myth'. To put the series of satirical vignette and caricature together and make it yield Soyinka's intended exploration of spirituality and evocation of myth. (153)

Abodunrin brings in discussion the narrative technique of Soyinka to bring the Nigerian culture and society after decolonization. As aforementioned, he relates the narrative technique that Soyinka uses to present the spirituality in-depth and suggests the importance of mythical aspects.

Some critics analyse this novel in relation to the inadequacy of understanding the scenario of transitional period as the cause of failure of the interpreters. They furthermore blame the interpreters as the impractical ones as they were not expected to be. Though the interpreters whose narratives are included in the novel are 'west' educated, they fail to understand the need of time resulting their failure in their respective fields. The interpreters were

expected to be the mediators of the society in the transitional phase of decolonized nation on the basis of the kind of education they earned but their failure signifies the shattering of the dreams of those who dream the progress and changes in the society. Some critics analyse the novel in terms of religious, spiritual and mythical significance. They argue the intention of Soyinka is to explore the mythical values and spirituality through its narration. It is necessary to discuss over the other causes of their failure of such learned people that is the influence of the morally corrupt and dominant governing bodies of Nigeria. The colonial hangover and a kind of arrogance arouse in the governing bodies due to their success to decolonize the country from the dominant British colonization makes them morally corrupt and dominant over the natives. This paper tries to sort out the causes of the failure of the learned interpreters to execute their dreams of progression and change in Nigerian society.

Soyinka shows the state of mind of emerging elites (including political leaders, bureaucrats and high personnel) of post independent Nigeria and their behavior towards common native people. Such elites behave as if they were the colonial agents themselves. In the words of Noah Echa Attah:

Neo-colonialism is widely viewed by many writers as the survival of the colonial system in an ex-colony. It is one of the issues that have blighted sustainable development in Nigeria. In Nigeria, it can be regarded as a specific phase of her development characterised by its social formation. This situation was carefully crafted during the decolonization process by the colonialists in collusion with Nigerian elites. (70)

Through these lines, Attah argues colonial power has crafted such social circumstances which continue the lineage of colonialism. This suggests that the emerging elites of Nigeria are used as the colonial agents of British colonialism who continue the colonial project indirectly. *The Interpreters* portray such kind of scenario through the narrative of the then Nigerian community. The high ranked officials of decolonized Nigeria deny the existence of native people's intelligence and devotion. They consider the supremacy of British colonialism and its development works as the prominent one. In the novel, one of the interpreters, Sekoni builds a power station in order to contribute in the development of Nigeria. He feels pleased and whole-heartedly engages himself to the project for the better future of his nation. As he finishes his work, the Village Head rejects labelling it as "junk" (27). When Village Head enquires Sekoni about his presence at the project site, Sekoni replies "I came to t-t-test the plant"

(28). On response, Village Head expresses his doubts on Sekoni's capability and mentions that his power plant "will blow up the village with it" (29) and further adds:

If you want to test it, my friend, just uproot your funny thing and carry it with you. Go and test it in the bush, or in your hometown. Electricity is government thing, we all know that. The white men know about it, and one came here and told us. They know what they are talking about. (29)

These statements suggest the denial of the project by the Village Head and his conclusion is—whites can only do such works. He thinks the natives do not have the expertise which is possessed by the whites.

In addition, the disbelief of Village Head on Sekoni's power station and his way of presentation towards its denial suggests he is intentionally against it. He presents his colonial mindset by uttering the words like "The white men know about it" (29). On the influence of former colonization on the emerging elites of colonized countries, Frantz Fanon in his book *Black Skin, White Masks* argues, "a half acknowledgement of that Otherness which has left its traumatic mark. In that uncertainty lurks the white masked black man; and from such ambivalent identification – black skin, white masks" (xxii). As Fanon's words, Village Head seems to be in white mask; views Sekoni's work through the same lens and rejects the project before it has been tested. Village Head utters these words as if Sekoni were incapable for such work because he is not white. This rejection refers domination towards the native people by considering them inferior and unskillful in comparison to the former colonizers. This makes a point that Village Head shares ambivalent identification with black skin through white mask.

Likewise, the foundation of materialistic value is the legacy left by British colonizers to the colonized political leaders and bureaucrats. British colonizers enforced "three major mediating agents in the process of cultural invasion of colonised countries by western mathematics: trade, administration and education" (Bishop 81). They use these things as the weapons to establish their supremacy in colonized nations. They exploit the culture and economy of the colonized countries merely for their materialistic pleasure. This influence the emerging elites of decolonized nations to be corrupt and materialistic authorities. In his book *The Wretched of the Earth*, Frantz Fanon talks about the crisis in national consciousness in new emerging elite class which was also ruling class of recently decolonized nation. Fanon introduces the gradual change in the nature of the leaders who defend colonial

powers honestly and with sincere declaration before decolonization. Fanon further argues:

His contact with the masses is so unreal that he comes to believe that his authority is hated and that the services that he has rendered his country are being called in question. The leader judges the ingratitude of the masses harshly, and every day that passes ranges himself a little more resolutely on the side of the exploiters. He therefore knowingly becomes the aider and abettor of the young bourgeoisie which is plunging into the mire of corruption and pleasure. (166)

These lines indicate how the new elites of colonized countries transform themselves as ex-colonizers. In *Interpreters*, Soyinka presents such corrupt leaders who impose their false authority over their natives. The representative politician, Chairman loses his moral ground and forgets his responsibility towards the society. Although he is a responsible person of his community, he solely involves for the betterment of himself. The narrator of the novel reports:

And the chairman – for his subsidiary company registered in the name of his two-months-old niece had been sole contractor of for Project Ijioha – cleaned out a few thousands in immediate compensation and filled claims for a few thousands more. 'I always say it, the Write-Off pay better than fulfilled contracts.'

And to Sekoni, 'the expert says that was junk. Engineer, junk.' (Soyinka 26-27)

The Chairman stands against Sekoni's project work. Sekoni builds the power plant but Chairman tags it as a 'junk' for grubbing immediate compensation for the project was registered in his subsidiary company. Chairman wants to loot as the colonizer from this project which cannot be successful if Sekoni's work is appreciated.

In addition, the corrupt and materialistic mentality of political leaders of the time is a form of neo-colonialism. In this issue Noah Echa Attah asserts, "the role played by the local bourgeoisie is crucial to the understanding of the synergy between neo-colonialism and underdevelopment in Nigeria" (70). In *The Interpreters*, Chairman not only rejects Sekoni's project but he ommands for his arrest. Narrator of the novel reports the further events as, "Surprisingly, he had allowed the police to lead him off without resistance. There was another Commission of Enquiry, but by then Sekoni lay in a mental hospital" (29) and dies later. These events suggest upon the new emerging elites' corrupt individualist and materialistic

mentality which blocks the path of economic prosperity of Nigerian society.

Furthermore, the supremacy of the comprador class can be seen through the response of Editor-in-chief towards Sagoe's attempt to reveal the hidden truth behind Sekoni's death. After getting job in *Independent Viewpoint* newspaper, Sagoe writes a report on Sekoni's death entitled "Who Engineered the Escapade?" (93). Editor-in-chief Nwabuzor suggests him not to reveal it by explaining how it will process as:

'Shut your mouth, I shut mine. Plain and simple. You have got the chairman out of some nasty jam.'

'I have what?'

'It goes on all the time. You see, it is part of the mutual protection. Before we public any revelation like that, it must go to our lawyers. And he in term consults with the Chairman. It is out of our hands.' (95)

Nwabuzor advises Sagoe that there is no any chance to publish such kind of stories though it reveals sole truth of the corrupt official. Sagoe's story remains unpublished because "the paper itself was a party organ . . . patronage of local thugs" (71). This suggests the magazines of Nigeria serve as the mouthpiece of corrupt politicians like the Chairman. Nwabuzor narrates his own experiences about journalism in Nigeria to convince Sagoe as, "Sagoe, look, I have been in this game for thirty years. Believe me there was a time when I held these ideals. I moved one paper to the other, leaving in flurry of righteous indignation. But look man, journalism here is just a business like any other. You do what your employer tells you" (95). This makes Sagoe furious about government system and leaders. His rage can be observed when Bandele informs him about Minister Publicity Campaign as, "Drive them out who the hell do they think they are how dare they abuse our sovereign integrity with neo-colonialist reactionary misrepresentation deport the bastards Nigeria" (137). People like Sekoni and Sagoe could not carry on their dreams of prosperous and fair environment in Nigeria because the public domain has been contaminated by the corruption and the instinct of neocolonialism.

Sagoe aims to bring social reform and make people aware about the socio-political condition of the country through journalism but he fails due to the corrupt institutions and politician. He devotes himself to dig out the various loopholes of the society but his labourgoes in vain due to the social structure which is on the clutch of unethical people. This fails him to reach in his destination

and the country unable to materialize the ethos of independence. Michael M. Ogbeyidi analyzes the Nigerian social, political and economic status as:

Nigeria, a country richly endowed with natural resources and high-quality human capital is yet to find its rightful place among the comity of nations. A major reason that has been responsible for her socioeconomic stagnation is the phenomenon of corruption . . . political leadership and corruption were interwoven and it is against this background that it explored the corrupt tendencies of the political leadership class in Nigeria since 1960 and its implication for socioeconomic development. (1)

Ogbeyidi concludes that post independent Nigeria is unable to accelerate the economy because of the corrupted politicians and system. He mentions that 'political leadership and corruption were interwoven' which fails to gain the economic prosperity. Soyinka highlights the same issue in *The Interpreters* to aware people about the failure of economic prosperity and materialization of Nigerian independence.

Along with the corrupt leaders, Soyinka also presents different morally degenerated personnel of the Nigerian society. When Sagoe applies for a job in *Independent Viewpoint* newspaper and attends an interview with board members led by Chief Winsala, Sagoe courageously defends the interview. Winsala appreciates his presentation with straightforwardness and American tone. But Winsala signals about the power of board monopoly as, "I will tell you a secret and if you like we will bet it and see who is right. On Monday you will receive another phone call from your editor, telling you that the Board rejects your appointment. You see, the final word is with us. . . .The job is there, but you have to secure it" (85). Winsala makes a point that Sagoe has to serve board member on any kind of vested interest. After that Sagoe encounters with Winsala in a hotel where he serves drink for the Chief. Next morning, he gets a call from Nwabuzor, Editor-in-chief of the newspaper, who responses astonishingly as, "Did you bring with you some spell from America? The Chairman says I must give you that job. Honestly, what did you do to him? Just tell me, what did you do to him?" (93). This response of Nwabuzor on Sagoe's job approval gives a sense that he has influenced Chief Winsala with some kind of vested interest.

In addition, Soyinka projects some other morally corrupted people who misuse the authority of their profession. Dr Lumoye is one of such representative



characters, who being a doctor, instead of providing medical services, engages in unethical work. He manipulates the patient who visits his clinic for abortion. In return of abortion, he asks them to sleep with him and if they refuse, he spreads rumors. Likewise, professor Oguazor who needs to engage in scholarly discourse makes academic sector as a medium to gain popularity and come in canon. His aim is to win the “Union Presidential elections” through “free speech” (205). In public arena he shouts ““The college cannot afford to have its name dragged down by the meretricious turpitude of irresponsible young men. The younger generation is morally corrupt” but he has an illicit daughter which “he could not publicly acknowledge her” (252, 150). Due to the morally debased people in the different institutions, the protagonists are unable to materialize the dream of prosperous society.

The colonial culture and practices are celebrated in the post-colonial societies as a high culture. Soyinka intentionally presents how the people of a post independent Nigerian society tend to valorize and continue the western culture instead of their own native culture. This kind of tendency has been termed as ‘mimicry’ in post-colonial theory in which colonized subject imitates the colonizer’s cultural habits, assumptions, institutions and values. Edward Kamau Brathwaite discusses on Jamaican context to show how colonized people imitate colonizer’s culture:

‘Invisible’, anxious to be ‘seen’ by their masters, the élite blacks and the mass of the free coloureds . . . , conceived of visibility through the lenses of their masters’ already uncertain vision as a form of ‘greyness’—an imitation of an imitation. Whenever the opportunity made it possible, they and their descendants rejected or disowned their own culture, becoming, like their masters, ‘mimic-men’. (153-4)

Colonized subjects mimic the colonizers' norms and values in quest of uplifting their position. To consider themselves similar to the colonizers, the colonized people take on the western habits, shadowing their native cultural ethos. In the novel, Ayo Faseyi, a renowned radiologist, is introduced as the imitator of the western culture. While entering into the Embassy reception, he notices that his wife has not put the gloves and feels disgraced by it. He commands her to put the gloves, but she replies, “Who do you see wearing gloves in Nigeria?” (38). It indicates that wearing gloves is not a Nigerian tradition. Ayo feels uncomfortable due to his wife attending the party without gloves although it is not part of the native culture. He makes the conversation with his friends on the same issue:

But the trouble is Monica. She would have made some careless slip and given herself away. Look, Bandele, be a friend. If you hear any adverse comments, let me know, will you. . . . Faseyi drew closer and whispered, ‘about her dress.’

Bandele said, ‘What are you talking about?’

‘Don’t you see she is improperly dressed?’

‘I hadn’t noticed.’

In Faseyi’s eye sudden gleam of hope. (42)

Ayo is totally affected by western norms and values. He feels inferior, disgraced and uncomfortable when his wife does not practise western tradition. In the name of maintaining social class, he forgets his native norms and values and enjoys being a part of colonizer’s culture.

Though the novel is set after Nigeria’s independence from British colonialism, it reflects the native cultures are still hegemonized by ex-colonizer’s cultural norms and values. The influence of a foreign culture contaminates the autonomous native cultures of ex-colonized nations because the ruling class of those nations undermines such local values. These dominant groups of the decolonized societies presuppose the western cultural norms and values as the high culture and keep the native cultures on the footing. To illustrate functioning of cultural hegemony in different societies, Antonio Gramsci argues:

. . . to fix two major superstructural “levels”: the one that can be called “civil society”, that is the ensemble of organisms commonly called “private”, and that of “political society” or “the State”. These two levels correspond on the one hand to the function of “hegemony” which the dominant group exercises throughout society and on the other hand to that of “direct domination” or command exercised through the State and “juridical” government. (145)

For Gramsci, hegemony is exercised in society in two levels; either by the dominating groups or through the State and ‘juridical’ government. With these two major structures, societies bear the domination upon norms and values, tradition, language, economy, politics, etc. Soyinka also presents western cultural impact on Nigerian through the depiction of an incident at Embassy reception. In the reception, Ayo, time and again, shows his dissatisfaction to his wife for not wearing gloves. He argues with his wife for making him down as, ““You see how conspicuous you’ve made us? Look around and see for yourself. Even those in native dress are wearing gloves”” (42). Furthermore, Monica Faseyi rejects ambassador’s offer to take champagne and requests for palm wine. At this point,

ambassador mocks the drink she prefers and again Ayo appears displeased on his wife's choice. Instead of defending the local tradition, characters like Ayo and ambassador seek for colonizer's culture and costumes.

Although Nigeria acquires independence from British colonialism, the people within Nigerian society seem to be highly influenced by the western culture and lifestyle. The former colonizers consider their culture as civilized and sophisticated whereas other culture or people as savage, backward and undeveloped. This dichotomy is the result of orientalist gaze of the colonizers. In the language of Said:

European culture was able to manage—and even produce—the Orient politically, sociologically, militarily, ideologically, scientifically, and imaginatively during the post-Enlightenment period. Moreover, so authoritative a position did Orientalism have that I believe no one writing, thinking, or acting on the Orient could do so without taking account of the limitations on thought and action imposed by Orientalism. . . . European culture gained in strength and identity by setting itself off against the Orient as a sort of surrogate and even underground self. (3-4)

Said suggests that the European culture gains supremacy through its interpretation of other cultures as Orient. The sense of Orient as savage, backward and undeveloped has created colonized people to ascend towards western culture and grab it as theirs too. The feeling rooted deep-down to the colonized people of being a part of inferior culture makes them to continue western norms and values even after decolonization. This makes them to enjoy western culture rather than their own indigenous native culture and lifestyle. In the novel, when Winsala identifies Sagoe's dialect is similar to American people, he becomes pleased. In response, he expresses his delight as, "You are more like American, straightforward. That is how I am too" (84). Ayo and ambassadors's response to Monica's inclination to her native cultural doctrines and drink in Embassy reception show the inclination of these people towards western culture and lifestyle. Due to the authoritative position and strength, Westerners are able to impose their dialects and culture in the non-western society and it further keeps its aura in decolonized societies because of the new elites' inclination towards it.

Nigerian lifestyle after decolonization exceedingly commemorated consumer culture. Consumer culture of Restoration England spreads all around the globe along with colonialism and imperialism. Lee Morrissey depicts the optimum point of consumer culture

as, "In mid-eighteenth century London, at the lowest end of the socio-economic scale, the consumer product was gin . . . Between 1720 and 1750, gin consumption exploded, as it was sold from the wheelbarrows in the streets, individual homes, even through pipes from bar to street" (234). Consumer culture works as the western value of modernization which is often not shared by the non-western societies. From the very beginning, the central characters of the novel Egbo, Sagoe, Sekoni, Kola, Bandele and Dehinwa are introduced in the Club Cambana Cubicles. These characters spend their time-consuming liquor in the extreme form as it practiced in 'mid-eighteenth century London' in the pretension of get together and get solace. The obsession of the consumer culture can also be examined through Chief Winsala's appearance after drinking too much alcohol as, ". . . , his huge frame shrunken, his confidence collapsed, waited in deep fog, resigned to the beginning of the shameful scene, degrading to a man of his position. To himself, for himself alone, a stream of belated saws came from his lips, muttered silently while his head shook in self-pity" (91).

In addition, decolonized society adopts consumer culture to maintain pride and superiority. The comprador class takes the command of decolonized societies and keeps on valuing the western way of pride and superiority guided by materialistic norms and values. Jean Paul-Sartre sets up the impact of colonialism and consumer culture as:

The concomitant of this colonial imperialism is that spending power has to be created in the colonies. And, of course, it is the colonists who will benefit from all the advantages and who will be turned into potential buyers. The colonist is above all an artificial consumer, created overseas from nothing by a capitalism which is seeking new markets. (11)

Sartre puts forward the motif behind the westerners' artificial consumerism as creating new markets for their products. They cunningly divert their colonial project in new form through consumerism. During the colonization, colonizers created and expanded the markets in their colonies. This assisted them to impose their goods and maintain imperialism even after the decolonization process. Such impact of consumerism can be observed through the decoration of the *Independent Viewpoint* newspaper's Managing Director's office. To highlight such obsession, Soyinka presents the description of Managing Director's room:

. . . air conditioner in the building, and the walls were wood panelled; hidden behind the panelling was powdering mortar, and there were small

curtains to match the wall which screened the cooling machines when they were not in use. . . . A gold-edged pad lay at each place, at scrupulous angles to the table edge. In one corner, an apoplectic radiogram . . . The radio had nine winking lights, all differently coloured, although no one had yet discovered what they proved. This was the pride of the Managing Director. (74)

Managing Director's office decoration makes a point the comprador class feel pride and superior by possessing the modern imported furniture and equipments. The delight of managing director while seeing the radio with nine winking lights at his visit to Germany indicates they are fascinated with western goods. Due to the impact of the globalization, Managing Director seems to be obsessed with the consumer culture and invests huge amount for the decoration of his office. He has been decorating his room with the imported items from different countries during his foreign trip. Consumerism becomes the part of pride and superiority for such elites.

The obsession of consumer culture has made decolonized nations to underestimate their own art and culture. The concept of capital left by colonization makes the comprador class to misjudge their status as bourgeois. In *Wretched of the Earth*, Frantz Fanon brings in discussion the concept of bourgeois and capital and argues over these concepts in underdeveloped countries as:

. . . , we have seen that no true bourgeoisie exists; there is only a sort of little greedy caste, avid and voracious, with the mind of a huckster, only too glad to accept the dividends that the former colonial power hands out to it. This get-rich-quick middle class shows itself incapable of great ideas or of inventiveness. It remembers what it has read in European textbooks and imperceptibly it becomes not even the replica of Europe, but its caricature. (175)

Fanon makes a point that the so-called bourgeois class is nothing more than comprador class who tends to continue the colonial mindset acquired from colonizers. Fanon depicts the wretchedness of such comprador class who are morally corrupt and replica of ex-colonizers. In the novel, for instance, the final scenes of Kola's painting exhibition depict the moral ground of these comprador class people. Most of the characters of the novel have been to the exhibition but they indulge into gossips and drinking wine rather caring for the painting, Pantheon. None of the character talks about the glorious paintings of Nigerian deities. The repeated lines from Egbo and Bandele as "*Sometimes I feel like a motherless child . . .*" throw light

upon the situation of the then Nigerian context having no any leader which can lead towards prosperity for the nation (246). At the same time Kola thinks, "if only we were, . . . we should grow towards this, neither acknowledging nor weakening our will by understanding, so that when the present breaks over our heads we quickly find a new law for living" (246). Such words of Kola make a sense that they have to seek for change anyway. But the then situation has been totally contaminated by morally corrupt comprador class which does not let these interpreters to think of any kinds of revolutionary acts. These events critique upon the 'get-rich-quick middle class' which mimic bourgeois and think themselves as the agents of ex-colonizers.

Differentiating people in regards of birth and colour is another aspect that has been left by western colonialism in most of their ex-colonies. Western societies highly practiced racism and stereotyped in terms of birth and colour. Robert Spencer introduces the Western way of observation to non-western people and societies as, "Wittingly or otherwise, they compress a dense and complex reality into an assemblage of abstract stereotypes that have the effect of painting the non-Western world as inferior, dependent, requiring and even positively beseeching the intervention and tutelage of more advanced powers" (397). Spencer argues that stereotype is a western concept which presents non-western world with certain attributes like inferior, dependent, submissive to demonstrate western world as superior to non-western. In *The Interpreters*, the exchange of words between Joe Golder and Sagoe illustrates stereotyping as a deeply rooted phenomenon in the mentality Nigerian people. Joe Golder, an American lecturer of History as well as singer expresses his western mentality over Sagoe as "You Africans, once you've told a lie you feel bound to stick by it. Even when you confronted with the evidence which even a child must see, you must lie, lie" when he refuses to understand about painting (194). This makes Sagoe enraged and replies, "You affect much scorn for British attitudes and now you stand there calmly asserting one. You try that superior stuff on someone else" (195). Sagoe shows his resistance towards the colonial mindset of Golder and warns him not to entangle with him. Again, Golder utters, "You Africans are so damned nationalistic" and also asserts "I hate violence" (195). Golder not only criticizes Sagoe's African birth and colour but mentions the colonial stereotyping that Africans are violent in nature. This misrepresentation of Sagoe by Golder shows that stereotyping in terms of birth and colour remains in Nigeria even after decolonization.

Soyinka, thus, evokes the impact of British colonialism rooted within the comprador class of decolonized Nigerian society. This class adopts western norms and values as theirs and totally underrates their own native culture. Soyinka incorporates this conflict of the decolonized society, informs that hybrid attitude acquired via dominant ex-colonial culture, politics and religion remains as a key affecting factor in the progress of decolonised nations, and finally makes the nations aware to remain vigilant to the probable effects of white masks worn on the black faces.

### CONCLUSION

Through the depiction of the interpreters, Soyinka, in this novel, traces the degenerate, corrupt Nigerian society, especially of the comprador class. The interpreters, coming back to their country Nigeria, try to bring changes in the society but the system, politicians and elites stand as hurdles in their path. Even after the independence of the nation, Nigeria still suffers from the effects of 'black skin, white mask' syndrome as the elites, politicians and bourgeois of the society perform the role of the former colonizers and manage to control the Nigerians on the behalf of their former rulers. This tendency of wearing a false mask has been critiqued by Soyinka in this novel.

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# Analyzing Verbal Idioms in Gadis Pantai Novel of Pramoedya Ananta Toer

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**Abstract**— *The research aimed to analyze the verbal idioms by using semantic analysis. It is a descriptive qualitative design that applied text analysis focusing on one phenomenon. The data collection taken are words that contain idiomatic meanings in the novel of Gadis Pantai by Pramoedya Ananta Toer. The writer collected the data through observation and note-taking techniques. The writer administered source triangulation and theoretical triangulation to test the validity. The result shows that there are five idioms which are formed by using verbs. There are eleven idioms created using transitive affixed verbs, which consisted of 8 phrasal verb idioms and eight partial idioms. There is a finding that nouns always follow the constituent elements of idioms to obtain the idiom's meaning.*

**Keywords**— *idioms, meaning, novel, verbs.*

## I. INTRODUCTION

According to (Akbar, 2013:58) a novel is a fictional story that elevates human life consisting of intrinsic and extrinsic elements to explain the author's events. The life depicted in writing is dramatized to lead the reader to follow the storyline. The story in the novel reflects the reality in which the author expresses his feelings based on society's culture.

Generally, the novel's contents can be in the form of problems arise because of differences or conflicts in some situations to achieve a goal. The author conveys the message and value of life through literary works. Readers are expected to interpret, collect the author's message, and understand how the message and the whole parts interact coherently (Telgen, D., Hile, 1998:vii).

The readers will be more attracted to the novels containing aesthetic values. Authors can express their thoughts and feelings in a literary work. The description of events and flows that occurred is carried out in detail. Novels often bring up conflicts from different circumstances. Novels can influence other's perceptions of thoughts about society in life (Parrinder, 2006:9).

The Novel of Gadis Pantai by Pramoedya Ananta Toer can be classified as a historical novel that tells about events according to facts. Moreover, it is presented by the author's

imagination. The choice of words in the novel is an important element. Each text has different linguistic elements, for example, in a historical novel. Every novelist must have his characteristics in his work, such as language rules, including idiomatic meaning. There is a difference between spontaneous expression and written messages. Written media allows authors to reflect, modify, and improve before publication (Jackson, 2013:244).

Mastering idioms in discourse is an important aspect of improving vocabulary lists, communicative skills, conversations, and written texts. Rijal, (2018) has researched Indonesian idioms found in the field of rural culture. The research is a combination of science between anthropology and linguistics. In general, learning idiomatic language components can lead to an increase in language abilities and skills.

Based on the background, the researcher wanted to analyze the types and the idiomatic meanings in the novel of Gadis Pantai by Pramoedya Ananta Toer, whose constituent elements are verbs. The purpose of this research is to describe the types and meanings based on verbal idioms. The benefits of this research are expected to increase knowledge about idioms.

## II. LITERATURE REVIEW

Gairns (2011:5) defined idiom as a sequence of words that are different from the individual word. Thus some idioms' meaning is difficult to understand outside the context. The idiom can be seen if there's incapability between contextual situations of phrase relevant with the sentence.

Meanwhile, according to (McCarthy M. and O'Dell, 2017:6) idiom is an expression whose meaning is often difficult to guess from each word's meaning. The easiest way to understand the idiom is by seeing the context of language itself. So, it can be concluded that an idiom is a unit of words arranged in a certain order, which the meaning of it cannot be guessed from the composition of words.

Idioms are different from the regular vocabulary. They implicitly mean that language is constructed compositionally. For example, the grammatical and lexical elements express their meaning and relationship from one to another. There is a difference between the meaning of the phrase and the meaning of the constituents on its composition (Philip, 2011:15).

The idiom types would be determined based on the theory of Idioms proposed by Palmer, (1976:98-99). Then the analysis of English idioms is found also includes the analysis of the meaning. He stated that the idioms are classified into two types. The first is phrasal verb idiom, which means all the words can have one different meaning from its linguistic meaning. Second, a partial idiom is an idiom in which one of the words has its lexical meaning; the other has a meaning peculiar to the particular sequence. Fernando, (1994:36) proposed three types of idiomatic expressions: pure, semi, and literal idioms. Pure idioms are formed from multiword, which meaning is different from the previous one. Semi-idioms mean that partial words have their meaning, the other does not. The last is literal idioms with a literal form of idioms that can have the same meaning as its basic meaning.

According to Baryadi, (2013:50), verbs used as elements to form idioms can be divided into an ordinary verb and derivative verb. Ordinary verbs are verbs that have not undergone a morphological process. Derivative verbs have undergone a morphological process, such as addition, repetition, and compounding.

It is important to emphasize that the idiom's composition does not determine the condition of truth, but it is based on context. The condition of truth is the only criterion established to give meaning to idioms as the phrase's product in a situational environment or textual context. Idioms can be analyzed when a mismatch between the situation's context or the relevance of a phrase in a sentence.

## III. METHOD

The setting of this study is flexible. The research used is descriptive qualitative design. It applied text analysis, which focused on one phenomenon. The data collection taken are words that contain idiomatic meanings in the novel of Gadis Pantai by Pramoedya Ananta Toer. The writer collected the data through observation and note-taking techniques. The writer administered source and theoretical triangulation. The data analysis used is a model from Miles, B.M., & Huberman (1992:17-20). These steps are data collection, data reduction, data display, and drawing conclusions.

## IV. FINDING AND DISCUSSION

Palmer, (1976:98-99) divided two types of idioms: phrasal verb idiom and partial idiom. The first is phrasal verb idiom, which means all the words can have one different meaning from its lexical meaning. Second, a partial idiom is an idiom in which one of the words has its lexical meaning; the other has a meaning peculiar to the particular sequence.

### 1.1 The Ordinary Verb as the Constituent of Idioms

Ordinary verbs are independent verbs, namely verbs that can already be used in a sentence without having a morphological process. Basic verbs combined with the words that follow can form idioms, as follows:

Table 1 The Data on Ordinary Verbs

No	Ordinary Verb	Idiomatic Data	Meaning	Idiom	
				Phrasal verb	Partial
1	<i>Mandi</i> Take a bath	<i>mandi matahari</i> <i>Warmed bathe</i>	<i>Berjemur</i> Sunbathe	V	

2	<i>Banting</i> Slam	<i>banting tulang</i> Work to the bone	<i>kerja sungguh-sungguh</i> Work hard	V	
3	<i>Mandi</i> Take a bath	<i>mandi keringat</i> <i>Bathe in our sweat</i>	<i>kerja keras</i> Work hard	V	
4	<i>Peras</i> Squeeze	<i>peras keringat</i>	<i>kerja keras</i> Work hard	V	
5	<i>Buka</i> Open	<i>buka mulut</i> open your mouth	<i>Membica-rakan hal rahasia</i> Talking about a secret		V

The idioms are formed by using the ordinary word without the need for the affixation process. The phrase “mandi matahari” (Toer, 2000:173) does not have a true meaning. The word “mandi” means cleaning the body using water and soap, whereas “matahari” means celestial body, the center of the universe. Based on the combined words, it means sunbathing.

The data of “Your father and I had to work ourselves to the bone so that you could have batik” (Toer, 2000:13) denotatively means “banting” or throw something hard, whereas “tulang” means a part of the human or animal body. If that expression is translated denotatively, it will be difficult to be understood. So, it is translated into “bekerja keras,” which means work hard.

The expression “bathe in the sea or even in our sweat” (Toer, 2000:144) means work hard. If that expression is translated denotatively, it will be difficult to be understood. So, it is translated into “bekerja keras” which means work hard. Moreover, it is the kind of phrasal verb idiom because it does not have a lexical meaning. The phrases formed using sensory responses.

The context of the sentence means that the energy expended produces a lot of sweat. However, working hard is not always synonymous with sweating. It can also work hard to be a person who has a good image.

According to the expression of “All you have to do is open your mouth” (Toer, 2000:113), the word open means opening something, and the word mouth lexically means the cavity which houses the teeth and tongue, or for feeding food. This phrase does not mean just opening your mouth to enter food, but talking to convey a secret to the general public should not be allowed. The above phrase can be categorized as a partial idiom because the word open still has its lexical meaning.

#### 1.2 The Derivative Verb as the Constituent of Idioms

Derivative verbs used to form idioms include verbs affixed with me (N) -, ber-, ter-, di-, and verbs with affix ke-an. In Gadis Pantai novel, the derivative verbs are found as follows:

Table 2 The Data of Derivative Verbs

No	Derivative Verb	Idiomatic Data	Meaning	Idiom	
				Phrasal Verb	Partial
1	<i>Membuang</i> Abandon	<i>Membuang muka</i> Look away	<i>Tidak sudi</i> Avoiding		V
2	<i>Mendaki</i> Climb	<i>Mendaki lantai</i> Climbed a set of stairs to the raised ground floor	<i>Berjalan di ruangan pembesar</i> Walking on a magnify-ing room		V
3	<i>Menjual</i> Sell	<i>Menjual omong</i> Sell fairy tale	<i>Banyak bicara</i> Talking too much		V
4	<i>Menggaruki</i> Scratch	<i>menggaruki genteng</i> Shake the roof tiles	<i>Menerpa kencang atap</i> Hit the roof		V

5	<i>Merenungi</i> Contempla-te	<i>merenungi lantai</i> Lowered eyes toward the floor	<i>Diam hormat</i> To be respectfully silent	V	
6	<i>Mengaduk</i> Stir	<i>mengaduk laut</i> Face the sea	<i>Menyelam</i> Dive		V
7	<i>Menggaruk</i> Scratch	<i>menggaruk pasir</i> Boring into the sandy	<i>Menatap ke bawah</i> Staring downside	V	
8	<i>Menyulam</i> Embroider	<i>menyulam pantai</i> Ran up the strand	<i>Perbuatan sia-sia</i> Useless thing	V	
9	<i>Membisu</i> Mute	<i>Membisu seribu bahasa</i> Completely tongue-tied	<i>Tidak ingin berkomunikasi</i> No communica-tion		V
10	<i>Mandi</i> Take a bath	<i>bermandi keringat dingin</i> Sweat shower	<i>Gugup</i> Feeling nervous	V	
11	<i>Bermandi</i> Take a bath	<i>bermandi darah</i> Bloody shower	<i>Mengeluarkan banyak darah</i> A lot of bleeding		V

The phrase sells by the way does not mean to buy or sell about the conversation. The word selling means giving something to someone else to get a payment or receive money. This phrase is part of an idiom, because the word talk still has a meaning that is similar to its lexical. The elements that make up the idiom come from the senses' responses. The meaning of this phrase arises when someone speaks to exaggerate something but it is different from what is said or better known as a lot of talks.

The word scratching can mean measuring, scratching the ground, scooping, scratching, and catching. The word scratching has a different meaning from the original meaning of the words, but the word tile still has its original meaning. So the phrase falls into the partial idiom category. The elements that make up the idiom come from the verb class. Idiomatically the phrase means to hit hard the roof of the house.

The word stirring is defined as mixing and disrupting, disrupting, dismantling chaotically. If analyzed using logic it cannot be accepted. The sea is so great that we cannot stir it up as stated above. The real meaning is to dive to the bottom of the sea. This phrase can be categorized as a partial idiom, because the word sea still fits the lexical. The constituent elements are related to the name of natural objects, namely the sea.

The word scratching means measuring the head, body, scratching the ground, or scraping. If examined in more detail how the view can scratch the sand. This shows that there are differences in the meaning used. The phrase can be categorized as a full idiom, because the meaning of the

word does not match the lexical. The constituent elements are related to the name of natural objects, namely sand. The meaning of the idiom above is defined as looking down as respect for others.

The word embroider is defined as embroidering or praising. If the phrase is interpreted separately, it cannot produce an appropriate meaning. This phrase can be categorized as a full idiom, because the meaning of the words does not match the lexical meaning. The above phrase means useless actions. The constituent elements are related to the names of natural objects.

The word thousand is defined as the number, while language means the system of sound symbols used to communicate. The phrase muted by a thousand languages does not have so many languages in every language unit in this world. This expression can be understood as a person who does not want to communicate with those around him. Thus, the phrase is categorized as a partial idiom, because the word mute still has its lexical meaning. The constituent elements of idioms are related to verbs.

Based on the presence or absence of the objective function that follows it, verbs affix me (N) can be divided into two types, which are transitive verbs with affix me (N)- and non-transitive verbs with affix me (N)-. The transitive verb affixing me (N) demands an object's presence when used in a sentence.

In the data above, the words throw, climb, sell, scratch, contemplate, stir, scratch, embroider, and mute are transitive verbs that require an object. However, a



transitive verb affixed of me (N) - an element of the idiom does not necessarily have a balance of the passive sentence. The example is in the phrase, "Her mother turned her head away from the daughter to stare out the carriage window" (Toer, 2000: 14). The sentence does not have a passive sentence balance because the phrase cannot be accepted cohesion or coherence.

The verb affixed with ber- used as an element of forming an idiom needs to be distinguished from a verb attached to the idiom. In the example of "Her body was bathed in a cold sweat" (Toer: 2000: 31), the affix is not included in the idiom's constituent elements.

The data of the cold sweat (bermandikan keringat dingin) is an idiom of mandi keringat dingin attached to a prefix ber- and kan- which means nervousness. The same is the case with the data "I was covered in blood" (sahaya sudah bermandi darah) (Toer, 2000: 62), which comes from the idiom of bathing in blood (mandi darah), which means a lot of bleeding.

## V. CONCLUSION

According to the explanation in the finding and discussion above, the writer can conclude that five idioms are formed by using verbs. There are eleven idioms formed using transitive affixed verbs, which consisted of 8 phrasal verb idioms and eight partial idioms. There is a finding that the constituent elements of idioms are always followed by nouns to obtain the idiom's meaning.

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# Environmental Hermeneutics: From Cognition to Nature understanding

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**Abstract**— *The article analyzes the necessity of supplementing the informative-cognitive approach to the mobilization of ecological consciousness by understanding nature. The question of determining the methodological potential of hermeneutics for understanding nature and development of environmental hermeneutics as a special field of research is considered.*

**Keywords**— *Hermeneutics, environmental hermeneutics, nature, environment, cultural dialogue about nature, ecological crisis.*

## I. MAIN PART

To persuade politicians, business and the general public in the reality of global, regional and local environmental crises and related hazards, experts in scientific and environmental environments often appeal to objective facts that establish the levels of pollution of the air, water, soil, and loss of their fertility, an increase in the list of species of plants and animals that are extinct or endangered. For instance, since 2003, the United Nations Environment Program (UNEP) has published UNEP annual reports (UNEP Year Book) on the most pressing issues of the global environment and global environmental policy. The level of knowledge about the dangerous environment and risks to human life provided by different sources is much more accessible to the public than in the previous decades due to the development of the Internet and social networks. Nevertheless, despite the considerable efforts of the global community, national governments and the public, numerous facts do not turn into a holistic knowledge system, and knowledge is not directly converted into environmental awareness, environmental responsibility and active action in the field of environmental protection. This testifies to the lack of an informative-cognitive approach to the mobilization of ecological consciousness.

M. M. Kyseliov and F. M. Kanak say: “*Knowledge of a diverse ecological empiric still needs to be further understood, organically involved into a single conceptual system. This procedure is extremely important and at the same time complicated in the process of implementation.*”<sup>1</sup>

Scientists, philosophers, culturologists, and politicians increasingly say about the need for a deep *understanding of nature* as a condition for overcoming the environmental crisis. After all, in order to understand what our actions are wrong and destructive to the nature, one needs to understand the nature itself. Understanding nature is also necessary for a deeper self-awareness of the place of man in the world and his introduction into nature.

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<sup>1</sup>Kanak F.M., Kyseliov M.M. *National being among ecological realities*. (Kyiv: Tandem, 2000), 278, “Znannya bahatomanitnoyi ekolohichnoyi empiriyi treba shche dovesty do rozuminnya, orhanichno pov'yazaty yiyi v yedynu kontseptual'nu systemu. Zaznachena protsedura ye nadzvy chayno vazhlyvoyu y vodnochas skladnoyu v protsesi realizatsiyi.”

Knowledge of nature can not be limited solely by the scientific knowledge and its description by the language of science. As H.-G. Gadamer says: “Thus the sun has not ceased to set for us, even though the Copernican explanation of the universe has become part of our knowledge. ... we cannot try to supersede or refute natural appearances by viewing things through the “eyes” of scientific understanding. ... what we see with our eyes has genuine reality for us, but also because the truth that science states is itself relative to a particular world orientation and cannot at all claim to be the whole.”<sup>2</sup>

Therefore, when discussing contemporary ecological problems and ways of their solution, the question of determining the methodological potential of hermeneutics is raised.

Today, there appears an urgent need to supplement the rational cognition of the laws of the functioning nature with the comprehension of the meanings hidden in it and their interpretation (by Hans Blumenberg), which should contribute to a deeper understanding of both the inner world of man and the world in which he lives. One way of such an understanding of nature can be “reading” nature, like reading a book.<sup>3</sup>

A. Yermolenko characterizes the desire to understand nature as a hermeneutical-ecological utopia, in which another attempt is made to overcome the Faustian position, the New European rationalist attitude toward nature as an object, on the one hand, and its comprehension as a subject or partner, that is, as “the carrier of immanent meanings that need to be deciphered and understood”, on the other<sup>4</sup>.

The *aim* of the article is to analyze the concept of environmental hermeneutics and its potential in overcoming

the ecological crisis. We should consider the essence of the hermeneutic approach and the possibilities of its application in the field of interpretation of nature, which will reveal those specific aspects of the system “man–nature” where a hermeneutic approach can be applied.

First of all, it is necessary to clarify the question of how lawfully the hermeneutic approach can be applied, that traditionally belongs to the methodology of the humanities, for the interpretation and understanding of nature, which is the object of natural science. At the same time, there arise questions about the limits of the use of the hermeneutic method and its productivity, as well as the principles of the establishment of environmental hermeneutics.

Hermeneutics has traditionally been defined as the art of interpreting texts and other manifestations of thought. The ultimate embodiment of the text are books, the most prominent of which is the Bible. Philosophical hermeneutics was formed during the study of the problem of interpretation in two aspects: firstly, solving the problem of multivalued characters; and secondly, finding the answer to the question of the correlation between the text and being. Above all, universal hermeneutics posed the task of determining the meaning of any text, depending on the understanding of the author's plan, and not the connection between the text and the reader. However, reading as an interaction between the text and the interpreter is the basis of any understanding<sup>5</sup>.

Until the beginning of the twentieth century the problem of hermeneutics as a comprehension of the text and the problem of philosophy were interpreted separately. From the beginning of the twentieth century the term “hermeneutics” and “hermeneutic approach” have begun to be related to the philosophical conception of the very phenomenon of understanding, and hence the whole methodology and practice of humanitarian and historical disciplines. In the historical science of Wilhelm Dilthey (1833-1911), hermeneutics as an art of interpreting of written monuments (life manifestations) is included in the process of cognition of the logic and methodology of the humanities and proclaimed a connecting link between philosophy and historical disciplines, the main component of the foundations of the spirit sciences. Thus, in the traditional

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<sup>2</sup> Gadamer H.-G., *Truth and method*, trans. B.N. Bessonov (Moscow: Progress, 1988), 519, “Solntse zakhodit dlya nas po-prezhnemu, khotya my i znakomy s kopernikanskoy kartinoy mira. ... my ne mozhem snyat' ili oprovergnut' etu prirodnyuyu vidimost', vzglyanuv na zakat «glazami» etogo nauchnogo rassudka. ... vidimost' predstavlyayetsya dlya nas nastoyashchey real'nost'yu, no takzhe i potomu, chto istina, kotoruyu soobshchayet nam nauka, sama sootnesena s opredelennym otnosheniyem k miru i nikoim obrazom ne mozhet pretendovat' na to, chtoby byt' vsej istinoy v tselom.”

<sup>3</sup> Bogachev A., “Hermeneutics Philosophical.” *In The Philosophical Encyclopedic Dictionary*, edited by V. I. Shynkaruk, 115 - 16. Kyiv: Abris, 2002, “prochytannya”.

<sup>4</sup> Yermolenko A. M., *Social ethics and ecology. Human dignity is the reverence of nature* (Kyiv: Libra, 2010), 194, “nosiya immanentnykh smysliv, yaki treba rozshyfruvaty ta zrozumity.”

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<sup>5</sup> Blumenberg, Hans, *World as a Book*. Translated by V. Yermolenko Kyiv: Libra, 2005.

sense, hermeneutics is an epistemological foundation and methodology of the humanities<sup>6</sup>.

According to V. Kebuladze, philosophical hermeneutics “problematizes the claim of phenomenology to the creation of a universal scientific method, because, on the one hand, the possibility of a universal scientific method is very problematic in view of the fundamental differences of the natural type of cognition from the humanitarian one, on the other, the truth can be given to us not only via scientific cognition. Thus, Gadamer claims not only the creation of a universal scientific method of truth cognition, but also the creation of a total comprehensive strategy of understanding that can be realized in all spheres of human life, and not purely in science. At the same time, the application of such a strategy ensures self-declaration of the truth of human existence and the existence of the world.”<sup>7</sup> According to V. Kebuladze, hermeneutics claims to create “a general conception of understanding as a fundamental attitude to oneself and to the world, an attitude that is embodied not only in scientific knowledge, but in all forms of human experience, and above all in artistic creativity and historical experience.”<sup>8</sup>

The German philosopher Hans Blumenberg notes that “hermeneutics is that not simply must have its meaning and store it through all times, and that it is through its

multiple meanings includes interpretation in its meaning,” and by this giving its subject the opportunity to enrich itself with new interpretations.<sup>9</sup> From this perspective, not only books but nature can be considered as an object of hermeneutics.

In the monograph “Social Ethics and Ecology” (2010) A. Yermolenko explores the potential of using hermeneutic methods to understand both the causes and ways of overcoming environmental crises. The interest in hermeneutic methods for explaining nature and the environment allows us even to speak of ecological hermeneutics as a separate study direction.<sup>10</sup> Moreover, the understanding of nature, which must be based on sensitivity to history, culture, and the narrative, is defined as a fundamental task of hermeneutics. Hermeneutical research is also actualized in connection with the need to find a public consensus on understanding nature as different people perceive and interpret nature in different ways, and therefore they differently determine their relations with it, the place of nature in the human world, the conditions and ways to solve a lot of problems that arise between man and nature.

In the preface to the book “Interpreting Nature: The Emerging Field of Environmental Hermeneutics” several approaches to the definition of environmental hermeneutics are presented:<sup>11</sup>

- 1) environmental hermeneutics as an expanded interpretation of any environment (natural, artificial,

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<sup>6</sup>Kosharniy S. O. “Hermeneutics.” In *The Philosophical Encyclopedic Dictionary*, edited by V. I. Shynkaruk, (Kyiv: Abris, 2002), 115.

<sup>7</sup>Kebuladze V., *Phenomenology and hermeneutics in the structure of philosophical education* (Philosophical thought, No. 5, 2013), 53, “problematyzuye pretenziyu fenomenolohiyi na stvorenniya universal'noho naukovoho metodu, adzhe, z odnogo boku, mozhlyvist' universal'noho naukovoho metodu vel'my problematychna z ohlyadu na fundamental'ni vidminnosti pryrodnavchoho vydu piznannya vid humanitarnoho, z inshoho, istyna mozhe buty dana nam ne lyshe v naukovomu piznanni. Takym chynom, Hadamer pretenduye ne prosto na tvorenniya universal'noho naukovoho metodu piznannya istyny, a y na stvorenniya total'noyi stratehiyi rozuminnya, yaka mozhe buty zrealizovana v usikh tsarynakh lyuds'koyi zhyttyediyal'nosti, a ne suto v nautsi. Pry ts'omu zastosovannya takoyi stratehiyi zabezpechuye samovyavleniya istyny lyuds'koho buttya i buttya svitu.”

<sup>8</sup>Kebuladze V., *Phenomenology and hermeneutics in the structure of philosophical education*, 53, “zahal'noyi kontseptsiyi rozuminnya yak fundamental'noho stavlennya do sebe y do svitu, stavlennya, shcho vtilyuyet'sya ne til'ky v naukovomu piznanni, ale u vsikh formakh lyuds'koho dosvidu, a nasampered u khudozhniy tvorchosti ta v istorychnomu dosvidi.”

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<sup>9</sup>Blumenberg, Hans. *World as a Book*. Translated by V. Yermolenko (Kyiv: Libra, 2005, 38.

<sup>10</sup>Yermolenko A. M. *Social ethics and ecology. Human dignity is the reverence of nature*. Kyiv: Libra, 2010; *Exploring Ecological Hermeneutics*, edited by Norman C. Habel and Peter Trudinger. Atlanta: Society of Biblical Literature.

[http://books.google.com.ua/books?id=fmskY3gb5g8C&pg=PA1&lpg=PA1&dq=ecological+hermeneutics&source=bl&ots=6bSdqnlbk\\_&sig=leY2mWJ\\_VjODn2GBfaxzIHZ1GAK&hl=uk&sa=X&ei=RvZYU4r4M6jU4QS-uIBQ&ved=0CIsBEOgBMAg#v=onepage&q=ecological%20hermeneutics&f=false](http://books.google.com.ua/books?id=fmskY3gb5g8C&pg=PA1&lpg=PA1&dq=ecological+hermeneutics&source=bl&ots=6bSdqnlbk_&sig=leY2mWJ_VjODn2GBfaxzIHZ1GAK&hl=uk&sa=X&ei=RvZYU4r4M6jU4QS-uIBQ&ved=0CIsBEOgBMAg#v=onepage&q=ecological%20hermeneutics&f=false); *Interpreting Nature: The Emerging Field of Environmental Hermeneutics*, edited by Forrest Clingerman, Brian Treanor, Martin Drenthen, and David Utsler. Fordham University Press: 2013.

<http://environmentalhermeneutics.blogspot.com/>; Keller David. R. “Ecological Hermeneutics.” *Philosophy and the Environment*, <https://www.bu.edu/wcp/Papers/Envi/EnviKell.htm>

<sup>11</sup>*Interpreting Nature: The Emerging Field of Environmental Hermeneutics*, edited by Forrest Clingerman, Brian Treanor, Martin Drenthen, and David Utsler. Fordham University Press: 2013. <http://environmentalhermeneutics.blogspot.com/>

cultural, etc.). In this very broad and abstract defining, hermeneutics acts as an interpretive activity in general irrespective of the subject of environmental interpretation (native inhabitant, tourist, scientist-naturalist, artist, architect, constructor, etc.);

- 2) environmental hermeneutics as an interpretation of the immediate encounter of a person with a particular environment or human condition within a specific environment. This type of interpretation involves deepening into the area with which we interact directly, where we are as researchers, or encounter when reading the text about this area. This type of interpretation takes into account information signs of nature or historical places and is practiced, for instance, in a form of instructions from experts of the place for visitors, but it does not exclude the direct and interpretive activity of a visitor;
- 3) environmental hermeneutics as an essay on nature (“nature writing”). Typical examples of such a writing include the literary heritage of Aldo Leopold, George Moore and others. This type of environmental hermeneutics appears as a personalized version of its previous variant, since it implies, on the one hand, the author's, subjective interpretation of nature, and on the other – an interpretive activity of a reader, his understanding and experience of reading. This type of hermeneutics is a representation of how nature can be “captured” in the text and how it can be experienced through the text;
- 4) environmental hermeneutics as a certain summary, a list of approaches to various disciplines to nature and the environment in general. Correspondently, environmental hermeneutics appears a priori as a reign of interdisciplinary research, where each of the disciplines (ecology, geography, cultural studies, literary criticism, etc.) provides its own interpretation of nature in accordance with its inner logic. Environmental hermeneutics has the role of a critical intermediary between different disciplinary interpretations in order to develop a more holistic and clear understanding of the environment and nature;
- 5) Environmental hermeneutics is considered as a philosophical position that allows us to understand how the inevitability, which Gadamer calls “our hermeneutic consciousness,” reveals our links with the environment. Such an understanding of environmental hermeneutics not only provides a technique for interpreting the environment, but also im-

merses it into the corresponding ontological context necessary for such an interpretation.

At the same time, the authors of the book note that the given list of definitions is not exhaustive and does not exclude other approaches to the understanding and definition of environmental hermeneutics. In particular, religious, theological, and various scientific studies may offer additional approaches to the definition of environmental hermeneutics. Meanwhile, an important feature of environmental hermeneutics, regardless of a specific definition, is its *focus on the dialogue between man and the environment*.<sup>12</sup> Therefore, studies on environmental hermeneutics should take into account the specific experience of staying in the environment and its experience; they should rely on specific studies (case studies) of human interaction with the environment.

Environmental hermeneutics as an interpretation of the nature and interaction of man with the environment is considered as the basis of eco-philosophy, since it provides the opportunity to reflect on the experience of human being in a certain environment and its interpretations, emphasizing the danger of ignoring the surrounding world of a person. Environmental hermeneutics also pays a lot of attention to so-called “conflict interpretations” that arise during inter-subject “collisions”<sup>13</sup> with various materials, emotions, and rational concepts. Therefore, it is interested in an indirect experience, which allows developing a consolidated vision of the problems that arise because of human interaction with the environment.

Distinguishing environmental hermeneutics as an independent field of research, it is important to understand its connections with philosophical hermeneutics, the possibility of using the methods of philosophical hermeneutics, on the one hand, and their modifications in accordance with the specifics of the object of research and interpretation, on the other. There arises the question as to how philosophical hermeneutics as an art of text interpreting can be applied to the interpretation of nature. In the analysis of the relation of philosophical and environmental hermeneutics, several aspects can be distinguished.

One of them concerns the definition of nature in hermeneutic research.

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<sup>12</sup> “sfokusovanist’ na dialozi mizh lyudynoyu ta navkolyshnim seredovyshchem, dovkilliam.”

<sup>13</sup> “zitknen”

As we know, philosophical hermeneutics deals with different ways of interaction with the world. Nature is a part of this world. Since today it is increasingly difficult to find a plot of virgin nature that is not subjected to human intervention, environmental hermeneutics refers to the various contexts of nature and the environment understanding, not limited to wild, untouched nature.

Thus, the authors of the mentioned book, "Interpreting Nature: The Emerging Field of Environmental Hermeneutics", turn to a broader understanding of the environment, that encompasses both the natural and socio-cultural environment that has undergone various human influences and transformations, including those constructed by means of architecture. In addition, environmental hermeneutics believes that it is expedient to focus on and analyze the virtual world, which is rapidly becoming a part of human existence, often replacing the real world. Because of such a broad understanding of the environment, there are significant difficulties in determining the nature and the natural environment as an open space for productive dialogue and understanding. After all, according to H.-G. Gadamer, the language is the medium, "where the process of mutual agreement between the partners takes place and mutual understanding is reached on the very cause."<sup>14</sup> H.-G. Gadamer writes: "...Language is the universal medium in which understanding occurs. Understanding occurs in interpreting."<sup>15</sup> H.-G. Gadamer attached great importance to the interpretation and understanding of the world, which largely depends on the definition of the latter as the "medium" in which a person lives, as well as the influences that the environment has on a person and his way of life. Man is not independent of the world. H.-G. Gadamer says: "Thus the concept of environment is originally a social concept that tries to express the individual's dependence on society — i.e., it is related only to man. In a broad sense, however, this concept can be used to comprehend all the conditions on which a living creature depends. But it is thus clear that man, unlike all other living creatures, has a "world," for other creatures do not in the same sense have a relationship to the world, but are, as it

were, embedded (*eingelassen*) in their environment."<sup>16</sup> Thus, we see that the inclusion of nature in the sphere of interpretation and understanding does not contradict hermeneutics, and therefore it legitimizes discussions on environmental hermeneutics.

In the case of environmental hermeneutics, the authors of "Interpreting Nature: The Emerging Field of Environmental Hermeneutics" point out; the dialogue may seem problematic, as the other side of the dialogue – nature, the environment – is devoid of verbal means of dialogue. However, according to H.-G. Gadamer, mutual understanding does not require any special tools in the proper sense of the word: "It is a life process in which a community of life is lived out."<sup>17</sup> Correspondently, we can say about our understanding of nature, but we can hardly speak about mutual understanding.

Because of this, environmental hermeneutics has to pay considerable attention to the *methods of mediation*, through which people try to provide "language to nature" via its description and interpretation, spreading this language in society. Therefore, *environmental hermeneutics is actually a dialogue about nature in culture, or a cultural dialogue about nature*. And it is via this dialogue that the experience of expanding the horizon of "our analysis of the hermeneutic experience" is being realized.<sup>18</sup> It seems that the question of the possibility of identifying nature as a participant in the dialogue in the context of environmental hermeneutics is in the same problematic path as the question of the conceptualization of environmental ethics and the inclusion of nature in the sphere of human morality. In particular, this is stated in the study of A. Yermolenko, where he aspires to find out "how much

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<sup>14</sup> Gadamer H.-G. *Truth and method*. Translated by B.N. Bessonov (Moscow: Progress, 1988), 447, "gde proiskhodit protsess vzaimnogo dogovora sobesednikov i dostigayetsya vzaimoponimaniya po povodu samogo dela."

<sup>15</sup> Gadamer H.-G. *Truth and method*, 452, "yazyk, - eto universal'naya sreda, v kotoroy osushchestvlyayetsya imenno ponimaniye. Sposobom etogo osushchestvleniya yavlyayetsya tolkovaniye."

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<sup>16</sup> Gadamer H.-G. *Truth and method*, 513; "Sootvetstvenno, ponyatiye okruzhayushchego mira bylo snachala ponyatiyem sotsial'nym, chto svidetel'stvovalo o zavisimosti otdel'nogo cheloveka ot obshchestvennogo mira, to yest' ponyatiyem, kotoroye sootnositsya iskluchitel'no s chelovekom. Odnako v boleye shirokom smysle eto ponyatiye mozhet rasprostranyat'sya na vse zhivoye. V takom sluchaye ono summiruyet usloviya, ot kotorykh zavisit yeye sushchestvovaniye. Odnako etot mir otnositsya tol'ko k cheloveku, poskol'ku ostal'nyye zhivyye sushchestva "ne znayut otnosheniya k miru v chelovecheskom smysle, no kak by vpushcheny (eingelassen) v okruzhayushchiy mir."

<sup>17</sup> Gadamer H.-G. *Truth and method*, 516, "Eto zhiznenny protsess, v kotorom prozhivayetsya sama zhizn' chelovecheskogo soobshchestva".

<sup>18</sup> Gadamer H.-G. *Truth and method*, 515, "ekologicheskaya germeneytika na samom dele yavlyayetsya dialogom o prirode v kul'ture, ili kul'turnym dialogom o prirode."

we can extend the principles of communicative and discursive ethics and nature, taking into account the fact that nature in particular and its individual fragments can not be equal subjects of a dialogue with a man, because the relationships of man with nature are not relationships of reciprocity, they are asymmetric relations.”<sup>19</sup> Analyzing the various views on this problem, A. Yermolenko expresses the opinion that the representation of nature in the system of ethics can be justified on the basis of the principle of “universal reciprocity”, according to which the moral attitude of man to nature, as well as its institutionalization are the same stages, as well as the moral consciousness of the person himself, when, in the end, the person comes to perceive nature as an equal subject of communication and discourse, to whose voice man must listen to. The conclusion is that a person must develop in himself “the ability to hear the voice of nature and understand its meanings, which, in turn, is achieved by knowing the laws of its existence and development.”<sup>20</sup> The basis of the “modern Valuable-Semantic Universe must become the universe of discourse, where nature appears not only as its subject, but indirectly as an equal quasi-party.”<sup>21</sup> Thus, “speaking via human communication, nature reaches its integrity through the minds of people, and makes it possible to perceive itself as such integrity, and as integrity expresses itself as a mind that is no longer merely an instrumental mind, but a logos. And logos is realized via word, speech, and argumentation.”<sup>22</sup>

On the other hand, as follows from “Truth and Method”, the concept of language does not only appeal to the human language, but also appeals to all forms of speech, which are inherent in things. H.-G. Gadamer suggests an opportunity to speak “not only of a language of art

but also of a language of nature – in short, of any language those things have.”<sup>23</sup>

Since philosophical hermeneutics deals mainly with human language and human discourse, the language can also appeal to the presentation of both man himself and others? Accordingly for environmental hermeneutics, hermeneutics is indirectly wherever the study of the content goes up over the binary or dichotomy “man – nature”, which was “darkened” by previous forms of ecological thinking, and from the point of view of which the ecological philosophy could not completely free itself.<sup>24</sup>

Due to the rather broad understanding of the meaning of the concept “environment”, environmental hermeneutics can not ignore the analysis of the dichotomy “nature–culture”, which reflects the relation of the primordial nature and the transformed (“cultivated”) nature that appears in the form of the environment as a result of human activity, and, accordingly, dichotomy “nature centrism – anthropocentrism”, which, in its turn, represents its attitude to the natural world and the understanding of its place in it.

Besides, environmental hermeneutics draws attention to the fact that understanding the environment is always a contextual understanding.<sup>25</sup> It manifests itself not in the abstract space but in its own specific localization and necessarily in a certain cultural environment, which belongs to this particular place, this locality. Therefore, without active discussions about the meaning of the environment, that is, without the living cultural and moral traditions, there can be no moral sense, and the moral culture in its turn transforms into fossil fate.

J. van Buren defines hermeneutics as a philosophical study of the most common aspects of interpretation, or actions of people during the interpretation. These aspects include intentionality, being-in-the-world, language, sociality, time, and narrative. Environmental hermeneutics first studies sense or meaning of the environment for those who perceive it, and thus, significantly differs from the natural

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<sup>19</sup> Yermolenko A. M. *Social ethics and ecology. Human dignity is the reverence of nature* (Kyiv: Libra, 2010), 240, “naskil'ky my mozheмо poshyryty pryntsyty komunikatyvnoyi ta dyskursyvnoyi etyky i na pryrodu, vrakhovuyuchy toy fakt, shcho pryroda zokrema i okremi yiyi frahmenty ne mozhut' buty rivnopravnymy sub"yektamy dialohu z lyudynoyu, adzhe vidnosyny lyudyny z pryrodoyu – tse ne vidnosyny vzayemnosti, tse asymetrychni vidnosyny.”

<sup>20</sup> Yermolenko A. M. *Social ethics and ecology. Human dignity is the reverence of nature*, 244, “universal'noyi vzayemnosti.”

<sup>21</sup> Yermolenko A. M. *Social ethics and ecology. Human dignity is the reverence of nature*, 251;

<sup>22</sup> Yermolenko A. M. *Social ethics and ecology. Human dignity is the reverence of nature*, 253;

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<sup>23</sup> Gadamer H.-G. *Truth and method*, 549, “Ne tol'ko o yazyke iskusstva, a takzhe i o yazyke prirody, ob opredelennom yazyke, na ktorom govoryat veshchi.”

<sup>24</sup> *Interpreting Nature: The Emerging Field of Environmental Hermeneutics*, (Fordham University Press, 2013), <http://environmentalhermeneutics.blogspot.com/>

<sup>25</sup> *Interpreting Nature: The Emerging Field of Environmental Hermeneutics*, (Fordham University Press, 2013).

sciences, which focus mainly on the biophysical aspects of the environment. Correspondently, for the environmental hermeneutics, the environment acts both as an object of interpretation and as a narrative.<sup>26</sup>

The method of interpreting one or another environment determines the form of human self-identification in one or another narrative. For instance, in different interpretations of a forest, a person can identify himself as a forestry or timber purchaser, a logger, in others – either as a resident whose life is closely connected to the forest, or a wildlife conqueror, a hunter, a tourist, a nature protector, etc.

According to H.-G. Gadamer, “in every worldview the existence of the world-in-itself is intended. Linguistically schematized experience refers to the whole. The multiplicity of these worldviews does not involve any relativization of the “world.” Rather, the world is not different from the views in which it presents itself.”<sup>27</sup> Thus, environmental hermeneutics helps take into account various content when solving complex problems.

Thus, environmental hermeneutics can be used to solve complex environmental problems and serve as a methodological basis for seeking consensus in decision-making, environmental education and upbringing.

Thus, we can conclude that an informative-cognitive approach to the mobilization of environmental consciousness should be complemented by an understanding of nature for a deeper self-awareness of the place of man in the world and his introduction into nature and the conditions for overcoming the ecological crisis. Therefore, when discussing contemporary ecological problems and ways of their solution, raises the question of the determination of the methodological potential of hermeneutics and the establishment of environmental hermeneutics as a special field of research.

The literature presents a wide range of definitions of environmental hermeneutics, but the characteristic fea-

ture of environmental hermeneutics is its focus on the dialogue between man and the environment.

An important task of hermeneutic research is to determine nature. Due to a broad understanding of the environment, there are significant difficulties in determining the nature and the natural environment as an open space for productive dialogue and understanding. Environmental hermeneutics is a dialogue about nature in culture, or cultural dialogue about nature.

The question of the possibility of defining nature as a participant in the dialogue to the context of environmental hermeneutics is in the same problem way as the question of the conceptualization of environmental ethics and the inclusion of nature in the sphere of human morality.

## II. CONCLUSION

Thus, we can conclude that the application of the hermeneutic method seems quite legitimate, because environmental issues, which relate not only to nature but also to the environment, where human life and activity, contain elements of nature and culture (transformative human activity), which is the scope of humanities research. It is the hermeneutic method that is used to interpret nature and natural and cultural heritage, integrates natural science and humanities knowledge in education and Eco-education as components of the system of continuous education and justifies the reluctance to expand competent expert thought in order to influence political decisions in the field of conservation of natural and cultural heritage. The way we interpret nature depends on its understanding, as well as the planning of activities related to the impact on the natural environment.

Thus, ecological hermeneutics attracts more and more attention in view of defining the limits and possibilities of philosophical hermeneutics and analysis of trends to expand its methodological potential, as well as the need to attract new approaches to solving modern ecological and anthropological problems. This is due to a very diverse range of definitions of ecological hermeneutics.

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<sup>26</sup> Van Buren, J., *Critical Environmental Hermeneutics*, (Environmental Ethics 17, Fall 1995), [http://origin.web.fordham.edu/images/academics/programs/environmental\\_studies/vanburenenvethics-del.pdf](http://origin.web.fordham.edu/images/academics/programs/environmental_studies/vanburenenvethics-del.pdf)

<sup>27</sup> Gadamer H.-G. *Truth and method*, 513, “Ved' vo vsyakom mirovozzrenii imeyetsya v vidu v-sebe-bytiye-mira. Mir yest' to tseloye, s kotorym sootnesen skhematizirovanny yazykom opyt. Mnogoobraziye podobnykh mirovozzreniy sovsem ne oznachayet relyativizatsii «mira». Skoreye to, chto yest' mir, neotdelimo ot tekh «vidov», v kotorykh on yavlyayetsya.”



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# Career opportunities of Honor Graduates and Student Leaders: The case of STO Domingo District

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**Abstract**— *This tracer study was conducted in Sto. Domingo District, Schools Division of Nueva Ecijato determine the career opportunities of 117 elementary student leaders and honor graduates from 1989 to 1993. Using the questionnaire designed by Hirschi, et.al. (2018), the data revealed that the majority of the respondents were female, 40 years old, married, and were bachelors' degree holders. Most of them were permanent in their work with a salary range of P46,000 and above. Their field of work was in education and have experienced at least 1 promotion for the last 5 years. The respondents claimed that their co-workers envisioned them as experts and possess profound knowledge in their occupation. Further, their current job fully challenged them and helped increase their skills. Additionally, the respondents have a clear understanding of what they want to achieve in their career and certain that their work-related abilities and knowledge are up-to-date. Also, the educational attainment and type of work of respondents were highly correlated with their career opportunities. The findings of this research have significant reverberations for the career-guidance program of the Department of Education.*

**Keywords**— *Career opportunities, honor graduates, student leaders, tracer study, work-related abilities.*

## I. INTRODUCTION

For the past 200 years, many countries have questioned the value of early childhood education and what role this early education plays in subsequent academic achievement and socialization in the primary grades. The classroom social environment plays a vital part in the growth of school-age children. Student experiences within the classroom help develop their behavioral, social, and academic skills. The quality of interactions that students have with their teachers predicts later success. Steinmayr et. Al (2014) stated that Early Childhood achievements include attaining the highest rank/grade and being a student leader. Furthermore, engaging students in early experiences in leadership creates the foundation for future leadership development which may lead to career success (Murphy & Johnson, 2011).

Astin (1999) predicted that participation in honors programs can have a positive impact on both the educational and career aspirations of students and may help encourage students who are contemplating to continue their education beyond undergraduate to obtain a master's or doctoral degree. Participation in honors programming can also help students with advanced skills or talents in multiple areas (i.e., multipotentiality) narrow their options to focus on educational and career paths and opportunities that best fit their skills and their interests (Robinson, Shore, & Enersen, 2007) in order to succeed.

As stated by Shahibudin (2015), "Generally, research on career success benefits individuals and organizations". "At the individual level, career success refers to the acquisition of materialistic advancement, power, and satisfaction (Judge,

et.al.,1995)". "Thus, knowledge of career success helps individuals develop appropriate strategies for career development (Aryee, et.al., 1994)" while "at the organizational level, knowledge of the relationship between individual difference and career success helps human resource managers design effective career systems (Judge, et.al.,1995)".

Moreover, Ishak (2015) stated that "career success can be subdivided into two different components in terms of external or extrinsic components. For example, the external component consists of an employee's salary level, total compensation, salary progression, the number of promotions, and the internal or intrinsic components (the employee's job, career, and life satisfaction levels). They have agreed that, in order to investigate career success, both dimensions of career success (extrinsic/intrinsic or objective/subjective) should be studied together".

These lead the researchers to ask the following questions as what are the possible career opportunities of education achievers? More importantly, what does scholastic achievement have to do with career opportunities? And lastly, is there a relationship between educational achievement and career opportunities? Thus, this study was crafted. It aimed to trace the education achievement of elementary achievers of Sto. Domingo, Nueva Ecija until they became professionals and assess their present career opportunities.

## II. METHODOLOGY

This study utilized the quantitative approach of research using descriptive as its design. The researcher adopted the questionnaire used by Hirschi, A. et. Al (2018) in their study entitled "Assessing Key Predictors of Career Success: Development and Validation of the Career Resources Questionnaire". The respondents of the study were 117 Valedictorians, Salutatorians, Honorable Mentions, and Student Leaders of elementary graduates from 1989-1993 in the Department of Education, Sto. Domingo District,

Schools Division of Nueva Ecija. Data gathered were analyzed using frequency, percentage, ranking, weighted mean, Spearman's rho, and Pearson's r.

## III. RESULTS AND DISCUSSION

### 1. Profile of the Respondents

A great percentage of the respondents was 40 years old. More than 70% were females and 78.6% were married. It can be noted that more than 50% were Bachelor's degree holders and most of them were teachers. The data revealed that 62.4% of the respondents were permanent in their work with a monthly salary range from 46,000 and above and had one promotion for the last 5 years.

### 2. Education Achievement of the Respondents

Table 1 shows the Education Achievements of the respondents which include Elementary Level Achievement, Secondary Level Achievement, and Tertiary Level Achievement. It can be seen that there was 29.06 percent of the respondents graduated from elementary as valedictorians. 17.09 percent of the respondents graduated from elementary as student leaders. It can be noted that 34.19 percent of the respondents graduated as Honorable mention, 33.33 percent of the respondents graduated with no awards and 5.13 percent of the respondent graduated as salutatorian. Interestingly, only 13 who were valedictorians in the elementary level maintained their position at the secondary level. The data revealed that there was 60.68 percent of the respondents finished the tertiary level with no academic achievements. Three (3) or 2.56 percent of the graduated as Magna Cum Laude; 13.68 percent of the respondents were Dean's Lists; 8.55 percent of the respondent were Cum laude and 14.53 of the respondents were student leaders. The education achievements of the respondents during elementary were as valedictorian, salutatorian, with honors, and as student leaders. Most of the respondents graduated from secondary level with honorable mention but graduated their tertiary level with no academic achievement.

Table 1. Education Achievement of the Respondents

Elementary Level Achievement	Frequency	percentage
Valedictorian	34	29.06
Salutatorian	31	26.5
Honorable Mention	32	27.35
Student Leader	20	17.09
High School Achievement	Frequency	percentage
Valedictorian	13	11.11
Salutatorian	6	5.13
Honorable Mention	40	34.19
Student Leader	19	16.24
None	39	33.33
Tertiary Level Achievement	Frequency	Percentage
Magna Cum Laude	3	2.56
Cum Laude	10	8.55
Dean's Lister	16	13.68
Student Leader	17	14.53
None	71	60.68

### 3. Career Opportunities

The key areas of Career Opportunities consist of Human Capital Resources, Environmental Resources, Motivational Resources, and Career Management Behaviors.

#### 3.1 Human Capital Resources of the Respondents

The data revealed that from among the responses, item number 2 "I possess profound knowledge in my occupation" obtained the highest weighted mean of 3.32 described as "Completely True". On the other hand, item number 5, "I have a good overview of employment trends in the labor market" had the lowest weighted mean of 2.85 and described as "Mostly True". It can be implied that since the majority of the respondents have profound knowledge of their occupation, they possess skills, ability, and competence in their work to be able to perform their tasks effectively. In support of the study, Nassazi (2013) stated that "human resources are the intellectual property of the firm and employees prove to be a good source of gaining competitive advantage, thus, training is the only way of developing organizational intellectual property through building employees' competencies in order to succeed. Organizations have to obtain and utilize human resources effectively.

Organizations, therefore, need to design their human resource management in ways that fit into the organization's structure as this will make the organizations achieve their goals and objectives". Moreover, it is also important for organizations to assist their workforce in obtaining the necessary skills needed to increase commitment.

#### 3.2 Environmental Resources of Respondents

In this career opportunity, the overall verbal description shows that it is "mostly true" revealing an overall weighted mean of 3.19. It also showed that among the responses, item number 9 "My work helps me to increase my skills" obtained the highest weighted mean of 3.45 verbally described as "Completely True". On the other hand, item number 2 "My organization holds many interesting positions for my future career" had the lowest weighted mean of 3.03 and described as "Mostly True". The study of Boles et al. (2004) indicated that "when employees are physically and emotionally fit they will have the desire to work and their performance outcomes will likewise increase. Moreover, a proper workplace environment helps in reducing the number of absenteeism and thus can increase the employees' performance which leads to increased productivity at the workplace".

### 3.3 Motivational Resources of Respondents

The overall verbal description shows that it is "Completely True" revealing a weighted mean of 3.29. Among the responses, item number 8 "I have a clear understanding of what I want to achieve in my career." obtained the highest weighted mean of 3.40 described as "Completely True". On the other hand item number 1 "My work is a central part of my identity" had the lowest weighted mean of 3.18 and described as "Mostly True". Based on the results of the study, the respondents have strong motivational resources. It is widely recognized in human resource literature that the motivation of workers in both private and public organizations leads to a higher quality of human resources and optimum performance. According to Story et al. (2009), "individuals who are high in intrinsic motivation seem to prefer challenging cognitive tasks and can self-regulate their behaviors, so offering rewards, setting external goals, or deadlines will do little for them unless they are also high in extrinsic motivation. For employees high in intrinsic motivation, emphasis could be placed on the engaging nature of the task and encouragement of self-set goals and deadlines (Story et al., 2009)".

### 3.4 Career Management Behavior of Respondents

The overall verbal description shows that it is "Mostly True" revealing an overall weighted mean of 3.11. Item number 9 "I make sure that my work-related abilities and knowledge are up-to-date." obtained the highest weighted mean of 3.36 described as "Completely True". On the other hand item number 3 "I frequently utilize contacts with other people to advance in my career" and item number 5 "I constantly stay up-to-date about employment opportunities in the labor market." had the lowest weighted mean of 2.91 and described as "Mostly True". Employees' favorable attitude toward their job motivates them to work harder, and be involved, or engaged in their job. Motivated employees are likely to perform better in the organization with enhanced and effective productivity. The result is supported by the findings of Bakker & Leiter (2010) as they mentioned that employees who are more engaged in their jobs have a lot of energy and can focus on their job effectively. The engaged employees are absorbed in their work that it is very difficult to distract them. Furthermore, self-managing career behavior may also have, directly or indirectly, an impact on organizational consequences such as training practices, performance, effectiveness, and turnover intentions.

### 4. Relationship between the Profile of the Respondents and their Career Opportunities

Table 2. Relationship between the Profile of the Respondents and their Career Opportunities

Profile		Career Opportunities			
		Human Capital Resources	Environmental Resources	Motivational Resources	Career Management Behavior
Age	r	.076	.000	.178	.118
	p-value	.416	.996	.055	.206
Sex	r	-.111	-.021	-.207*	-.189*
	p-value	.234	.824	.025	.041
Civil Status	r	-.179	-.199*	-.138	-.120
	p-value	.054	.031	.138	.198
Educational attainment	r	.259**	.362**	.338**	.283**
	p-value	.005	.000	.000	.002
Type of Work	r	.293**	.219*	.255**	.346**
	p-value	.001	.018	.006	.000

<b>Status of Work</b>	<b>r</b>	.022	-.089	.015	.015
	<b>p-value</b>	.817	.343	.872	.873
<b>Monthly Salary</b>	<b>r</b>	.109	-.084	.101	.044
	<b>p-value</b>	.242	.368	.279	.639
<b>No. Of Promotion Last 5 Years</b>	<b>r</b>	.161	.156	.141	.142
	<b>p-value</b>	.084	.093	.130	.126

It shows that the type of Educational attainment ( $r = .259^{**}$ ,  $p$ -value .005) and the Type of Work ( $r = .293^{**}$ ,  $p$ -value .001) are highly significant to Human Capital Resources. Moreover, educational attainment ( $r = .362^{**}$ ,  $p$ -value .000) is highly significant to Environmental Resources. Furthermore, Educational attainment ( $r = .338^{**}$ ,  $p$ -value .000) and Type of Work ( $r = .255^{**}$ ,  $p$ -value .006) are highly significant to Motivational Resources. Lastly, Educational attainment ( $r = .283^{**}$ ,  $p$ -value .002) and Type of Work ( $r = .346^{**}$ ,  $p$ -value .000) are highly significant to Career Management Behavior, which is enough evidence to reject the hypothesis of the study. Thus, there is a significant relationship between the profile of the respondents and career opportunities. Thompson (2020) stated that there is a direct correlation between the level of education achieved and the likelihood of finding a job. The U.S. Bureau of Labor Statistics

reported in 2013 that, at each higher level of education, the unemployment level drops. Higher education may be a requirement for promotions or for managerial positions. The article also stated that if you continue your education, you are eligible for this higher-paying, more prestigious jobs. If a job in the company opens up on a specific college major, the candidate will probably be the most competitive. Moreover, the Federal Reserve Bank of Cleveland (2011) published on their page that "labor market experiences can be highly varied for individuals with different levels of educational attainment. Higher levels of educational attainment tend to be associated with higher wages, and there is evidence that the benefits of a degree have been increasing in recent decades".

### 5. Relationship between Educational Achievement and the Career Opportunities of the Respondents

Table 3. Relationship between Educational Achievement and the Career Opportunities of the Respondents

Education Achievement		Career Opportunities			
		Human Capital Resources	Environmental Resources	Motivational Resources	Career Management Behavior
Elementary	<b>R</b>	.096	.058	.115	.130
	<b>p-value</b>	.305	.536	.218	.161
Secondary	<b>R</b>	-.207*	-.118	-.155	-.121
	<b>p-value</b>	.025	.206	.094	.195
Tertiary	<b>R</b>	-.243**	-.099	-.151	-.169
	<b>p-value</b>	.008	.290	.104	.068

It shows that Secondary Level Achievement ( $r = -.207^*$  p-value .025) is significant to Human Capital Resources and Tertiary Level Achievement ( $r = -.243^{**}$  p-value .008) is highly significant to Human Capital Resources, which is enough evidence to reject the hypothesis of the study. Thus, there is a significant relationship between the educational achievement of the respondents and career opportunities. Recent findings, that cognitive achievement is statistically important in determining workers' productivity imply that the academic performance of students in school has important implications for economic growth. "Student performance is also meant for making a difference locally, regionally, nationally and globally (Farooq et.al., 2011)". Today's modern society expects everyone to be a high achiever. The key criteria to judge ones' true potentialities and capabilities are perhaps scholastic or academic achievement (Siwach, 2008). Academic achievement has become an index of a child's future. Mau and Bikos (2000) "declared that academic achievement was perhaps the single best predictor of occupational aspiration". "Lower achievement may dampen educational goals, which diverts students from certain academic activities and limit future occupationally related opportunities and experiences (Arbona, 2000)". Ritchie & Bates (2013) state that greater knowledge helps children to be more informed citizens and better problem solvers. High achievement also opens doors of opportunity in college education, which becomes an avenue for high-status employment that requires advanced training. Research shows that high achievers tend to have greater career success and higher income than lower achievers. The study also reveals that elementary achievement was not significantly correlated with career opportunities, the study of (Zhu & Urhahne 2015) supported these findings and they stated that achievement rank tends to be fairly stable across childhood, whether measured by standardized test or GPA. That is, children who are high achievers at one age tend to be high achievers at another age, however, this does not mean that children never changed. Even though achievement is quite stable, it does not change for some students.

#### **IV. CONCLUSIONS AND RECOMMENDATIONS**

The education achiever claimed that they have higher motivational resources in line with their career opportunities. Their profile variables such as educational attainment and type of work are highly correlated with career opportunities. Between the education achievement of the respondents and

their career opportunities, Secondary level achievement was significantly correlated with career opportunities, and tertiary level achievement was highly significantly correlated with career opportunities. To support students with academic achievement, attain scholarship and career program that will guide them in their future career goals, the Department of Education (DepEd) and Commission on Higher Education (CHED) should collaborate. They should craft a strategic action plan (Mina, Subia & Ermita, 2020) that would ensure better careers for these gifted individuals. Moreover, education achievers should pursue higher degrees for this will be very beneficial to their chosen career. For further study, continuous improvement of the (Alfonso, et.al., 2020) career guidance programs of the Department of Education may be proposed.

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# Faculty Empowerment: Its Influence on Teachers' Organizational Citizenship Behavior

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**Abstract**— This study aimed to determine the influence of faculty empowerment on the Organizational Citizenship Behavior (OCB) of 174 faculty members in the four (4) public and four (4) private teacher education institutions in the province of Nueva Ecija, Philippines. It explored the relationship between the respondents' (a) demographic profile and their empowerment, (b) demographic profile and OCB, and investigated the influence of empowerment to OCB with the use of descriptive-inferential research design, utilizing correlation formulas and regression analysis.

The study found that on the domains of empowerment, the faculty members' sense of involvement in decision-making was the lowest largely because they did not feel any involvement in making decisions about the institution's budget. Faculty members' monthly income had a positive correlation with their empowerment, while both monthly income and employment status had a significant relationship with their display of organizational citizenship behavior. Regression analysis revealed that faculty empowerment had a highly significant influence on their organizational citizenship behavior. Results of this study have implications for the management of teacher education institutions.

**Keywords**— Decision making, faculty empowerment, organizational citizenship behavior, teacher education institutions.

## I. INTRODUCTION

Teachers are an integral part of any educational institution. They play an important role in the education system and their proficiency, novelty, and development can lead to the success of an organization (Cheasakul and Varma, 2016). It is, therefore, beneficial to an institution if its teachers are empowered.

Teacher empowerment is a popular term used in discussions about education and educational leadership. Research indicates that empowering teachers will significantly influence their organizational citizenship behavior (OCB) which will then yield positive changes within the educational institution. Therefore, it is fortunate for any educational institution if its teachers devote their free time and energy to

helping with the growth and prosperity of the institution. Defined by Mesbahi (2017) as a set of voluntary behaviors that are beyond one's formal duties but one engages in to promote the organization, OCB has received a lot of attention from researchers with the view that university instructors play a significant role in the overall success of the university.

The current competitive setting of Higher Educational Institutions in the country requires extra effort from its faculty members to comply with the requirements of the Office of Commission on Higher Education. This means that private and public tertiary teacher's commitment and organizational citizenship behavior, which translates from their empowerment, is an important aspect to consider if the

institution is to succeed. This is also true to teacher education institutions.

However, although both the concepts of OCB and faculty empowerment have become popular, there is still limited study conducted on the relationship between empowerment and OCB among teachers in the teacher education institutions in the country, hence this research. It focused on determining the influence of faculty empowerment on the OCB of teacher education institutions. It will be useful in determining the perceived dimensions of teacher empowerment and how teacher empowerment influences their OCB, which will ultimately help teacher education institution leaders in creating strategies to help empower their teachers since teachers play a crucial role in the educational institution's success.

## II. METHODOLOGY

This research employed a descriptive-inferential design to determine the influence of empowerment on organizational citizenship behavior among the 174 faculty members of public and private higher education institutions in Nueva Ecija. Description method was used to present the respondents' demographics, empowerment level, and organizational citizenship behavior; whereas inferential statistics were used to test the relationship between the respondents' profile and their empowerment and OCB as well as the influence of faculty members' empowerment and organizational citizenship behavior.

## III. RESULTS AND DISCUSSIONS

### 1. Profile of the Respondents

123 (70.7%) of the respondents were females and in the age bracket of 20-29 years old. Half of them were married, while 83 (47.7%) were single. In terms of the type of HEI they were affiliated with, 130 (74.7%) were from public HEIs and 90 (51.7%) were enjoying the permanent status of appointment. The majority of the respondents have 1-5 years of service and were earning from P20,001 to P30,000. In terms of highest educational attainment, most respondents have earned units in Master's Degree and handled 4 to 6 classes and 144 (82.8%) of them have additional workload.

### 2. Dimensions of Empowerment of the Respondents

*Table 1. Dimensions of Respondents' Empowerment*

Dimension	WM	Verbal Description
Decision-Making	3.04	Agree
Professional Growth	3.50	Strongly Agree
Status	3.57	Strongly Agree
Self-Efficacy	3.51	Strongly Agree
Autonomy	3.53	Strongly Agree
Impact	3.26	Strongly Agree
Grand Weighted Mean	3.40	Strongly Agree

Table 1 presents the responses of the respondents on the dimensions of their empowerment. It can be gleaned from the table that the respondents have the highest regard for their status in the institution with the weighted mean of 3.57, which is verbally interpreted as strongly agree. It is not far from the dimensions of professional growth, self-efficacy, autonomy, and impact as the respondents also expressed their strong achievement in them. Still, the respondents had slightly lower belief in their involvement in decision-making with the weighted mean of 3.04 which is verbally interpreted as agree. Overall, the respondents had assessed their empowerment in their organization positively with the grand weighted mean of 3.40 which is verbally interpreted as strongly agree. The data implied that the faculty members of TEIs who served as respondents to this study experienced positive empowerment in their institution. This sense of empowerment among faculty members is beneficial to both the students and the school achievement as supported by various researchers including Ganiban, et.al. (2019), Aziz and Quraishi (2017), and Ofojebe and Chukwuma (2015).

However, the respondents' show of lower involvement in decision-making in their college/university implied that there still needs for improvement in the efforts of the institutions to involve their faculty members in making important decisions and to have a stronger sense of empowerment through it.

### 3. Dimensions of Organizational Citizenship Behavior of the Respondents

Table 2. Dimensions of Organizational Citizenship Behavior of the Respondents

OCB Dimension	WM	Verbal Description
Altruism	3.32	Always
Courtesy	3.69	Always
Conscientiousness	3.5	Always
Sportsmanship	3.38	Always
Civic Virtue	3.39	Always
Overall Weighted Mean	3.46	Always

Table 2 presents the responses of the respondents on the dimensions of their organizational citizenship behavior. It can be gleaned from the table that the respondents have the

highest regard for their display of courtesy with the weighted mean of 3.69 verbally interpreted as always, while altruism had the lowest weighted mean of 3.32, which is verbally interpreted as always. Overall, the respondents have assessed their display of OCB positively with the grand weighted mean of 3.46 which is verbally interpreted as always. The data implied that in general, the faculty members of TEIs in Nueva Ecija displayed positive organizational citizenship behavior which as suggested by Moreno (2014), Gaddis (2016), and Waheed and Shah (2017), will have a positive effect on the performance of the institution. However, their altruistic behavior had the lowest display, which means that they still need to improve their helping behavior as it is an important aspect of a faculty member that will be of help the organization's success.

#### 4. Relationship between the respondents' demographic profile and their empowerment

Table 3. Correlation Analysis between Respondents' Demographic Profile and Empowerment

Variables	Empowerment	p-value	Interpretation
Sex	0.019	0.806	No significant relationship
Age	0.082	0.281	No significant relationship
Civil Status	0.108	0.156	No significant relationship
Type of HEI	-0.103	0.176	No significant relationship
Employment Status	-0.121	0.111	No significant relationship
Years in Service	0.029	0.708	No significant relationship
Monthly Income	.239**	0.001	Significant relationship
Educational Attainment	0.104	0.172	No significant relationship
Number of Teaching Load	-0.085	0.267	No significant relationship
Number of Additional Workloads	0.063	0.407	No significant relationship

\*\*Correlation is significant @ 0.01 level

The positive correlation between the respondents' monthly income and their empowerment implies that the teachers' monthly income affected their empowerment. This means that the higher the monthly income of the faculty member is, the higher his or her empowerment will be thus, the hypothesis is rejected. The findings of the study are different from those of other researchers. Amoli and Youran (2014) found the faculty empowerment's correlation with age, Aziz and Quraishi (2014) with the type of HEI, Veisi, et.al. (2015)

and Ganiban, et.al. (2019) with number of years in teaching or years in service, Ganiban, et.al. (2019) with educational attainment. These findings differ from the findings of the present study as it was found that there was no significant relationship between faculty empowerment and the mentioned demographic profile variables. Therefore, the hypothesis is accepted. Finally, based on the results, the null hypothesis was rejected in terms of the respondents' monthly

income and their empowerment, while the null hypothesis was accepted for other variables.

### 5. Relationship between the respondents' demographic profile and their organizational citizenship behavior

The respondents' employment status had a negative correlation, which means that the faculty members who are on contractual or temporary status had a higher display of organizational citizenship behavior compared to their dominant permanently tenured counterparts, thus the hypothesis is rejected. Non-permanent employees may not be expected to display OCB but the result of this study may be due to what Moorman and Harland argued as cited in Lomoya and Pingol, and Calleja (2015). They claimed that

regardless of the duration of their contracts, as long as employees perceive that they are being considered as core members and not peripherals of the organization and that they receive fair treatment, will still perform OCB.

Additionally, there was a positive correlation between the respondents' monthly income and their display of organizational citizenship behavior. This means that the higher the monthly income of the faculty members, the more that they display OCB, thus the hypothesis is rejected. This is similar to the findings of Mahnaz, et. al. (2013) where they found that teachers who receive more income exhibit better OCB.

Table 4. Correlation Analysis between Respondents' Demographic Profile and their Organizational Citizenship Behavior (OCB)

Variables	OCB	p-value	Interpretation
Sex	-0.058	0.449	No significant relationship
Age	0.144	0.058	No significant relationship
Civil Status	0.112	0.141	No significant relationship
Type of HEI	0.023	0.768	No significant relationship
Employment Status	-.234**	0.002	Significant relationship
Years in Service	0.078	0.309	No significant relationship
Monthly Income	.261**	0.001	Significant relationship
Educational Attainment	0.109	0.152	No significant relationship
Number of Teaching Load	-0.052	0.494	No significant relationship
Number of Additional Workloads	0.083	0.275	No significant relationship

\*\*Correlation is significant @ 0.01 level

On the other hand, the findings of this study were different from the findings of Saleem, et.al. (2017), Isabu and Akinlosotu (2017), Mahnaz, et.al. (2013), Honingh and Oort (2009), results showed that other variables such as sex, age, civil status, type of HEI, teaching experience in HEI, educational attainment, number of teaching load, and number of non-teaching-related workloads did not have a significant relationship with the teachers' OCB, hence the hypothesis is accepted.

In summary, the results show that the respondents' employment status had a negative correlation while their monthly income had a positive correlation with their empowerment, hence the null hypothesis was rejected. On the other hand, other profile variables showed no correlation with faculty empowerment, thus the null hypothesis is accepted.

### 6. Relationship between the respondents' empowerment and their organizational citizenship behavior

Table 5. Correlation Analysis between Respondents' Empowerment and their Organizational Citizenship Behavior (OCB)

Variables	OCB	p-value
Empowerment	.627**	0
Interpretation	Significant relationship	

Table 5 presents the correlation analysis between the respondents' empowerment and their organizational citizenship behavior. As can be gleaned from the table, there is a positive correlation between the respondents' empowerment and their OCB, thus the null hypothesis is rejected. This indicates further that the more empowered the teachers are, the more that they will exhibit OCB, which is

similar to the findings of Zohrabi (2017). Finally, since the findings revealed a significant relationship between the respondents' empowerment and their OCB, the null hypothesis was rejected.

**7. Influence of Empowerment on the organizational citizenship behavior of the respondents**

Table 6. Regression Analysis between Respondents' Empowerment and their Organizational Citizenship Behavior (OCB)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	R Square	Beta		
(Constant)	1.073	0.379	.615**	4.591	0
1 Empowerment	0.704			10.24	0

a. Dependent Variable: OCB      \*\*p<.001

To test the hypothesis of the study, regression analysis was performed. Table 6 shows the R-square value of .379. This indicates that 37.9 percent of the variance in the OCB is accounted for by the faculty's empowerment. The Beta value indicates that the relative influence of empowerment was highly significant and indicates a positive relationship and great influence on OCB (B=.615, p=.000). This means that the faculty members' empowerment influenced their organizational citizenship behavior, which is similar to the findings of Cheasakul and Varma (2016) and Tindowen (2019) who both concluded that empowerment influences organizational citizenship behavior.

**IV. CONCLUSIONS AND RECOMMENDATIONS**

Faculty empowerment was evident among the faculty members of Teacher Education Institutions. They had positive views about their overall empowerment. They strongly agreed on the dimensions of professional growth, status, self-efficacy, autonomy, and impact, but only agreed on the decision-making dimension. Also, they have exhibited all the dimensions of organizational citizenship behavior at all times with altruism or helping behavior displayed less than the other behaviors. Therefore, teacher education institution's administrators may extend more support, moral and/or financial and material, in faculty research and extension services. Faculty involvement in decision-making, particularly in a budget decision, should be encouraged as this is the area of decision-making that faculty members do not feel involved in. This would make them feel more empowered, leading to the possible development of a sense

of responsibility relating to the financial matters of the institution and the resources and projects they are allotted to.

Faculty empowerment showed a significant relationship with organizational citizenship behavior and had an influence on the faculty's display of organizational citizenship behavior. Extra efforts to further enhance the empowerment of their faculty members should be supported by teacher education institutions since it will translate to their display of OCB for the benefit of the students and the college/university. They should treat their (Garcia &Subia, 2019) teachers and personnel with transparency and protection.

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# The story of mourning : rehashing or passing ?

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## **Abstract— Writing of mourning : is it possible to mourn in and through literature ?**

*Death takes its ease in the literary text, indulges all linguistic fantasies and satisfies all the hopes of the author and the reader. Death is therefore for literature what it is for life: an indispensable obsession. The experience of grief is universal ; that most people face at one time or another. But what makes it interesting for us is to analyze how it works in the following literary texts : Diary of a grieving mother by Salwa Tazi and Since my heart is dead by Maïssa Bey.*

*In this section we concern ourselves on the question of writing the grief of a child can be read through a literary experience. We wondered on this experience and tent er on to understand since the writing of grief is highly personal in his testimony and suffering, reflecting a singular literary posture. The problematic is inscribed in these terms: what are the scriptural resources that make it possible to write about the death of a child and to account for the dynamics of the enterprise of " reconstruction " of the subject writing after the drama experienced?*

*Our analysis will therefore have as a common thread, that of showing the path of grief through the story, commenting on the symptoms and stages of grief experienced by the authors. This approach will offer an answer to the question : is it possible to mourn in and through writing? We therefore wonder how literature as such, through the work on language and on the emotions that it allows, generates a completely new and specific form of experience of mourning. This questioning raises the question of an approach and a constitution of the experience of mourning through and in the literature that would be quite distinct from other types of discourse or self-exposure. From there ; legitimate questions arise : What form (s) does this literature cover ? What influence does this choice have on the treatment of bereavement in the work in question ? Then, how can one hold a critical discourse which demands neutrality and reserve in the face of such intimate texts and which obviously arouse an empathy which could parasitize rigorous analysis?*

**Keywords— literature, mourning, novel, autobiography, rehashing, going beyond.**

## **Summary**

### **Scripture of mourning: Is it possible to mourn in and through literature?**

Death takes its ease in the literary text, lets itself go to all linguistic fantasies and satisfies all the expectations of the author and the reader. Death is therefore for literature what it is for life: an indispensable obsession. The experience of mourning is universal; which is faced by most people one day or another. But what makes it interesting for us is to analyze how it works in the following literary texts: Diary of a mother in mourning for Salwa Tazi and Because my heart died of Maïssa Bey.

In this article we will focus on the question of writing the mourning of a child who reads through a literary experience. We will interrogate this experience and try to understand it to the extent that the writing of the mourning is eminently personal in its testimony and its suffering, thus reflecting a singular literary posture. The problem is as follows: what are the scriptural resources that make it possible to write about the death of a child and to report on the dynamics of the enterprise of "reconstruction" of the subject writing after the lived drama?

Our analysis will therefore have as a guideline, that of showing the path of mourning through the story, commenting on the symptoms and stages of mourning

experienced by the authors. This approach will propose an answer to the question: Is it possible to grieve in and through writing? We therefore wonder why literature as such, through the work on language and the emotions it allows, engenders a form of experience of mourning that is quite new and specific. This interrogation raises the question of an approach and a constitution of the experience of mourning by and in the literature that would be quite distinct from other types of speech or self-exposure. Of the; legitimate questions are needed: What form (s) does this literature cover? What influence does this choice have on the treatment of grief in the work in question? Secondly, how can one hold a critical discourse that requires neutrality and reserve in the face of texts that are so intimate and which obviously give rise to empathy that could interfere with rigorous analysis?

Literature is the place where truths, beliefs and lies are expressed and transmitted. On his complaints manifests, his dice irs, her fantasies and her hopes. Literature is at times an individual expression anchored in a collective, but it is above all a collective perceived by an individual. In *Literary Creation and the Waking Dream* (1908), Freud hypothesized that literary creation relieves deep tensions, but he reduced this creation to the expression of fantasies in a satisfying aesthetic form. Of course, literary creation cannot be reduced, even if it is articulated in the unconscious, it is also the manifestation of a conscious relationship with the world, with texts and especially with its time. On the one hand, literature looks like a Spanish hostel where most of them only read what they plan and enjoy, on the other hand, it looks like a window open to the world and to oneself. If the speaking voice in the text targets the heart and the body, literature can become an inner experience, and therefore something in life can change. In this sense, literature is a care whether it is to read it, to write it or to make of it a first aid kit made up of maxims-prescriptions and quotes-drugs to be used in case of need. It is a medicine, a treatment like music and art in general. The magic force of the word gives the possibility of expressing one's soul as well as the world in which one projects oneself. In fact, to write you have to distance yourself, take a step back, you also have to step away from the subject in order to see it from different angles. Jean-Philippe Miraux affirms that in the scriptural act resides a constant desire of the writer to return to life and to start all over again as if nothing had happened :

Writing is then what makes it possible to shed light on the path traveled ; it is the instrument of updating ; it arouses and promotes

elucidation. Because behind the same person are hidden multiple personalities, uninterrupted stratifications of being and existing. (Jean-Philippe Miraux, *autobiography, self-writing and sincerity* . P .30 )

Moreover, death takes its ease in the literary text, indulges in all linguistic fantasies and satisfies all the hopes of the author and the reader. Death is therefore for literature what it is for life: an indispensable obsession. The grieving experience is a universal one that most people face at one time or another. But what makes it interesting for us is to analyze how it works in the following literary texts : *Diary of a grieving mother* by Salwa Tazi and *Since my heart is dead* by Maïssa Bey. In this article we will focus on the question of writing the mourning of a child who gives himself to read through a literary experience. We will question this experience and try to understand it insofar as the writing of mourning is eminently personal in its testimony and its suffering, thus reflecting a singular literary posture. What are so scriptural resources to write about the death of a child and to account for the dynamics of the company " reconstruction " of the subject after writing lived drama? Our analysis will therefore have as a common thread, that of showing the path of grief through the story, commenting on the symptoms and stages of grief experienced by the authors. This approach will offer an answer to the question : is it possible to mourn in and through writing? We therefore wonder how literature as such, through the work on language and on the emotions that it allows, generates a completely new and specific form of experience of mourning. This questioning raises the question of an approach and a constitution of the experience of mourning through and in the literature that would be quite distinct from other types of discourse or self-exposure. From there ; the questions legitimate necessary qual (s) form (s) this literature she covers ? And qual influence this choice in the treatment of mourning in the work in question ?

Lis poetry, drama or the novel helps to feel stronger, purified, to live or at least survive. If we wish to retrace the history of this truth, we find ourselves obliged to start from Aristotle and his word " catharsis " to designate the strange capacity of tragedy to deliver the worst of passions . It is no doubt necessary to go back to the great therapeutic poems of Permenides, Heraclitus, Empedocles, and to all the lyric poetry of Greece. We must then descend step by step over time until today, stopping at length on writers such as Rabelais, Proust, Artaud, Roussel and others. While leafing through the diaries and diaries of writers often conceived as private therapy, and trying to



distinguish the different medical virtues that we have been able to attribute to literature : against sadness, despair, suffering, loss, loneliness ...

Moreover, Martine Delfos shows in his book *The elusive parent and 'Emergency' é write* (2000), as many writers have been hit by the death of their loved ones and have embarked on writing. Delfos established his research by focusing on the work of 146 writers who wrote between 1550 and 1950. Among the names mentioned are Mme de Sévigné, Jean-Jacques Rousseau, Charles Baudelaire, Valéry Larbaud, Stéphane Mallarmé, George Sand, Marcel Aymé, Albert Camus, François Mauriac, Marguerite Yourcenar, Georges Perec and many others. We quickly notice that this list includes few women. Is it because the women did not speak out about mourning during this period? The women certainly had their own stories to tell, but few published. In the twentieth century, writers like Simone de Beauvoir, Nathalie Sarraute and Marguerite Duras participated in the aesthetic and theoretical production of literary currents (Existentialism and the New novel), they imposed themselves in the ranks of the avant-garde. literary guard by highlighting the revaluation of women. The feminist movements of the 1970s forever changed the way we looked at female writing. The generation of writers who published from 1980 redefined their challenges and their forms of creation while taking into account the continuity with previous generations. Thus, writers began to write about their traumatic personal experiences, and beautiful texts have emerged: *Place* (1983) of Annie Ernaux *black veil*, (1992) of Anny Duperey, *Gold* (1997) of Hélène Cixous *in the roof slope* (1998) to Anne-Marie Garat, *black coat* (1998) Chantal Chawaf, *dead Letter* (1999) Linda Lê, *An p è re so mystery é rieux* (2001) by Nita Rousseau, and the list goes on. These texts are part of a long list whose writers were at a time of their stories, a need to reset the grieving process. The actress Anny Duperey explains the need to take the scriptural act to tell a personal drama :

Curious to be so imp é riously pushed ed by the dé Sir of e write to say. To the point of not wanting anything else, refusing to do anything else. Attel e necessary to e write. [ ... ]. Hours to t wirl enferm ed in itself, hide and seek with the feelings [ ... ]. Then there's' e card, it goes, of e courag ed, we return there because whatever we do need is Always at ( Duperey , Anny . *I will write* . P.175 )

For her part, Colette Nys-Mazure confirms that : “Words smooth, polish, police what was crude, unbearable, inhuman. Writing tries to make legible what was

indecipherable ” ( Nys-Mazure, Colette. *The new child* . P.9 )

Of course, the writing of mourning has a price : it requires endless efforts, the writer comes up against silence and a blank page. The urge to say mourning is so powerful that writers are willing to give it effort.

In fact, over the past two decades, narrative production in the Maghreb, France and Quebec has revealed a great diversity of genres, themes and aesthetic processes. This did not prevent the existence of some points of convergence, including the difficult writing of mourning. A good number of writers, through an autobiographical or autofictive text, have given themselves to writing the " story of mourning " whether it is the death of the parents, the child or the close friend. Notably, many of these grief stories deal with the death of the child, which leads us to see a shift in the “ grief paradigm ” where the death of the parents is no longer the primary concern. Nevertheless, the concern for maternal mourning is also found in contemporary texts written by writers on both sides of the Atlantic. Grieving writers, in the painful experiences of loss, face thorny scriptural ethical and enunciative issues. These writers find themselves in a complex situation in which they face the need and urge to speak, as well as the difficulty of finding the right words. Jaques Derrida, in his many homage texts written following the death of his friends, refers to this paradoxical impasse [1]: the simple expression of the lack of adequate words and the simultaneous need to mourn and to break the silence which may prevail over everything. Even if the mourning is interminable, consolable, irreconcilable, it is nevertheless necessary to try to deepen it by the word :

However, the place of a survivor cannot be found. If ever we found this place, it would remain untenable, I would say almost deadly. And if it seemed tenable, this place, the word to be kept from this place would remain impossible. It is therefore untenable, this word. ( Jacques Derrida , *Each time unique, the end of the world* , p. 240.)

Indeed, the fact of writing transforms, and constitutes an effort, sometimes painful, and a start in the process of mourning. Writing brings into existence and makes recognizable the thousand little ramifications of grief created by death : through the form that writing takes, grief in its “ banal ” character then becomes the object of recognition. It is a question of ensuring the mediation allowing to express, and to make exist ho rs of oneself a way of inhabiting a world colored by sorrow. For writers,

the scriptural act is born essentially from lived experience, fiction is constructed as an extension of memory, because memory is not only a remedy against forgetting, but also a source of creation. It is clear that the desire for confession finds its finality through writing, which assumes a posture of catharsis by its tendency to throw out torments, sorrows and pains. Elements located in the production of a narrative, a deliverance, and cease to be haunted by the loss and failure. Indeed, the expression "literature of mourning", like the term "mourning", refers directly to a content, it covers the loss of a loved one, the pain experienced and the time during which this mourning is experienced. As it indirectly refers to the possibility of "mourning" by resigning yourself to this loss. This way of seeing things reveals quite notable differences between the romantic genre and the autobiographical genre. In fact, the presence of "endless mourning" is verified in several novels, while the overcoming and repair are verifiable in the autobiographical genre. It is mainly through our corpus that this hypothesis will be examined. Of course, these texts present incontestable enunciative convergences. Above all, the writing of mourning is a writing in the first person, the narrator often addresses a recipient: the deceased in most cases. In *Since My Heart Is Dead*, written by Maïssa Bey, Aïda, the narrator writes to her murdered son in Algeria, this text takes on the appearance of an epistolary novel whose body of the story is presented in the form of a long and moving letter, through which she delivers an internal and subjective point of view, confiding to readers her anger, her frustrations, her feelings, her rebellion, her designs that she engraves in this notebook which has a structuring function. At around this novel both tragic and serene, Maïssa Bey depicts the inconsolable grief of a mother, all these mothers, these anonymous women who mourn in silence and despair the death of a child, a husband, a brother, a sister ... during the black decade in Algeria. For its part, Salwa Tazi addresses *Journal of a mother mourning*, his late son. This diary traces the bitter experience a mother had after losing her child. It reveals the different facets of this crucifying ordeal from which she was able to come out brilliantly. A newspaper that moves and upsets by its real facts but also relieves and heals wounds, through words as simple as they are wise and soothing, having the power to help those who live the same pain, to overcome the insurmountable and to regain the strength to move forward.

In fact, the "I" is used in an expected way in the autobiography and in a less expected way in the novel, where the authors do not fail to refer to the time of writing and the role assigned to writing. Certainly, beyond these enunciative convergences, the novel reveals itself on

the side of suffering and rehashing, and thus presents a mourning that is delicate to overcome, if not impossible. On the other hand, the autobiography seems to work for reparation and is revealed on the side of life. These differences can be clarified in the light of the specificity of these genres at the level of their writing and their reception.

### Pain in suffering in the novel

In *Puisque mon coeur est mort*, we find the classic signs of mourning: suffering, the feeling of being foreign to the world, of being a little dead, the desire to die. Thus, in this novel, sorrow is expressed by a form of generalized mourning and by an end marked by an impossible appeasement. The fragmentation is reflected in a tearing that affects the order of the story. In the letters addressed to her son, Aïda returns several times to the first day of the funeral, divided into several intercalated chapters. First, she recounts in chapter four "First day" the first moments without her son:

I'll start by telling you how the first day went without you. I don't want to, I can't tell you about myself, tell you what I did or said when I opened the door to misfortune. [...] Fragments that I can neither identify nor put together.

(Maïssa Bey. *Since my heart is dead*. P. 22\_23)

Then the narrator returns to this day of year the eleventh chapter "Madness", where she tells the behavior of those relatives who do this so as to indicate the manner in which it must grieve.

The first evening, your aunt Halima, the enlightened one, the emeritus gossip as you call her, the one who has discovered herself a sacred mission and pours into a relentless proselytizing since her first pilgrimage to Mecca, crouched in front of me [...] Do you know that it is to show impiety to behave as you do? Be reasonable; your behavior in these days of mourning is a serious attack on the precepts of our religion" (Maïssa Bey. *Since my heart is dead*. p. 44)

Once again, in the fourteenth chapter, she scrambles the order and takes us back to the first day, to pinpoint an important detail. In fact, she asks her son about the

mysterious girl who came to mourn him on the day of the funeral :

Why didn't you tell me? Why haven't you told me about her? You never spoke her name in front of me. Not even the little hint. Why did she have to come into my life just the day you weren't there? [...] It is undoubtedly to say a last farewell to you that she had the strength to face all these glances on her, the foreigner, the unknown". ( Maïssa Bey . *Because my heart is dead* . P . 51 )

The linear progression of the story does not seem to appear in a sequence animated by fragmentation. In the story, the writer leads the reader to previous events . In through "analepsis" . This precisely amplifies this discontinuity in chronological order. The story ends with an end, in the chapter entitled " End " where the outcome of the revenge project held by Aïda is vague or even impenetrable. In fact, the prologue and epilogue form an e fate e swing fragment that announces the beginning and end. Indeed, they have the same idea: the death, the death of the son Nadir , and that of his best friend Hakim . The end n ' is clear that through c e returns subtle between the epilogue and prologue.

Indeed , after having given signs of " narration exhaustion " such as preparations for the departure to the afterlife to join her murdered son, the narrator declares the end of the narration using several clues : " I hope no 'having forgotten nothing, for days and days, I examine point by point everything that remains for me to do. » ( Maïssa Bey . *Since my heart is dead* . P169 )

A little later in the text, there is another clue " I would like this last evening to be sweet to us." » ( Maïssa Bey . *Since my heart is dead* . P176 )

In fact, from page 176, the clues at the end begin to follow one another with the use of the adjective " last ", Aïda declares that she will put an end to the evenings she spent with her son rehashing her memories. and describe their emotions. She decides to take action and carry out her plan for revenge : to take the life of her son's murderer. In the 49<sup>th</sup> track called " after " the narrator describes his condition after the murder, by suggesting she had accomplished his duty and that the story will end : " Then after that hand ..... who killed " ( Maïssa Bey . *Because my heart is dead* . p . 178 )

The end of the diegesis is marked, in an explicit way, in the last title entitled " end ", the narrator describes the fateful moment by revealing that her hand was hijacked by Hakim (her son's best friend), thus the reader , confused, does not know if the mother has gone to the end of her quest. The epilogue of *Puisque mon coeur est mort* is presented as the investment of the last orientations of a reading contract established from the beginning, it ends exactly like the incipit, the first words of the text are the same as the last , the anaphora " I hear, I hear the sound of their footsteps " served as an opening as a clausula. The epilogue is constructed in the same form as the incipit : poems with superimposed short sentences, which reveals a diegetic circularity. In the incipit, Nadir , the narrator's son is killed instead of someone else, at the end of the story, Hakim is killed instead of Nadir's murderer . Thus, the doors of the misfortune of the tragic loss of a son will open on another mother, who will undoubtedly experience the same sufferings and the same pains, and will live the same adventure as Aïda . So the work is done, the circle is closed and the wheel continues to turn.

#### **The will to live in the autobiography**

For Salwa Tazi, autobiographical writing has the power to repair, almost in the literal sense of the word, it fills silences, connects and sews up parts of life. In his journal , mourning is not endless, it is accomplished through writing. She explains, in a few ways, the reasons why she chose to write :

To distance myself from this appalling slice of my life, I write. From victim, I become screenwriter. Writing gives me a certain distance which gives me unspeakable joy. It allows me to observe my character from afar. The grieving mother who surrenders, delivers me. Wounded, aggrieved, she reveals her suffering in an explosion of words, with more or less contradictory feelings. That tearful mom over there fighting her deep pain is one step ahead of me . (Salwa Tazi , *Diary of a Grieving Mother* . P.149 )

Indeed, if the novel, *since my heart is dead* , is a fantasy, fears of the author (an Algerian mother) and the reader (the other Algerian mothers ), Salwa Tazi's diary is rooted in reality, at its origin there is the death of a " real " child . In this case the autobiography work differently c O side of both the author and the reader. It is about the death of a real individual, which changes everything : the author and the reader are confronted with the scandal of the real death and not of the fictitious death. It is therefore significant that several novelists

switch to autobiography to tell the story of their loved ones. Annie Ernaux, at the beginning of *La place*, explains her choice of genre by advancing that "Subsequently, I started a novel in which he [her father] was the main character. Feeling of disgust in the middle of the story. Recently, I know that the novel is impossible." (Ernaux, Annie. *La Place*. P.23). Salwa Tazi, facing the actual death of a loved one, afraid of seeing disappear the part of his past, writing thus to save role that past. Memories, and especially those with her son, fill her mourning story. The goal is to keep a form of life for the lost being, but also for oneself. Hence the strongly dental dimension of the story of mourning: by questioning oneself about the dead being, one questions oneself about oneself.

In a way, mourning story is unique, in charge of telling the necessarily unique death of a loved one, death can not be told twice, explains Annie Ernaux about his father in *U do woman*: "I cannot describe these moments because I have already done it in another book, that is to say that there will never be any other story possible, with other words, another sentence order." (Ernaux Annie. *A woman*. P.73)

You only die once, so to speak, in the autobiography. This uniqueness of the autobiographical mourning story proves that the work of mourning finds, at least in the story, an end. Indeed, the autobiographical pact inscribed, according to Philippe Lejeune [2], the reader in the text. It is the horizon of writing. The autobiographer enters into a sort of contract by which he establishes the author / narrator / character identity and undertakes to tell, as faithfully as possible, his life or part of his life. It is not surprising to see autobiographers receive a lot of letters (especially through social networks) concerning their mourning texts. We notice that what the reader does above all is thank the autobiographer for this gift of reading, as well as for the possibility of identification and consolation. [3]. If Maïssa Bey refers us, in a way, to our deep fears, Salwa Tazi, by putting if this is not an end point to her mourning, at least an end point to her story, tells the reader that well continue to live. And if the first text ceaselessly repeats a deadly loss without compensation, the second tries to repair the loss by paying homage to the deceased and by saving through writing what risks disappearing with him.

In fact, many are the theorists who have formulated psychoanalytic theories to try to understand the grieving process. [4], several studies have focused on the number of stages through which the bereaved can go through to achieve their bereavement. This number varies, overall, between three and seven phases, but it should be

noted that the theme is very popular, and that despite the numerical difference of these stages; we retrouvons the same features in the same order in many psychoanalysts. Indeed, Isabelle Delisle, in her book: *survivre au deuil : intégrer la perte* (1987), proposes a tripartite division of the work of mourning: the critical stage, the crucial stage and the creative stage. This study is distinguished by the simplicity of the names and the clarity of the steps.

In addition, Julia Kristeva sums up all these stages in one sentence: "Naming suffering, exalting it, dissecting it into its smallest components is undoubtedly a means of reducing mourning. To indulge in it sometimes, but also to exceed it, to move on to another less noisy one." (KRISTEVA Julia, *Black Sun, Depression and Melancholy*. P.265).

The first step occurs when the bad news is announced; the rest find themselves in the obligation to face reality, and first of all it is the language that disappoints them; we notice a certain fear in Salwa Tazi of using the word "death", which is substituted by three dots of suspension "Hany est ..." (Salwa Tazi. *Diary of a grieving mother*. p7). Lest validate, elle attempts throughout his newspaper to avoid this cruel word; as well as to name the dead by their name; which is substituted by the abbreviation: the "DCD" (Salwa Tazi. *Diary of a grieving mother*. p21). At this stage, the mother suffers from a shock at the news of the loss, she thinks qu'elle dream and refuses to accept the conditions caused and this unbearable pain. In addition to intense feelings of guilt and remorse because of the bad things that have been made and which appear to have led to the loss irréversible. The pain causes this woman to feel guilty and considers herself responsible for the loss.

I imagine Hany by the beach, he's... how to put it? I can't. Maybe he was on a cliff? Why? His image fades. "Hany is..." "I build a thousand scenarios and I kill myself a thousand times. I blame myself and I blame myself for my negligence. What an unworthy mother! Let her child go to death! I feel guilty and I struggle to go back in time and come to the rescue of my child." (Salwa Tazi. *Diary of a grieving mother*. P10).

According to psychoanalysts, the second stage, said to be crucial, takes place in two stages: self-observation and the dissipation of suffering. Writing allows you to observe yourself, to contemplate yourself suffering, panting day after day. The words are sometimes elegiac sometimes reasonable, sometimes both are

present. The lexical field of melancholy rubs shoulders with the establishment of the construction of a pleasant universe, but it is only reason and the desire to create that delirium Salwa Tazi from the oppression of mourning. This phase is distinguished by the multiple attempts to relate to reality, these pulses of life push this bereaved mother to rediscover the activities that were dear to her ; work reminds us of reality, everyday life and social function.

At Salwa Tazi, the last stage, called creative, is the reorganization of life which gives hope again. This mother tries to rebuild her space without her child, by establishing new projects. This stage is also expressed by the return of the life drive in everyday life, which can be read in the enthusiasm of a writing project, it is characterized by the acceptance of the loss of the deceased. Thus, after the changes that have occurred in her life, Salwa Tazi realize that the human being is only a front mourir, and demonstrates the way that el the no longer part of the individual's mortals who ignore their condition. From the experience of death, el se draws changes and positive aspects : The image of death (which is not the same) must internalize and MOI must be freed of the weight of mourning plan for reconstruction.

My pain will not be silent. It will flower to add to the bouquets of beneficent words, which accompanied me during this ordeal. I draw my strength from the language of the wise [ ... ]. It's my turn to transmit them in my own way and scatter them here and there, so that they perfume our life with a subtle and pure fragrance. Everything that awakens my conscience helps me to understand life, to explain death and to accept my fate with dignity, challenges me. May you discern in it a little comfort, consolation and healing for the soothing of the soul, as I myself have found. (Salwa Tazi. *Diary of a grieving mother*. P329)

## CONCLUSION

It turns out, therefore, that Salwa Tazi makes an autobiographical pact and a referential pact and commits to a form of sincerity. On the other hand, Maïssa Bey has no contract, she wrote about the death of the son, while hers is alive and well. The romancier e a chewed his sentence without interlocut eur, while autobiography kept always on the horizon of his writing a reader, registered as him in the text by the pact autobiographical, with whom el se shared in her sorrows. Even if this analysis is valid for a large

number of autobiographical texts, it seems interesting to us to point out that certain particular cases prove the contrary.

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# Design of Information Systems in Support of Nutrition Services Based on Halal Assurance Certification in Hospitals

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**Abstract**— *Information systems are needed by hospitals. Because in the hospital it needs of a system that facilitates the improvement of performance and services to patients This study aims to develop an information system to support nutritional services based on halal assurance certification in hospitals. This research is an important initial process of analysis because it becomes a determinant in the next process. The method used in this research is Action Research to make it easier to analyze problems qualitatively and to use the System Development Life Cycle with a prototype model as a determination in analyzing system requirements. The results show that with Windows 10 as an operating system with an Intel R Celeron processor and using the MySQL programming language, it can produce a prototype with the interface design that the hospital needs. the resulting system is in line with expectations, is useful, and can assist hospitals in halal assurance certification.*

**Keyword**— *Information System, Nutrition Services, Prototype, HAS, Hospital.*

## I. INTRODUCTION

Technology is useful in helping every human being to solve problems by using it according to our needs. (Anthony et al., 2017). An understanding of information systems and technology is needed for any agency because the role of information is so important to make it easier to access information for related parties, especially in hospitals (Ifan S., Kodar S., 2016) Because the hospital is a health service that will not separate from the development of science and technology in each of its activities (Gunawan K., 2002)

To facilitate hospitals to support nutritional services, an information system is needed to make it more efficient and make it easier to improve service performance to patients (Mutalazimah et al., 2009). In nutritional services, it is necessary to have halal certification in all aspects related to food, starting from how to get food, processing, distributing

and serving food (Nurul Huda, 2012) and based on law No. 33 of 2014 article 4: all products traded and circulating in Indonesia are required to be halal certified. The halal certificate has a validity period of 5 years. Therefore it is necessary to carry out renewal in fulfilling the requirements for halal certification. Making the information system requires a system analysis. Because analyzing system requirements become something important in the development and manufacture of information systems to become the initial foundation in the next steps. (Hadi P., 2016)

## II. METHOD

The research was conducted at the PKU Muhammadiyah Temanggung Islamic Hospital. The object of this research is the nutrition service information system

for halal assurance certification. The method used is a qualitative method using action research which is analyzed using a weighted average. The following is an explanation of the action research process (Hasan, 2009):

- 1) **Planning**  
Gather data to be able to be diagnosed in depth.
- 2) **Implementation**  
Take the implementation action

- 3) **Observation**  
The results of the intervention in the form of data were collected and then analyzed.
- 4) **Reflection**  
Solved a problem.

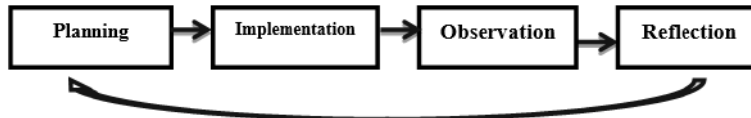


Fig.1: Action Research Method

The qualitative variables used are data collection at the hospital and supporting information obtained from in-depth interviews, observations, and questionnaires. The subjects in this study were the Head of Nutrition 1 person, 2 nutritionists, and 1 support manager as triangulation informants. For validity and reliability, it uses triangulation because it can check data from various sources in various ways and at various times. (Sugiyono, 2015) For system quality, it is assessed using the SUS (System Usability Scale) because measuring using SUS can be relied on in various measures to achieve goals quickly and reliably. (Konstantina

et al., 2014) SUS itself is a test that includes end-users in the process (Usman, 2019)

As well as choosing a Likert scale to measure the quality of the information obtained. The Likert scale function is designed to measure attitudes in legal acceptance in specific combinations of the problem (Ankur Josi et al., 2015) For system design using a prototype model. The prototype was chosen because the prototype can provide convenience in the development and development of information systems, especially in making web features. (Rompis, 2013) (Dwi Purnomo, 2017).

The general research design is as follows:

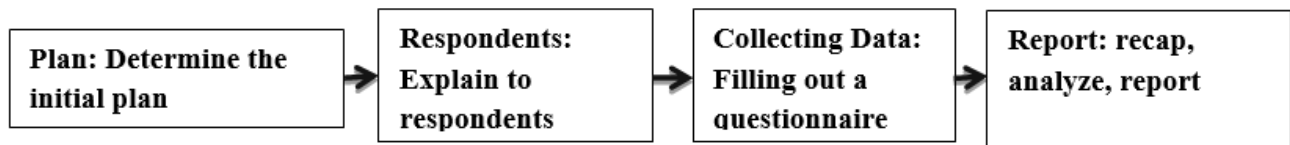


Fig.2: The flow of the System Usability Scale

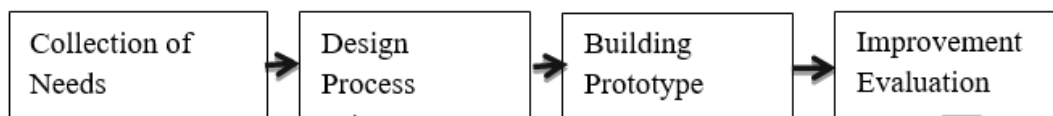


Figure 3: Prototyping Steps

Fig.3: Prototyping Steps

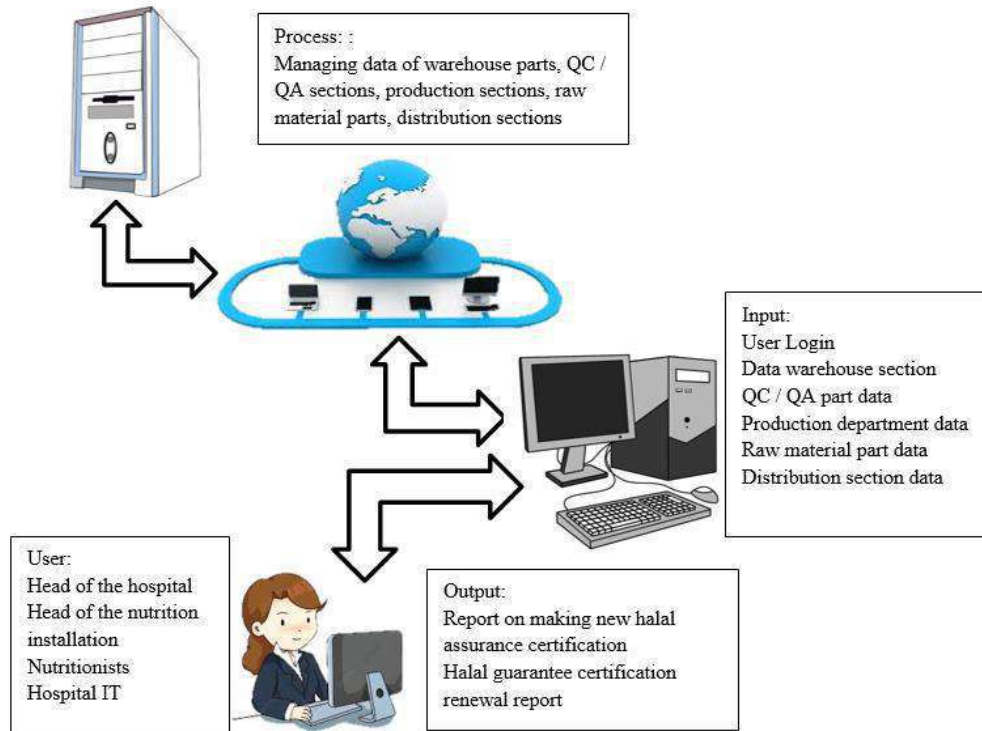


Fig.4: Image General System Design

5) DFD (Data Flow Diagram)

Data Flow Diagrams (DFD) are used as a depiction of information flowing from input to output. DFD proposed are as follows :

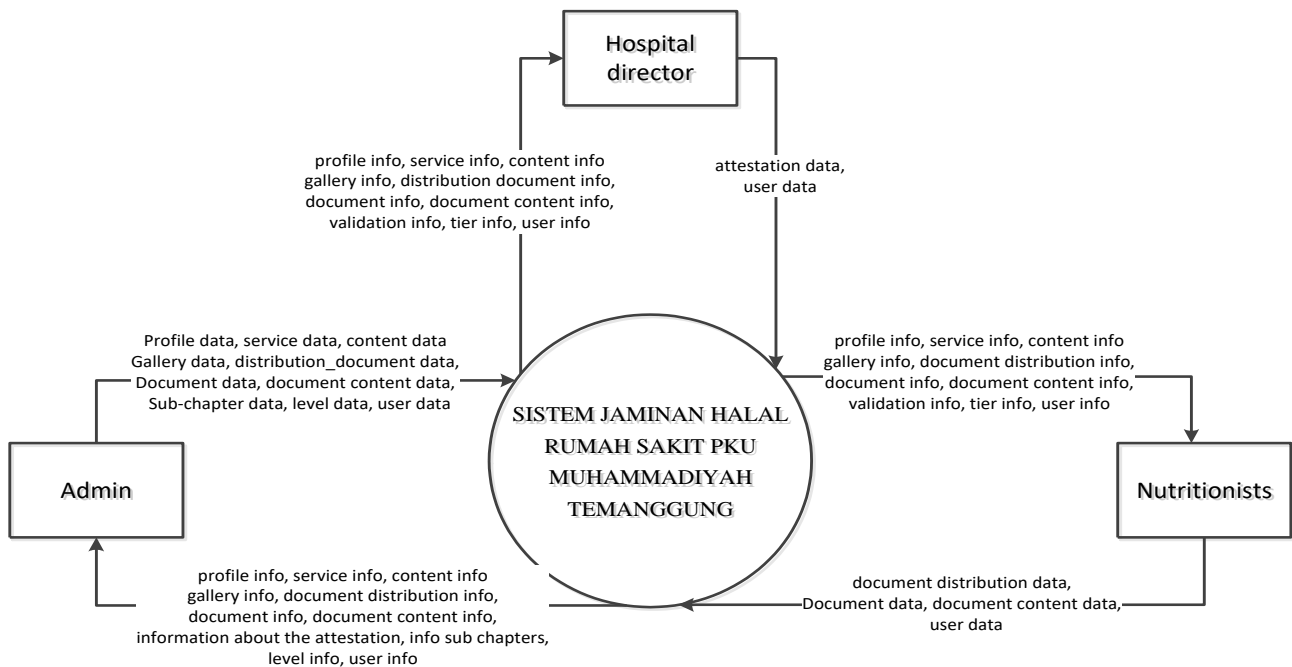


Fig.5: Context Diagram



### 6) Level 1 diagram

The following is a level 1 diagram, Information Systems in Support of Nutritional Services Based on Halal Assurance Certification in Hospitals:

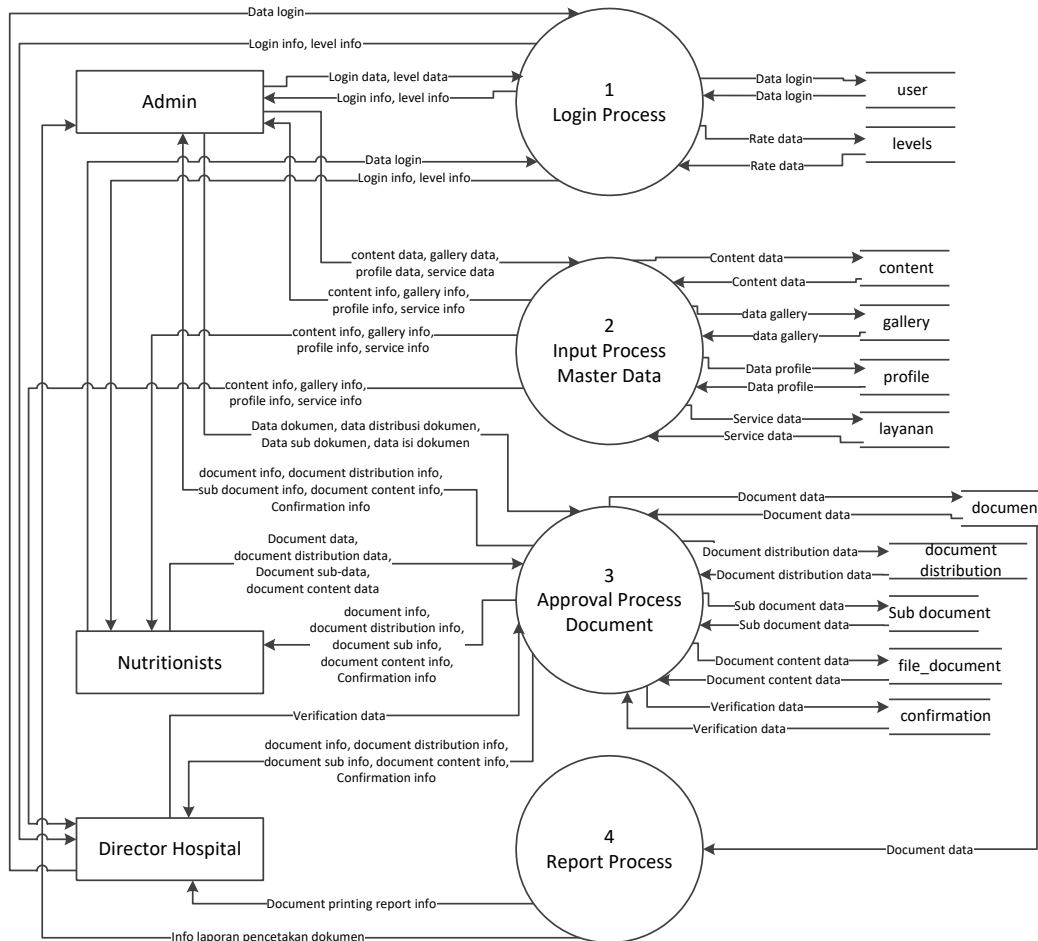


Fig.6: DFD (Data Flow Diagram)

Level 1 In Figure 6 the process diagram level 1 Information Systems in Supporting Nutrition Services are as follows:

#### Login Process

In this process, the system user is an admin who is given access rights in the system, each of which enters the login data and stores it in the database which is then generated in the form of output, namely username and password.

#### Master Data Input Process

In this process, the task of a nutritionist is to input incoming data to fulfill the requirements for halal assurance certification.

#### Document Validation Process

In this process, the Hospital Director's job is to approve document validation.

#### Report Process

In this process, system users can enter the report data they want to show according to the desired timeframe they want to print.

### 7) ERD

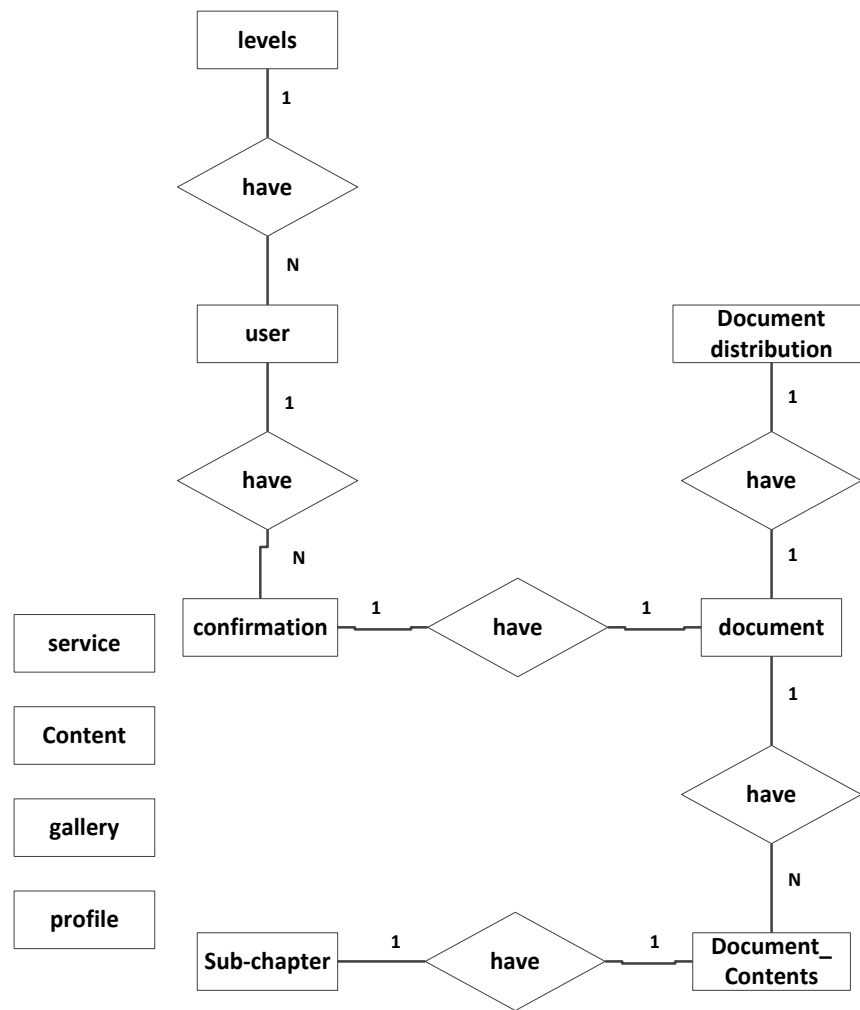


Fig.7: ERD (Entity Relationship Diagram)

### III. RESULTS AND DISCUSSION

The results and discussion on the analysis of information system requirements in supporting nutritional services based on halal assurance certification in hospitals are as follows:

#### A. Materials and Equipment:

The equipment used was the laptop and the computer used by respondents with operating system specifications: Windows 10, Intel R Celeron R CPU N2840 216 GHz, 2048MB RA memory. The applications used by researchers and IT are XAMP version 3.2.2 and PHP version 5.6.19. For the database server using PHP My Admin. And the programming language uses MySQL because it is easy and sufficient to represent what IT needs.

#### A. Interface

##### 1. Main page

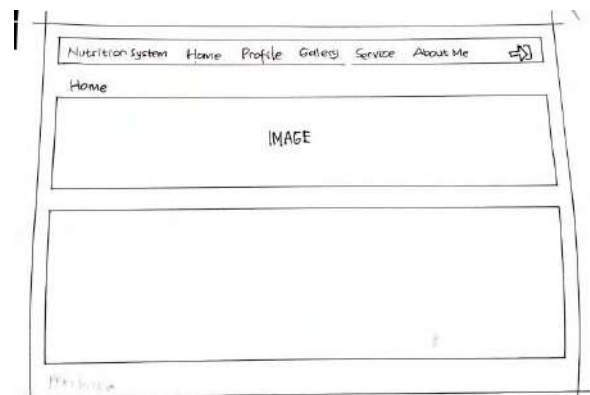


Fig.8: Main Page Interface

The picture above shows the initial design of the main page of the information system to support nutritional services based on halal certification in hospitals.

2 Login

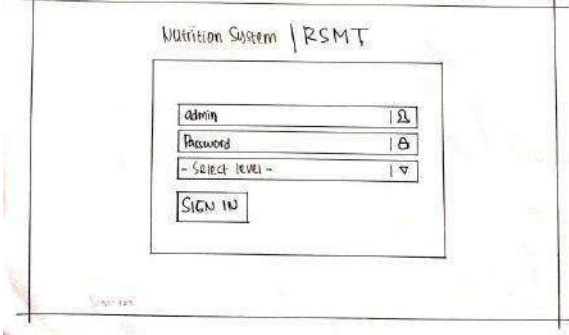
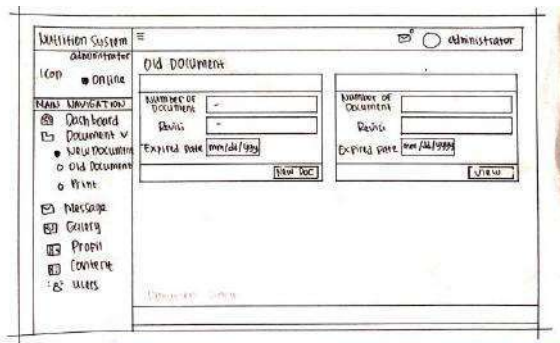


Fig.9: Login Menu Interface

The design image above shows the login menu design in the information system display in support of nutrition services based on halal certification in hospitals.

3. User Administrator System



Figure

10. Interface User Administrator System

In the design image above, it shows the display for entering numbers in new documents or searching for old documents using the last date document created.

4. Old Document Data

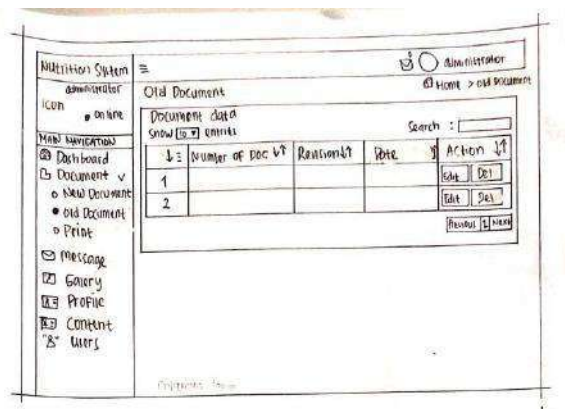


Fig.11: The interface of Old Document Data

5. Main page of document ratification

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<https://dx.doi.org/10.22161/ijels.56.49>

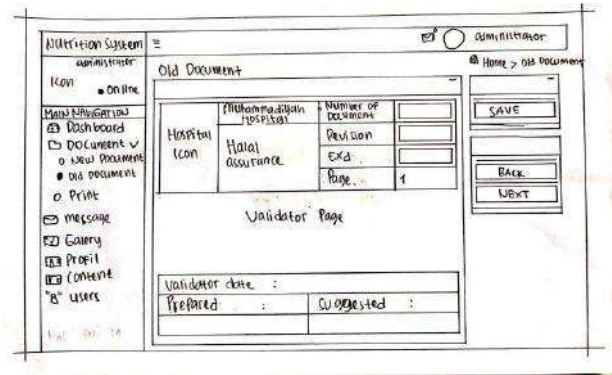


Fig.12: Interface Main Page Ratification of Documents

B. Implementation

1. Main Page



Fig.13: Image Main Page

2. The Login Menu Display

The Login menu which is the result of the previous interface design displaying the username, password, and levels are as follows:

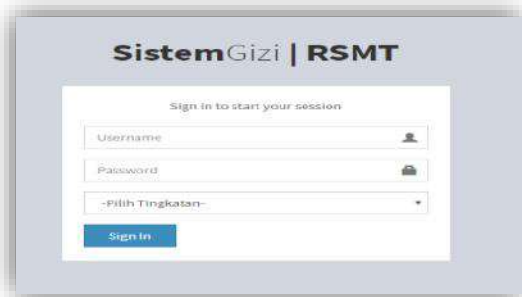


Fig.14: Display Menu Login

3. Display System Administrator User

This user administrator view displays a menu of new documents and old documents in the form of document

number, revision (how much, if the document is new it means the first revision)

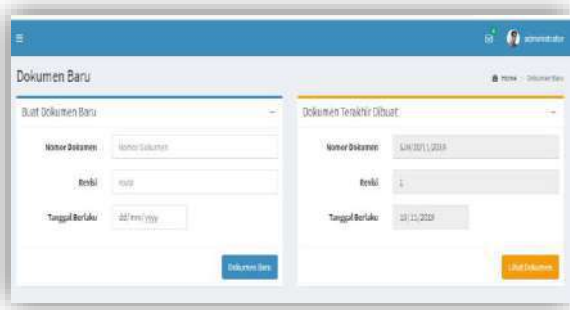


Fig.15: Main Display System Administrator User

#### 4. Display of Approval Page on New Document

The validation page display in this new document is a document of approval from the hospital director for filling out the halal assurance certification document.



Fig.16: Approval Page on New Document

#### 5. Display List of Distribution of Halal Assurance Certification Documents

From the distribution list view, this document explains who is responsible for each part of the nutrition installation such as quality control, distribution, etc.

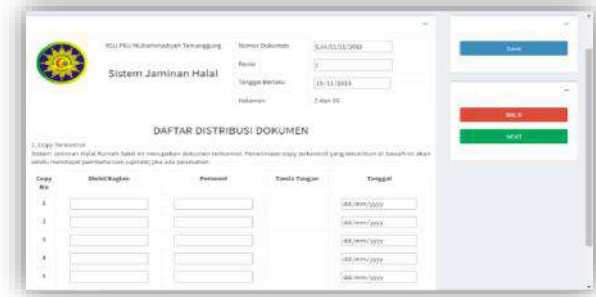


Fig.17: Display of HAS Document Distribution List

#### 6. Display Document Retention Approval

From the document retention approval view, it explains the consent of the system user whether he wants to save the document that the user has entered.



Fig.18: Display of Document Retention Approval

#### 7. Display of one of the Halal Guarantee Certification Documents

In this display, system users, especially nutritionists, are asked to fill the hospital background in applying for halal assurance certification.

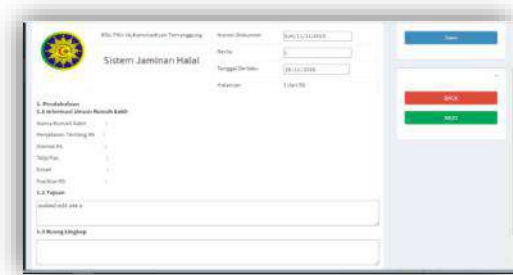


Fig.19: Display of one of the Halal Assurance Certification Documents

### 8. Display After Completing Completion of Halal Assurance Certification Documents

This view indicates that the document has been completed.

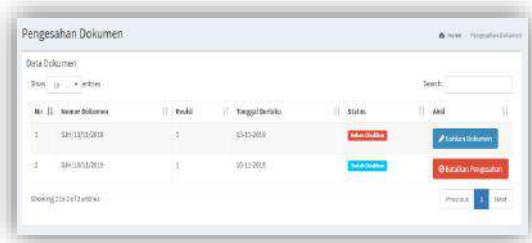


Fig.20: Display After Completing Completion of HAS Documents

### 9. Display of Document Approval by the Director

This view shows the approval page which only the director can do before the document can be printed.

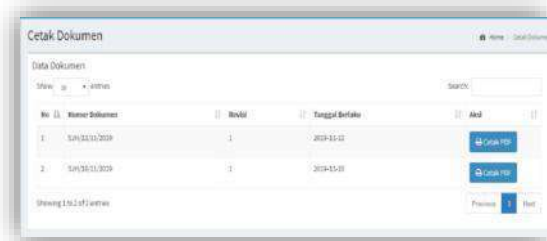


Fig.21: Views of Document Approval by Director 3. Page Views for Document Printing. The display below shows if the document is ready to be printed.



Fig.22: Views To Print Documents

### 10. Approvals Page View Printing Documents

The display below shows whether the system user agrees to print the document.



Fig.23: Views of the Approval Page for Printing Documents

### 11. Display Documents That Have Been Printed in PDF Format.

The page view below shows the results of the completed document in PDF format.



Fig.24: Document View in PDF Format

## IV. CONCLUSION

Based on the results of the research that has been presented above, it can be concluded that the research with the title Design of Information Systems in Support of Nutritional Services Based on Halal Assurance Certification in Hospitals. The things obtained are as follows:

1. Design of Information Systems in Support of Nutritional Services Based on Halal Assurance Certification in Hospitals using PHP My Admin has successfully carried out the design with the results that can be seen in chapter 3. From this system, distribution data, quality control, warehouse, production, materials

standards can produce halal assurance certification document reports.

2. Based on the results of implementing the system and interviews with system users, the Information System in Supporting Nutrition Servants Based on Halal Assurance Certification can be said to be as expected, useful, and can help hospitals in managing halal assurance certification for hospitals.

### ACKNOWLEDGMENT

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# Conflict between Reality and Illusion in Tennessee Williams' play *The Glass Menagerie*

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“How beautiful it is and how easily it can be broken”

- *The Glass Menagerie*

**Abstract**— *The Glass Menagerie* is one of the finest plays of Tennessee Williams. It is often thought of as his first major play, because it was this piece that first brought serious critical and public attention to his work when, in 1945, its premiere production became the hit of the theatrical season- initially in Chicago and then in New York. It almost transformed the lifestyle of Williams overnight. It is a phenomenal memory play that won New York Drama Critics Circle Award, Donaldson Award, and Sidney Howard Memorial Award in 1945. To this day, *The Glass Menagerie* remains the most frequently produced of his plays, and arguably the most popular with the audience.

*Tennessee Williams presents before us the dark world of the one-dimensional society of the modern civilization that survives amid exploitation and monetary beliefs. He makes us realize that such worldly circumstances of the tainted world drive the misfits and the rebels to lead lives of dejected madness. It happens due to their failure to adjust to the worldly norms so they create a Utopia through fabricated illusions to feel a sense of freedom. This difficulty the characters have in accepting and relating to reality while they cherish illusions in their lives is the most prominent and urgent theme of the play. The difference between truth and appearance creates an ironic gap and in light of these factors, this essay analyses the theme of conflict between illusion and reality in Tennessee Williams' *The Glass Menagerie*.*

**Keywords**— *conflict, distortion, illusion, obligation, reality, Williams.*

An illusion is a faulty notion of happiness when life is surrounded by bitter and harsh facts. It is a deceptive appearance that gives false hopes, a world that is fictionalized as a mechanism to survive the truth. *The Glass Menagerie* centers on the hopes, despairs, predicaments, and failures of the Wingfield family. The Wingfields try to escape from reality to a world of fantasies, dreams, and imagination to forget the pain resulting from a realization of the frustration of actual life, and although this temporary stay in the dream world is pleasant but the return to reality is inevitable. The gap between appearance and reality helps us understand the nature of the illusion in the play.

The play explicitly focuses on the social lives of a family and specific individuals of that family. In fact, what makes this play so peculiarly appealing is that this play is about a family that lives in the shadow of reality. The four main characters of the play include Amanda who is a mother of Laura and Tom and is abandoned by her husband, Laura who is crippled and suffers from social anxiety, and Tom, a young man with dreams who is also burdened by familial obligations at the cost of his dreams. Consequently, the three members of the family become engrossed in their world of illusions, which separates them from the real world. Apart from the Wingfields, there is a fourth character named Jim

O'Connor or the gentleman caller who is a big part of the illusions created by the Wingfield family.

Characters of this play deliberately try to escape from the actualities of life and live in a Utopia of their own. Amanda, who is a mother to Tom and Laura takes herself to her beautiful past when she used to be courted by several gentlemen callers. She lives her life in constant nostalgia and fabricates stories of her past and imposes them on her children. She constantly escapes to her past to make herself feel better which provides her a temporary solace. She cherishes the illusion of the golden days of her youth, as she exclaims to Tom and Laura, "*One Sunday afternoon in Blue mountain - your mother received seventeen! - gentlemen callers*". She recalls her comfortable and luxurious days when she was leading an aristocratic life on the plantation. This nostalgic episode provides her with comfort that there was a time when men desired her, in contrast to the fact that she is a woman abandoned by her husband. But this story has been told so often that it is no longer an illusion and instead has become reality. Later she tells Jim O'Conner, "*Well in the South we had so many servants. Gone, gone, gone. All Vestige of gracious living! Gone completely! I wasn't prepared for what the future brought me*". It proves that she is nostalgically addicted to the past and is not ready to face the reality of her St. Louis tenement. She thinks: 'I am what I was'. Her past was luxurious, almost dreamlike where she was a southern belle, contrasting with her current reality where she is an abandoned wife with two children, living a mediocre life. Tradition, which is the main cause of Amanda's obliviousness to changes in society, is as important to her as her relationship with reality. This makes her retreat back to her past, an illusion where she finds temporary solace from reality.

Amanda is caught up in the illusion of her genteel old southern upbringing, which has taught her that a man will support a woman and that there are certain foolproof rules for snagging one. Her experience, however, proves this to the contrary- specifically when her husband runs out of the family and leaves her to fend for herself and later when Laura's shyness prevents her from normal socialization. For Amanda, being abandoned by her husband means being abandoned by her childhood understanding of men and the world. Still, she never stops believing that a gentleman will soon call upon her children - insisting that if Tom finds a husband for Laura, it will take care of all their problems. The idea that Tom can solve all their problems with a replacement is itself an illusion, one that is quickly

eradicated by the reality once he brings home a caller for Laura.

Although Amanda lives in illusions, she can never overlook the dingy reality of St. Louis. She is the one person who is trying to keep her family together after her husband's desertion. She is a delusional romantic turned realist. Unlike other characters, Amanda is partial to real-world values and longs for social and financial success, and her attachment to these values is exactly what prevents her from perceiving many truths about her life. She cannot accept that she is or should be anything other than the pampered belle she was brought up to be. Her retreat into illusion is in many ways more piteous than her children because it is not a willful imaginative construction but a wistful distortion of reality.

Laura Wingfield is another lead character in the play who presents the movement from illusion to reality. She is a complete illusion-ridden character at the beginning of the play but she comes in contact with reality for a short while and again surrenders to the illusions. Laura is out of place, a misfit in the real world because of her shyness and sensitivity, and her limp does not make it any easy. Her world is surrounded by phonograph records and glass animals that are fragile like her. She retreats to the world of her imagination, peopled by music and glass animals.

For Laura, dreams do not take the form of ambition, but instead, offer her a refuge from the pain of reality. Unlike her mother, Laura does not delude herself by pretending that her disabilities do not exist. Instead, she retreats from the world by surrounding herself with perfect, immortal objects like her glass menagerie and the jewel box she visits. Laura's ties to her make-believe world are as strong as Amanda's is to her past. Her oversensitive nature makes her think that everyone notices her limp, it becomes a huge hurdle to normal living, and her inability to overcome this defect causes her to withdraw into her world of illusions. Her physical condition thus represents her mental distress, she is crippled both mentally and physically. In search of companionship, she builds her fantasy world with her glass animals, a Victrola, and old records.

Although Laura is the only character who appears to be most divorced from reality, she is also the only one who is in touch with the truth about herself. Unlike Tom, who thinks of her as a cherished possession, and Amanda who refuses to recognize her daughter's disabilities, Laura understands her limitations and accepts them. She accepts the reality of her physical limitations and uses illusions to survive.



Laura forces herself to be led by illusions but when the unicorn breaks and all hopes are shattered her world of illusion collapses and reality hits hard. For a short while, she comes in contact with reality in the last scene where she comes out of her shell of illusions with help of Jim. When Jim observes that Laura's main problem is her lack of confidence in herself, he tries to instill confidence in her by telling her to think of herself as superior in some way. He tries to encourage and uplift her spirits by saying that she is unique. He is the one who forces her to see the reality of life. Laura contrasts with the normal, middle-class, realistic Jim whom she dreamily falls in love with. He is so different from her world of illusions that he appears to be the knight in shining armor, which is yet another illusion. But when Jim breaks her heart, Laura does not have to retreat into her world because she has never left it sufficiently enough to necessitate the retreat. Quite the contrary, now that the unicorn is broken, is ordinary like Jim. She sends it forth with him and she remains in her unique world with the other unique glass animals.

Tom Wingfield is one of the foremost characters in the play who is also illusion ridden and represents the theme of movement from illusion to reality. He is a potentially creative character caught in a conventional and materialistic world. His job and financial obligation have clipped the wings of his romanticism and adventure. He tells his mother, *"I am leading a double life, a simple honest warehouse worker by day, by night a dynamic Tsar of the underworld"*. What he has to do is the reality of his life and what he intends to do are his dream and fantasy. Being unable to have any worldly success he lives in the world of movies to escape from the realities of life.

In scene one, Tom enters, dressed as a merchant sailor, and strolls across to the fire escape where he stops and lights a cigarette and addresses the audience. *"Yes, I have tricks in my pocket. I have things up my sleeve. But I am the opposite of a stage magician. He gives you an illusion that has the appearance of truth. I give you the truth in the pleasant disguise of illusion"*. This monologue introduces a major source of tension and conflict in the play – the complex relationship between illusion and reality where illusions contradict reality but they also make reality bearable.

Tom is a character of conflict. His ambitions and hopes for the future give him the motivation he needs to leave his family just like his father. He thinks that he will be able to discover himself in the world of adventure and travel. He harbors the illusion that by joining the Merchant marine and

sailing to all parts of the world, he would be able to discover himself. He is caught in a conventional and materialistic world. He has his independent world which provides him solace and is composed of those things he considers important – his poetry, his dreams, his freedom, his adventures, and his illusions. All these things are in direct contrast to his mother's expectations of him. His conflict is between his world of dreams and the real world.

Tom is every bit the romantic his mother is, although he does not realize it. He sees himself as a poet, as an artist whose soul is stifled by his warehouse existence. As Amanda is stuck in the past, Tom survives only on dreams of the future, ironically failing to realize his goals and the satisfaction he covets by dismissing his relationships and work obligations.

Tom is consumed by his mother and sister's world of illusion, deception, and withdrawal which makes him sought an escape of his own by watching movies and writing poetry. But he soon realizes that he is watching adventures rather than living them and that they are a momentary psychological escape to a world of illusions. The movie is only an illusionary step that in reality, is hard to accomplish. Tom contended that "man is by instinct" a lover, a hunter, and a fighter". These are the qualities that Amanda's husband possessed and she refuses to recognize these qualities as decent. Therefore, Tom could only recognize his instinctual drives by leaving home and sets off to turn his illusions into reality. This power of turning his illusions into reality is what sets Tom apart from the rest of the characters. This decision is made with the awareness of the inevitable clash between illusion and reality, reaction and action, and what life has given him and what he can control.

Apart from the three main characters, Jim O'Conner is another character who contributes to depict the theme of movement from illusion to reality in the play. Tom describes Jim as *"The most realistic character in the play, being an emissary from a world of reality that we were somehow set apart from"*. Jim enters the play as a ray of hope for the Wingfield family. He is their pass to normal lives, he is the person who would turn their illusions into reality.

The ordinary aspect of Jim's character seems to come to life in his conversation with Laura, but it is the contact with reality that Laura needs. Thus, it is not surprising that the ordinary seems to Laura to be the essence of magnificence. But Jim's function in the play is more important than his seemingly ordinary character would allow. Since Laura lives

in a world of illusion and dreams, Jim, as the ordinary person, seems to Laura to be wonderful and exceptional. He is so different from her world that he appears to be the knight in shining armor, yet another of her illusions.

Although Tom describes Jim as the most realistic character, Jim harbors the illusion of the American Dream that he can become anything in his life. It is the 'rags to riches' path of nineteenth-century America. He labors under the delusion that by taking a course in radio engineering, he would be able to get into the television industry and reach the top. Unlike the Wingfields, Jim neither lives in a dream world of the past nor a secret future dream life, but in the present. And yet Jim is himself hoping for a career in the radio and television industry that might be described as being in the business of creating dreams or believable illusions and in this way, the play suggests that the Wingfield's are not alone in their susceptibility to dreams, he must be protected by illusions from a harsh world that prevents individual fulfillment.

There is an unseen character in the play who does not appear on the screen except in his larger than life photograph over the mantle. He is Amanda's husband who abandons his family to pursue his dreams and ambitions, leaving Amanda to fend for herself and raise her children alone. He does not appear in the play, but his character plays an important role in demonstrating and accentuating Amanda's blindness to reality. Mr. Wingfield was a typical gentleman caller who once pleased Amanda with his charms and later married. He was also an irresponsible pleasure seeker who deserts his family for his selfishness, announcing the death of the marriage and challenges the credibility of the gentlemen caller tradition.

Tom says about him, "He was a telephone man who fell in love with long distances... The last we heard of him was a picture postcard from Mazatlan, on the Pacific coast of Mexico, containing a message of two words: 'Hello – Goodbye!' and no address". Tom and Laura's father was illusion-ridden, he deserts his family for the sake of his adventure, and for the love of long distances and faraway lands, he leaves his family in the lurch to fend for themselves. Tom shares similar interests as his father, he has the same love for adventure and the need to run away from the mediocre life he has been living. Mr. Wingfield was so tired of reality that he does not even leave his address for his family in the last postcard he sent. Amanda realizes that her son has inherited the same qualities as his father and worries that he too might abandon them. This fear of abandonment

makes her controlling and dominating. But the difference between father and son is that the father could break the bonds of his family without any guilt but Tom could not shatter the shackles of his family. Although Tom ends up abandoning his family like his father, the guilt of his actions haunt him forever.

Tennessee Williams, through this play, shows us that the various illusions that the characters have are the means of coping with the facts of their lives. However frivolous and foolish their illusions may seem, all the characters of the play would suffer, perhaps even be broken, if they are deprived of them. Without the pretense and delusion, Amanda would have no hope for the future. Laura would wither and die because she could not identify herself with anything, nor see beauty, delicacy, and truth in small, fragile things like herself. Tom would not escape because he could not hope to experience change and adventure and would simply survive in the world rather than living it. Jim would not have the hope for his future after he fails to attain the peak of success that people believed he would have. Without a doubt, illusion provides a shield to the characters that might otherwise be crushed or doomed.

Though the play is overwhelmingly nonrealistic, its content is a different matter. The play, as Tom says, is committed to giving its audience "truth in the pleasant disguise of illusion". This ironic gap between illusion and reality and the characters' struggle makes this play one of its kind. Though escaping into the world of illusions is not a reliable solution, the characters find a remedy for the sickness of life.

## CONCLUSION

Tennessee Williams depicts that life is a mixture of illusions and facts. Sometimes the illusions give a better relief to a frustrated man. He tries to express his ideas of reality as a harsh but inevitable truth that everyone wants to avoid and illusion as a defense and deviation from the bitter and harsh reality of life. But these illusions are simply a survival mechanism for the characters in the play. Without these illusions, they cannot survive the dingy realities of their lives and will be crushed. As their stay in the world of illusions can help them to temporarily forget the aches and pains of life, the illusions sound pleasant. Williams has succeeded in prompting us to think along the line by dramatizing the conflict between reality and illusion. No matter how pleasant

the world of illusion may be, one cannot, however, turn ones back completely on reality for long.

*The Glass Menagerie* is not a play focusing only on social issues, as the philosophical and even mythical nature of Williams' work can be even more frightening than its social content. He strongly suggests to the modern world through his characterization that no one can escape reality by simply taking off in the flight of illusion. He speaks to us about the loneliness of modern life, the tendency of individuals to approach alienation, and withdrawal from ultimate questions and facts and finally shows us that the so-called survival mechanisms the family decided to rely on were transformed into destructive power. *The Glass Menagerie* identifies the conquest of reality by illusion as a huge and growing aspect of the human condition in its time.

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# The Enigma of Political Self-Destruction in Christopher Marlowe's *Doctor Faustus*

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**Abstract**— Christopher Marlowe's *Doctor Faustus* is typically recognized as a play which represents orthodox beliefs in early modern England. Concurrently, the vestiges of subversion in the play have not been unheeded. There have, as such, been attempts to demonstrate how certain incidents in the play may have destabilized the dominant ethical values in Elizabethan England. In this essay, I intend to re-examine the socio-political undertones of the play and to demonstrate how our reconfiguration of the protagonist's death in *Doctor Faustus* may afford us a novel reading of this play. Essentially, I underline the possibility of construing Faustus's self-destruction by drawing upon politico-theological, other than, eschatological conceptions. I argue that Faustus's death, on two grounds, is political; first, it demonstrates the subject's audacious claim of sovereign authority to decide on his own life; second, the protagonist's declaration of potentially destabilizing intentions for socio-political reform precedes his decision for self-destruction via a demonic pact. I explain how our reconceptualization of Faustus's death can not only shed light on certain facets of the enigma of self-destruction in the play, but underscore the play's pertinence to our contemporary world where the question of suicide and its significations have afforded momentum to various discourses on the subject's political agency.

**Keywords**—Faustus, political theology, religion, self-destruction, subjectivity

## I. INTRODUCTION

Literary critics usually conceive of Christopher Marlowe's *Doctor Faustus*, written around 1590, as a subversive play depicting the life of a rebellious protagonist. Simultaneously, they acknowledge that the work's dissentient undertones are more or less contained within the contours of early modern Christian thought. This state of indeterminacy or, in other words, the perpetual tension between conformity and subversion in the play has precluded the assertion of definitive arguments in support of either the play's "restrictive religious orthodoxy" or its relation to "non-religious controversies" (Deats, 2015, p. 93). It is claimed, upon theological grounds, that Marlowe's Faustus meets a conventional eventuality, an everlasting damnation occasioned by his pact with the devil. From a secular perspective, however, the downfall of the protagonist in *Doctor Faustus* appears to be a consequence of his quest for individualism; in other words, damnation is inherent in Faustus's persistence on being iconoclastic (Watt, 1996, p. 47). The relation between

individualism and Faustus renders the play more representative of Protestant faith, for it is in Protestantism that people are believed to be endowed with free volition so as to determine their own salvation or damnation. In other words, man's eternal life is not determined by his devotion to the dogmas of the Church, but by his own decisions and deeds (Hedges, 2005, p. 3). There are, on the contrary, arguments which substantiate the possibility of salvation for Faustus, for no mention is made as to his truncated funeral; nor are there, in the last scene of the play, any sinister exclamations by either Mephistopheles or Lucifer. Instead, upon his tragic death, what overwhelms the stage is a mixture of sorrow and silence (Hoelzel, 1985, p. 327).

Some critics have a vivid penchant to argue that Marlowe's *Doctor Faustus* is fundamentally a theological play than a political drama. Dutton argues that the official censor was more concerned with the politics of religion than with its theological aspects; hence, the official censor could hardly be offended by "a play like *Dr. Faustus*,

where the religious issues are broadly apolitical” (2000, p. 77). Transgressions, in *Doctor Faustus*, are quintessentially theological or ethical. A case in point is the kissing scene between Faustus and Helen in the fifth act which is considered as demonic, for Helen is a succubus, and as such, Faustus’s implied coition with her is demoniality, a cardinal sin which inflicts eternal damnation upon Faustus (Marcus, 1996, p. 53). Homoerotic overtones in *Doctor Faustus* are the other instances of moral subversion and unorthodoxy in the play. In enumerating the extent of eroticism in Marlowe’s play, Wootton (2005) mentions that Faustus’s liaison with Helen concurrently evokes three types of sexual perversion: with a woman, with a demon, and with a boy as it was, in Shakespeare’s age, forbidden for women to play on the stage, and female roles were obviously played by young boys (p. xviii).

What is particularly at issue in regard to *Doctor Faustus* is that the political significance of the play is substantially overshadowed by the edifice of moralistic readings of the erotic intimations. Cox argues that the reference to the splendor of Lucifer implies the play’s “homoerotic” sentiments toward “male beauty” (1993, p. 50). Hammill’s conviction is that Marlowe is a “political thinker” (2008, p. 291); yet in his scrutinizing of the permeation of political notions in several of Marlowe’s plays, the critic mentions Faustus only in relation to his being “seduced by a Helen of Troy” (p. 308). The medieval didacticism of *Doctor Faustus* has been overemphasized in several studies; the play, “in short, teaches us to adhere to traditional Christian behavior rather than to practice the unlawful things that exceptional minds give themselves to” (Barnet, 2010, p. xiii).

In general, the myth of Faust or the “Faustian tradition is not without shades of darkness, for it characteristically portrays some modes of transgression against ethical and religious norms” (Safaei, 2018, p. 30). Nonetheless, despite the violation of ethical codes in the play, one can arguably surmise that Marlowe could not have been heedless to the orthodox expectations of his audience; yet beneath the dramaturgical conformity of Faustus, one cannot utterly decline the existence of “a stalking horse for defiance” (Cox, 1993, p. 47). Hence, despite several emphases on the apolitical nature of the play, Cox’s intimation of the possibility of a subtle political defiance in *Doctor Faustus* encourages me to explore the possible facets of political resistance in the play. To this end, I scrutinize the synthesis of a few interrelated notions in the play. If we, as Cheney argues, conceive of Marlowe as a playwright whose work displays “how a freedom-seeking individual is oppressed, always to annihilation, by

authorities in power” (2004, p. 16), then we might feel, in the context of recent literature on the state of political suicide in our contemporary world, the urgency of reconfiguring our conception of *Doctor Faustus* not necessarily as a play depicting an overreaching Renaissance man who incurs perdition, but as the allegory of a proto-suicide with political significations. To put this another way, Faustus’s broadly assumed self-incurred damnation is intrinsically suicidal and politically subversive. Hence, I argue that our inquiry into the enigma of self-destruction in *Doctor Faustus* reveals some measure of congruity with the politics of suicide in our contemporary world where resort to some mode of self-destruction may be conceived of as not essentially sacrificial or anomic but a mode of protest against political absolutism. All references to *Doctor Faustus*, in this essay, are based on A-Text, edited by Bevington and Rasmussen (1993).

## II. MARLOWE AND POLITICS

It is commonly lamented that the interpretation of *Doctor Faustus* is entrapped in the vicious circles of hermeneutic approaches and as such in the abyss of biographical narratives of Marlowe’s life (Erne, 2005, p. 28); yet some measure of reference to the life of Marlowe appears inevitable. As White asserts, “All discussions of Marlowe’s writings, at one point or another, lead back to the author himself” (White, 2004, p. 85). It is Marlowe’s life which perpetually enkindles us to consider his *Doctor Faustus* in the light of his personal life. Marlowe’s preoccupation with politics is not unknown. Hammill contends that “Christopher Marlowe is a serious political thinker” and that his profound conversance with political thought “is reflected throughout his works, from the plots he chooses to the words he uses” (2008, p. 291). Marlowe’s notorious involvement in clandestine politics distinguishes him from other playwrights like Shakespeare. He executed espionage missions for Queen Elizabeth’s secretary, Sir Francis Walsingham, “who sat at the heart of the machine of the Elizabethan state” (Alford, 2012, p. 53); the playwright had connections to influential personalities, e.g. Earl of Northumberland and Ferdinando Stanley, 5th Earl of Derby; and his suspicious death is speculated to be an expedient assassination rather than a guileless bar brawl (Dutton, 2000, p. 66). That a playwright with such a volatile background of involvement in Machiavellian politics writes a play with medieval morality is the crux which necessitates critical attention. Marlowe lived in an era when censorship was officially imposed on the content of all plays and publications. In general, explicit reference to living individuals was strictly

prohibited by the Master of the Revels, the official authority for censorship (Gurr, 2009, p. 5). In such an ambience “an open declaration of dissent was impossible for Marlowe or any other contemporary playwright who valued his freedom to write or even to live” (Cox, 1993, p. 47).

Marlowe’s plays, more than those by any other Elizabethan playwright, are permeated by his vicissitudinous life. Marlovian scholarship, despite the question of collaboration and the postmodern insistence on the death of author, requires us to take heed of Marlowe’s life “as a means of drawing some general conclusions about what his plays and poems collectively communicate to contemporary audiences” (White, 2004, p. 85). Marlowe’s nonconformity or his atheistic notoriety is not merely suspected by such people like Walsingham. His death was the ultimate point of a political trajectory which has to be briefly surveyed. As a spy, his principal mission was ostensibly concerned with the Catholic adversaries of the British monarchy. Yet he was simultaneously accused of atheism. On this ground, Thomas Kyd, the author of *The Spanish Tragedy*, was incarcerated and “tortured (so badly that he never recovered), presumably because the authorities wanted him to implicate Marlowe” (Wootton, 2005, pp. viii-x). Marlowe was long suspected of, at least, two crimes: atheism and acting as a double agent for the Catholics in exile who were colluding against Queen Elizabeth. A few days before his death, “a detailed accusation against Marlowe” was submitted to the Privy Council and Queen Elizabeth was informed of his allegations. On the day of his death, he was engaged in drinking with Robert Poley, a government agent and two felonious companions, including Ingram Frizer. Within hours, he met his tragic end in an apparent brawl with Frizer who was soon released with no murder charges. It is highly conjectured that Marlowe was “assassinated on the Queen’s orders” (Wootton, 2005, pp. x-xi). Marlowe was a notorious figure, not only because of his atheism but with respect to his outspokenness, his defiance of state authority, and his defense of the freedom of speech (Honan, 2005, p. 263). More than being an atheist or a double agent, it is his aspiration for self-determination which requires our attention, for it is Marlowe’s “daring search for freedom” that eventually “attracted the strong hand of government” (Cheney, 2004, p. 16).

Such observations, I am convinced, have to be accommodated in our approach to explore the politics of self-destruction in *Doctor Faustus*, first and foremost, vis-à-vis its primary source text “*The History of the Damnable Life and Deserved Death of Doctor John Faustus*, often referred to as the *English Faust Book* or EFB” (Bevington

& Rasmussen, 1993, p. 3). Marlowe’s version of the Faust myth is substantially indebted to the *Damnable Life* which was itself the English rendition of 1587 German *Historia von D. Johann Fausten* (p. 4). Riddled with adventures, escapades, and lamentations, EFB portrays the fall of ambitious Faustus into “the labyrinth of miseries” (*English Faust Book*, 2005, p. 86); the narrator recurrently attempts to remind his readers that leading an epicurean life will incur “perpetual pains” (p. 87). The central message is recapitulated in the last few lines of the play: “that we go not astray, but take God always before our eyes, to call alone upon Him, and to honor Him all the days of our life” (p. 151). Besides numerous congruities between EFB and *Doctor Faustus*, there are conspicuous moments which, according to Wootton (2005, p. xix), attest to Marlowe’s awareness of Reginald Scot’s *The Discovery of Witchcraft*. The book, published in 1584, was a treatise in refutation of witchcraft on the grounds that the witches’ claimed power of invoking the devil is baseless and what is attributed to witches is merely the effect of illusion. The pact with the devil, Scot argued, was philosophically impossible and the witches’ magical performances were mere legerdemain. The corollary of Scot’s arguments was that to accuse people of witchcraft was grounded on an erroneous assumption. Throughout *Doctor Faustus*, the manifestations of sleights of hand are not few. Wrathful of losing forty dollars for a horse which vanishes in the water, the horse-courser decides to take vengeance on the doctor. During the struggle, he pulls off Faustus’s prosthesis leg, lamenting “Alas, I am undone!” (4.1.175). Being outwitted, for the second time, by Faustus’s trickery and tremendously terrified that he has committed a mortal crime, the horse-courser entreats forgiveness in return for some forfeiture: “O Lord, sir, let me go, and I’ll give you forty dollars more” (4.1.180). On a different occasion, Rafe and Robin, pass a stolen goblet between themselves to dupe the vintner. What casts derision on the solemnity of Faustus’s pact with the devil is that august Mephistopheles can be invoked by Robin’s farcical conjuration:

“*Sanctobulorum Periphrasticon!*—nay, I’ll tickle you, Vintner. Look to the goblet, Rafe. *Polypragmos Belseborams framanto pacostiphos tostu Mephistopheles!* etc. (3.2.26-28)

Through such “bastardized Latin” (Hammill, 1996, p. 310), and in a considerable measure, by the employment of carnivalesque performances of magic (Clark, 1980, p. 103), Marlowe underscores the credibility of Scot’s claim that “it is impossible to distinguish reality from illusion when it comes to magic” (Wootton, 2005, p. xx). Marlowe’s demonstration of devil as illusion is anti-

religious, for not only does it subvert the religious beliefs in devils and their influence, but it implicitly casts suspicion on the possibility of miracle in religion.

Subversion in Marlowe's *Doctor Faustus* is not confined to the domain of religious beliefs; and an underlying political resistance can be discerned in Faustus's socio-political agenda for reform. One should not, however, expect to identify an overt destabilization of authority; as it has been reiterated, Marlowe, in his play, "adopts an ironic strategy to camouflage" Faustus's confrontation with the "absolutist rule" and the "state authority" (Minshull, 1990, p. 194). The somber beginning of *Doctor Faustus*, distinguished by Faustus's jaundiced construal of the Scriptures and his perfunctory criticism of ancient philosophy and medicine (Bevington et al. 2002, p. 246), is ensued by his review of an array of ambitious reforms with the help of spirits:

I'll have them wall all Germany with brass,  
And make swift Rhine circle fair Wittenberg,  
I'll have them fill the public schools with silk,  
Wherewith the students shall be bravely clad,  
I'll levy soldiers with the coin they bring,  
And chase the Prince of Parma from our land,  
And reign sole king of all our provinces;  
(1.1.90-96)

Undoubtedly there are significant variations between A-Text (1604) and B-Text (1616) of *Doctor Faustus*—a textual question which has received extensive critical attention. Despite such textual differences, the aforementioned lines exist in both texts with the slight difference that the line "And reign sole king of all our provinces" in A-Text appears as "And reign sole king of all the provinces" in B-Text. What is, in my perspective, worth emphasis is that such initiatives for the development of Faustus's immediate socio-political world are almost scarce in EFB, the most plausible source of *Doctor Faustus*. EFB does not depict any motivation for social justice or transparency in the administration of affairs. The ultimate desire of the German magician is "to fly over the whole world and to know the secrets of heaven and earth" (*English Faust Book*, 2005, p. 69). Besides treating his patients by prescribing herbs and drinks and enemas, something which he does prior to his meeting with Mephistopheles, almost all the other achievements of Johann Faustus are insignificant. For instance, he helps a young lover to win the love of a girl who loathes him (p. 139); or he helps three young gentleman attend a nuptial gala and then releases one of them from prison (pp. 122-

4); or he provides an unprecedented sexual gratification for some of the concubines of the Ottoman king (p. 114). Such trivial accomplishments or even feats of eroticism which constitute the bulk of EFB are diminished to a minimal degree in Marlowe's *Doctor Faustus*. In one of his voyages throughout the globe, German Faustus is acquainted with a ruthless tradition which, in the context of EFB, is proffered as a divine punitive measure for the incorrigible children of the town. The pivot of this corrective tradition is a gigantic brass statue of a virgin. The child who is found guilty of committing a shameful offence has to meet a violent death. Upon his kissing the virgin, the statue grips its fatal embrace around the guilty child "with such violence that she crusheth out the breath of the person, breaketh his bulk, and so dieth" (*English Faust Book*, 2005, p. 111).

The fatal crushing of the guilty child does not terminate the execution ritual. The victim is next thrown into a mill where his corpse is shattered into "small morsels which the water carrieth away, so that not any part of him is found again" (*English Faust Book*, 2005, p. 111). This heinous ritual is held in a city which appears to Faustus a "paradise" with excellent streets and "sumptuous" buildings (p. 111). In Marlowe's play, Faustus's thirst for the "gold of India" and the "orient pearl" is not thoroughly the result of his egoistic greed for wealth. His earnest hope to possess gold is ensued by his social aspiration to "fill the public schools with silk / Wherewith the students shall bravely clad" (1.1.92-93). Considering that the sumptuary codes during the Elizabethan England were strict and accordingly, the choice of wearing "silk" was exclusive to the nobility (Bevington et al. 2002, p. 268), Marlowe's aspiration gains a political significance which I explore in the following section.

### III. SOCIOPOLITICAL REFORM

Sumptuary laws were punitive measures imposed by the guardians of social hierarchy; the targets of these laws were the individuals, families, social groups who aspired to surpass the confines of their social rank and standing (Lemire & Riello, 2008, p. 890). Directives regarding dress codes were strictly guarded by two groups of people: the ecclesiastics and the aristocracy. The violation of sumptuary rules was theologically and politically disapproved. Excess in apparel was an offense against God and the sovereign. The excessive concern regarding sartorial finery pertained to its capacity to demarcate the gender, class, and political borders. As such, sumptuary proclamations were made to "set forth what kinds of textiles, ornaments, furs, and even colors of clothing could

be worn by men and women of various ranks” (Howard, 1994, pp. 32-33).

It is obvious that Marlowe’s subversion of sumptuary laws does not merely aim at political authority; it sometimes tends to demonstrate the true face of ecclesiastical hypocrisy. Faustus enjoins the ghastly Mephistopheles to “Go, and return” in the attire of “an old Franciscan friar,” for “That holy shape becomes a devil best” (1.3.26-27). Faustus’s demand arguably violates the semiotic codes which were established for dramaturgic representation of devil on the stage. It subverts the conventional attitude toward appearance; it insinuates that a devil can appear in the garments of a holy ecclesiastic (Maguire & Thostrop, 2013, p. 42). The transgression of codes governing finery was the rejection of socio-political order according to which one’s identity was destined by an immutable universe (Howard, 1994, p. 98). Silk, in general, was “associated with secular or spiritual hierarchies for centuries” (Lemire & Riello, 2008, p. 890), and, as such, Faustus’s aspiration to provide splendid clothes and silk attire for university students was an ostensible defiance of “university dress codes” in early modern England (Bevington & Rasmussen, 1993, p. 116).

The power, in early modern Europe, was believed to be founded on the basis of a divine paradigm the inversion of which was construed as not only anti-religious but a politically subversive act (Clark, 1980, p. 111). The theatrical exhibition of a topsy-turvy world, for instance, through witchcraft, via the violation of sumptuary laws, by travesty of biblical narrations, or, by some form of resistance to the patriarchy, was a double-edged undertaking. It functioned, on the one hand, to entrench the idea that the violation of divine order eventually incurs divine wrath. On the other hand, such an undertaking generated a platform for undermining the existing structure of power and as a result they were not normally tolerated by the political or civil authority (Clark, 1980, pp. 100-103). The desire to destabilize the hierarchical order is a self-destructive measure which needs to be elucidated in the context of a suicidal act in Marlowe’s play.

In western societies, there is a widespread tendency to pathologize suicide; to consider it not only unethical but in violation of inherent desires to protect one’s life against life-threatening events. Associated with mental disease, suicide is conceived banal and even the so-called disputes regarding the individual’s right to die is often approached in the context of clinical discourse when the possibility of an acceptable biological life has diminished to an unbearable minimum. The upshot of such attitudes in the west is that “healthy people would not choose to take their own lives, unless they were not healthy” (Morrissey, 2006, ISSN: 2456-7620

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p. 1). Although the term ‘suicide’ did not exist in Tudor England, yet the very action of self-murder or self-destruction was considered a heinous crime and subjected the perpetrator to posthumous punishment, including the confiscation of the suicide’s chattels. The suicides, legally declared felons de se, were deprived of the typical funereal rites for the Christians. The bodies were also desecrated; they were buried ignominiously in unhallowed areas, for instance, at a crossroads. In the grave, the face of the suicide’s body was laid down and a wooden stake was thrust through the corpse. The suicide’s mental health was crucial in pronouncing a judgment by the coroner; and self-destruction, unless committed by a lunatic or a mentally retarded person, was believed to be diabolical (MacDonald, 1986, pp. 53-55).

Despite adverse criticism of Émile Durkheim’s groundbreaking study of suicide (Healy, 2006, pp. 904-6), a brief reference to his conception of suicide contributes to my discussion of political self-destruction in *Doctor Faustus*. Durkheim conceives of suicide as an intrinsically social phenomenon and identifies it as egoistic, altruistic, anomic, and fatalistic. Whereas egoistic suicide emerges from inordinate individualism when the social and moral bonds that regulate and give meaning to the life of an individual are broken, (Durkheim, 1952, p. 168), altruistic suicide emanates from insufficient individualism or, in other words, from strong bonds with society when an individual is deeply influenced by the dominant social and cultural norms which regulate individual behavior (pp. 175-176). Anomic suicide is the consequence of social chaos “when society is disturbed by some painful crisis or by beneficent but abrupt transitions” (p. 213); to put it concisely, the absence of, or, distortion in social influence and authority eventuates in the rise of anomic suicide. What is noteworthy is that just as egoistic and altruistic modes are opposite pairs, anomic suicide has its opposite which can be termed fatalistic, resulting from ruthless suppression of human hopes and passion (p. 239).

As under “normal conditions the collective order is regarded as just by the great majority of persons” (Durkheim, 1952, p. 212), one may construe Faustus’s fateful aspiration as anomy, resulting from his painful loss of faith in social justice and order. Yet such a reading of his suicide has a fundamental deficiency. Agamben mentions that Durkheim underlines a significant correlation between the rise of anomy and the deterioration of the political or social institutions which regulate human behavior within societies. “This was tantamount to postulating (as he does without providing any explanation) a need of human beings to be regulated in their activities and passions” (2005, p. 67). As such, Agamben conceives



of psychological approaches that tend to overlook the theologico-political facets of anomic suicide and instead consider such events as anti-social, non-rational, or merely anti-cultural behavior as “uncritical psychologistic” reductionism (p. 66).

Faustus’s self-destructive pact with the devil can be construed differently in the light of politico-theological conceptions in early modern Europe. In his seminal work, *The King’s Two Bodies: A Study in Medieval Political Theology*, medievalist Kantorowicz explains that a suicidal act was, from a humanistic perspective, a violation of the law of self-preservation; but there was concealed, in the very act of self-annihilation, an intrinsic religio-political transgression which was highlighted by the jurists of the late Middle Ages. The court was invariably concerned with the repercussions of suicide; not only was it denounced as an offense against God, but it was a political crime directed against the king. King, in the mindset of medieval jurists, was the embodiment of the Christian society; in this capacity, the king possessed two bodies; a natural body which, like that of any other human being, was subject to disease and deterioration; and an immortal, invisible, and incorruptible body, which, in the politico-theological theory of the day, was conceived of as *corpus mysticum* or the mystic body. The subjects were incorporated in this metaphysical body and were considered as such the mystic members of *corpus mysticum*. Essentially, no conspicuous distinction was made between the mystic body and the body politic in the politico-theological discussions of the time. The conceptualization of the king as both body politic and mystic body is crucial, for it was inherently founded on the conferment of the status of Christ upon the head of state. In other words, in the same way that Christ was the head of *corpus mysticum*, i.e. the totality of Christian society, the king was considered, by European jurists, as the head of mystic body (Kantorowicz, 1997, pp. 15-16).

Honan mentions that to be a self-pronounced atheist was impossible in Elizabethan era; yet there are accounts which argue that Marlowe, in his private conversations, was a “filthier” and “more outrageous” critic of religion, disputing several biblical events and notions, including the Holy Ghost, the Mosaic miracles, and the exodus of the Jews (2005, p. 245). Hence, prior to my further explication on the possibility of a political suicide in *Doctor Faustus*, I recapitulate a central question of this essay: Why does a playwright whose views gravitate toward atheism and whose death can be construed more as an assassination rather than a coincidental murder write a play which is concerned with supernatural elements, demons, and damnation? Hoelzel juxtaposes the nature of Faustus’s

pact with the devil with the story of Adam and Eve’s fall in Genesis. He argues that, “in order to satisfy his intellectual curiosity he strikes a bargain with the devil whereby he sacrifices not just his earthly life, after a limited period of time, but the eternal life of the hereafter. Like his Ur-ancestors, Faustus barter for knowledge, using life itself as the coin of exchange” (1985, p. 323). In other words, Faustus’s suicide is sacrificial with the intimation that his aspiration for social reform, as I explored above with regard to sumptuary laws, is marginalized if not entirely overlooked. In regard to *Doctor Faustus*, there have been attempts to conceive of Faustus as a victim of individualistic ambitions; such readings commonly tend to undermine readings which conceive of Marlowe’s death as a “sacrifice” in a universe which is hostile to human’s quest for power (Ornstein, 1968, p. 1381).

It has to be admitted that there is no consensus on the notion of sacrifice. The idea of sacrifice provokes the people who tend to conceive of the practice as a euphemistic mask for the concealment of injustice, brutality, and victimization. In western societies, it has become almost impossible to defend it, even as a vital strategy for victory during war. Its spiritual message and objectives are commonly considered baseless. The immensity of emphasis on individualism has rendered it increasingly difficult to defend or justify the denial or the curtailment of our egoism for the interest of others. Sacrifice is readily equaled with other forms of crime as homicide; it is indiscriminate violence. Yet against adverse propaganda and the bulk of anthropological literature which conceive of sacrifice as a morbid rite, as an outmoded illusion, and as a macabre practice, sacrifice has traditionally permeated our quotidian life. As an indispensable aspect of our humane existence, sacrifice needs to be explored rather than denounced in the name of scientific objectivity (Strenksi, 2003, pp. 1-7).

What is at stake here is that in Marlowe’s play, the heinous crime against children, which is recounted as a matter of course in EFB, morphs into a humanistic initiative to improve the lives of students in England; further, the aspiration is not only socio-economic but highly political, for it aims to subvert the political narrative of subjectivity by promoting the status of students to that of nobilities. The ambition for the economic and social improvement of young commoners is immediately mentioned after Faustus is warned by the Good Angel about “blasphemy” (1.1.75) and “God’s heavy wrath” (1.1.74). Despite such fateful caveats, Faustus obstinately wishes to review his social, economic, and political initiatives. He wishes, by jeopardizing his eternal bliss, to

have access to “the secrets of all foreign kings,” to construct a wall made of “brass” around Germany (1.1.89-90) so as to defend the country against foreign invasions. He wishes to “levy soldiers with the coin they bring” and to “chase the Prince of Parma from our land” (1.1.94-95). These measures are explicitly political; yet the aspiration to recruit soldiers with the money the spirits provide for Faustus requires scrutiny as presented in the next section with regard to the life and status of soldiers in early modern Europe.

#### IV. MILITARY REFORM

Soldiers have received praise in almost all societies; they are associated, in the minds of people, with fortitude, honesty, and determination. They have been a source of honor, specifically for those nations which have experienced the urgency of having a well-organized courageous army against enemies. Historically, England is among nations where admiration for soldiers has proved perpetual. During the Elizabethan period, to be a soldier was an honorable status. Sir Philip Sidney, for instance, often identified himself as a courtier, soldier, and poet (Rapple, 2009, pp. 1-2). Courtier-soldiers were an influential socio-political class in Elizabethan England and sometimes they were in conflict with the administration. A significant case in point is the aggravation of rift between the administrators under Sir Robert Cecil and the courtier-soldiers who were led by Lord Essex throughout 1590s (Bucholz & Key, 2009, p. 154). What is remarkable is the relation between the court and soldiers; and yet the tales of courage and honesty represent only one side of the coin. Against the grand and partially eulogistic narrative of soldiership in the Elizabethan period, one can notice signs of injustice. Among prominent courtier-soldiers during Elizabethan Ireland was Sir Richard Bingham, a man in correspondence with the chief of espionage community and appointed as the governor of the Irish province of Connacht from 1584 to 1596. He “had a particularly black reputation in Irish nationalist historiography, serving almost as an identikit for the ‘typical’ rapacious, bloodthirsty dog of war” (Rapple, 2009, p. 251).

There is no doubt that the British monarchy needed weathered military men to establish or to extend its rule, but the case of Sir Richard Bingham sheds light on the scope of injustice during Marlowe’s period. In Ireland, Sir Richard was an instrument of “suppression” and there were complaints about his “arbitrary violence” and his “own dispatches leave no doubt as to his ruthlessness,” for he himself reported that he massacred, during one of his expeditions, all children and women (Connolly, 2007, p.

222). Contrary to the privileged position of the courtier-soldier was that of footmen soldiers who, in early modern Europe, were enlisted either voluntarily or involuntarily. “Involuntary recruitment could range from being pressed into the army by force and physical violence, being lured into the army with deception, or being convicted to serve by a criminal court” (Kamp, 2016, p. 52). In early modern Europe, the payment was not on a just basis and deception was involved in both voluntary and involuntary modes of enlistment. A variety of measures for deception were deployed to demonstrate that recruitment was done willingly. Sometimes recruitment was imposed when young men were under the effect of alcohol and sometimes they were entrapped by recruiters after receiving bribe or bounty from them. Some form of deception was almost indispensable. For instance, the recruiters would offer their targets “free meals or drinks, or even secretly slip money into their pockets. Recruiters then used this as a proof that the men had accepted the bounty and therefore enlisted ‘voluntarily’. The presence of witnesses (who were often accomplices) enforced this argument” (Kamp, 2016, p. 54).

It is also worth mentioning that a literature of complaint about military life also emerged in 1570s under Queen Elizabeth. This literature was often produced by people who had soldiering experience. In 1574 Barnaby Rich from Essex contributed to this literature by the publication of his book *A Right Excellent and Pleasant Dialogue between Mercury and an English Soldier*. The book has an ambiguous tone, riddled with allusive and allegorical statements, evoking the dreamlike world of William Langland’s *Piers Plowman*. The English soldier represents the ideas of the author and Mercury is an apologist who attempts to falsify adverse criticism or at least dilute its pungency. There are references, in Rich’s book, to the imposition of “oppressive taxes” on people and the “failings of recruitment” (Rapple, 2009, pp. 63-5). In comparison with Marlowe’s *Doctor Faustus*, Barnaby’s book can be interpreted as another semblance of the “stalking horse” in the Elizabethan period—a book which, like Marlowe’s *Doctor Faustus*, does not allow the Elizabethan censor to readily identify it as seditious. Prior to any assertion to substantiate the nexus between Faustus’s political aspirations for the recruitment of soldiers and his suicidal or even sacrificial pact, I need to develop my discussions on sacrifice and suicide.

Hubert and Mauss argue that any act of self-sacrifice involves abnegation; however, this act does not involve a total surrender of oneself. Sacrifice has the nature of a contract; it is a barter between gods and man. Thus there is a mingling of selfishness and disinterestedness.

“Fundamentally there is perhaps no sacrifice that has not some contractual element. The two parties present exchange their services and each gets his due” (1964, p. 100). What has been emphasized by several scholars is that Faustus achieves nothing significant in return for damnation. Magnificence of ambitions, in *Doctor Faustus*, suffers “a deflating triviality: Faustus cannot define his desires and only receives trifling, sham rewards for bartering his soul” (Honan, p. 153). Contradictory observations can also be detected in Bevington et al. (2002) who underscore, on the one hand, Marlowe’s radicalization in Cambridge University, his “towering reputation for blasphemy”, and his insinuation at homoeroticism between Jesus and John the Evangelist, to name a few (p. 245); on the other hand, Marlowe’s achievement in *Doctor Faustus* amounts to banality, for readers and spectators realize that Faustus’s grandiloquent aspirations culminate in no more than “frivolities” (p. 246). Minshull who highlights the political nature of resistance against “an absolutist system” in the play (1990, p. 202), ironically claims that Marlowe demonstrates the extent to which “Faustus’s career is one of wasted opportunity” (p. 204), depicting his “buffoonish escapades” (p. 205), and the “ludicrous gap between his boasts and his deeds” (p. 204). In brief, *Doctor Faustus* oscillates between “serious inquiry” and “frivolity” (Bevington & Rasmussen, 2010, p. 196), between “serious action and burlesque parody” (p. 197).

Despite such scholarly insistence on buffoonery, frivolity, and the abortion of any substantial or even meaningful resistance against an autocratic regime, I emphasize that our reconceptualization of death in the play can provide us with the nature of political death for the hope of socio-political change. The nature of self-destruction in Marlowe’s *Doctor Faustus* appears, initially, to be a hybrid form, having the residues of both sacrifice and suicide. Whereas Strenski (2010) conceives of the phenomenon of political self-destruction as acts of gift-giving or sacrifice which emanate from religious convictions with proclivity for suicidal attempts (pp. 157-159), Asad (2007) opts for the concept of sovereignty and the state of exception in his approach toward suicide as a political act. He asserts that the history of suicidal operations in the past few decades support the idea that individuals who are mostly governed by a dysfunctional, often corrupt or illegitimate, state find themselves irrelevant. In such circumstances, they conceive of their self-destruction or act of suicide as a reaction to injustice, even though their violent act may be construed as transgression against law or accepted norms. In fact, it is “the possibility of acting politically” which “makes men

individual and therefore human. It is also what offers them a secular form of immortality” (pp. 46-47).

Compared with Faustus in EFB who commits a sinister homicide by disrupting the performance of a few jugglers whom he finds invidious (*English Faust Book*, 2005, p. 135-6), Marlowe’s Faustus is not only humane but almost innocent. There are strong social bonds between Faustus and his community. Faustus is respected by his magician friends, Valdes and Cornelius. His servant, Wagner, is worried about his salvation; and he is invited to the houses of kings and monarchs. On the night of his death, he is anxious about the safety of his friends, “Talk not of me, but save yourselves and depart” (5.2.52). Being aware of his hideous death, he entreats his friends to pray for him, but do not rescue him: “Ay, pray for me, pray for me! And what noise soever ye hear, come not unto me” (5.2.58-59). The last scene of *Doctor Faustus* testifies to the protagonist’s benignity toward the community of his friends and colleagues. He arouses our commiseration for “the vast disparity between the puerility of his sins and the enormity of his punishment” (Deats, 2015, p. 86).

To probe the political significance of death in *Doctor Faustus*, we have to look beyond the discourse of damnation, denominations, and the consequences of a fictitious, if not superannuated, belief in pact with the devil. What needs to receive adequate attention is that Faustus’s death is self-incurred; but his aspirations are social as well as political. Asad’s (2007) conception of contemporary suicidal operations is quite crucial, for it affirms the pertinence of Faustus’s self-destruction to the politics of our contemporary world. He argues that the trend of self-annihilation for a political cause is neither sacrificial nor the remnant of primitive religious rites. Its origins cannot be traced to the rise of monotheistic, specifically Abrahamic religions; nor is it the result of mere frustration or hopelessness. It is a modern phenomenon and the consequence of the establishment of modern absolutist colonial states alongside with the formation of a new mode of subjectivity in confrontation with an arbitrary Other (pp. 50-52).

A somewhat congruent remark is made by Hammill (2008) in regard to the political works of Marlowe. He underscores Marlowe’s conversance with the state of emergency and the politico-theological concept of sovereign exception and its inherent suspension of law which the State perpetually attempts to enforce on its subjects. Marlowe’s knowledge of the state of exception was the consequence of his personal experience, specifically in 1580s and 1590s when the British monarchy adopted an array of lenient and at times autocratic measures to address national security during Queen

Elizabeth's reign. Marlowe's stance, as a secret agent and an insider within the government, deepened his perception of the arbitrary nature of the Elizabethan state. This experience encouraged him to probe political absolutism and its proclivity toward militaristic rule in his plays (p. 291). A crucial observation of Foucault (2003) sheds further lights on the nature of relation between sovereignty and the subject and the significance of suicide as political defiance. Sovereignty or the State cannot be grounded on the actual death of the subjects; but on the potential power of the sovereign to deprive people of the transient privilege of life. As such, the ontological foundation of the State or sovereign authority is not founded on the subjugation, bondage, or even massacre of the subjects but on the risk or the fear of death. The juridical power as well as the legitimacy of the State rests on the will to let people live. Yet a historical change is also observable in the relation between politics and life; ironically, the sovereign power is now more founded upon the regularization of death and the sovereign will to allow people die (pp. 95, 247).

Marlowe's awareness of the impact of suicide on the relation between sovereign and the subject emerges in his political works where the subject, in defiance of sovereign authority, inflicts on himself a mortal violence. Prime instances are the suicidal deaths of Bajazeth, the subjugated Emperor of Turkey, and his wife Zabina in *Tamburlaine the Great, Part One*. By their suicidal acts, to put it another way, the two inmates subvert "the ontological ground of Tamburlaine's sovereign force" (Hammill 2008, pp. 302-303). One can observe the instances of the same phenomena under the Tsarist Russia, when suicide emerged as political dissent; as such, it was "an affirmation of self-sovereignty against the claims of both religious and secular authorities" (Morrissey, 2004, p. 270). One can also notice the resurgence of self-annihilation in 1920s as anti-communist protest. From the perspective of the Soviet leadership, suicide signified the "absence of political consciousness," "a degenerate unsteadiness" among masses, and, worst of all, the communist party's "failure to subordinate personal life to the interests of the party" (Morrissey, 2006, p. 350).

The convergence of theology and politics in the political discourse of early modern period provides salient insights into a new mode of relation between the king and his subjects. Whereas, during the late middle ages, the relation between the two and the expected allegiance of the subject to his king was defined on the basis of feudal bond between a vassal and his lord, this relation, in later periods, was interpreted in theological terms. The subjects were serving not merely a feudal king but a holy king with a mystic body; he was representative of divine justice and

peace. To sacrifice one's life for such a king was construed as martyrdom; "self-destruction" or suicide, on the contrary, was conceived of as "treason" (Kantorowicz, 1997, pp. 255-256). As such, "the suicide committed an act of felony not only because he acted against Nature and God, but also (as the Tudor jurists pointed out) against the King" (p. 269). In our contemporary history, too, the same politico-theological relation between state and its citizens has predominance. Hence, the subject's attempt for self-destruction is intrinsically subversive, for "power is evident in control over the human body, with the right to kill or not to kill jealously guarded by the state" (Davies, 2005, p. 152). As such, self-destruction is inherently a political transgression. As a political instrument for resistance, it signifies "the subject's audacity to assume the role of the sovereign in the violent destruction of his or her own body" (Movahedi, 2004, p. 14). There is also a very delicate reference to political self-destruction that can be inferred from the juristic discourse of the early modern period on treason as suicide: the subject that "rises against the prince and the body politic commits suicide" (Kantorowicz, 1997, p. 269).

Faustus's ambition for the recruitment of soldiers with "the coin they bring" is profoundly political and more than an implied act of insurrection. Let us assume that no deception, no sly or dishonest methods were applied in the recruitment of soldiers in Marlowe's time. Yet they had to work under the commandment of such courtier-soldiers as Sir Bingham. The life and practice of Sir Bingham is noteworthy, for during the Irish wars, he supervised the collection of spoils in the most arbitrary fashion, for "He, and he alone, had the job of dividing the spoils" (Rapple, 2009, p. 283). One may argue that Sir Bingham was ruthless to Irish men but an honest captain for the soldiers under his commandment; but he was concurrently notorious for his nepotism as "he established himself and his relatives and allies in position of power throughout the region" (Connolly, 2007, p. 222). Further, "the lord treasurer's 1596 inquiry into the conduct of Sir Richard Bingham, the disgraced former president of Connaught, revealed the continuing ambiguities, if not the clear abuse, in the government's dispensation of justice in the mid-1590s" (Maginn, 2012, p. 203). There is, in brief, evidence which hints at "resistance to recruitment" and demoralization often occasioned by "actual military service" in early modern England (Donagan, 2008, p. 219). Even if we assume that the common soldiers under Sir Bingham did not lead a miserable life, one can cautiously surmise, "given William Cecil's bon mot about soldiers in peace being as useless as chimneys in summer" (Rapple, 2009, p. 65), that the life of a foot soldier was not quite

brilliant. Honan observes that “in showing up hypocrisy, prejudice, and the lies of governments, Marlowe wrote with an eye on the faults of power” (2005, p. 363). Even if we presume that the case of Sir Bingham was an anomaly and not representative of a prevalent practice or systematic injustice in the Elizabethan army, Faustus’s aspiration for giving coins to soldiers reveals—if not Marlowe’s awareness of the underhanded methods in the recruitment of soldiers—his ambition to establish, at least, a fair and transparent mechanism for the employment of men he required to fight foreign enemies.

## V. CONCLUSION

Our conception of death has not been consistent throughout history. To accept death, to manipulate death, to regulate it, or merely to let people die or live under the threat of death are not but only a few facets of the enigma of death. More enigmatic is the phenomenon of self-annihilation, its causes, and its impacts on society and political systems. In regard to the question of self-destruction resulting from a devilish pact in *Doctor Faustus*, I attempted to explore the political significance of Faustus’s ambitions with regard to various, and primarily, politico-theological discourse on suicide. Faustus’s blasphemous criticism of science and divinity may imply a rampant disarray within his social, religious and political universe against which he has to rise. The political undertones of *Doctor Faustus* have more lucidity when the work is compared with its hypothetical source text. The play is, among others, the politicization of egoistic wishes in the *English Faust Book*. Faustus’s pact, which Marlowe might not have believed, represents a desperate even suicidal measure for reform, a reform which had to be concealed under the guise of a moralistic play. Furthermore, the juristic discussions of the early modern period conceive of treason against the prince and the body politic as suicide. This attitude of the early modern jurists sheds further light on the nature of Faustus’s so-called pact with devil; it is not only a transgression against the sovereign; it is inherently a political suicide. In more lucid terms, Faustus commits suicide in the first scene of the play; his political death is almost concurrent with his insurrection. Hence, what is at stake in *Doctor Faustus* is not Faustus’s apparently trifling or frivolous achievements, but his suicidal audacity in articulating his albeit limited set of socio-political reforms within a repressive and exploitative political system.

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# Portrayal of Women and their Mental Trauma in the Patriarchal Society through the Play ‘Kamala’ by Vijay Dhondopant Tendulkar

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**Abstract**— *Women, the ones to whom equal importance should be given to men in this world are always portrayed as weaker sex throughout centuries. In the play ‘KAMALA’ (1981), the playwright picturises the status and the position of women and how they were treated and viewed by the male community as a pawn to attain their aim and desires. In this play, the characters ‘Kamala’ and ‘Saritha’ have continuously been treated as slaves by the society and by her husband who was a journalist ‘Jaisingh’ respectively. The physical and mental traumas which the characters undergo throughout the play represent the pain and the sufferings of the whole female community in male-dominated society. The society itself creates such an ideology to see women only as a body which provides sexual pleasures and not as a human with emotions and feelings. The research paper vividly examines how women were socially tuned by society as a commodity and the conflict between master and slave.*

**Keywords**— *Women as weaker sex and commodity, patriarchal society, the mental trauma of women.*

## I. INTRODUCTION

Vijay Dhondopant Tendulkar was an Indian playwright, journalist, and essayist. He was born in Mumbai, Maharashtra and he was a Marathi writer. He was very much influenced by the political upheaval of the society and all his works were based on the real life incidents that prevailed in his contemporary society. Society and political issues were thrown under the light as such in his plays. Women characters were given more importance in his plays. In all his plays women were portrayed only as a tool for sexual pleasures of men and as slaves which was the reality during his period. In the play ‘KAMALA’, the character Kamala has been forced by her society to become one of the women who were sold in auction to the male community who choose them under different parameters such as age and health issues. Saritha, though she holds the title ‘wife’, she was treated as a subaltern woman of slaves by her husband in the family. Patriarchal societies attain their desire and reputation by suppressing women.

## II. WOMEN- AS A COMMODITY

Women are considered only as mere objects without any life or emotions. When Jaisingh brings Kamala to his house, Saritha was shocked to hear that she was bought. The word ‘BOUGHT’ goes with something that does not hold much importance other than a living entity. The conversation between Jaisingh and Saritha clearly explains the state of women as an object in society.

JAISINGH: I bought her--- in the Luhardaga bazaar in Bihar.

SARITHA: Huh? [She can’t understand]. Bought her?

JAISINGH: Yes. For two hundred and fifty rupees. Even a bullock costs more than that.

[Saritha is stunned]

[Brightening as he notices her reaction.] They sell human beings at this bazaar at Luhardaga beyond Ranchi. Human beings. They have an open auction for women of all sorts of ages. People come from long distances to make their bids.

SARITHA: They auction--- women?

JAISINGH: Yes, women. Can't believe it, can you? The men who want to bid ---handle the women to inspect them. Whether they are firm or flabby. Young or old. Healthy or diseased. How they feel in breast, in their waist, in their thighs and.....

SARITHA: Enough.

So, it is evident that women are valued by their feelings or emotions of inner self but only by their physical appearance of skin, colour, age, and health. The society is tuned by a very firm and strong ideology that women are only a sex toy that dances to the tunes of male. Jaisingh informs Saritha that, since Kamala had no customers, he has bought her for cheap to be used as evidence before the press conference for his job. As a woman, Saritha could not digest the state of women hood in society on seeing the plight of Kamala. Even women, like Kamala, had no awareness of their position and they do accept all the words of their masters because of the forces of the powerfully structured society.

Saritha, another most important character in the play is the representation of middle-class women in society. From the beginning of the play, she has been shown only as a slave to her husband who does every work for him without raising any questions against him. This shows how women were dominated by men and also on the other hand the respects that were shown by wives to their husbands. Saritha was caught in the circle of family bond called 'marriage' which made her slave by her husband. The mental trauma which she faces has no words to explain. The relationship between husband and wife was replaced by the relationship between master and slave.

KAKASAHEB: .....Kamala is just a pawn in his game of chess.

SARITHA : Not just Kamala, Kakashaheb. [Trying to control her misery.]

Not just Kamala, Kakashakeb. Me too . . . me too.

These words of rage and anger explain the outbursts of her feelings and opinions about her position in her family. The self- realization made her overcome all the taboos that were knit around her.

### III. PATRIARCHAL ELEMENTS – POWER AND SLAVE

Sub-alternity prevails everywhere in the society which cannot be easily ignored. The term patriarchy means the government or society that is controlled by men. In this play, the term patriarchy can be directly related to Jaisingh. All the three women in the play, her wife Saritha,

the women he bought Kamala, and his house servant Kamalabai in one way or the other has been manipulated by the so called power which he has that is he belongs to the gender 'MAN'.

Jaisingh, one of the most reputed journalists in his society was a man of dominance and cruel- hearted man who never respect anyone who is against his ideas and thoughts. He never shares or informs his wife about what was he doing or where he was going. Saritha as she was a woman never asks him anything.

JAISINGH: Come upstairs.

SARITHA: [Emphatically, without even realizing it]. No.

JAISINGH: I'll have my dinner afterwards. We'll both eat together.

SARITHA: [Without losing her self-control]. Uh-hunh, let me go. I've got work to do.

JAISINGH: [Trying to embrace her]. Work later. Come upstairs now.

SARITA: [Throwing him aside with a single shove]. Move aside. What are doing?

JAISINGH [Hurt]: What's the matter? What did I do? Why are you making a face like that? Why did you push me away? You've never done that before.

[Sarita is in the grip of heartfelt aversion. She is in no state no reply]

JAISINGH: Tell me, come on. I'm your husband, after all. What was wrong about what I said?

[Sarita is trying to control her aversion]

JAISINGH: You must tell me. I must know. Don't have the right to have my wife when I feel like it? Don't I? I'm hungry for that too-I've been hungry for six days. Is it a crime to ask for it? Answer me!

[Exit Sarita towards the kitchen].

Through this conversation, the way how Jaisingh treats his wife is clear. He shows his dominating power as her husband to have sex with him whenever he desires to have. Women in his eyes are only to fulfil the sexual thirst of men.

The only motive of Jaisingh is to achieve high popularity and fame in society through his job as a journalist. So he bought Kamala, for two hundred and fifty rupees. As a citizen and as a human being he doesn't have any motive to rescue her and get her justice. Rather, he used her only as evidence for his press conference.

JAISING: .....I just wanted her to present as evidence. And that was done.



The stereotype is that as a man, they think that they have every right towards women. The questions which were thrown towards Kamala in the press conference seem very horrible and ruthless. As women, no one should come across those questions in their life. Words have much power to make a person happy and put one down.

Kakasaheb consoles Saritha by forcibly proving the nature of manhood. Through this, the mentality of manhood is clear that dominating and making women dance to their tune is their right.

#### **IV. CONCLUSION**

Human values are exploited selfishly by another human being. The exploitation of women hood by the male chauvinistic society has been picturised through the characters in the play. The era when the play was written is not only the time that witnessed inequality and patriarchy but it prevails even in this era in several places. The physical sufferings can be easily seen through the eyes but the mental and inner self- trauma cannot be seen visibly. Women are seen as a commodity under the trade masters of manhood. Time has to come when women should raise their voice against the suppression which they face by the male society. Patriarchy never fades until the minds of every individual man change their attitude towards women and their feelings.

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# The Arabized and the Intruder in Al Muheet Dictionary by Al Fayrouzabadi

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**Abstract**— *It is known to all of us that language is a system that is affected by time and space, and is subjected to the growth, development, death and extinction to which living organisms are exposed. And while people are suffering, the language is also struggling, so some words will migrate from one language or move to another, because some people move from one country to another.*

*Therefore, the presence of the arabized and the intruder in the language is a natural human phenomenon, as is the case with the meetings with people, their cooperation and experiences, and the exchange of interests and experiences between them. Because understanding language is the main means to achieve this goal, and it is self-evident that a person puts foreign words in a specific situation and differs from one case to another, so they are common in his language and mixed with it, so sometimes it is difficult to know their source.*

*Like other languages, the Arabic language suffers from the multitude of languages, because the Arabs before Islam met people from afar, but the scope of this meeting was limited and narrow because they lived on their own islands. This is affected by other countries and languages, and this deepens their pride in themselves and their language, so compared to the expansion after Islam, the pre-Islamic and post-Islam era had few Arabized and extraneous expressions, so Islam entered many countries from the people of open countries, and Islam entered many other countries. Types of life are transmitted to the Arabic environment, and the Arabic language is affected by a large crowd, so writers and poets must use foreign terms because these words are very common in actual use.*

*The influence of these languages varies with the different cultures and civilizations of the peoples of different countries, the length of the meeting, the length of time, the breadth of the field and the diversity of vision, the strength and usefulness of the language itself or religion or the difference in linguistic immunity resulting from ethnic immunity.*

*This problem is not only limited to borrowing, but also extends to the effects it leaves to predict the effect of this borrowing between languages, and appears in the elements of a language: in terms of its vocabulary, structure and methods, but scholars are not. Terminology and methodology focus on these effects. Because of its weakness, their research is limited to the phonemic and structural aspects of the vocabulary.*

**Keywords**— *Intruder, Al Muheet Dictionary, Arabic language.*

## I. INTRODUCTION

The main means of understanding between people is language, and language carries in its structure, expressions and content the life experience of the community in its past, and its future aspirations, whether on the level of interaction and nature, or at the level of interaction between the members themselves.

If the language is sounds formed in vocabulary, then there is no doubt that this life experience plays a role in creating

sounds and formulating vocabulary. Each language has its own character, framework, and interests, hence its orientation and richness, and we mean by orientation, its focus in creating vocabulary stemming from its life needs while it is in the process of Formation, life in the desert requires the creation of hundreds of expressions about the nature of the desert in its different states.

At the present time, the search for the Arab and the outsider has become a reality, because the phenomenon of

acquiring Arabic and borrowed words in Arabic from foreign languages is one of the most important phenomena that have occurred in the Arabic language since ancient times. Arab linguists have been interested in this matter, and the study of this phenomenon has touched the potential of the language. As it shed light on its ability to understand the civilizational vocabulary and the scientific and technological institutions that are overwhelmed by the terms of our world at all times, this technique has taken a huge technological leap, and the expressing and intruder is considered one of the characteristics of Semitic languages, and each language has its own characteristics in sound, form, rules and semantic system.

The Arabic language was endowed by God by virtue of its association with the Holy Qur'an, and it carried a civilization spread all over the world. History has proven that the Islamic civilization appeared in different types: chemistry, medicine, engineering, philosophy ... etc., and it means those sciences based on terms that did not exist. In the Arabic language before the era of Arabization and translation, the mechanisms of translation and Arabization differ from one language to another, but rather from one linguistic level to another.

The Arabic language is an etymological language, and it is a practical aspect by which Arabic words can be identified from other words, and they can be converted into a pure Arabic language through derivation (Dinawi, 2004: 1-4).

## II. THE REASONS FOR CHOOSING THE RESEARCH TOPIC

- To contribute to the study of Arabic expression through serious scientific research. The Arabic language is considered in this dictionary a phenomenon that deserves to be studied because it will reveal how Arabs deal with this phenomenon, especially in the dictionary.
- We choose (The dictionary of Al Muheet dictionary) as a material we used in this study because it has the following advantages: His interest in the words of Arab translators and his warm celebration of them indicates his eagerness to clarify the origins of the words. Therefore, based on the author's understanding of Persian, studying Arab translators in surrounding dictionaries is very useful, And a great scientific value because this is his first language, this allows him to attribute words to the source of the words and to indicate changes that have occurred in the words.

He has a wealth of information and extensive research: he has collected between his two covers the differential parts of the language drawn from (The Muhkam), (The Abab),

and other dictionaries, covering all categories in total, up to 60 thousand articles.

- His inimitable way and his tight approach to controlling words, as he was not satisfied with controlling the pen, but rather controlling the words with the phrase for fear of correction and distortion.

## III. THE IMPORTANCE OF RESEARCH

(Al-Fayrouzabadi, 2009: 100-150)

1. Arabization is an important linguistic problem, and its roots go back to ancient times, because Arab scholars have been interested in it since ancient times, and our two thousand refer to Arabized and extraneous terms in multiplying their public and private dictionaries, and the reasons for writing these terms are the Muslims' interest in the Qur'an and their jealousy of it, and the attempts of Arab scholars to preserve The Arabic language and distinguishing the original from the outsider.
2. The importance of this study also stems from the fact that it is an applied study of the semantic field theory that was cited by Westerners, so that we can see its usefulness and the adjustments that must be made to be compatible with the nature of the Arabic language.

## IV. RESEARCH AIMS

The research aims to achieve the following objectives:

1. Observe the expressive words contained in the dictionary (Al Muheet dictionary), then determine their meanings accurately.
2. Putting the expressions in a combined and comprehensive form to prove that the language is a unit and a comprehensive structure, and we negate what is said about it: that they are separate elements.
3. Emphasizing one of the characteristics of the Arabic language, which is that the Arabic language is a language with a high capacity for acceptance and giving, and it is a flexible language that absorbs useful information that you find in other foreign languages for its development, development of linguistic wealth, expansion of the Arabic dictionary, and keeping pace with civilization development.
4. In general, providing comfort to researchers and language users, and helping them to arrive at the Arabic words and choose the appropriate expressions.

## V. LIMITS OF RESEARCH AND METHODOLOGY

The Arabicized expressions are treated in Al Muheet dictionary of Fayrouzabadi as follows:

1. Study the Arabized expressions contained in Al Muheet dictionary without distinguishing terms and other terms used, such as: (intruder) or (foreigner), then go to the books related to the Arab and the outsider, and find out the terms contained in these books, whether they are mentioned by Fayrouzabadi or not without mentioning its collective language, or completely ignore it.

2. Restriction to the expressions that Fayrouzabadi stipulated as Arabicized.

3. The use the book Maarabat to explain the meaning of the expressions of Fayrouzabadi not mentioned, as well as the rooting for them.

4. Divide the words into semantic fields and arrange them according to their picture, regardless of the originality of their letters, or increase some other letters according to the alphabetical order of the first letter, the second letter, and the third.

As for the approach that we followed in this research, it is an approach that combines the descriptive approach and the comparative approach.

## VI. RESEARCH PLAN

Due to the nature of the research, it should be divided into six sections that include six semantic fields, preceded by the introduction and introduction, followed by the conclusion, and then indexes.

Introduction: It contains the title of the research, the reasons for choosing the topic, its importance, its objectives, and the research plan. Preface: It includes three points, namely

1. Definition of Fayrouzabadi.

2. The concept of the Arab and the outsider and the foreigner.

3. The main topic of this research, (The Arabized and the Intruder in Al Muheet Dictionary of Fayrouzabadi).

**6.1 THE DEFINITION OF AL FAYROUZABADI**, the scholar Majd al-Din Abu Taher Muhammad bin Ya'qub bin Muhammad bin Ibrahim bin Omar bin Abi Bakr bin Ahmed bin Mahmoud bin Idris bin Fadlallah bin Sheikh Abi Ishaq Ibrahim al-Shirazi, famous for our Mawlana Sheikh Majd al-Din al-Fayrouz Abadi al-Shirazi, the linguist Shafi'i al-Siddiqi, judge of The judges.

### 6.2 DEFINITION IN LANGUAGE (RIDA, 2009: 1-10)

#### 1- Arabized:

An accusative noun from the verb Arabic expresses an expression. Its meanings are the rendering of an attribute, and the indication of becoming, such as our saying: stone clay, meaning: it became stone, or likened it to inertia, so we said: I defined the foreign word, meaning: I made it adjective to the Arabic word.

The foreigner is expressed as Arabic, and Arabized, all of this is for the sorrow that does not disclose anything, and in its logic is a foreigner ... and Arabized Arabs: a people of the non-Arabs entered the Arabs and spoke with their tongue, and they rubbed their bodies and were not explicit about them, so they became Arabs, not their origin.

#### 2-Intruder:

The meanings of the linguistic origin (d. K. L.) do not depart in all his statements from the fact that something is alien to something else, and foreign to it, which has no characteristics unless it is entered. Al-Khalil (The intruder: Whatever entered the property of a person from abroad. And so-and-so entered, as he entered, and entered into his mind or his mind ... and in it entered from emaciation ... And entered in color: mixing colors in color "( Al-Khalil 2003: 230).

Al-Asma'i said: The intrude is from pasture: what entered into the branches of trees, and prevented it from turning away from being grazed, and the intrude: the little bird. Because he is seeking refuge in every narrow hole of prey, and intrude: the corruption inside the human being of the mind or body (Abu Mansour, 2001: 276).

And the intruder is someone who intervenes in your affairs, and it is said: The sons of so-and-so in the sons of so-and-so are the intruders, that is, they belong with them and are not among them (Ibn Faris, 1979: 359).

The word "intruder": it was included in the words of the Arabs and not from it (Ibn Faris, 1986: 321).

### 6.3 DEFINITION IN TERMINOLOGY (RIDA, 2009: 1-10)

#### 1- Arabicizer

It is the foreign pronunciation that the Arabs changed by adding, adding, or substituting. And it says in Al-Mizhar: "It is what the Arabs used of words placed for meanings in other than their languages."

From the above, it can be said that the Arabized word is the foreign word that accepted the standards of Arab speech.

#### 2- The intruders

They are foreign words that entered the Arabic language without any change, such as oxygen and the phone. The intruder can be understood as a group of expressions and names that have nothing to do with the roots of the Arabic language, because their pronunciation is the same as the original language (Ibrahim, 2004: 16).

## VII. THE ARABICIZER AND THE INTRUDER IN THE ARABIC LANGUAGE

The traditionalists of scholars have classified the foreign expressions introduced into the Arabic language into two parts: the Arab and the al-Dakhil, and relied in this

classification on history, so they said about the expressions that were introduced in the era of protest by Arabs who claim that they are Arabized or Arabized, and the borrowing process. According to this traditional historical consideration, it is an expression.

And they said about the terms that were borrowed after the era of protest that they are extraneous, so what is expressed on this basis is that word that the Arabs borrowed from other nation, in the era of protest by language and used it in their speech, whether it comes on the weights of the Arabic language or not. Sundus, ginger, bricks, squirrels, ... these words were mentioned by the Arabs during the era of protest.

The intruder is that term that Arabic borrowed from another language at a stage after the era of protest, later than the era of the sincere Arabs who invoke their words, whether this term was appropriate to their weights of speech or not as well, since the pure Arabs did not utter it. It is in Greek (Lykima) meaning an explosion that entered the Arabic language by Turkish, as well as the word (customs), which was entered from Latin by Turkish and its origin is (Commercium) and extends this stage during which the borrowed words are considered to be extraneous to our days. Among the names of inventors, and examples of recent extraneous words: telephone, and television.

However, some have divided the intruder, in turn, by a historical division, so if the entry was made by the later in the ages of protest, then it is from the generation. As for those who were late, then what they entered is considered new, and this consideration was confirmed by Dr. Hassan Zaza, where he says " The foreign language used by the Arabs who invoke their words is considered to be Arab, even if it is not in terms of its construction and its morphological weight, which is included in the structures of the words of the Arabs. "It is this definition that we prefer and prefer."

However, many linguists consider the classification on this historical basis unfair to the right of successive generations of Arabs after the ages of protest, so how could those who lived after the period of protest had the right to express whatever foreign words they wanted, and consider them as shameless Arabic, then deprive ourselves of An analogy to what those Arabs did, and we call what we may have to introduce into our language an outsider, a generator, or an updater, and we look at it as our view of the strange stranger who has no right to enter the Arabic language, especially since all living languages in the world borrow from each other, and are not considered This is defective, and she makes what she borrowed in her crucible of her language, and considers it as original in her words.

Hence, we can adopt another differentiation that is based on the formula and the structure, which is the weight chosen by Dr. Samih Abu Mughali, saying: "I am inclined towards an opinion that I consider more accurate and realistic, which is the differentiation on the basis of formula and structure."

This is a basis adopted by the modernists in differentiating between the Arabic translator and the intruder, if they saw that the intruder "applies in its current linguistic meaning to foreign expressions that the Arabs have not changed and kept in their original form in their language, or on their foreign construction at least". Which the Arabs changed and attached to their buildings".

In this regard, Dr. Ibrahim Anis says: "The Arabic word, which was commonly used by the ancient Arabs, took the Arabic fabric and revisited its edges, changed some of its letters, and changed the position of the accent thereof, until it became similar to the Arabic words, and that is what the Arabic scholars called Later in the Arab, as for other foreign words that remained in their original form, they are few in number. They have remained few in frequency and circulation. The foreigner called them the intruder, as if I want to exclude them from the original Arabic words.

It is natural for the intruder to be much less than the Arab, and less common than him, because if the intruder became popular on the tongues and his friendliness was to change his construction from overuse, he was no longer an intruder, but rather became one of the Arabized ones. In fact, many scholars did not differentiate between the Arabized and the Intruder, and used them in one sense, as did "Shihab al-Din al-Khafaji" in *Shifa'a Al-Ghaleel*, and "Al-Suyuti" in *Al-Muzhar* and others.

Based on the above, we try to separate these two phenomena (the Arabized and the intruder), for more clarification (Al-Fayrouzabadi, 2009: 880-899):

#### **7.1 THE ARABIZED, ITS FOUNDATIONS AND METHODS (AL-FAYROUZABADI, 2009: 800-900)**

The Arabized was alone with measures that made him his own name, so he was no longer called an outsider, although he remained moral, original and practical from his group.

Al-Suyuti gives two definitions of the Arab and says: "It is what the Arabs used from the words that put glosses in a different language" (Abd al-Rahman, 1998: 268), and he says: "Arabization of the foreign name is that the Arabs utter it on its curriculum. (Ibn Manzur, 1999: 115-116).

The definitions are all in two points, a foreign origin and an Arabic pronunciation, dyeing the word with an Arabic tone when it is transferred from a foreign language, or transferring the foreign word and applying it to the Arabic curriculum and its structures.

And we add an important note here, which is that the Arabic word may not need to be modified, because its pronunciation is an Arabic word and it has a similar expression in Arabic, but in a different connotation. In this sense, it is an extraneous one, and an example of that is: (Jasmine), which means dice in Arabic, Persian, while there is the word (Jasmine) in Arabic, but it indicates the pattern put forward to camel's back.

Al-Suyuti narrates from "Abu Hayyan" a word that divides foreign names into three sections, and says: "Foreign names are divided into three parts: a division changed by the Arabs and attached to their words. It changed it and did not attach it to her words, so what is considered in the section that preceded it is not considered in it, about: a brick and a tafsir, and a portion that they left unchanged, so what they did not attach to their speech constructs did not return from them, and what they attached to them was counted from them, the first example: Khurasan does not prove effective And an example of the second: "Khorram is attached to peace, and your turmeric is attached to Persian, meaning that the foreign expressions that the Arabs added to the weights of their language, whether they changed it or not, are considered from the Arabists. As for what did not enter into the weights of their language, whether they changed it or not, it remained far from the language Intruders to it, and accordingly, we can determine the foundations of Arabization, which "Saadi Dinawi" referred to in his dictionary as follows:

## 7.2 WORD STRUCTURE OR CONSTRUCTION

If its structure is similar to the structure of the Arabic word, it is accepted without modification, Sibawayh says: "Know that from what they change from the foreign letters, what is not from their letters at all, they may have joined them by building their words, and perhaps they did not follow it. Attach him to Salhab, and a Dinar to attach him to Dimas "(Sibawayh, 1988: 303).

But if it is not similar to the structure of the Arabic word, then they make an amendment to the structure: "Perhaps they changed its status from its state in the foreign language with their attachment to Arabic other than the Arabic letters and changed the movement. Rather, he invited them to that because the foreign language is altered by its entry into Arabic by changing its letters, so this change prompted them to switch and change the movement.

Change in letters and movements Sibawayh continues, saying, "Perhaps they deleted the same as they delete in the addition, and they increase as they add to what they inform the building and what they do not want to build, and that is about bricks, Ibresim, Ismail, and Kahraman, and they did that with what was attached to their building

and what was not added by change, replacement, increase and deletion. They left the name unchanged if its letters were from their letters (had to be built or not) towards Khurasan, Kharram, and Curcuma, and perhaps they changed the letter that is not from their letters and did not change it from its construction towards Verand.

## 7.3 SUBSTITUTION OF LETTERS IN ARABICIZED PERSIAN WORDS (AL-FAYROUZABADI, 2009: 800-900)

This is because they switch from the letter between the (K) and the (G). The (G) is due to its proximity to it and it was not interchanged because it is not one of their letters (i.e. the Arabs), towards the sock.

And they may have replaced the previous letter with the (K), because it is also close, so some of them said: gharbuq and gerbq (meaning they replace it with (k) also)

And they switch from the letter that is between the (y) and the (K), then the wafa, towards the hotel and the hotel, and they may change the (B) (meaning perhaps they replace it with the (y)), because they are all close, so some of them said: the brad, so the allowance is steady in every letter that is not one of their letters.

Change the movement as in *Zor* and *Ashub*, they say falsified and blameless.

It does not expel the allowance, so the letter that is from the Arabic letters is towards trousers (it was Sein Shina), so they switched from the Seine towards it in a whisper and slipping from between the folds.

Arabization is a word whose connotations have converged with ancient linguists and modernists alike, and everything they came up with is almost revolving in one orbit, which is every foreign word that entered Arabic in the past or in modern times, provided that we are subject to the standards of Arabic and its structures.

The linguists did not leave the matter randomly, rather they set standards that prepared the original in that, as they print the Arabic expression with the Arabic character, by making some modifications to it, which render it Arabic, and these modifications may be morphological, so the word is reconfigured on an Arabic weight, and it may be phonemic by choosing the closest Arabic sounds In place of the foreign language, in addition to the slurring, media, or heart, this is done in accordance with the laws of the phonemic coalition and what is required by the nature of the Arabic pronunciation.

The Arabs may leave the Arabized name as it is in its language, if its letters are one of their letters, whether it is on a building of their speech structures or not, such as (Khurasan), and they can attach the Arabized name to their

buildings, such as (a dinar and a penny). P (penny) Arabized Drum.

And (dinar) is an Arabized Dinar, meaning the Sharia brought it, and the Dinaric syrup is relative to Ibn Dinar Al Hakeem Mawlid.

And they may change the letter that is not from the Arabic letters, such as: *Fernand* and *Ajar*.

(brick) is a clay dish, roasted brick, one is a brick. And (*Farand*, Brand), which is the sword wreath, the essence of the sword in which it runs and its methods, and its *ruddha*, "Hawjum," which is the red roses, a garment of mushy silk, the love of pomegranate, from the Persian: "*Barnad*"

The Prophet - may God's prayers and peace be upon him - heard from Salman the word "trench", so you will explain it about its meaning, so he knew that it was "a pit surrounding a fortress or a city, which was collected by trenches from the Persian: "Kendah" meaning the dug, and the H sound turned K sound in Arabization, and the word is shared by a number of Languages: Turkish, Kurdish, Syriac, as well as Arabic ».

(Thus, the Prophet - may God bless him and grant him peace - accepted it, and began to use it, and he derived (trench) from it, so the raid was called the Battle of the Trench.

After these vocabulary is merged into the original speech of the Arabs, how can we distinguish the Arabized expressions from the words of the original poem?

Linguists have referred to several methods of investigating and detecting the Arabic word, the most important of which are:

1- The phonemic method: If there are voices in the word that the Arabic does not combine in its speech, this indicates that it is expressive, such as the meeting of the gym and the K sound, like the word (*manganik*). And (*Mannik*) "is an ancient machine from the fortress-ramming machine, with which it used to throw huge stones on the walls and demolish them. From Persian: (From *Nik*), meaning I am what, good, it is" what is best for me. "

Or she is from you, *gennik*, "any good method for war," or she is from you, "nickname," meaning good height.

2- The Sufi scale: If the word is on other than Arab buildings, this indicates its grandeur, such as: (Khurasan).

And (Khurasan): "The knowledge of Hafid from Noah's grandson, peace be upon him, just as Rum, Persia, and Kerman open the kaf as well, then it became a flag from these well-known countries, which are below the river from the countries of the East, and their mothers are *Nishapur*, *Herat*, *Meru* and *Balah*, with their aspects, quarters and their additives."

3- Derivation: If the word does not have an etymological origin, this indicates its grandeur, such as (*Tannour*),

which is the name of a foreigner in origin, so his Arab vehicle is, and has become an Arab based on the construction of an animal.

And (Tannour): «a bakery consisting of a deleted cylinder lined with a letter or another, gathered on skirts, it was said from Persian, and it was said from the Syriac "*Tanouro*": "the house of fire" in which it is baked, or the *kanun*, and it was said from the Hebrew: "the smoke of fire" It seems that it is one of the ancient Semitic words common to its languages.

4- Sociology: If Arabic and non-Arabic are in conflict with one word, he will look at its meaning. If it indicates what is specific to the Arabs, it is Arabic, and if it indicates something specific to non-Arabs, then it is Arabized.

5- Comparison: If Arabic and others disagree with a word, and the previous method does not enable us to discern its origin, the linguist resort to comparing Arabic with its Semitic sisters. It is a Latin word, which does not exist in the Arabic sisters from the Semitic languages.

The crisis of the Arabic language in the vocabulary is getting worse day by day, because of what the Western civilization throws us every day from dozens of names related to science, arts, literature, machines, inventions, industrial and pharmaceutical preparations, and others. Specific to the issue of Arabization, and they differed in that, so they formed different sects of them: the extremists who argue that foreign words must be Arabized as agreed, and among them the fanatics who see the impermissibility of Arabization. Among them are the moderates Those who argue that it is permissible to use Arabization to fill the need for Arabic vocabulary, provided that this Arabizer does not spoil the origins of the language or deviate with it from its familiar ways.

Most of the linguists, therefore, see that Arabization is a necessity in most cases, and if the necessity does not arise, then there is no need for Arabization.

6. Al-Dakhil in the Arabic Language (Al-Fayrouzabadi, 2009: 890-899)

The phenomenon of the intruder in the Arabic language is ancient and renewed, dating back to the era of the first Arabic, the time of ignorance. It is accompanied by another phenomenon, which is the colloquial language that has kept pace with the classical language and runs alongside it throughout the ages, and the two phenomena of the intruder have coincided with the global, and went side by side with the classical (Shihab Religion, 1998: 3).

Arab scholars and others took great care of the Intruder, so they gathered his words and rooted their origins, in order to reach the path from which they entered, and the time in which they crossed, and many books specialized in the Intruder appeared, including the book "Al-Mizhar" by Al-

Suyuti, which was devoted to him many chapters, as well as "Ibn Qutaiba in the book "Literature of the Writer", and so on.

Books have also appeared concerned with the colloquial and everyday speech of people, referring to their doubling of the correct formulas from the melodic and Arabic from the Intruder, including the book "Colloquial Melody" by Al-Zubaidi, and the book "The Tongue Calendar" by Ibn Al-Jawzi, and others. *Shifa'a al-Ghaleel* in the words of the Arabs from the intruder "to collect the two phenomena of the intruder and colloquial in his era, providing the Arab library with a double-subject, branched-out, multi-useful work, and from here it gained value in the Arab library, so that it became the most reliable source and the purest source for researchers in the intruder and colloquial, as well as auditors. Interested in countries 'language and speech.

The book "Shifa'a Al Ghaleel" provides a great service to researchers and scholars of colloquialism and the Intruder.

1- The first is that the intruder knew Arabic from its early ages, as I knew it in the later and present eras, although the quantity is greater and the type is more recently.

2- The second is that the colloquial or folk language was known by the Arab community at a time when it most likely knew classical Arabic.

It can be said that horses and colloquials exist in every age, dictated by the nature of social life, and our age is like antiquity in which there are many intruders.

Our era is not different from previous eras, and there is no fear for Arabic of decay and atrophy, and the book "Shifa'a Al Ghaleel" is a picture of the existence of this intruder.

It was mentioned in the surrounding dictionary that "the intruder" is every word that was entered into the words of the Arabs, and not from it, and the letter between the narrator and the thousand foundation, and "entered" is a motive: they belong with them and are not among them.

The linguistic origin of the Intruder helps us to define the linguistic term Intruder, with its later connotation, which is the introduction of the foreign word into Arabic in its form and pronunciation without change, such as: (Abzim, fax, video).

In (Abzim), for example, it is an iron lug at the end of the belt, the tongue of the buttonhole into which the belt hole is inserted, a lock, a spur, gathered on "buckles", from Persian, and it was said from the Greek.

Such expressions are intended when the foreign expression becomes difficult to Arabize, and in this case the scholars have required that the identity of the intruder be preserved, so that it remains as it is without any of the characteristics of Arabic phonetically or morally falling to him, because

that may change the connotation of the word, so it cannot then Belonging to Arab and foreign.

The intruder is called the foreign word that is not subject to the standards of Arabic and its structures, that is, what is not carried on Arab buildings, as for the Arab, it is what is made of the word foreigner with an Arab weight.

Among the extraneous nouns is what is difficult to uncover its word because its structure is appropriate for the structure of Arabic speech, its letters free from the stranger, and the harmony of these letters with the Arabic tone, but there is an intruder that leaves no room for ambiguity, either for its structure or for the letters that converge with it.

1- Among the formulas that deny the Arabic structure (Ibrism), such weight is missing in the Arabic noun structures.

And (*erism*) is the silk found in nature in the form of a thread that a silkworm weaves around itself. It turns a cocoon from the Persian "*aprichem*", that is, that which goes as a bunch, and perhaps the closest to being from the Greek "*prsinos*", meaning other silk. Among them is that it should be pentagonal and quadruple, naked from the letters of the zalaqah, which are: (Baa, Raa, Fa, M, Llam, and Noon sounds), so when it is Arabic, there must be something in it: Towards (Quarsgil) and (Qurtab) (Houria, 2016: 94).

From the formulas that deny the coalition of letters in Arabic:

- That the end of it is a letter zai with the number of grammar (muhaned), because that is not in an Arabic word.
- That the Sadi and the gym meet in it, towards (mace) and (gypsum).
- That the gym and the stand meet in it, towards (the catapult).
- That the Jim and Ta meet in it without the letter Z, such as (Jibat).

Through all of the above, we can reach a number of important results, namely:

1- There is no objection to Arabization if it is urgently needed, and whenever it is not possible to find an Arabic word that corresponds to the foreign, or is useful for its meaning. Also, there is no objection to resorting to the intruder whenever the foreign expression is difficult to Arabize, provided that we do not denote any of the characteristics of Arabic phonetically or morally.

2- Standing on the Arabic language confirms the breadth, flexibility and richness of Arabic, and allows for the continuity of the characteristics of Arabic, on top of which is the derivation, then it is evidence of the ability of the Arabic language to represent and imbibe neighboring



cultures, and to reproduce its linguistic stock according to its contexts and linguistic systems.

3- Resorting to the Arabized and the Intruder emphasizes the civilizational communication between Arabs and neighboring nations, which is represented in the commercial, political, economic and cultural relations, which are afflicted by vocabulary of Persian, Indian or Greek origin.

4- Believing in the richness of the Arabic language that God Almighty honored in the Noble Qur'an, and in recognition that the Arab nation in its endeavor for progress and contemporary is not cut off from a great legacy of creative scientific endowment, and in order to preserve, develop and enrich Arabic to accommodate everything new, priority must be given to Arabic expressions whenever possible, with Asylum when needed to the Arabizer and the intruder

#### VIII. THE OPINIONS OF SCHOLARS AND THEIR POSITION ON THE ARABIZED IN THE HOLY QUR'AN.

Scholars have different opinions on this issue, between those who are against it, those who say that they should fall into place, and the average between them.

1- Opinions and evidence of those who say it is forbidden (Hammouda, 1989: 50-250)

Imam Al-Suyuti, Ibn Jarir al-Tabari, Abu Ubaidah, al-Qadi Abu Bakr and Ibn Faris were of the view that the Arab ruler did not fall into the Noble Qur'an, relying on this to the Almighty's saying

"Surely We have revealed it-- an Arabic Quran-- that you may understand".(Joseph: 2).

And the Almighty said: "If We had made it a foreign Qur'an, they would have said, had it not been detailed in its verses, non-Arab and Arab, say it is to those who believe in guidance and healing".( Fusilat:4)

Imam Al-Shafi'i detailed the matter and responded to the opponents, saying:

"And from intercourse with the knowledge of the Book of God: the knowledge that all of the Book of God was only revealed by the tongue of the Arabs ... and he spoke about knowledge, if he seized some of what he spoke about it, it would be better to hold it and be closer to safety, God willing. Arabic and non-Arab, and the Qur'an indicates that there is nothing in the Book of God except with the Perhaps the one who said: language of Arabs".

That there is in the Qur'an other than the tongue of the Arabs and that was accepted by it: He went to the fact that it is a special part of the Qur'an that some Arabs are ignorant of. So that no one who knows him is present in it.

Imam Al-Shafi'i (may God be pleased with him) conveys what the non-Arabs uttered from the tongue of the Arabs on learning and says:

If someone said: We may find among the non-Arabs who utter something from the tongue of the Arabs, then that is likely what you described from them who learned it, and if it was not from them that he learned there is no uttering except a little of it, and whoever utters a little of it then he follows the Arabs in it. It carries on the compatibility or the contemplation, and this is what Imam Al-Shafi'i confirmed in his message, where he says: "We do not deny that if the word was learned or uttered a subject that corresponds to the language of the non-Arabs or some of them a little, from the tongue of the Arabs as agreed. A few of the foreign tongues differing in most of her words with the couple of her homes, the difference of her tongue, and the bonds between her and those whose tongue part of her agreed with her"(Muhammad, 2009: 157).

And after Imam Al-Shafi'i detailed the issue, he brought evidence and evidence for his opinion, and said: "If someone said: What is the argument that the Book of God is purely in the language of the Arabs, and no one else mixes it with it? Then the argument in it is the Book of God, God said "And We sent not a Messenger except with the language of his people". (Ibrahim : 4).

If someone said: Because the messengers before Muhammad were sent to their own people, and that Muhammad was sent to all people, it may be possible that he was sent by the tongue of his own people in particular, and all people would have to learn his tongue and what they were able to do, and it is possible that he was sent with their tongues: is there any evidence that he was He sent the tongue of his people, especially without the tongues of non-Arabs? If the tongues are different from what some of them do not understand from one another, then some of them must be according to one another, and the merit of the tongue followed by the follower, and the people most favored in the tongue, from his tongue is the tongue of the Prophet, and it is not permissible and God knows best that the people of his tongue follow the people of a tongue other than his In one letter, but every tongue follows its tongue, and all people of a religion before it must follow his religion, and God has explained that in a different verse from his book (Muhammad, 2010: 161):

God Almighty said "And truly, this is a revelation from the Lord of the creatures, which the trustworthy Ruh (Jibril) has brought down upon your heart that you may be (one) of the warners, in the plain Arabic language".(Al-Shuraa: 192-195).

And God Almighty also said " Thus have We sent this down - an arabic Qur'an". (Al Raad: 37). And God

Almighty said "We also revealed to you an Arabic Quran to warn the Umm al-Qura (Makkah )and those around it"(Ash-Shura: 7). And God Almighty said "Verily We have made it an Arabic Qur'an that you may understand"(Al-Zukhruf: 1-3). And God Almighty said "An Arabic Quran without any crookedness, that they may guard (against evil)". (Az-Zumar: 28).

Imam Al-Shafi'i said after that: He established his argument that his book is Arabic in every verse we mentioned, then confirmed that by denying it - his praise of every tongue other than the tongue of the Arabs, in two verses of his book:

And God Almighty said "And certainly We know that they say: Only a mortal teaches him. The tongue of him whom they reproach is barbarous, and this is clear Arabic tongue".(An-Nahl: 103). And God Almighty said "And if We had made it a Quran in a foreign tongue, they would certainly have said: Why have not its communications been made clear? What! a foreign (tongue) and an Arabian!". (Fusilat:44).

Imam Al-Shafi'i said: He made known to us His grace by the stature that He bestowed upon us, so He said "Verily, there has come unto you a Messenger from among yourselves. It grieves him that you should receive any injury or difficulty. He is anxious for you, for the believers - he is full of pity, kind and merciful".(At-Tawbah: 128).

To the last of the evidence and arguments mentioned by Imam Al-Shafi'i from the Arabic of the Noble Qur'an and its absence of any foreign term. And if any foreign expression occurs in it, then it is by way of consensus or contemplation, as was described in detail above.

On the same path, Ibn Jarir and al-Tabari followed, and presented to respond to the violators and nullify their claim, that there are words in the Qur'an of non-Arab origin, with a directive of what was narrated from the Companions and Taabi'een regarding the ratio of words from the Qur'an to foreign languages that deviate from the validity of inference, and this is what held He has a special chapter in the introduction to his interpretation, after he inferred Arabic terms for the Noble Qur'an, in a way that does not deviate from the reasoning of Imam al-Shafi'i (may God be pleased with him). Rather, he mentioned that in the language of non-Arabs, he compels him to agree, and he holds a chapter for that entitled: "The saying in the statement about the letters in which the expressions of the Arabs and other expressions of some races of nations agreed." He says:

We did not condemn the fact that there is some agreement in the speech in which the words of all the different races of the different tongues agree in one sense..also we have found much agreement in what we have learned from the

different tongues, such as the dirham, the dinar, the medicine, the pen, the stationery and so on, which is difficult to count, and whose enumeration is complete. "(Al-Tabari (2005: 15).

At the end of the chapter, he says: "We have demonstrated the correctness of the saying sufficiently. That God Almighty has revealed all the Qur'an in the language of the Arabs and excluding others from the tongues of all the races of nations, and on the corruption of the saying of those who claim that it is not in the language of the Arabs and their languages" (Abu Ubaidah, 1981: 17).

Abu Ubaidah Al-Nkir emphasized that those who claimed that the Qur'an was from a non-Arabic one, so he said: "The Qur'an was only revealed in a clear Arabic tongue. ).

It carries the foreign words in the Qur'an for compatibility in saying: "The term may agree and approximate it, and their meanings are one, and one of them in Arabic and the other in Persian or other."

Ibn Faris said: "There is nothing in the Book of God, the glorious praise of which is not in the language of the Arabs, and the saying is what Abu Ubaidah said, and that if the Qur'an had something in it other than the language of the Arabs, the illusion would be delusional that the Arabs were unable to do something similar because it came in languages that they do not know and that is what it contains ".

### **8.1 OPINIONS OF THOSE WHO SAY THAT IT IS PERMISSIBLE FOR THE ARABS TO FALL INTO THE NOBLE QUR'AN (HAMMOUDA, 1989: 50-250)**

The second group argued that it is permissible for the Arabs to fall into the Noble Qur'an, including Abu Ubayd al-Qasim bin Salam, al-Khoyi, Ibn al-Naqib, al-Shawkani and others, and their evidence is the following (Sulayman and al-Toufi, 2012: 409):

1 - What was narrated on the authority of Ibn Abbas, Mujahid, Ibn Ikrimah, Ataa and other scholars, that they said in many letters that they are in the languages of the non-Arabs. Al-Sirat, Al-Qastas and Al-Firdaws are in Rumi.

Mishkat and Kaflin, it is said that she is in Abyssinia, and this is the view of Abu Ubayd, who attributed it to scholars among the jurists (Al-Jawaliqi, 1990: 92).

2 - What the grammarians have agreed upon prohibiting many of the names found in the Holy Qur'an being used by the native and the foreigner, such as Abraham, for example, and if it is agreed upon the occurrence of flags, there is no objection to the occurrence of races (Abd al-Jalil, 1981: 205).

3 - What they mentioned about the wisdom of the Arabization, that the Noble Qur'an contained the sciences of the first two and the others, and foretold everything, so

it is imperative that the reference to the types of languages and tongues fall into it, in order to be surrounded by everything.

4 - This is what Ibn al-Naqib stated, saying: "One of the characteristics of the Qur'an over all the revealed books of God is that it was revealed in the language of the people it was revealed to them, and nothing was revealed in it in the language of others. "

## **8.2 THE AVERAGE OPINION BETWEEN PROHIBITION AND PERMISSIBILITY (HAMMOUDA, 1989: 50 - 250)**

The third group: It is the opinion of Abu Ubayd Al-Qasim bin Salam, who says: "The correct view in my opinion is that there is a doctrine in which all the two sayings are based, because these letters have foreign origins, as the jurists said, but they occurred to the Arabs, so they translated them in their tongues or converted them from non-Arabic words into their own words, and then the Qur'an was revealed. These letters have been mixed with the words of the Arabs, so whoever says they are Arabic is true, and whoever says they are foreign, then he is honest. He said: Rather, we interpreted this so that no one would take precedence over the jurists and attribute them to ignorance, and make a delusion upon them that they embarked on the Book of God, the Exalted, the Exalted, the Exalted, in a way other than what God Almighty wanted.

They were more knowledgeable about interpretation, and more venerated of the Qur'an (Abu Al-Hussein, 2007: 33).

## **IX. CONCLUSION**

Several conclusions have been revealed, including that the Arabic language suffers from the abundance of languages like other languages because the Arabs before Islam met people from afar, but the scope of this meeting was limited and narrow because they lived on their own islands. This is influenced by other countries and languages, and this deepens their pride in themselves and their language, so compared to the post-Islamic expansion, the pre-Islamic and post-Islamic era has few Arabized and extraneous expressions. And that the Arabic language is a language with a high capacity for acceptance and giving, and it is a flexible language that absorbs the useful information that you find in other foreign languages for its development.

On the other hand, many examples of the Arab and the intruder in the Arabic language have been dealt with and know what they are, in addition to the opinions of scholars regarding the authenticity of the Arabic language and the absence of an intruder in the language of the Noble Qur'an who has honored the Arabic language and increased its prestige, aesthetics, its importance and its highness, and

even suffices it with pride that it is the language of the people of Paradise.

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# The Efficacy of Bimodal Subtitling in Improving the Listening Comprehension of English as a Second Language (ESL) Learners

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**Abstract**— *This study aimed to determine the efficacy of bimodal subtitling (English) in improving the listening comprehension of English as a Second Language (ESL) learners. Fifty Grade 10 students from San Jose City National High School were selected as participants in the experiment. A listening comprehension test was first administered to determine the current listening level of the respondents and the result served as the baseline data in assigning them to the control and experimental groups through match-pairing. Six video lessons about selected literature of the world were used as materials in the study. The control group watched the videos without subtitles while the experimental group received the bimodal subtitling treatment. After the viewing sessions, the respondents answered a sixty-item comprehension test about the materials viewed, and the data gathered were analyzed using descriptive and inferential statistics. Findings show that the experimental group outperformed the control group in terms of listening comprehension and the difference in their post-test scores was significant. Thus, the efficacy of bimodal subtitling in improving the listening comprehension of ESL learners was proven.*

**Keywords**— *Bimodal subtitling, efficacy, English as a Second Language (ESL), experimental study, listening comprehension.*

## I. INTRODUCTION

Listening comprehension plays a critical role in both communication and language acquisition. However, despite these crucial roles, in the area of Second Language Teaching, it has always been the most forgotten and least researched of the four macro-skills (Gomez Martinez, 2010; Yildiz, Parjanadze, & Albay, 2015). In line with this, listening comprehension is often a source of frustration for second and foreign language learners (Graham, as cited in Rokni & Atae, 2014). Aside from language teaching, English teachers also have to make their students appreciate

not just local literary pieces but the literature of the world as well. According to Westin (2016), multimodal aids such as film adaptations of canonical literature can be used to help students gain a literary appreciation and better understand literature.

In the advent of technology, the use of movies in the classroom has been widely employed and has greatly benefited the learners. However, the English accents and pronunciations used in films serve as barriers to the comprehension of the learners, particularly Filipinos who study English as a Second Language (ESL).

In the English classroom, when the teacher arrives with a projector or a bluetooth speaker, students get excited for they are sure that there will be a viewing activity for that day. However, when they start watching the material and find themselves listening to a native speaker of English without subtitles, their motivation and interest gradually decline. In his attempt to investigate English language learners' problems in acquiring listening skills and its possible connection to the motivation of learners, Zarin (2013) concluded that native accents and pronunciations of English play a critical role in the listening skills acquisition process. Furthermore, these also affect students' motivation to learn listening skills. To address such concern, Napikul, Cedar, & Roongrattanakool (2018) said that one of the ways to gain better listening performance is to provide the written form of the spoken language. That means auditory inputs should be accompanied by written verbal ones. In line with this, to take full advantage of English movies to improve listening comprehension, the use of subtitles has found its place in the English classrooms. "Captioned video is increasingly used in foreign language classes, most likely because of the recent accessibility of authentic videos which, if not already captioned, can be easily captioned by teachers and curriculum developers using software such as Adobe Premiere, iMovie, or ViewPoint" (Ebrahimi & Bazaee, 2016).

In the teaching of listening, the use of subtitles is not encouraged because, in a way, it defeats the purpose of listening by making the viewers read and depend on the subtitles. Consequently, Robin, as cited in Ghoneam, 2016 said that "teachers of English are sometimes in a dilemma whether they should show a movie with or without subtitles and above all, which way will benefit their students more in relation to listening comprehension". Do existing studies pose different findings in terms of what subtitling treatment advances listening comprehension the most: standard subtitling, bimodal subtitling, or no subtitling? In the study conducted by Ebrahimi and Bazaee (2016), the students who received English subtitles outperformed those who watched the film without subtitles. On the other hand, in a similar investigation conducted by Basaran and Kose (2012), the students watched a video material under three conditions: English captions, Turkish captions, and no caption. The respondents performed similarly on the listening test in all three conditions.

These studies on the effect of subtitling on the listening comprehension of learners have been conducted mostly in

countries where English is being taught and learned as a foreign language like Iran, Turkey, and Egypt to name a few. This is an important gap to fill because Filipinos, who are the participants in this study, learn English as a second language. Thus, this attempted to investigate the effects of bimodal subtitling on the listening comprehension of Filipino ESL learners.

## II. METHODOLOGY

This study employed Quasi-Experimental with a Pre-Test and Post-Test design. Fifty Grade 10 students from San Jose City National High School for the S.Y. 2019-2020 served as the respondents in the experiment. The researcher utilized six short video lessons about world literary pieces as materials in the study. These videos were captioned through video editing software by the researcher himself. A sixty-item researcher-made comprehension test based on the videos was used for the pre-test, formative, and post-test. The data gathered were analyzed using descriptive and inferential statistics such as frequency, percentage, and t-test.

## III. RESULTS AND DISCUSSION

### 1. Listening Comprehension Level of the Respondents

**Table 1. Listening Comprehension Level of the Respondents**

Listening Test Result	f	%
19 - 27 (Advanced)	2	4.00
10 - 18 (Intermediate)	40	80.00
0 - 9 (Novice)	8	16.00
<b>Total</b>	<b>50</b>	<b>100.00</b>

**Mean Listening Test Result: 12.94 (Intermediate)**

Table 1 presents the listening comprehension level of the respondents. A twenty-seven-item listening test was administered to a total of 50 respondents. They obtained a mean of 12.94 which was verbally described as 'intermediate.' Out of this number of respondents, 40 or 80 percent were identified to be intermediate listeners, 8 or 16 percent of them were novice listeners and 2 or 4 percent of them were advanced listeners. This indicates that most of the respondents were intermediate listeners at the time the experiment was conducted.

It can be noted from the table that the majority (80%) of the respondents obtained scores ranging from 10-18 which was verbally described as 'intermediate.' This somehow reflected the reality in the English classrooms in the Philippines. Among the macro-skills, listening is usually neglected as it is not the focus of the curriculum and it does not receive the same attention given to reading, speaking, and writing.

According to Hamouda (2013), learners have serious problems in English listening comprehension due to the fact that schools pay more attention to English grammar, reading, and vocabulary. Listening and speaking skills are not important parts of many course books or curricula and teachers do not seem to pay attention to these skills while designing their lessons. Most teachers take it for granted and believe that it will develop naturally within the process of language learning.

Several researchers considered the proficiency level in selecting the respondents in their respective studies. Birules-Muntane and Soto-Faraco (2016); Rokni and Atae (2014); Latifi et al. (2011); Hayati and Mohmedi (2011) and Selim (2010) selected learners who were intermediate listeners as their respondents. Whereas in this experiment, the majority of the respondents (80%) were listeners at the intermediate level.

## 2. Pre-Test Scores of the Respondents

### 2.1. Pre-test Scores of the Control Group

Table 2.1. Pre-Test Scores of the Control Group

	F	%
49 - 60 (Advanced)	0	0.00
37 - 48 (Proficient)	0	0.00
25 - 36 (Approaching Proficiency)	1	4.00
13 - 24 (Developing)	19	76.00
0 - 12 (Novice)	5	20.00
<b>Total</b>	<b>25</b>	<b>100.00</b>

**Mean pre-test performance: 16.20 (Developing)**

Table 2.1 presents the pre-test scores of the respondents from the control group. The pre-test result showed that out of twenty-five respondents from the group, 19 or 76 percent were identified to be under the *Developing* level. Five or 20 percent were classified under the *Novice* level while 1 or 4

percent were categorized under the *Approaching Proficiency* level. The mean for the pre-test performance of the control group of this study was 16.20 which can be verbally described as *Developing*.

### 2.2. Pre-test Scores of the Experimental Group

Table 2.2. Pre-Test Scores of the Experimental Group

	F	%
49 - 60 (Advanced)	0	0.00
37 - 48 (Proficient)	0	0.00
25 - 36 (Approaching Proficiency)	0	0.00
13 - 24 (Developing)	20	80.00
0 - 12 (Novice)	5	20.00
<b>Total</b>	<b>25</b>	<b>100.00</b>

**Mean Pre-test Performance: 16.72 (Developing)**

Table 2.2 presents the pre-test scores of the respondents from the experimental group. The pre-test result indicated that 20 or 80 percent of the respondents were classified under the *Developing* level while the remaining 5 or 20 percent of them were categorized under the level, *Novice*. The mean for the pre-test performance of the experimental group of this study was 16.72 which indicated that the general comprehension level of the experimental group was *Developing*. Furthermore, it can be noted from the table that both groups, control (19/25); experimental (20/25), obtained scores ranging from 13-24 out of 60 items. This can be verbally described as '*Developing*.'

Since the majority of the respondents of this study were intermediate listeners, which means that they were almost identical in terms of listening proficiency level, it is justifiable that the pre-test performance of the control and experimental groups were both verbally described as '*Developing*.'

### 3. Difference between the Pre-test Scores of the Control and Experimental Groups

Table 3. Difference Between the Pre-test Scores of Control and Experimental Groups

Control	Experimental	t value	p-value	Verbal Description
Mean	Mean			
16.20	16.72	0.413	0.683	Not Significant

\*Significant at .05 level

Table 3 presents the pre-test scores of the control and experimental groups. The mean score of the control group was 16.20 while the mean score of the experimental group was 16.72. These scores were verbally described as 'Developing.'

As it can be observed, there was no significant difference between the performance of the control and experimental groups on the pre-test [ $p=0.683$  (hence  $>.05$ )]. Clearly, both groups performed unsatisfactorily on the pre-test. One factor that may be associated with this result was the similarity in the pre-existing subject knowledge of the respondents with regards to the contents of the featured materials. Another one was the similarity in their level of readiness towards the target skill. This proved that the two groups were homogeneous and had a similar background from the beginning of the study. These findings may also be attributed to the match-pairing method which was used in assigning the respondents of the two groups. It was based on the respondents' listening proficiency levels prior to the experiment. Therefore, the  $H_0$  (There is no significant difference between the pre-test scores of the control and experimental groups.) was accepted.

#### 4. Post-test Scores of the Respondents

##### 4.1. Post-test Scores of the Control Group

Table 4.1. Post-Test Scores of the Control Group

	f	%
49 - 60 (Advanced)	1	4.00
37 - 48 (Proficient)	4	16.00
25 - 36 (Approaching Proficiency)	13	52.00
13 - 24 (Developing)	7	28.00

0 - 12 (Novice)	0	0.00
<b>Total</b>	<b>25</b>	<b>100.00</b>

**Mean Post-test Performance: 31 (Approaching Proficiency)**

Table 4.1 presents the post-test scores of the control group. From the result, it can be seen that more than half of the group, 13 or 52 percent, was classified under the *Approaching Proficiency* level. Seven or 28 percent were under the *Developing* level, 4 or 16 percent were categorized under the *Proficient* level, and 1 or 4 percent were considered under the *Advanced* level. The mean post-test performance of the control group was 31 with a verbal description of *Approaching Proficiency*.

The control group which watched the featured video materials without subtitles generally produced respondents under the *Approaching Proficiency* level.

##### 4.2. Post-test Scores of the Experimental Group

Table 4.2. Post-Test Scores of the Experimental Group

	F	%
49 - 60 (Advanced)	1	4.00
37 - 48 (Proficient)	12	48.00
25 - 36 (Approaching Proficiency)	11	44.00
13 - 24 (Developing)	1	4.00
0 - 12 (Novice)	0	0.00
<b>Total</b>	<b>25</b>	<b>100.00</b>

**Mean Post-test Performance: 36.28 (Approaching Proficiency)**

Table 4.2 presents the post-test scores of the experimental group. From the result, it can be seen that 12 or 48 percent of the respondents were classified under the *Proficient* level while 11 or 44 percent of them were categorized under the *Approaching Proficiency* level. 1 or 4 percent of the group was identified under the *Advanced* level while another 1 or 4 percent under the *Developing* level. The mean post-test performance of the control group was 36.28 with a verbal description of *Approaching Proficiency*.

The experimental group which watched the featured video materials with bimodal subtitles produced more respondents who are under the *Proficient* level compared to the control group.



### 5. Difference between the Post-test Scores of Control and Experimental Groups

Table 5. Difference between the Post-test Scores of Control and Experimental Groups

Control	Experimenta	t value	p-value	Verbal Description
Mean	Mean			
31.00	36.28	2.474	0.021	Significant
.*Significant at .05 level				

Table 5 presents the difference between the post-test scores of the control and experimental groups. The paired sample t-test indicated that both the control and experimental groups performed significantly better in the post-test than the pre-test. The researcher conducted further analysis to see if one of the groups improved significantly better than the other.

As Table 5 revealed, the result of a t-test which was used to compare the difference between the two groups' performance on the post-test indicated that the mean score of the experimental group (36.28) was significantly higher than the mean score of the control group (31.00),  $t=2.474$ ,  $p=0.021$ .

In other words, it can be concluded that the bimodal subtitling treatment had an effect on boosting the listening comprehension of the respondents. This suggested that the respondents who watched bimodally subtitled video materials had improved their listening comprehension significantly better than the ones who had watched the video materials without subtitles. Therefore, the  $H_0$  (There is no significant difference between the post-test scores of the control and experimental groups.) was rejected.

The post-test results of this study paralleled with the findings of Wagner (2010). He conducted a study to compare the performance of two groups of learners on an ESL listening test. He found out that the video text (experimental) group scored higher than the audio-only (control) group on the overall post-test on listening comprehension, and this difference was statistically significant. Yiping (2016), in his investigation on the effects of English movies on English listening, supported these findings. Movies with subtitles are found to be beneficial to learners for they are able to understand the very fast speed of language speaking in the movie with the help of subtitles. Furthermore, Sydorenko (2010) reported that when listening materials are supported

with visuals and/or captions, they help foreign language learners to improve their listening comprehension. Vanderplank as cited in Rokni and Atae (2014) supported this claim by saying that one way of helping EFL learners to comprehend authentic video programs while maintaining a target language learning environment is by adding English text subtitles to English videos.

### IV. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, it was concluded that most of the respondents were intermediate listeners at the time the experiment was conducted. The pre-test performance of the control and experimental groups indicated that the two groups were generally in the *Developing* level in terms of comprehension and there was no significant difference between their performance.

After watching the featured video materials, the control and experimental groups performed significantly better compared with their pre-test performance. Both groups moved from the *Developing* level to the *Approaching Proficiency* level. Comparing the mean scores of the two groups in the post-test, it was found out that the difference was statistically significant. The experimental group outperformed the control group in terms of listening comprehension.

Between the pre-test and post-test of the control group, there was a significant difference. This result validated the efficacy of video materials as multimodal aid in the English classroom. Comparing the mean scores of the experimental group in the pre-test and post-test, it clearly showed a significant difference in the comprehension of the respondents. This means that bimodal subtitling has a great level of efficacy in improving the listening comprehension of the learners.

In light of the above findings and conclusions, the researcher recommends that: (a.) future researchers may consider the proficiency levels of the respondents as a variable in order to further evaluate the efficacy of bimodal subtitling in improving students' listening comprehension. (b.) English language teachers may administer listening sessions to expose learners to auditory inputs wherein native speakers of the language are the ones speaking. Listening laboratories may also be established for the learners to regularly practice and enhance their listening skills. (c.) future researchers may consider the results of the formative assessment conducted right after the viewing sessions. The scores of the

respondents from the formative tests may also be compared to their scores on the post-test. This is to check if there is any difference between their performance on the two assessments or if the difference is significant or not. (d.) future researchers may investigate the long-term effects of bimodal subtitling on students' listening comprehension. Investigating the recall success rate after a long-time lapse may be a good topic for further investigation. (e.) future researcher/s may use full-length movie adaptations to find out whether the length of the video material affects the efficacy of bimodal subtitles in improving the listening comprehension of the students. (f.) future researchers may replicate the study with different kinds of video materials. Further researches may employ different videos of different contents like news reports, documentaries, dramas, academic lectures, or even science fiction. The authenticity of the video materials in terms of language use (spelling, grammar, syntax, etc.) may be given premium consideration as well. (g.) language teachers may consider the benefits of using subtitles when teaching listening skills through watching videos. When using videos as instructional materials, they may manually put bimodal subtitles on it using software or applications available on the internet. It is suggested that when the teaching goal is the enhancement of listening comprehension, subtitled videos can give great help to ESL learners. (h.) curriculum designers, program developers, and educators may incorporate English subtitled educational programs into the English language and literary curriculum. (i.) to avoid further errors that may affect the accuracy of the results, the experiment may be conducted under a strict timeline of test administration. This is to make sure that the retention of the material viewed and listened to will not be affected by time. It is suggested that the experiment will be conducted within a week as much as possible.

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# Principals' Quality Control Measures and Secondary School Goal Attainment in Obudu Local Government Area, Cross River State-Nigeria

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**Abstract**— This study investigated quality control measures adopted by school principals to enhance attainment of secondary education goals in Obudu Local Government Area in Cross River State. Specifically, the study assessed the relationship between quality control measures of effective instructional supervision, teacher performance evaluation and secondary school goal attainment. To achieve the purpose of the study, two hypotheses were formulated to guide the study. Survey research design was adopted for the study, all the 26 principals of public secondary schools in Obudu LGA were both the population and sample for the study using the census approach. An instrument titled: Principals' Quality Control Measures and Secondary School Goal Attainment Questionnaire (PQCMSSGAQ) was used for data collection. The instrument was validated by five experts in Educational Management and Educational Measurement and Evaluation in University of Calabar. The instrument obtained a reliability coefficients ranging from .75-.81 using the split half method. Data was collected and analyzed through Pearson product moment correlation analysis, the results of the study revealed that there is a significant relationship between effective instructional supervision, teacher performance evaluation and secondary school goal attainment. It was therefore recommended that principals should constantly carry out routine and periodic instructional supervision and teacher performance evaluation to fast track secondary school goal attainment.

**Keywords**— principal, quality, control, secondary school, goal attainment.

## Paper highlight

1. School principals are solely responsible for enhancing school quality
2. Instructional supervision is closely linked to quality assurance in school
3. Routine teacher performance evaluation is key to enhancing teacher quality in school

## I. INTRODUCTION

Education and indeed not just education of any type but, the quality of education given to the youths of a nation is  
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very essential to the development of that nation. This is true particularly of developing nations that seek to harness the potentials of a reasonable population of her youths for her socioeconomic, political and technical development. Copious evidence exists on the link between secondary education and poverty reduction, access to good health, equity and social cohesion (Kadir, Tijani, & Marafa, 2020). According to the Federal Government of Nigeria (2013) Secondary education is the form of post primary education given to youths to prepare them for livelihood and higher education. This level of education provides youths with enabling skills and

necessary competencies for civic participation and economic success (World bank Group, 2017).

The attainment of these noble goals and objective of secondary education highly depends on effective instructional leadership as well as the adoption of appropriate quality control measures by school principals (Blasé & Blasé, 1999). This is because, the principal plays a significant role in the attainment of the goals and objective of secondary schools. Simply put, goal attainment in secondary education implies the successful inculcation of the relevant knowledge, skills, and attitude needed for successful life in the society and success in higher education. It therefore follows that secondary school goal attainment involves the production of functional school leaver who can contribute positively to the development of the society as well as have the intellectual capacity to progress academically in tertiary education. The attainment of the goals of secondary education is therefore of absolute importance especially in developing countries where many youths hardly pursue further education beyond secondary school. This places this level of education as the very center of transition into full life in the society. Therefore, the failure to achieve its goals results to a huge damage to a nation and the world at large.

In spite of the seeming awareness of the utmost importance of this level education by key players in secondary education subsector, it seems, the attainment of its goal and objectives remains a mirage especially in Obudu LGA in CRS. Hence, many school leavers complete this cycle of education without acquiring the basic skills of reading, writing and effective communication. It has been observed that many secondary school leavers in Cross River State cannot contribute meaningfully to the economic development of our country as they find it difficult to gain admission into higher institutions of learning (Akeke, Mbon & Osim, 2015). This could be attributed to poor quality control initiatives by most secondary school principals in the LGA. This could be attributed to poor implementation of quality control practices by some school principals. Some principals have the perception that quality control is the exclusive reserve of the local government education authority. This is because there seem to be a poor appreciation among school principals of their responsibilities in facilitating the attainment of school goals.

However, Umeh (2018) observed that principals' role in the actualization of national and global goals in increasingly becoming significant with much emphasis on the educational activities in school. This is because, principals are

responsible for ensuring quality education in schools. Consequently, Arekewuyo (2009) maintained that the principal is the chief executive of secondary school in Nigeria and is responsible for all that happens in the school. Therefore, the effectiveness or attainment of the goals of secondary education to a large extent depends on the effectiveness of the school administrators who are responsible for conducting the activities of the school. Hence, administrative effectiveness has been pointed out as a key variable inhibiting the attainment of the goals and objectives in secondary schools (Akomolafe, 2012). In the same vein University of Washington researchers (2017) found that effective principals work relentlessly to improve achievement by focusing on the quality of instruction. They help define and promote high expectations; they attack teacher isolation and fragmented effort; and they connect directly with teachers and the classroom, Effective principals also encourage continual professional learning. They achieve this through effective quality control measures.

Quality can be seen as the degree to which a phenomenon conforms to an established standard (Mbon, Omorobi, Owan, Ekpenyong, 2019). Quality control is a comprehensive practice that aims to promote the performance of organizations through the cultivation of sound quality culture. It is also the development of a set of values and convictions that make every employee aware of the fact that quality is the main goal of his organization. Quality control is a procedure or a set of procedures intended to ensure that a manufactured product or performed service adheres to a defined set of quality criteria or meets the requirements of the client or customer. Therefore, in the context of the secondary school, quality control measure entails a variety of procedures intended to protect academic standards and promote/improve learning conditions such as effective instructional supervision, teacher appraisal and evaluation, strategic school visions. Adeyinka in Adenaike and Olaniyi (2010) advises that school managers are expected to incorporate and build into the system in which they manage self-regulating and effective control mechanism and measure so that the purpose of the system could be achieved. Similarly, Adenaike and Olaniyi (2010) avers that the main quality control measures in secondary education is supervision and inspection. They further maintained that quality control measures could be internal or external. It is said to be an external quality control measure when it is carried out by principals, vice-principals and sectional heads. It is external when carried out by staff of

Local Government Authority designated as monitoring officers and inspectors from zonal education office.

Key among the internal quality control measures adopted by principals in secondary schools in Obudu Local Government Area is instructional supervision and routine teacher evaluation. This control measures are very essential to the achievement of the goals of secondary education because they are directly concerned with the teaching and learning process that determines the quality of school leavers from this level of education. instructional supervision has been cited by many scholars as an essential quality control measure that serve as a catalyst in the production of desirable high quality students in secondary school. Definitively, instructional supervision refers to fundamental activities aimed at school improvement through the enhancement of teachers' abilities by means of careful, purposeful and intelligent guidance.

Instructional supervision is an important aspects of educational management, it can be seen as the process of bringing about improvement in the teaching-learning process through a network of cooperative activities and democratic relationship of persons concerned with teaching and learning, and it is considered as an important activity to achieve an effective education system (Oyewole and Ehinola, 2014). It is mainly concerned with pupil learning in the classroom, and it is seen as a collaborative effort which involves a set of activities structured with the aim of improving the teaching and learning process thereby enhancing the quality of students (Aguba, 2009; Archibong, 2013). This means that instructional supervision is characterised by all those activities which are undertaken to help teachers maintain and improve their effectiveness in the classroom to ensures the quality of educational organizations. It is therefore deduced that to promote quality teaching and learning in basic schools in Obudu LGA, stakeholders need to pay attention to instructional supervision. Lockheed and Verspoor (1991) observed that the quality of education partly depends on how well teachers are trained and supervised since they are one of the key inputs to educational delivery.

Another essential quality control measure in secondary school is effective teacher performance evaluation. Chukwubikem (2013) noted that teacher performance appraisal is the process of arriving at judgment about individual teacher's performance against the background of his work environment and his future potential for the school system. This is very important because, increasing teacher and teaching effectiveness is arguably the paramount challenge facing public primary and secondary education in Nigeria. It

is universally acknowledged that improvement in educational systems is crucially dependent on effective teacher self-evaluation. Effective teaching evaluation is a key to helping teachers improve their teaching, which then improves student learning thereby resulting in the attainment of the overall goals of education. Teacher evaluations are often design to serve two purposes: to measure teacher competence and to foster professional development and growth. Effective teacher appraisal can also help schools to become sensitive to individual talent, performance and motivation by allowing teachers to progress in their career and take on new roles and responsibilities based on evaluations of their performance. This is very important given that it x-rays the teachers' preparedness for implantation of the school curriculum for the attainment of the overall goals of the school. Therefore, this study examined principals' quality control measure and secondary school goal attainment in Obudu LGA.

## II. STATEMENT OF THE PROBLEM

A major problem that constantly attract public concern about secondary education is its seeming inability to achieve the its basic goals and objectives of producing quality school leavers with the capacity to leave in and contribute their quota to national development. More worrisome is the fact that most school leavers complete this level of education without acquiring basic functional literacy skills, arithmetic and effective communication that enhance functionality and progress in higher education. consequently, many school leavers do not continue with higher education no contribute meaningfully to their society. Thus becoming liability to society and posing threat to their immediate environs. This has resulted in hooliganism, gangstarism, kidnapping and all forms of social malaise as a result of frustration.

This could be attributed to lack of principals' adoption of appropriate quality control mechanisms that ensure teachers' effective teaching and learning for the inculcation of the right type of knowledge, skills, value, and attitudes or attainment of the goals of secondary education. This could be ameliorated if principals adopted effective quality control measures such as effective instructional supervision and effective teacher performance evaluation. Hence, this study examined principals' quality control measures and secondary school goal attainment in Obudu LGA in CRS.

### **Purpose of the study**

The main purpose of this study was to investigate the relationship between principals' quality control measures and secondary school goal attainment in Obudu LGA. Specifically, the study investigated:

1. The relationship between effective instructional supervision and secondary school goal attainment.
2. The relationship between teacher performance appraisal and secondary school goal attainment.

**Statement of hypotheses**

The following hypotheses were formulated to guide the study:

1. There is no significant relationship between effective instructional supervision and secondary school goal attainment.
2. There is no significant relationship between teacher performance evaluation and secondary school goal attainment.

**III. METHODS**

The survey research design was adopted for the study. This design was used because, the study was aimed at collecting, analyzing and describing the characteristics features of an existing phenomenon under investigation. The population of the study consisted of all the 26 principals of public secondary schools in Obudu LGA within 2018/2019

academic session. The census approach was adopted to select the 26 principals as sample for the study. This was because the population of the study is reasonably small and manageable by the researcher. A self-developed adjusted four point Likert type questionnaire titled: Principals' Quality Control Measures and Secondary School Goal Attainment Questionnaire (PQCMSSGAQ) was used for data collection. The instrument had two sections, section 1 contained respondents' demographic variables and section contained thirty (20) items. Ten (10) items each were used to assess each sub-variable. The response option was graded as follows Strongly agree SA 4-points, Agree 3-points, Disagree 2-points, Strongly Disagree SD 1-point. However, this was reversed for all negatively worded items. The face validity of the instrument was established by three experts in Educational management and Measurement and Evaluation all in University of Calabar. Their comments and corrections were affected and they finally certified the validity of the instrument. The reliability of the instrument was carried out using the Cronbach's alpha method with variables yielding coefficient ranging from .85-.92. the researcher with the help of two trained research assistants administered to the participants. The data collected were analyzed with the help of SPSS version 20 using means, Standard deviation and Pearson product moment correlation analysis.

**IV. RESULTS**

*Table.1: Pearson product moment correlation analysis of the relationship between instructional supervision and secondary school goal attainment*

Variables	N	X	S.D	r-cal.	Df	p-val.
Instructional supervision	26	18.70	3.51			
Secondary school goal attainment	26	20.51	2.81			
				.523*	24	.000

\*\* corr. Sig. at .001; df= 24

From the results in table 1 above, the p-value .000 is less than .05 level of significance at 24 degrees of freedom. Based on this result, the null hypothesis was rejected while the alternate hypothesis was upheld. This implies that, there is a significant relationship between Instructional supervision and Secondary school goal attainment in Obudu LGA in CRS.

*Table.2: Pearson product moment correlation analysis of the relationship between teacher performance appraisal and secondary school goal attainment*

Variables	N	X	S.D	r-cal.	Df	p-val.
Teacher performance appraisal	26	18.70	3.51			
Secondary school goal attainment	26	14.11	3.01			
				.435*	24	.000

\*\* corr. Sig. at .001; df= 24

From the results in table 2 above, the p-value .000 is less than .05 level Of significance at 24 degrees of freedom. Based on this result, the null hypothesis was rejected while the alternate hypothesis was upheld. This implies that, there is a significant relationship between teacher performance appraisal and Secondary school goal attainment in Obudu LGA in CRS.

## V. DISCUSSION OF FINDINGS

The results as shown on table 1 for hypothesis one revealed that there is a significant relationship between instructional supervision and secondary school goal attainment. This is because instructional supervision is an essential school improvement exercise aimed at helping the teachers adopt instructional best practices that directly influence the quality of teaching and learning process for both students and teachers. Adequate instructional supervision does not seek to identify the faults or instructional deficiencies of the teacher alone but also goes beyond this to help the teacher by providing professional advice to the teacher that can help improve the quality of instructional delivery thereby fostering the goal attainment of secondary school Schools.

The findings of the study appropriately align with the view of Soyewole and Ehinola, (2014) that instructional supervision is fundamentally a range of activities aimed at school improvement through the enhancement of teachers' abilities by means of careful, purposeful and intelligent guidance. Instructional supervision is an important aspects of educational management, it can be seen as the process of bringing about improvement in the teaching-learning process through a network of cooperative activities and democratic relationship of persons concerned with teaching and learning, and it is considered as an important activity to achieve an effective education system. Similarly, Al-Hussein (2004) assessed the role of the educational supervisor in developing efficiencies of teachers of the social subjects of the secondary stage at Riyadh city, and recognizing differences in points of view of both the social subjects' supervisors and teachers, concerning the role of the educational supervisor in developing efficiencies of teachers of the social subjects at the secondary stage. It was revealed among other things that the supervisors in Saudi Arabia, in general have a positive role in developing the instructional efficiencies amongst teachers of social subjects, and there are efficiencies receive a great development by supervisors of social subjects. Therefore, increases in teachers, efficiency, result to the attainment of the overall goals of education.

The second finding of the study was that teacher performance evaluation significantly relates with secondary school goal attainment. The reason for this findings is not far-fetched because teacher performance is universally acknowledged as an activity that leads to improvement in educational systems. Effective teaching evaluation is a key to helping teachers improve their teaching, which then improves student learning thereby resulting in the attainment of the overall goals of education. This is because teacher evaluations are often design to serve two purposes: to measure teacher competence and to foster professional development and growth. Effective teacher appraisal can also help schools to become sensitive to individual talent, performance and motivation by allowing teachers to progress in their career and take on new roles and responsibilities based on evaluations of their performance. This is very important given that it x-rays the teachers' preparedness for implantation of the school curriculum for the attainment of the overall goals of the school.

This finding agrees with Omoniyi (2014) examined the assessment of teachers by school management in terms of general attitude to work, teaching and management. The study revealed that teachers' general attitude to work and teaching for effective service delivery could be enhanced through school management regular assessment of teachers in the area of curriculum delivery which required effective capacity building. Similarly, Onyali and Akinfolarin (2017) in their study on principals' application of instructional leadership practices for secondary school effectiveness in Oyo State, revealed among other things that effective teacher evaluation practices promote secondary school effectiveness. It was also revealed that it enhances teachers' instructional delivery and their level of compliance to school schedules as well as enhance teachers' commitment to teaching.

## VI. CONCLUSION

Based on the findings of the study, it was concluded effective instructional supervision and routine teacher performance appraisal are very essential tools that facilitate teachers' preparedness for the implementation of the school curriculum and culminate into the achievement of the overall goals and objective of education. This is particularly true because without effective instructional leadership and teacher evaluation practices there will be poor commitment to teaching and learning as well as lack of direction when

teachers encounter instructional difficulties. Therefore, instructional supervision and periodic teacher evaluation are an essential quality control measure in the hands of a creative and innovative principal for enhancing school goals attainment.

### RECOMMENDATIONS

The recommendations were made for the study:

1. Principals should democratize instructional supervision practices to enhance greater gains in the achievement of school goals.
2. Teacher evaluation practice should be carried on routine and periodic basis to constantly ascertain the status of teacher readiness for the implementation of teaching and learning in school.

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# Films: The Space to Propagate Gender Equity

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**Abstract**— *Gender when portrayed in films has not always shown justice to all genders. Many show women as vulnerable, who need a savior to pull them out of whatever neck-deep situation they are stuck in. Men have always had the upper, masculine side, having to face all the tough situations, take bullets for their women or family, and maybe even sacrifice his life for the greater good. The other variants which have been repressed for so long are only still gaining their spotlight in film and society. The role that film and media play in the life of a young adult paves a huge way into their thoughts of reconsidering their preferred role models and thinking pattern when it comes to giving equal on-screen time, opportunity and portraying gender equity in the film industry. Gender should not be treated as a social construct rather it should be valued based on individual preferences of representing themselves to society. Films should by all means be able to present gender equity to the public because what else can catch the attention of the public if not higher quality definition moving pictures on a monumental screen?*

*My paper will focus on the importance of constructing gender through the right lens, how it paves its way to the minds of today's generation and on the significance of equity of genders in the film industry.*

**Keywords**— *gender equity, social construct.*

Gender equality is a human fight. Even though this is a very common statement it is sadly nothing but the truth. While a lot of people argue on equal rights for women and other strata of gender in reality, the media is inattentive to these protests as they produce movies of their own kind not considering the viewpoints of the people who represent their main source of income. Until recent years, this struggle to be represented and treated equally in the film industry was mainly a women's fight but as of now, the space has been expanded to many others as well. It is not just about getting equal screen time but it is also largely about how a person is represented in that regard. And though the answer is obvious, we cannot refrain from pointing out the objectification of women and the male chauvinism in the film industry.

The bigger question is, why should gender be portrayed equally? At the end of the day do people really care about this as long as they get to see the movie and enjoy watching their favorite characters on screen? Even though in recent years gender is a term that is trying to break out of its definition, we cannot help but talk about a few things that have been disturbing our generation. Gender cannot be simply categorized into male and female but for the

purpose of this paper to be fulfilled this must be carried out. Sexism in the film industry has to be banned now more than ever because things won't end up well for the film industry with the rising concerns of women and feminist leaders. Several women working under male directors and producers have found the courage to step up and voice out their opinions on the harassment they face and the way their skills and talent are being looked down at because of the predetermined notion of men always being smarter and more talented than women. If this notion of the "alpha-male" keeps up for longer, the retaliation is going to be huge and then these film industries might have to sit back in their recliner chairs for the rest of their lives.

We are adult enough to understand what is morally and ethically right in our generation but what happens to our kids who are growing up in such an environment where all around them they acquire the wrong notions on gender? Guess who gives them the idea of what they are supposed to be at a very young age. Media it is. The films they watch, the animations, the t.v serials all play a vital role in the child's development and understanding of gender at such a young age. If you have noticed, all the male superheroes that the kids adore are so strong and

masculine and most importantly have super powers that make them so cool. While on the other hand, all the female characters are seen as weak and vulnerable, constantly crying out for help with zero superpowers. All that is important for them is that the female characters are dolled up and that their dressing is attractive enough to draw the attention of the male lead. This is what leads the young girl child to think that her appearance is what matters the most to her. The way she stands, eats, walks, and dresses is what makes her who she is and apparently, that is her only job too. Let the men do what they do always, save the day and earn the credit and the woman at the end of the day and this is what the young boy is bred to believe. As a child, I recall watching some Barbie movies and thinking like every other girl that girls were always meant to wear pretty pink floral clothes and makeup all the time so that a prince would magically appear and take me away. It was already pre-decided in my mind that girls could not ride horses or fight evil monsters as we do not know how to yield a weapon which is again a training only given to boys. But even if some of the Barbie movies showed me that side of girls, some others showed us that girls can be whoever they want and can wear whatever they want to and for them to feel like anything is possible, they just had to believe in themselves and fight for it. This thought of being obsessed over the body and thinking that they have to be presentable all the time is something that has to be wiped out of the minds of young kids. As for boys, the famous statement that “men don’t cry” is the worst thing that can be taught to them. The constant reminder from their favorite tv characters that they are born to be strong and courageous and dominant is what sticks to their minds at such a young age. The obsession with wanting to look tall and bulky with tons of muscles and veins popping out of the body, being able to knock people out with a punch, using cool weapons and mastering the art of shooting, fighting like WWE wrestlers, and learning to drive cars in both video games and in the real-life are what inspires them to adopt the male chauvinist attitude at a tender age. How the movies portray girls are how they treat them in real life too. Women embodying gender norms have been so institutionalized in society that it is only appropriate that women cover their bodies using a garment when in reality it is the men who have to be taught to restrict their eyes. The problem is that not just are these women expected to dress up in a restrictive way, rather they are also subjected to having an ideal body being a part of the female gender type. The shape of the body, the texture, the smell, the clothes they wear, and the way they carry themselves is what is believed to exhibit their femininity, highlighted the intersectionality that women faced as

opposed to what men faced. This practice of embodiment starts at a very young age for women and this is what constructs a very wrong ideal of gender in their minds. Boys and men end up bullying and assaulting girls thinking that they won't fight back since they are considered weak and girls and women actually or most often don't fight back thinking that they are weak and also because fighting back is not exactly or always their forte. This kind of thinking will motivate one and demotivate the other and this where the media should step in and clear the air of misunderstanding. All this can be avoided if such thought-provoking ideas were not portrayed in films and animations which would color the kids' mind and thinking.

Most films always represent men with so much authority and power and women with attractive and well-maintained figures that men are supposed to ogle over. One such example that can be thought of is the movie “Transformers” where Megan Fox is objectified to suit the concept of the male gaze. She is a mechanic who somehow always appears to be wearing short and revealing clothes and maintaining a certain position while fixing a car. The camera shot started at her slender legs and went up to her face which clearly explains the concept of the male gaze that the director was aiming at, that is, the exact way any male would be expected to observe a woman. The less clothing she had on the more the gaze hence more the viewers. What the viewers missed out on were the problems that the actress faced on the set of the movie. She lodged a complaint against the director for multiple cases of sexual harassment in which she was practically forced to wear uncomfortable, short, and revealing clothes for her role. Since she refused to do that any further she was terminated from the contract which in turn tore her public image down to tatters. Similarly, many such women have spoken out against such issues and have been kicked out of the film industry and had to face a downfall in their careers. But this where the “#MeToo” came in handy for them and they used this opportunity to talk about the injustice that was committed against them. The media industry should know that nobody will stay silent about this anymore and henceforth movies will have to be created with much precaution. As for the males, most of them are portrayed running up and down through various calamities, saving people and maybe through that sacrificing their likes and at the end of it all wearing torn and tattered clothes with blood oozing out of their skin and multiple gunshot wounds but still alive and healthy and also the hero at the end of the day. There is no reason as to why women can't be doing the same things as they are and still get appreciated for it. But somehow it has to be the

alpha male who can complete tasks with much ease and saves the distressed damsel.

There were a few women directors and producers who produced a few good movies but still in comparison with the number of male directors in the industry the number is hardly noticeable. Movies like “American Psycho” and “Brave” were co-written and directed by women and these movies are among the top best movies directed and produced. So it is not just that only men are qualified to direct and produce good movies, women also have the capability but not many of them step forward with their ideas as the industry is mainly male dominated. What happens when a woman produces a film is what is important in this context. While most movies show women as vulnerable and having to follow a certain set of standards and rules that are most appropriate in contributing to their image as a woman, this film produced by a woman had set different and bold standards. The movie is called “Brave” and revolves around the life of a princess whose father is a hunter, who is well equipped with her bow and arrow and has no regret in using it. Also when approached by suitors she boldly refuses each of them which is otherwise not suitable for a princess to do. Breaking all standards she also stands against her mother’s command of wanting her to act more like a lady just because she admires the sport of archery. This woman director has thus made it easier to think of how women should not be confined to what the society wants them to be rather be who or what they want to be and do what they think is good. “Brave” also did not show a male character in lead who had to help her out thus making it a movie where women were shown as equally powerful, brave and bold as men are. There is also the pressing issue of pay that is overlooked. Women are paid much less money than men who do the same amount of directing and work. They are also severely under-represented and have less access to resources in the workplace. It was mainly noticed that one in five women were directors or at some high posts in the film industry while the others were not allowed to work under creative positions even though most of them graduated from the same film academy of those men who had got those positions in their place. No one had the courage to speak out against this injustice and hence this issue was left unnoticed.

There’s a theory that is associated with women that explains the unconscious desire that a woman has in her mind to be under constant protection or care and through that give up on their own desires and thoughts. This is called the “Cinderella Complex”. It revolves around the ideas like those we saw at an earlier age in cartoons where the prince always saved the princess from her distress. But

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the real reason for this can be due to the fear of being independent. This again brings us back to the question of how this fear was created. As young children, we are easily influenced by cartoons and movies and this is probably a stepping stone into the world of our thoughts and of how we perceive ourselves to be as shown through the camera’s lens. This thought also came about as a process of describing how the princess or in our case a woman had to be; innocent, beautiful and very dependent on whoever was supposed to save her. The very notion of fulfilling all these criteria probably put the woman under so much pressure which resulted in the formation of this complex which she thought to be her only escape. The twisted notion that a woman’s life will be only be complete if she gets into a relationship with a man is quite the irony in today’s situation as we see more of the woman becoming a slave to men’s standardized notions. This complex is what the film industry has utilized for their movies and it is very evident in the movies produced over the years especially with the animation movies.

The measures to make sure that the film industry will refrain from not showcasing gender equity have already been taken by a few countries as per UNESCO’s report. Film industry is certainly one of the most creative and powerful mediums and therefore their role as influencers should be considered with utmost certainty and caution as they practically reflect and shape a society’s cultures and values. Secretariat of Audiovisual Activities of the Ministry of Culture and the Secretariat of Women’s Policies of the Presidency of the Republic of Brazil launched an award which aims at giving increased visibility to the cinematographic work of women’s directors and technicians, in order to promote equal opportunities among men and women in the Brazilian audiovisual sector. They also have the thought of extending the program to indigenous women, Afro-Brazilian women and women in vulnerable groups. The Swedish Film Industry (SFI) made an agreement which required production funding to be given to directors, producers, scriptwriters to be distributed equally between men and women equally. With the introduction of these measures women in Sweden are finding it much easier to express their thoughts and ideas in the film industry. UNESCO is currently undertaking measures to bring out such initiatives in other countries as well which will make it easier for women to get into the film industry with much ease.

So far this paper talked about how women had difficulty catching up to men in the film industry but there are other strata of gender that should be looked into in the same way. It is not until recently, that the LGBTQ community is

being portrayed and given value to. Film industry did not consider showing LGBTQ on screen to its viewers in the fear that such movies would not be very much appreciated by the audience. But it is exactly what the audience wants to see so that they get a reassurance that their voices are also being heard and it is not just the filmmakers who take all the decisions. It wasn't easy to bring out the first homosexual film in the 80's in America. The very first film that came close to showing homosexuality was called "The Dickson Experimental Sound Film" though this was not considered queer or flamboyant but rather merely termed fanciful. Although in the years after that, homosexuality was never really considered worth portraying in films until the Great Depression period. During this period, the filmmakers noticed that the number of people turning in to watch movies were dropping significantly and they were almost going through a loss. They decided therefore that introducing queer characters would help rope in the audience again as this was something out of the ordinary for everyone. Hence measures were taken to train actors and actresses into cross-dressers, pansies (the then term used for gay men) and lesbians which would ensure the shock-value to get people back into theaters to watch movies that were "different". Controversial topics such as prostitution and violence were other similar areas where the audience's attention could be captured. Using homosexual representation in these movies hence degraded the status of those who were actually homosexual or queer as they were portrayed as silly and dressing up just for laughs and the movies made sure that the message of why homosexuality cannot be considered had gotten across to every citizen, indicating that involvement in such heinous activities would only make the people mock you and that society would never accept such people. It is around the same time that the supreme court of America decided to pass a law stating that the film industry could not portray such "evil" on screen as they were the leading industry with the power to influence the lot as was the concern of the church. So the film industry had already sketched a portrait of what homosexuality was through the films and it is to break those standardized notions of the people that they should be essentially working for. There are many movies now that illustrate the life of homosexuals the way it actually is and this is what will ultimately be the story that had to be told.

### CONCLUSION

Our understanding of the film industry is very much limited to the number of movies we watch.

We can't possibly and we shouldn't make a conclusion based on our experience of watching one or two films that represent a gender or a community. More importantly it is necessary for the film industry to understand what it means to depict gender equity in their films. In recent years the depiction is getting much better and things are finally falling into place for both the filmmakers and the audience. If this continues successfully, both parties can have a peaceful negotiation and move forward without any difficulty. Even though most film industries are profit driven, one mustn't make movies for the sole intention of profit and be cynical in their approach towards men, women and the other sections of society. The most important message we can convey to the film industry is to go with the choice that scares them the most because that is the decision that will help them to grow and as long as they know that it is good enough to make people stand on their feet and applaud for the right cause.

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# The Abominable Killer: An Introspection of the Bundy Murders; *The Bundy Murders: A Comprehensive History*

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**Abstract**— *Crimes are not something that is hidden from the eyes of the public. But some crimes have their way of being kept secret from the eyes of those hunting down the ones behind this atrocity, namely serial killers. This would not be possible unless the murder was planned out in such a way that was undetectable by the police and for that to happen it was necessary that the person committing the murders had higher-order thinking skills and a unique way of planning a murder so clean and perfect. Ted Bundy, being the handsome heartthrob of many young women despite them knowing his background of killing spree is the main subject of this research paper and through the unveiling of his psychopathic pattern of crime and his pattern of victim choosing, the murders of one of the greatest serial killers of all time are studied and exposed to have a better understanding of what methodology worked through the criminal mastermind's head.*

**Keywords**— *Serial killer, Ted Bundy, young women, higher-order thinking skills, psychopathic.*

The infamous serial killer of America made his entry into the world of nightmare for young women in the 1960s terrorizing them and at the same time also being widely popular and most wanted by young women even after they had heard of his infamous and heinous crimes in and around the city. No amount of sense could be knocked into the heads of these young girls who despite having witnessed and heard of his horrendous methods of killing girls of their age and practicing sexual acts with their corpses, were ready to understand what kind of danger they were dragging themselves into and that the absurd fantasy they were trying to build around and for him was something that should never have been fantasized in the first place. Theodore Ted Bundy isn't the serial killer kind where one would expect the killer to look the part of a killer, dressed shabbily, ragged features with the description of a person who is able to commit such monstrosities painted on his face rather he was quite the gentleman, with ocean blue eyes, a charm that drew women to him in a snap of a finger accompanied by an aura which befuddled women into thinking that he only ever had good intentions.

Killing women was nothing short of a psychotic fun activity for him where the thrill of abducting women in the hope of fulfilling his psychopathic sexual and homicidal fantasies was what kept him going and gave him that edge or the adrenaline rush in carrying out his crimes. His gruesome methods and the reason for his choice of victims were continually trying to be analyzed during his crime period by various investigators to find out his killing pattern and prevent it beforehand but then by the time they had gotten around to that, a large number of women had already fallen prey to his traps. The killer was captured at last but at what cost, the lives of so many young women who had to be test subjects and sacrificial lambs for the protection of those who were yet to be brutally murdered.

What made his crimes go unnoticed is the larger question that is put forward through this paper and why were his crimes one of the most difficult cases to be solved is what is being analyzed. This paper looks at how higher intellect as well as a poor family background constructed a clear path for Ted Bundy to pull off his crimes with little or no difficulty. His sick psychotic brain functioned in a pattern like no other ordinary human brain because of which his

crime patterns were hard nuts to crack and allowed him to go about conducting new, psychotic sexual activities with the corpses or trophies that he refers to them as. Punished for his crimes he was, but what brought about these crimes in the first place is the first black dot in the life chart of Ted Bundy.

The objective of this paper is to analyze the horrifying Bundy Murders in the light of his higher intellect in conjunction with a deficient childhood which constructed the platform for Ted Bundy to perpetrate his psychotic crimes in the most spotless way possible. The analysis of this will be in accordance with an autobiographical work that discusses a comprehensive history of the murders of Ted Bundy. This autobiographical text provides detailed descriptions of the complete history behind the mad killing spree, the methods, and weapons used for carrying out those heinous crimes, the pattern of murder and the choice of victims, and most importantly the life of young Ted Bundy: the very age where matters took a drastic turn for worse and happening to have a brilliantly high IQ just provided leverage and assisted the killer in making murders a neurotic and psychotic game of hiding but never to seek.

For studying certain crime patterns of an individual, it is necessary to acquire information about the person and his background. For the purpose of my study, I will be looking into the information provided for Ted Bundy on the basis of an autobiography written on his account. The research methodology thus availed in this paper is qualitative in nature and is an autobiographical account of the serial killer, Ted Bundy.

Articles written on other serial killers express similar ideas of crime patterns and childhood behaviors which have led to the corruption of young minds which in turn led to their murderous intentions. An article written by Hayriye Elif on *Serial Killers: Nature vs Nurture* talks about how serial killers are naturally made killers owing to some of their horrible family backgrounds. This background can be of childhood abuse that they experienced or any other such traumatic events in their younger years. In most articles written on similar topics, the same view was seen to be very accurate as even researchers have approved of this claim. She mentions that the intention to kill or do off with someone if comes naturally to some is mostly nurtured in others because of what they encountered in their childhood. This is where the article threw the spotlight on parents or other family members because they would all be collectively responsible for shaping or even creating an identity for their children. This would mean that a part of their future was mainly shaped by the occurrences and

incidents in their childhood which thereby flagged their homicidal instincts at a later age.

Other articles written on the crime patterns and choice of victims gave an insight into what would be considered as the basis for the choice of certain patterns or victims. An article by Mark Seltzer on *Serial Killers (2): The Pathological Public Sphere* talks about how a certain serial killer has his mark on young women who have opted for a modern form of occupation such as fashion or those who work in technological fields. According to researchers, these murders or choice of victims is largely due to wanting to not break from the conventional rules set by the society for women to be at home and do household chores or other jobs such as nursing which would bring out the femininity in them. Those who could not follow this was welcomed with the punishment of murder by these serial killers. Another article by Thomas Doherty namely *Licensed to Kill: An Interview with Arthur Dong* talks about his interviews with a homophobic serial killer named Arthur who took it on himself to make it a main preoccupation to murder people who are homosexuals as part of being a person of faith. This article acts as a supporting claim to this statement that serial killers adopt a certain pattern of killing depending on the twisted ideals that they either believe in or want to enforce on others. But rather than approaching them, they find it easier to wipe the person off the planet to avoid interaction and interference of human emotions. These articles therefore also gave an idea of how poor communication skills and alienation from society created the unnecessary space for these killers to advance towards their victims using physical force.

The primary text namely *The Bundy Murders: A Comprehensive History* by Kevin M Sullivan talks about the whole history of the psychopathic serial killer Ted Bundy who was apparently going around killing young women in the '90s. The author talks about the numerous things that contributed to Ted's choice of a serial killer lifestyle and how it came about in the first place. The autobiographical account covers everything from his broken family background to his execution in an electric chair. Sullivan talks about how Bundy had been void of emotion in a few years' time after entering college. The emotional quotient was missing in him which is what caused him to go on a killing spree and conduct such heinous crimes. In the summer of 1974, Ted had already found the love of his life Liz but was unable to dedicate himself to her alone. The dark sinister intentions of wanting to abduct women and commit sexual activities with them were also getting stronger around this time. Around this time, Ted was into wild pornography where

female dominance over men was portrayed and where scenes of bondage kept him excited and thrilled. At a very young age, Ted was already referring to one of his class teachers as a “voluptuous disciplinarian” and was seen committing sexual activities in the storeroom inside the classroom. Being a boy with brains accompanied by good looks had already scored him a lot of female attention in class which he later on claims is why he knew girls would or could easily be fooled as long as they found the person and his acts genuine from the outside.

Before Ted had gone about murdering his victims, he was believed to be a victim himself, a person whose internal devices were malfunctioning causing zero emotional responses, and through his fractured personality from his childhood. As a child, Ted received bullying comments about his family all the time especially because he was born without a father. His mom’s act of remarriage happened twice and in that period, getting used to new members around the house without falling out of place was getting more difficult. The major factor that triggered him was his stepfather Johnnie, who kept triggering him with the fact about him being fatherless. This hurt young Ted’s ego and the constant need to be realized as strong and independent and nothing unlike his father who left him and his mother kept resurfacing from time to time. His family background was also quite twisted in such a manner that his grandfather was rumored to have been abusive towards animals and also had a collection of pornography which he had found out hidden in his grandfather’s bedroom which was later analyzed by researchers into thinking that Ted too had inculcated the same habits of the people who lived around him at the time.

Ted Bundy’s wife Liz who was always there for him was the most shocked person to learn of her husband’s secretive, dark and disgusting activities behind her back. Even during his time with Liz, Ted found it extremely difficult to suppress his dark desires and was constantly in search of other women with whom he could conduct his dark activities. In the book, Sullivan mentions that during Bundy’s time with Liz, he found a way to have an extramarital affair with another woman where he would take her to a hillside which he would name as their favorite spot. What the other woman did not know is that through this time that he spent with her, he was mainly scanning the area for his future predatory activities, that is, in fact searching for a place where he could dump the bodies of young women after he was done with them.

As for his choice of victims, he did not settle for prostitutes rather he settled for young dark or light long-haired women who had a middle partition hairstyle living in remote areas of the country. He usually focused on

women who were attending college and those whom he described as naive since they would openly follow his invitation to his car where he would knock them down and later murder them.

What made Bundy different from the other kinds of serial killers as explained by Sullivan is that Bundy was able to plan out a whole murder then execute it that is abduct, take the victim to a remote countryside, conduct repeated acts of rape and necrophilia and dispose the body and then resume with his normal day to day activities like none of this mattered. To make sure his tracks were covered, Bundy made sure that while his victim was lying unconscious in his car he made frequent calls to his then-girlfriend Liz which would throw him off tracks if at all any suspicion regarding his whereabouts arose. Sullivan in his book writes “ Ted Bundy’s contact with Liz after the murder was his way of stepping back from the crevasse of complete insanity” (118). Feeling a pang of pity or guilt over the murders he committed is not something that Bundy would feel and to not be completely submerged in his world of sexual desires, Liz was his only escape.

Psychology basically talks about two kinds of psychopaths under a list published by psychologists who study psychopathy. One is called primary psychopathy where the person is believed to have a shallow effect, interpersonal coldness, and low empathy, and the other called secondary or hostile or reactive psychopathy where the individual is associated with aggressive, impulsive, and anti-social behavior and socially deviant lifestyles. Those individuals who came under the quota of primary psychopathy seemed to have possessed traits like intelligence, high boldness, dangerous, and some kind of evil aura around them. Sullivan does identify the first few traits as very prominently observed in Bundy who had no trouble approaching several women and had already pre-planned a destination, murder weapon, costumes to change, and conversation starters as part of his masterplan. The second category too had traits that were relatable to those performed by Bundy but the more prominent ones were those that belonged to the former. A personality trait namely Agreeableness was also observed as missing in Bundy as this trait is found in those who feel concerned for the people around them. Only very few women have escaped the pangs of this monster but that was not because of his concern for them as he later explains that it was only because he could either not approve of their appearance or he did not like the idea of the woman being too bold. The very fact that Bundy knew about his own nature of behavior along with his two-sided life where he could go about living what seemed like a normal life to others is what makes the scope of study for psychopathy as

observed in Ted Bundy more intense and what makes us tremble at the fact of someone being that vulnerable and having to beg for mercy and unwillingly be at his disposal where life is then only a matter of death at the hands of someone so wicked.

The analysis made by Sullivan covered all aspects of Bundy's life and history and moreover captured the real essence of what a real killer actually is. As per his analysis of the choice of victims, poor family background and his crime patterns in relation to his high IQ, he has been able to draw the perfect picture of a person with a mind so destabilized and disturbed which in turn led him to be America's most prolific serial killer.

Through this text, Sullivan mainly focuses on Bundy's criminal activities and his way of going about a murder and his devious plans and tools that he is equipped with for the same. The limitation of this text is that Sullivan talks about the human in Bundy more than the monster in him in such a way that his actions were mostly human and came about because of his tragic past. One cannot justify such horrendous actions of a serial killer because of his catastrophic childhood experiences and thus the author's intentions of justifying his actions is not a very acceptable position.

Many tests prove that the idea of wanting to do something horrendous comes from an early age as mentioned earlier. Repressed, angry actions that could not then be showcased arises at a much older age but by then it could have been too late to analyze the cause of the actions of an individual who has been through something bad. This is the reason why those kids and adults who show signs of aggressiveness, alienation from society and have had at least some experience of killing a pet or anything relatively close to them owing to horrible family backgrounds have to be examined because trauma once affected has the power to drive the individual to commit crimes without so much as to thinking if it's logical or legal to do so. Hence a further scope for this research paper could be in analyzing the family background of serial killers in which genetics plays a role in determining what characteristics of the family member will be passed on to the child in their younger years.

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# Harmony and Integration: The Core of Woolf's Truth— A Brief Analysis of “Wedge-shaped Core of Darkness” in *To the Lighthouse*

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**Abstract**— Based on the principal theories and previous studies about Virginia Woolf and her work, considering Woolf's view on life and writing, this paper attempts to explore the life philosophy of Virginia Woolf about truth and reality by analyzing the symbolic meaning of the image of “wedge-shaped core of darkness” in *To the Lighthouse*, which appears once in the book, but could be the very symbol to demonstrate Woolf's inward understanding of truth and reality.

**Keywords**— “wedge-shaped core of darkness”, shape, color, harmony and integration, truth of life.

*To the Lighthouse* is one of the master pieces of Virginia Woolf. As a great work that features the use of the characters' stream of consciousness and “its brilliant visual imagination”, “extensive use of symbolism” (Su, 2014), it has been attracting much attention and arousing a lot of discussions among readers and critics. Quite many papers and books have probed the work through a wide range of approaches, such as Psychological Approach, Feminist Approach, Post-colonialism Approach, Deconstruction Approach, Narratology Approach, Ecological Approach and Cultural Approach—almost from every perspective—among which the last two, respectively represented by Shen Fuying from Shandong University and Gao Fen from Zhejiang University, are the most prevailing and influential by far in China.

Throughout the whole book, there are many impressive symbols, such as the lighthouse, the light, and Lily Briscoe's progression of her painting, and so on, permeating here and there, function significantly to stir

imagination, evoke emotions and reveal Woolf's understanding about life.

Based on the principal theories and previous studies about Virginia Woolf and her work, considering Woolf's view on life and writing, this paper attempts to explore the life philosophy of Virginia Woolf about truth and reality by analyzing the symbolic meaning of the image of “wedge-shaped core of darkness”, which appears only once in Chapter 11 of the book, but could be the very symbol to demonstrate Woolf's inward understanding of truth and reality.

## Why Use An Image of Illusive Entity?

What is “reality”? What is “truth” to Woolf? Many critics find that Woolf tends to put concepts like “reality”, “truth”, “life”, and “spirit” together (Gao, 2009, 31). For Woolf, literature is an uncovering of the real; it is true to facts, imagination, integrity, the art and the mind concurrently. In *A Room of One's Own*, Woolf explains her

understanding of “reality” and elevates her belief about life to a wholeness of the truth, a unification of truth and illusion:

What is meant by ‘reality’? It would seem to be something very erratic, very undependable — now to be found in a dusty road, now in a scrap of newspaper in the street, now a daffodil in the sun. It lights up a group in a room and stamps some casual saying. It overwhelms one walking home beneath the stars and makes the silent world more real than the world of speech ...But whatever it touches, it fixes and makes permanent. That is what remains over when the skin of the day has been cast into the hedge; that is what is left of past time and of our loves and hates. (eBooks@Adelaide, 2019)

For Woolf, reality seems “erratic”, “undependable”, but it is the thing that “permanent”. How to present it before readers? In what way make it exposed to the world?

Regarding Woolf’s writing ideology, she receives considerable influence from S. T. Coleridge. She once described her feeling after reading him that many of his letters were congested with things, quivering there (Woolf, 1942:105 Quoted in Gao.37, 2009)

Woolf is also affected by her sister Vanessa Bell, who is an impressionist painter, from which Woolf gets inspirations for a kind of visualized writing. She grasps and records those specific moments in life and names them “moments of being”. According to Yang Lixin, “moments of being” is a nuclear concept which “condenses Virginia Woolf’s consciousness of life, covers both levels of her life philosophy and writing idea” (2013, 81).

Woolf’s “reality” is an integrated and inseparable whole of objective “reality” and subjective “reality”. On the one hand, all things are changing and uncertain, the entities are illusive but natural; on the other hand, the entity is the only way to reveal the primordial. The only way out is to transcend things and emotions, and to express the truth between the real and the unreal. Actually, in a book, Woolf believes “(we) want something that has been shaped and clarified, cut to catch the light, hard as gem or rock with the seal of human experience in it” (Quoted in Gao, 2009). It can be safely said that Woolf

needs something that readers can feel and see to convey her experience through it. It may seem illusive and uncertain, but it can uncover the primordial and the fundamental.

So Woolf presents her “reality” by shaping a tangible and concrete entity while injecting her metaphysical ideas into it. It is a combination of concrete image of objects with abstract thoughts. Through these images of “moments of being”, Woolf glimpses into chaos and trivial of daily life, mirrors certain aspects of human beings and quests the meaning of truth and reality. The image of “wedge-shaped core of darkness” is one of those significant and special “moments of being”, and is the very image that Woolf resorts to visualize her thoughts.

### **The Symbolic Meaning of the Image**

In Chapter 11, when Mrs. Ramsay, after a busy and exhausted day, finds her “shrunk...to...a wedge-shaped core of darkness, something invisible to others” (Woolf, 45). This image is evidently specific and profound in meanings.

It’s well known and widely acknowledged that Woolf creates the character of Mrs. Ramsay with her mother, Julia Stephen as the prototype, an ideal wife and mother in Woolf’s mind. It’s also clear that the role of Mrs. Ramsay arouses a lot of discussions and interpretations. Viewed from Freud’s Psychological approach, the “wedge-shaped core of darkness” refers to the self of Mrs. Ramsay, the embodiment of Id, i.e. the innermost Self of Mrs. Ramsay who is said, by some critics, to be an “Angel in the House” whose emotions and desires are repressed by the patriarchy Victorian Society. Meanwhile, from the Feminist perspective, this image becomes the embodiment of Mrs. Ramsay’s unwilling compromise between her will and the reality because she wants to rebel against the role of “a prisoner in the living room” (Li, 2015) but cannot shake off the fetters of that imposed on her.

In the book, Mrs. Ramsay attempts to defy her angel role, but still willingly spares no efforts to fulfill the angel role. She tries to dominate her life and exert control over others, but is made to fail or give up. She sometimes feels disappointed with the reality, exhausted with the chaos and busy trifles of life. She now and then is rather nagging to urge others to get married while secretly holds a wish that

her beloved youngest son could always be a boy as time goes by. She endeavors to build some warm bond between isolated souls but finds it hard to establish some order in the chaotic and changeable world. All these ideas seem to make opposition and separation as the central theme in this book. Is it the real intention of Woolf to put people and things against each other?

Mrs. Ramsay may stand for the Victorian ideal woman, the “Angel in the House” or the “prisoner in the living room”, whose altruistic ideas and voluntary deeds to help others, no matter families, friends or the poor and weak, are neglected and her own desires give way to other people’s need. She may be an angelic mother and a considerate friend busy with offering sympathy and support to her husband, taking care of children, and helping others. She is respected, loved, and admired, and remembered, but meanwhile she gets herself torn apart.

However, when she “(shrinks) to...a wedge-shaped core of darkness” (45), she obtains the sense of harmony and integration, the sense of a whole self of her, the sense of a whole of everything together. Her shrinking is not intending to retreat to her Self in it nor does she feel sad or depressed. Instead, she gains boundless freedom and enjoyment by entering the mysterious realm of self-consciousness, because it is a place in which “there was freedom, there was peace, there was, most welcome of all, a summoning together, a resting on a platform of stability” (Ch. 11). At that moment, this “wedge-shaped core of darkness” conveys not frustrated retreatment, but cool detachment with a loving heart. The image is not only a woman’s spiritual silhouette; it is an attitude, a way to appreciate the world, the people, nature, and life. At that moment, she is it; it is nature. They are an integral whole.

In fact, the “wedge-shaped core of darkness” denotes harmony and integration which is like a thread running through the whole book. In *To the Lighthouse*, harmony and integration between people can be found in love between husband and wife (Mr. and Mrs. Ramsay), in reconciliation between father and son (James and Mr. Ramsay), brother and sister (James and Cam), in the making-up between lovers by having “a better partner” (Minta and Paul). It also lies in harmony and integration of human and nature, life and art, illusion and reality (Lily

Briscoe finally knows how to finish her painting and “make(s) it done”). This is the central idea of Mrs. Ramsay, and it is also the core of truth to Woolf.

### Why This Color and This Shape?

Woolf says, “...painting and wring... have much in common. The novelist after all wants to make us see... All great writers are colorists” (Quoted in Jack F. Stuart’s “Color in *To the Lighthouse*”, 2014). Holding this view, though deeply influenced by her impressionist painter sister who inspired her to define the concept of “moments of being”, Woolf goes beyond impressionism and symbolism in her writing. In *To the Lighthouse*, Woolf not only uses color as an effective medium for expressing both individual and universal experience, but lavishes colors upon her characters so as to seek the essence of truth.

Colors and certain images permeate in *To the Lighthouse*. It’s like a carnival party. There are a variety of kinds of colors, such as blue, high blue, bright violet, purple, greenery, silver, red, black, white, pale, yellow, etc. Certain colors have certain connotations when associated with certain characters. For example, red, reddish are often used on Mr. Ramsay, which is related to something of truthfulness and masculine or male chauvinism; green and blue are frequently applied to Lily Briscoe, which indicates androgyny, the state of having both vitality and sense of males and imagination and sensibility of females.

Images also can list many. The lighthouse of silvery, the misty-looking tower and the lighthouse of the white-washed-rock tower make it hard to decide which one is the truth, which one is the illusion; the “yellow eye” of the light stroke from the lighthouse, the light of spirit, which Mrs. Ramsay equates herself with, would never fail to give Mrs. Ramsay comfort and encouragement; the “triangular purple shade” beside the window is the embodiment of nobility and tranquility of the beautiful and admirable Mrs. Ramsay, which seems mysterious to Lily Briscoe at that moment in the book.

But why here, a black “wedge-shaped core of darkness”, instead of something purple like the “triangular purple shade” or something yellow like the light stroke is used on Mrs. Ramsay? Because among all the colors, black is most closely associated with death, or the Id,

something mysterious or stable, or something deep and eternal, which often are the words to describe the nature of truth and life.

Stuart describes Woolf's world of colors and images in the following words:

Intrinsic constitutions and structures are reflected in the colors, which are generated by dispersion and filtration of the white light of life and by electromagnetic vibrations in the psycho-physiological medium of the individual. ... Objects do not have colors, but for the eye, all objects exposed to light absorb some rays and reflect others. Only Mrs. Ramsay, as she identifies herself with the light, or enters the "wedge-shaped core of darkness" transcends colorific diffraction and becomes pure being. "After burning and illuminating", she sinks back through the "violet end of spectrum" (Lily's "triangular purple shade") to achromatic invisibility. (Quoted in Stuart, "Color in *To the Lighthouse*", 2014)

"If light which falls on a body is completely absorbed by that body", explains Chevreul in a scientific way, "so that it disappears from sight, as in falling into a perfectly dark cavity, then the body appears to us dark" (Quoted in "Color in *To the Lighthouse*" Stuart, 2014). At this moment of being, something black is seen and seized in one glance.

Mrs. Ramsay is the incarnation of love, so the image is a shape looks like the shape of heart. Mrs. Ramsay loves people. She devotes herself to her family and cares about other people selflessly with great love. Her instinct is to "build nest at people's heart". She is the bond between family members and friends, the spiritual prop to her callous husband, and a caring mother to her children.

Apart from people, Mrs. Ramsay loves all the things of life, things of beauty. She instinctually realizes that everything in nature are connected to the other. In her mind, there is harmony and integration between man and nature. When she feels exhausted or perplexed, she gets energy and inspiration from the light stroke of the lighthouse and views the third stroke as the light of her own spirit. When seeing non-living things, trees, flowers and rivers, she feels that they seem to have life, and become

the same thing, to speak with one voice. After her abrupt departure on an evening, she could still exist in the flowers, in the trees, in the rivers, lingering in the memories of the people to whom she offers love, companion, and consideration generously.

According to Shen Fuying (2013), in an ecological reading, Mrs. Ramsay has a particular approach to appreciating and understanding the world which is similar to Chinese Daoism:

Human beings should apprehend the nature of nature, locate their own position in nature and try to establish ecological harmony with nature. Human beings should love all living beings in the world, obey nature's law, share the same rhythm and the same fate with nature and get united with nature. It has much in common with Chinese Taoism (Shen, 68-80)

Because of this view, Mrs. Ramsay makes herself merge naturally into the world and integrates with it by shrinking to "a wedge-shaped core of darkness, something invisible to others, but tangible to mind.

## CONCLUSION

Unlike the epistemological position, Woolf's truth is ontological, which refers to the present of subject and object together and the true and the untrue together, rather than merely pursuing "things in themselves" or "consciousness in us". Such a position is similar to that of Heidegger, who believes that "truth, in the most primordial sense, is Dasein's disclosedness," and "that Dasein is equiprimordially both in the truth and in untruth" (2002).

It echoes with Laozi's "Tao", "If 'Tao' is referred as an object, it is ambiguous and elusive, in which there are image and thing. It is dim and remote, yet there is the real intrinsically. The real is true and could be justified." (Chapter 21) On that evening, Mrs. Ramsay heaves sighs of reflection when reading the following lines:

All the lives we ever lived,  
And all the lives to be,  
Are full of trees and changing leaves. (86)

In the transient, flowing chaos, Woolf, like Mrs.

Ramsay, finds something harmonious, stable and eternal. She is intoxicated in the ultimate reverie. In that “wedge-shaped core of darkness”, she allows herself a free ride of self-indulgence, fully enjoying the freedom of spirit and integrating completely with nature and eternity—life.

Harmony and integration of the inner self and the outer world, human beings and nature, entity and thoughts, reality and illusion, real and unreal, something “between things, beyond things”, are condensed in this “wedge-shaped core of darkness”. This is the core of truth and life, and the core of Woolf’s life philosophy.

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# Collective Self-Estimate in the Aymaras Communities (Puno-Peru)

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**Abstract**— *The study aims to identify collective self-esteem in the communities settled in the Aymara provinces of the Puno region, in that perspective, the objective is to describe the characteristics of collective self-esteem; in the same way to analyze the ways of conceptualizing them and interpret the collective living self-esteem of the populations under study. The methodology that was used was ethnographic and hermeneutical; The work collected perceptions and attitudes related to the type of self-esteem and participation in the communities under study, where in-depth interviews and focus groups were applied in three areas: south, center and north. The results show us that the population of the Aymara communities are aware of their belonging to social identity groups and categories and these are determined and related to the socio-cultural environment, which lead to a positive or negative perception of collective practices and everyday. It is concluded that in the Aymara communities an expression and manifestation of collective self-esteem persists, which has been reconfigured according to socio-cultural changes. The study helps to improve the perceptions and decisions related to the Aymara rural communities in Puno.*

**Keywords**— *collective self-esteem, identity, perception, attitude, Aymara.*

## I. INTRODUCTION

Today the world lives facing two most shameful events in history, such as the social collapse expressed in corruption and the interest of multinationals and on the other hand the environmental collapse where that biodiversity under the interest of transnational companies is disappearing, we know that the expansion of the world, what we now call globalization, had its first moment in the 15th century, as a result of the incorporation of America to the destiny of Western Europe (Santiago, 2014), in that scenario, in Latin America, the five centuries of historical oppression have made the original inhabitants of these lands invisible. In our understanding, it is not an involuntary event but rather a decided policy of concealment of a reality that, in the opinion of the rulers, was an obstacle to national construction; hence the option was that of a virtual statistical ethnocide (UNICEF, 2004).

Social changes are as spectacular as technological and economic transformation processes (Castells, 2000), in this

perspective, not all systems in the world are the same, although there are general categories that cross the traditional divisions of natural and social sciences (Laszlo, 1997), in short, the states have induced the native peoples prior to their foundation to a process of homogenization and monocultural hegemonization, where the formations of identities and collective self-esteem were built in a fictitious and imposed way.

In the Peruvian case, the work “peruanicemos al Perú” (Mariátegui, 1928) becomes more current, knowing that we have not left the colonial heritage, because, the pending task of the constitution of a Nation-State became the center of concerns of the intellectuals of the bourgeoisie at the end of the century, a concern that has been maintained throughout the 20th century (Cotler, 1992), which has been recreated in the 21st century, therefore, the problem of the Discrimination, exclusion and racism are problems that these peoples have faced during the colony and are still facing, these categories from the Aymara logic are close to

“jisk'achasiña” or “jisk'achaña”, they are associated with the humiliating condition of servitude (Rivera, 2010), as a consequence, these situations are determining aspects linked to collective self-esteem in the populations in the Aymara communities of Peru, in our case in Puno.

The present study is structured in three items; In the first instance, it begins with the characterization of collective self-esteem in the Aymara communities; secondly, it addresses the current conceptualization forms of collective self-esteem and thirdly, it develops the hermeneutics of collective self-esteem. We insist that in addressing issues related to indigenous peoples, it is essential to understand the historical process of the peoples of the periphery, who were denied and mutilated during the colony and even in the Republic, since Mesoamerican civilization is a denied civilization, whose presence it is essential to recognize (Bonfil, 2001). However, despite the processes of de-structuring and deculturation that, like everyone else, it has suffered, its people and culture are still alive. Neither the constitution of the states nor the republics could end, the Aymara people are a people with no desire to die (Albó, 1988), but they are not alien to the destructuring (Llanque, 1990) and the crisis that the peoples of the periphery face today fragmented into four countries: Bolivia, Chile, Peru and Argentina. The Aymara people are circumscribed in the American confusion, because they created imagined realities: national states, republican institutions, common citizenships, popular sovereignty, national flags and anthems, etc. (Anderson, 1997), suffered a geopolitical fragmentation, the consequences of which are subjects and bills they have been facing (Alanoca, 2017).

The purpose of the research is to make visible and identify the collective self-esteem, still in force among the Aymara communities of the Puno region, despite the accelerated changes that these populations face. It is not about sacralizing or falling into the trap of ethnocentrism, but is about deciphering the experience and validity of those forms of expression that are manifested in various activities, be they social, cultural, economic, environmental and political today, which could very well serve as a support and alternative in these times of social and environmental crisis, which could be inserted in educational policies and in various social programs.

In sum, self-esteem in Aymara communities interweaves principles that guide and delineate the formation and construction of cultural identity and a sense of relevance, however, the dynamics and organizational process structures of Aymara communities have been profoundly disrupted. These are expressed explicitly in the daily life of the inhabitants, especially in the youth and which induces and forces us to develop this research in order to decipher

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the main cultural values. From this perspective, it is necessary to identify, analyze and interpret collective self-esteem in the Aymara communities in the provinces of Moho, Huancané, El Collao, Chucuito and Yunguyo, in the same way in the districts of Acora, Chucuito and Pichacani, these part of the province of Puno.

## II. MATERIALS AND METHOD

Due to the nature of the research and according to the objectives set, the work has included three phases. At first, the investigations related and linked to the collective self-esteem of the inhabitants of the Aymara communities have been traced. As part of this process, different libraries have been visited to gather first-source information in addition to the virtual ones that are available today. The second phase was the realization of field work itself, therefore, different localities located in the Aymara provinces of the Puno region have been visited, on the other hand, the cities of Tacna Arequipa, Lima, Ilo in Peru, have been visited. In the same way, the cities of Arica and Iquique (Chile) and La Paz (Bolivia) were visited in order to have a more real vision of the changes that have been occurring in the different communities in relation to the formation of collective self-esteem in the communities Aymara.

Collective self-esteem is subject to changes and the predominance of access to technology and consumer culture, or fashion in the various expressions and collective manifestations, such as anniversary parties, patron saint festivities, marriages and family reunions in Aymara communities from Ilave, Moho, Pilcuyo, Huancané and Candarave. The ethnographic method was used, where we can describe the collective and individual manifestations of the population, to understand the meaning that gives shape and content to social processes and is, therefore, a central method and –the only legitimate one– for social research. (Hammersley, M. and Atkinson, P., 1994). Participant observation techniques, interviews and focus groups have been used, each one with its respective data collection instruments.

## III. RESULTS AND DISCUSSIONS

Self-esteem as a component of psychology can be approached from its various fields, currently it has to do with the great changes at the level of urban centers, therefore, collective self-esteem is a concept of psychology that refers to how the The self-confidence of the individual interacts with that of other individuals who are part of the same group (Molina, 2017), in that perspective there is a whole story of unforgettable collective pain and suffering,

that a segment of the population in those cities that they cannot forget, the who were and are victims of suffering, genocide, oppression and violence (Santos, 2015), in this process feelings, self-recognition and redefinition of identities have been interwoven, not only individual, especially collective, which is typical of the Aymara culture, translated into the phrase: 'jiwasaxa mayaktanwa' translates to 'we are one' an expression of these paradigms today is the communities and residents of the cities des, despite the differences they express this expression of collectivism, although it may have a pejorative charge towards those who have still remained in the community.

At present, collective self-esteem is with cultural values, which are those that relate people, things and other beings with respect to a sense and an experiential meaning (Romero V., 2006). In this context, other values are practiced, such as solidarity or 'yanapt'asiña' that has not been lost, although the elements of solidarity have been recreated in relation to the changes of globalization, but they remain a practice. The reciprocity institutions are: Yanapa, Ayni, Chari o ch'artaña, Mink'a, Sataqa, Chiki, Qhatichi, uñaqa, Waqi, Awatiri jaytata, Turki, Kala (Albó, 1988), some are in force, but others already they have been extinguished. Values have a social function is to ensure coexistence and mutual respect, when we think of a community we value a form of grouping or the valuation of life in society. Values are learned in contact with significant people in our life, that is, the person who leaves you deep traces, these can be your parents, teachers, those who teach us love, hope, honesty (Choque, 2017).

Now, the sense of collective self-esteem is approached from three important aspects, which we develop below:

**3.1. Characterization of collective self-esteem in Aymara communities**

First, the characterization of the study area is necessary, in this case the Aymara context in Puno. From this perspective, we consider three important aspects: first, the population of the region; in the sense of ethnic belonging

and the presence of peasant communities. The case of visibility or recognition of native or ancestral peoples are recent in Peru. According to the Ministry of Culture (2014), the Aymara constitute one of the 52 indigenous or original peoples of Peru, representing 11%, being the second largest indigenous people in the country. Approximately three-quarters of the population with an Aymara mother tongue lives in the Puno region, this includes the current provinces of Chucuito, Yunguyo, El Collao, Moho, Huancané and part of the province of Puno. The regions such as: Tacna 10%, Lima and Callao 7%, Arequipa 4%, Moquegua 4%, and among other regions of the south and the coast.

According to the National Institute of Statistics and Informatics (INEI), in the final results of the 2017 National Censuses: XII of Population, VII of Housing and III of Indigenous Communities, the total population of the country amounted to 31 million 237 thousand 385 inhabitants. For the first time, it has been raised about the sense of relevance, of which 60.2% of the population self-identified as mestizo. Of which a quarter of the Peruvian population self-identified as an original person (Quechua, Aymara or native of the Amazon), these censuses revealed that 22.3% of the population aged 12 and over (5 million 176 thousand 809) self-identified as Quechua and 2.4% (548,292) of Aymara origin. Likewise, 79,266 people who said they were native or indigenous to the Amazon were registered; 55,489 Ashaninka people; 37,690 people of Awajún origin; 25 thousand 222 as Shipibo Konibo, and 49 thousand 838 people declared to be from another indigenous or native people. The population of the Puno region, between the national censuses of 2007 and 2017, has decreased by 8%: now we are 1172,697, that is, we have decreased by 101,438 inhabitants, this situation can be explained from different points of view, obviously Living conditions are increasingly difficult to face, due to the mismanagement of local and regional government authorities, many of them committed to acts of corruption.

Table 1: Rural and urban population at the departmental level in Puno according to province-2017.

Province	Rural Population		Urbana population		Total
	Quantity	Percentage	Quantity	Percentage	
Puno	80582	14.8	139912	22.0	219494
Azángaro	76823	14.2	33569	5.3	110392
Carabaya	40416	7.5	32936	5.2	73322
Chucuito	68841	12.0	24161	3.8	89002
El Collao	42040	7.8	21831	3.5	63878



Huancané	49937	9.2	7714	1.5	57651
Lampa	27624	5.1	13232	2.1	40856
Melgar	30713	5.7	36425	5.8	67138
Moho	16496	3.0	3257	0.5	19753
San Antonio Putina	11780	2.2	24333	3.9	36113
San Roman	28885	5.3	278532	44.2	307417
Sandia	46739	8.6	4003	0.6	50742
Yunguyo	25173	4.6	11766	1.9	36939

Source: INEI 2017.

According to the data provided by INEI 2017; In the first place, the province of Puno has 14.8% of rural population, followed by Azángaro 14.2%, Chucuito 12.0%, El Collao 7.8%, Carabaya 7.8%, Sandia 8.6% and in last place is San Antonio de Putina with 2.2. %. So, the rural population continues to be more important; in the Quechua zone

Azángaro is the one with the highest percentage of Quechua population and in the southern province of Chucuito the rural Aymara population stands out. For our case, the provinces of Moho and Huancané have been considered.

Tabla 1: Población por pertinencia lingüística y étnica de Puno según provincia-2017.

Province	Aymara	Quechua	Others
Puno	71019	81995	66 480
Azángaro	402	82961	27029
Carabaya	510	52770	20042
Chucuito	69588	845	18569
El Collao	49726	719	13430
Huancané	29439	17030	11182
Lampa	304	30659	9893
Melgar	246	48323	18569
Moho	15987	187	3579
San Antonio Putina	4124	21785	10204
San Roman	42603	168940	95874
Sandia	6061	31411	13270
Yunguyo	28351	347	8241

Source: INEI 2017.

The Puno region is characterized by the presence of three indigenous peoples such as the Quechuas, Aymara and the Uros, these according to the database of the Ministry of Culture. The northern provinces such as: San Román, San Antonio de Putina, Puno and Melgar are more urban and

mostly Quechua, on the other hand, Lampa, Azángaro, Carabaya and Sandia, are more rural and Quechua; on the other hand, Chucuito, el Collao, Yunguyo, Moho and Huacané are mostly rural and Aymara. The Uros, constitute an original town located in the bay of Puno,

whose majority population has settled for centuries in huge reed rafts called “floating islands”, which sail on the waters of Lake Titicaca; and whose language belongs to the Uru-Chipaya linguistic family (Ministry of Culture, 2019).

Although these data may be loaded with certain elements of mistrust, due to the constant mobility of the population, but they are official and reflect a real expression of the characteristics of the population in relation to cultural and linguistic belonging.

Table 3: Peasant Communities in the department of Puno according to province-2016.

Province	Total de Communities	Recognized and titled	Recognized by holder	Titled Extension (ha)
Azángaro	284	230	54	172 170,92
Carabaya	51	46	5	490 102,68
Chucuito	146	125	21	292 155,00
El Collao	133	123	10	176 098,38
Huancané	126	111	15	140 839,77
Lampa	96	67	29	177 849,24
Melgar	78	66	12	88 233,24
Moho	25	21	4	27 370,40
Puno	213	168	45	232 862,80
San Antonio Putina	52	26	26	73 769,51
San Roman	38	25	13	44 044,47
Sandía	40	29	11	225 166,78
Yunguyo	21	20	1	21 649,84
<b>TOTAL</b>	<b>1303</b>	<b>1057</b>	<b>246</b>	<b>2 162 313,04</b>

Source: Directorio 2016, Comunidades Campesinas del Perú, IBC-Cepes.

From the table it can be inferred that in Puno there are a total of 1303 Peasant Communities, distributed in the thirteen provinces of the Puno region; the province of Azángaro is the account with the largest number of communities with 284; then Puno follows with 213; followed by Chucuito with 146; El Collao with 133 communities and so on respectively. In these communities, the lieutenant governors fulfill the function according to ancestral traditions and customs, obviously it varies not only by province, but even by community.

We insist that the population by provinces, the sense of belonging and the presence of communities are important aspects that make up collective self-esteem, it is obviously related to other aspects, such as economic, social, cultural and political. The discipline of psychology considers self-esteem as the evaluative perception of oneself, referred to strictly individual and personal issues; centered on the ego, however for the present study we consider collective self-

esteem as the collective perception of the inhabitants of the communities settled on the Peruvian side, in fact it begins with the fragmentation of the Aymara culture, or the imagined communities (Anderson, 1997), for example, the creations of the provinces of Moho, San Antonio de Putina are later, although they are aspirations of the population, but more have been responses to the centralism and discrimination of the regional colonial backwardness, such as the creation of the provinces of Yunguyo and El Collao in the south.

In this perspective, many psychosocial theories of self-esteem have highlighted the personal or more individualistic aspects of self-concept. From this point of view, people are seen as striving to maintain, protect and reinforce a positive image of themselves. Thus, it appears that people with high personal self-esteem tend to be influenced by self-enhancement bias (unrealistic positive thoughts, illusion of control, and unrealistic optimism

about the future) (Sanchez, 1999). We know that the territory, or the Aymara nation, was not only fragmented, but relegated by the states, unlike Bolivia, where it has become a cohesive force due to its geographical, social and demographic dimension, however, historical links persist, social, political, economic, cultural, especially linguistic (Alanoca, Mamani, & Condori, 2019), despite the fragmentation and changes to which they were subjected, even cultural values in the Aymara context interweave principles that guide and delineate The formation and construction of personality, however, have been profoundly disrupted the dynamics and organizational process structures of the Aymara communities, which are explicitly expressed in the daily life of the settlers, especially in the youth and the which induces and forces us to develop this research in order to decipher the main cultural values (Alanoca, Apaza, Quenta, & Cutipa, 2019), which you has a relationship with collective self-esteem.

It is no longer possible to think about or identify static communities, because the crisis of the civilizational model facing the current world, to which indigenous peoples are not alien, has its origin in the great events experienced, as Hobsbawm illustrates, humanity survived, but the great edifice of nineteenth-century civilization collapsed in the flames of war as the pillars that supported it collapsed (Hobsbawm, 1999).

Environmental awareness has permeated the institutions of society and its values have gained political appeal at the price of being falsified and manipulated in the daily practice of large companies and bureaucracies (Castells, 2000). Political systems are mired in a structural crisis of legitimacy, sunk periodically by scandals, essentially dependent on the support of the media and personalized leadership, and increasingly isolated from the citizenry (Castells, 2000), in short, Collective self-esteem is complex in its approach, but with certain particularities in force among the Aymara communities of the Puno region.

### **3.2. Forms of current conceptualization of collective self-esteem**

There are various forms of conceptualization of collective self-esteem, from the intra logic it is subject to the sense of relevance and self-recognition, which from the language logic corresponds to answer the question: *Khitinakaptansa?* From Spanish it would be *Who are we?* This question was developed in a study with the students of the Andean Linguistics and Education master's degree (Montoya & Lopéz, 1988),

A common characteristic of the different instruments for measuring personal self-esteem is their individualistic character, centered on the

individual's self-evaluations of their personal attributes, both in the private sphere (values, goals, ideas, emotions, etc.) and in the interpersonal (attractiveness, reputation or popularity). However, the self-concept also includes aspects of a social or collective nature, that is, those that derive from belonging to groups or social categories (gender, race, religion, occupation, etc.). Thus, while our social identity refers to the way in which people consider the social groups to which they belong, collective self-esteem refers to the evaluation made by the individual himself and the perception of the evaluation that others make about those groups (Sanchez, 1999).

The Aymara populations of Huancané, Moho, El Collao, Chucuito, Yunguyo, as well as the populations of Acora, Chucuito and Pichacani in the province of Puno, express and manifest their self-recognition in communal festivals, meetings, tasks, where the validity is generally shown reciprocity in a communal context. According to Hinkle and Brown, collective self-esteem would be more related to collectivist values on the assumption that group identification would reinforce the values that guide the belonging of individuals to endogroups (Hinkle, 1992). For the Aymara, moral values are those that respond to actions as correct or incorrect that lead the “*jaqi*” (human) to defend and grow in their dignity, the person that leads to the moral good that improves and completes, the moral value that it perfects man in his will, his freedom and his reason, and it can also be well accepted. In this regard, one of our informants states:

When in the community one of the members does not respect the others, in many times it is sanctioned by a local authority, because the authority is the father of the community who has an accepted behavior, the punishment is authorized with the use of the whip, the punishment for us is to correct the behaviors of the members of the community, that is, through the whip the positive and corrective energies are transmitted, to heal the bad morals and the incorrect attitudes in the family and in the community (Informant No. 1).

From a psychological approach, identity is understood as a subjective conceptualization about oneself, which is constructed from the interaction of different cognitive, affective and social processes, inserted in cultural settings and specific local contexts (Tajfel, 1982). Self-esteem as

well as collective self-esteem (AEC) are important to survive as a personal identity and also in the group. The transition from the age of adolescence to adulthood is a crucial stage in the life of any individual. During this phase the individual faces many problems and it is often very difficult to maintain the optimal level of personal self-esteem (AEP) and AEC (Sharma, 2015). People evaluate themselves on the basis of daily successes and failures, in social comparisons with others and in comparisons with their own internal parameters, as well as with the evaluation made by the individual himself and with the perception of the evaluation that they make Others about these groups: this is how the personal (AEP) and collective (AEC) character of self-esteem is presented. (Ramos, 2016). In this regard, we have testimony from one of our informants:

We change every moment, when we are girls we think differently and I think that in any conversation we imagine a lot and they tell us she is talking because she is wawa and she still does not realize what she says. So every day and as we grow we are different and we realize by ourselves the facts and the things we do. Of course we do not know self-esteem by name, rather we know how to say we have to look at others, that for me is to walk in a family context without problems, of course it exists but let it not be visible in a communal context, when one is like that we receive respect and they ask us to advise young people, so every moment of our life we become aware of life (Informant No. 2).

The notion of Wawa in the Aymara context is seen as the construction of the natural being to the social being and within it, the path that community members travel from birth, through life, in their relationship with death, their personal limits, that lead them to transcend the community and spiritual limits of their ancestors, in this regard an informant from the town of Acora tells us:

For us, wawa is a word that we can assign to boys and girls, but also to adolescents and adults, in some cases when they are already married, their parents continue to say mi wawa. So the word wawa does not cut the ages of a person. Well, we also say wawa to small animals and plants, because they need care (Informant No. 3).

For the Aymara, having a child is not a problem, nor is it poverty. Having a child is a great blessing from God, from the divinities of mother Pachamama. Having a child is having happiness, joy, warmth, abundance, etc. In the home. In the upbringing of the first child, sacrifice is

shown and later between siblings and they are growing up. In this regard, one of our informants tells us:

“... Having wawa is very nice, it is feeling complete, where you learn to have patience, tolerance, affection, kindness, to love and be loved by the wawas, with his tender and smiling gaze he steals our hearts, that's why my husband He says; Having a child is a great happiness, it is feeling like a garden full of flowers...”(Informant No. 4).

Another of our informants tells us:

“... When a woman is pregnant, she must continue to do the farm in that way she exercises her body, otherwise the wawa will develop in one place, when the mother exercises the baby also exercises. People have recommended to me that I should not be sitting in one place, rather I should be walking in the farm, nor does that mean making a lot of effort, always all activities with care”(Informant No. 5).

One of our informants tells us, tells us:

For the alpaquero the birth of a child is welcome because the baby that is being born will enforce the rights of the family, it is also needed for herding cattle and by custom it is said: when a little boy is born this child will defend his father in trouble, land disputes and others. When she is a little woman she is considered as the arrival of bonanza, she will be together with her parents until she is young, she will give warmth at home (Informant No. 6).

The child, as another member of the family with his tender age, is the one who recreates affection, harmony, health and balance in the family, he or the children are the ones who recreate the different activities of family, community, etc. He likewise helps in the different activities carried out by parents; Whether in agricultural work, grazing and other household chores, parents as adults are always teaching their children to be consciously and unconsciously in the same way, the attitudes and reflections of children towards parents motivate them to learn new experiences.

It is necessary to examine the Aymara concepts of childhood in the context of the communities, for this reason it is also necessary to examine the role of the Wawa in the mediation of Andean ideas about identity and difference, the same and the other, as a vital part of Andean interculturality. According to the criteria of multiculturalism, more attention is paid to the socialization

of the wawa through social interventions in the development and maturity of its corporality, than to its intellectual life (Yapita, 2000). The socialization of the wawas is carried out through the “Thakhi” (way) of the wawa, through which he (she) will become a social person who works for the community. For this reason, since the community is born, it is an important part of the journey it takes. Thus he (she) learns to respect the authorities, her parents, close relatives and also spiritual ones. But he, too, will always learn from the example of his predecessors. The learning that the child carries out in the community is carried out through formal paths institutionalized in authorities, rituals, customs, practices, teaching of their elders, play, etc. In this regard, there is testimony from our informant:

Wawas are always beautiful and are essential in our lives, at the sowing season our relatives look for us so that we can do the sowing, it is because we have wawas, it is so that the production of crops is abundant. Wawas are not born knowing everything but they learn with us, so when we are doing our activities they also want to do it, so their father knows how to make miniature tools for them to play (Informant No. 7).

The notion of "jaqi" (person) in Aymara culture is considered to be the male or female personality. The construction of the personality of the Aymara man is developed in the process of work activity, typical of the Aymara communities, and each town is distinguished by the type of Ilijla for the wawa loaded. Although these have changed considerably. In childhood, observing in the first instance on the back of his mother and replicating through symbolic play the tasks of the parents and attending to their educational orientations. Later in the older ages, assuming the tasks entrusted by the parents. All this sharing with the educational action of the school and the college, whose content is not related to the Aymara culture, nor with the concrete work and aspirations of the Aymara of the communities of the provinces of Huancané, Moho, El Collao, Chucuito, Yunguyo and the districts of Acora, Chucuito and Pichacani, generating conflicts not only cognitive, but also of a moral and cultural identity.

Aymara communities are structured on the basis of the complementary opposition dialectic, that is to say, that the “whole is divided into two opposite but complementary halves” (Montes, 2000). We can then point out this logic is expressed in the following aspects: the space is divided into high-low, that of the population by male-female sexual opposition, that of the bilaterality of kinship in maternal-paternal, that of the bilaterality of the human body as right-left. Although these relationships are

asymmetrical, they are also complementary because each one has what the other lacks, so that they complement each other in a single vital sense. Here the role of reciprocity is fundamental, since this social mechanism is in charge of establishing harmonious relationships between the parties. The case of Huancané is a form of collective identification on which Urinsaya and Janansaya, or Jila Sullca; or chiqua kupa, in the case of Ilave this question has been recreated, in Yunguyo and Chucuito, but the collective notion prevails, but with some changes. In this regard, we have testimony from one of our informants:

In our community we are all as a couple is to help each other in life, when I am sick my husband cooks, so not only the kitchen activity is for women, another, my husband used to weave ponchos in flat weave and also looms, in the community does not have a specific task for men and women (Informant No. 8).

In sum, one of the forms of conceptualization of collective self-esteem in the Aymara communities of Puno today persists in self-identification and recognition as: “Aymaranakpxtanawa”, which translates to 'we are Aymara'. This form of conceptualization is closely linked to “jiwasaxa jaqinakapxatanwa which translates as: 'we are human beings' these questions have been verified and collected in the different cities of southern Peru where the inhabitants of the Aymara communities have migrated, we have been in the different patron saint or anniversary festivals where there is always some group or collective of residents who participate in the festivities, although pride or vanity often prevails, which is the product of the consumer culture process, which has been established by “Homo videns” (Sartori, 1998), or the "homo brutus", on the other hand, there are unresolved dilemmas of multiculturalism and hybridization in Latin America (García, 1990), but there are and the "sapha" which is the root of expression of collective self-esteem, but increasingly upset that is breaking unity or mayaktanwa or "we are one".

### **3.3. The hermeneutics of collective self-esteem in Aymara communities**

The interpretation of collective self-esteem for the inhabitants of the Aymara communities is subject to the kinship relationships that each family group has in other urban spaces, such as in Tacna, Arequipa, Moquegua and Cusco, as capitals of the regions, or in Lima, their relatives, in their various degrees, are linked to the community, especially in the patron saint festivals, which take place in each locality, be it urban or rural. Therefore, it is important to consider that modern man seems to

believe that they must be learned, that becoming a literate person is arts that must be learned, that becoming a competent architect, engineer or worker requires much study. . But living is so simple that learning does not require any particular effort. Precisely because each one "lives" in some way of life, it is considered as a matter in which everyone passes for an expert. But it is not due to the fact of having mastered the art of living to such a degree that man has lost the sense of its difficulty (Fromm, 2003).

The testimonies of Aymara migrants such as the case of Unicachi in Lima, who many arrived as helpers or laborers, and thanks to the collective effort and the principle of reciprocity today have become prosperous traders, not only in Lima, but Aymara in Arequipa, Tacna, Juliaca, Puno, for example our informants told us:

I arrived in Puno, as a tricyclist, then I bought a motorcycle, now I have a taxi, but my countrymen have always helped me, many times we meet at the party, both in Puno and my land, which is Juli. Now my children are professionals, one is an architect (Informant No. 10).

The aspiration and hope to face not only individually, but collectively, this is a situation that stands out in the testimonies of our informants. Self-stereotypic components influence collective self-esteem. Specifically, the positive components increase it and the negative components mitigate it. In a second moment, collective self-esteem would influence the degree of identification, and this in turn would directly influence social well-being, which would positively affect the psychological and subjective expressions of well-being (Espinosa, Freire, & Ferrán, 2016). For example, the Yunguyo festivities on October 10; on December 8 at Juli; on September 29 in Ilave; the feast of the crosses in May in Huanacán, or on October 6 in Pomata; In Chucuito, among Aymara localities, it is a clear union of identity and sense of expression and collective relevance, but in many cases the consumption of beer prevails, which is a particularity of the Aymara world.

The history of Peru, or the social sciences itself, is difficult to address, it is more circumscribed within the framework of the monocultural and hegemonic "official" history of the "intellectuals" and "academics" of the academy, very manipulated, it is built under the chronicles and colonial information, with exclusive and discriminatory racist tendencies towards native peoples (Alanoca, 2016). From the social sciences, in the line of complex thought and critical theory, it allows us to make visible and show, error, ignorance, blindness, progress everywhere, at the same time as our knowledge. Therefore, a radical

awareness is necessary (Morin, 2001), under this perspective the crisis of the social sciences was debated (Husserl, 2008). In this perspective, collective self-esteem, for the communities is interpreted in their contemporaneity, it is a psychosocial product immersed in a culture of thousands of years of construction, whose fundamental material and immaterial elements are present in the XXI century of which it is not deepened in the study of its content that today has full effect in the daily life of the large Aymara population of the Puno region - Peru.

The most existing information is focused on the material aspect and very neglected, invisible in its psychological and psychosocial part, hated, stigmatized and on the verge of being destroyed by ideology and hegemonic Western thought from the presence of Europe to the point of qualifying it as paranoia Aymara (Olmedo, 2006) for their resistance for nearly 500 years with a fundamentally ungracious culture. The analysis of the Aymara personality framed in a psychosocial vision allows us an interdisciplinary approach, particularly in the field of social sciences, this will allow a comprehensive conception of it, fundamentally highlighting a cultural vision. The category personality with different names in its translation is a universal concept in the social sciences, but the society and culture where it is developed assumes a particularity. Collective self-esteem as a particularity, consequence of its dynamic construction within the Aymara culture, after centuries of the process of destruction of native cultures by the dominant European culture, is it possible to speak of self-concept, self-esteem, both individual and collective of the Aymara communities, in their version, for example, of positive or healthy self-esteem? The answer is positive when the concept of the hard core of pre-Hispanic cultures proposed by (López, 2001) is assumed, according to the author, it is defined as "An articulated complex of cultural elements, highly resistant to change", which allow to give a unique structure traditional heritage and allow new cultural elements to be incorporated into said structure, giving coherence to the cultural context. One of those central elements of the cultural complex resistant to change is ideology, and, in the Andean world, Aymara is its religion centered around the Pachamama, and that, in the process of production in daily social relations, have generated thoughts, norms, institutions and customs.

This situation is currently adverse, the crisis of the civilizational model facing the current world, to which the indigenous peoples are not alien, has its origin in the great events experienced, as Hobsbawm illustrates, humanity survived, but the great edifice The nineteenth-century civilization collapsed amid the flames of war as the pillars

that supported it collapsed (Hobsbawm, 1999), above it, political systems are mired in a structural crisis of legitimacy, periodically sunk by scandals, essentially dependent on the support from the media and personalized leadership, and increasingly isolated from the public (Castells, 2000).

Collective self-esteem from an emancipatory perspective is to make visible, it is very important to know the other story, the respect and dignity that indigenous peoples demand; it is new for those who never considered them as human beings but simply as figures in a labor market or simple pack animals (Montoya, 2016). The "conception of the world" is determined by the situation of political-commercial and political-social interests. But all this occurs at a time when modern capitalism has already triumphed, emancipating itself from its old footholds. Just as it could only break the old forms of the medieval economic constitution by relying on the incipient power of the modern state, the same could happen (we will say provisionally) in its relations with religious powers (Weber, 1984).

In Latin America at least the processes demonstrate the opposite: it is from technology, from its logo-technology, that one of the most powerful and profound impulses towards the homogenization of life comes from. One of the "novelties" that modern communication technologies would present would be the contemporaneity between the time of their production in rich countries and the time of their consumption in poor countries (Barbero, 1991). The generation of young people has become disconnected with the historical reality of the peoples who have lived in pain and systematic discrimination. People who so naively allow themselves to be carried away by their own naivety and political immaturity, on the one hand already feel like political subjects, who would be responsible for determining a destiny and organizing society in freedom. But on the other hand, they stumble upon the fact that certain iron limits are imposed on such endeavor by circumstances (Adorno, 1970).

The existence of classes, each one knows from experience, is a conjuncture of struggles. And that fact undoubtedly constitutes the greatest obstacle for a scientific knowledge of the social world and for the resolution (because there is one ...) of the problem of social classes (Bourdieu, 1998), in recent years there has been a resurgence of peoples ancestral in the world and the specific case of the Aymara in Latin America, but it is known that both capitalism and communism have an anthropocentric approach (although one individualist and the other collectivist), both consider the human being as the king of creation and the other forms of existence become objects that can be used, used

and abused (Huanacuni, 2010). These changes have to do with the fact that time and space shape our perception of reality, with changes in technology, society is already controlled by an elite not contained by traditional values. What gives cohesion to this elite is not any family, race, or religion: it is the perpetuation of their oligarchy through technological and scientific tools (Brzezinski, 1979), despite this, we continue to face the crisis at all levels.

In short, a kind of de-traditionalization of the Aymara communities has been generated, in their forms of organization, formerly ranches, communities, now populated centers, to which the educational system was par excellence a key element of colonization not only through school, but also through the school and university, which have been following the standardization and homogenization model to build a national identity, feigned and imagined, without counting on the collective subjects and actors. Because, in the context of the Aymara, the educational system is substantial and facilitates changes in the consumption of food by the inhabitants in the communities, in recent years the habits of daily life have been disrupted in different aspects (Apaza, Alanoca, Ticona, Calderon, & Yuselino, 2019), to these forms are added the Colonization process through social programs and the means of social communication and TICs.

#### IV. CONCLUSION

At present, among the Aymara communities of the Puno region, it is contextualized from three aspects, a first due to the characterization of the population, the sense of ethnic belonging and the presence of the peasant communities; In the process they have been resisting against the ethnocide and genocide to which they were subjected, it was fragmented during the foundations of the states, without their consent, independence was only a change of owners in the heat of the struggle of the Aymara themselves.

In this context there are own forms of conceptualization of collective self-esteem, which are expressed in the sense of cultural relevance, expressed which intertwine with the practices of cultural values, despite overwhelming globalization via technology, they still persist in everyday life, which they are anchored in the activities of agriculture and livestock.

In the Aymara communities of the Puno region, there are own forms of interpretation of collective self-esteem, which are expressed above all in the patron saint festivals, which are linked to the practices of cultural values, which have not only communal significance, but also go beyond the geographic context, that is, it is not only rural, but urban. On the other hand, the detraditionalization of the

Aymara communities is more current, which must be taken into account, to avoid the process of extinction of the communities that are still moral reserves of the protection of life and respect for dignity human.

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# Literature: A Means of Production and Reflection of Nationalistic Ideal

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**Abstract**— This article claims that literatures work as means of production and reflection of nationalistic ideology. It helps in the production and reflects ideology like nationalism, globalism, cosmopolitanism, humanism, internationalism, and so on. To discuss many ideologies in this short article is not possible; I, therefore, will be mainly concentrating on the nationalistic ideology reflected in various works of literary art. Literature is something that reflects the condition of human in the society; it reflects through ideology and influences the society socially and politically. Literature, thus, creates a world out of words. As an ideology nationalism involves a strong identification of a group of individuals with a nation; it refers to a strong feeling of love and pride in one's country. From socio-political perspective, nationalism denotes a policy based on a strong desire for political independence by a country colonized by another country. A quest for nationalism means a quest for identity. Moreover, a strong love shown by the people for a certain cultural, linguistic, ethnic, and other such types of groups, to which they belong is a kind of nationalistic feeling. Several diverse conceptions come under the concept of nationalistic ideal. Various definitions of nationalism given by different people--Frantz Fanon, John Stuart Mill, Craig Calhoun, and Michael Ignatieff--help understand that nationalism is an overarching umbrella term encompassing many concepts which this article discusses.

**Keywords**— ideology, nationalism, reflection, ideology, internationalism.

## I. LITERATURE: CRITICAL OVERVIEW

There is no exact definition of literature. It is far from a single and clear conception. Definitions of literature change as it is relative to time, place, and person. To get some conceptual ideas on literature we have to ponder upon some questions like-- What purposes does literature work for? What differentiates literature from non-literary works? What makes us treat something as literature? Seems to be unclear, but literature is as literature does. In exploring ideas about what literature is, it is useful to look at some of the things that literature does. Literature is something that reflects society, makes us think about ourselves and our society, allows us to enjoy language and beauty, it can be didactic, and it reflects on "the human condition". It reflects ideology and changes ideology, just like it follows generic conventions as well as changing them. It has social and political effects. Literature, thus, is the creation of another

world, a world-- created out of words-- that we can see through reading literature. Fredric Jameson, in *The Political Unconscious: Narrative as a Socially Symbolic Act* rightly points how ideology is in the aesthetic and narrative forms similar to a work of literary art:

Ideology is not something which informs or invests symbolic production; rather the aesthetic or narrative form is to be seen as an ideological act in its own right, with the function of inventing imaginary or formal "solutions" to unresolvable social contradictions. (79)

Literature reacts to nationalist ideology and nature of a national culture and is changing which Frantz Fanon makes clear, in *The Wretched of the Earth*, using a famous phrase, the "zone of occult instability" (183).

Literature, thus, is work of art that tells a story, expresses emotions, analyzes and advocates ideas, and dramatizes a situation and thus reflects the society. For this, the literary artist uses various genres of core literature like story, essay, novel, poetry and play. Other types of nonfiction prose works like news reports, textbooks, feature articles, editorials, historical and biographical works also are used to express ideals of various sorts.

## II. EMERGENCE AND DEVELOPMENT OF NATIONALISTIC IDEOLOGY

Many writers/theorists/critics have expressed nationalistic ideology in various different literary works. The term nationalism does not agree any attempts of single definition. It has various characteristics depending on where and when the term is used. Nationalism is the belief that groups of people are bound together by territorial links like South Asian, African, so no and religious links like Hindu, Islam, Buddhist and other links – cultural, linguistic, political, ethnic and so on.

Talking about diversified nature of nationalism, in *Nationalism*, Craig Calhoun says: “Nationalism is too diverse to allow a single theory to explain it all. Much of the contents and specific orientation of various nationalisms is determined by historically distinct cultural traditions, the creative actions of leaders, and contingent situations within the international world order” (123). Calhoun’s view makes clear that no single, universal theory of nationalism is possible as its notion has a wide range of coverage like culture, region, religion and ethnicity.

Michael Ignatieff, in *People, Nation and State*, raises a question, “can you have patriotism without nationalism?” (141). Dichotomy of patriotism and nationalism is as confusing as the one between civic and liberal nationalism on the one hand and ethnic and closed nationalism on the other hand. These two oppositions largely overlap. Ignatieff rightly defines nationalism as, “not one thing in many disguises, but many things in many disguises” (9). Nationalism can be viewed from various different perspectives such as ethnicity, religion, and culture and so on. Various theorists of nationalism lead into a core principle and feature to nationalism; it demands that the peoples of the world are divided into nations. Moreover, it seeks that each nation has to be allowed the right to self-determination, either as self-governing entities within existing states or individual nation-states.

The theory of nationalism is like any ideology-building process. The creation of a nationalist ideology aims at creating something new to cope with the cultural threats posed by the dominant “other.” It is also a defense of the prevailing culture that needs to be reinvented to meet this challenge. Benedict Anderson’s theory is relevant for explaining an important element of nation-making. It deals with the feeling of forming a community--nationhood--than for our understanding of nationalism as an ideology. Nationalism is rooted in the past and it depend on a linear and abstract conception of time.

Despite its multiplicities of meanings, it is used to describe, in contemporary literature, two phenomena: (1) the attitude that the members of a nation have when they care about their national identity; this raises a question about the concept of nation defined in terms of common origin, ethnicity and cultural ties. In such a situation, an individual’s membership in a nation is regarded as involuntary. (2) the actions that the members of a nation take when seeking to achieve self-determination; this raises questions about whether sovereignty restricts the acquisition of full statehood with complete authority for domestic and international affairs, or something less than statehood would be sufficient.

Observed from cultural view, nationalism claims that individual may be unique and may have different identities or affiliations. Nationalism is an ethic of heroic sacrifice in which one becomes ready even to justify the violence in the defense of one’s nation against enemies. Despite the difficulty inherent in choosing a general definition of nationalism or nationality, various people have endeavored to define it in their own ways. Incorporation of various meanings have made it vague to define on the one hand and widened its scope and coverage on the other. John Stuart Mill, in *The Collected Works of John Stuart Mill*, presents his view about the feeling of nationality and its causes like language, religion, culture ideology: “This feeling of nationality may have been generated by various causes. Sometimes it is the effect of identity of race and descent. Community of language and community of religion greatly contribute to it.” (359-360)

As nationalist sentiment is acquired, it is an acquirement rather than an inborn quality. It differs from person to person according to how it is instructed and acquired. Eqbal Ahmad in *Confronting Empire* classifies nationalism as “an ideology of difference” and “collective identity built on the basis of the Other” (75). In crux, it requires that all individuals belong to a nation for the

realization of their true moral worth. As a result, they be indebted their primary devotion to their nation over any other sub-groups to maintain the moral value. Sometimes the extreme form of nationalistic view leads the individuals, their sub-group and nation to a dark moment. For instance, racial hatred and ethnic cleansing are bleak sides of nationalism. The parochial feeling of the principle of nationalism creates a dichotomy of “we” and “they” among the human beings. This dichotomy creates a kind of evil field where hatred, conflict, and struggle spread its roots among different nations. For instance, in the post-conflict period in a South Asian country Nepal, after the establishment of “Loktantra” (“democracy”/ “rule of the people,”) people belonging to different regions, ethnicities, culture and other nation groups made various demands in the name of retreat from the oppressed state which prolonged the interim period and led the country to instability .

The issue of nationalism points to a domain of problems having to do with the treatment of cultural and ethnic differences within a democratic polity. In a country practicing democratic form of government, different cultural and ethnic groups come up with various demands of their cultural and ethnic interest; they give pressure to the government for the fulfillment of their demands. In such a situation, issues of collective interest of all nationals of the country, which should be put on the top from the viewpoint of priority, remain in shadow. Cultural, linguistic, religious and other nationalities create borders and divide human beings in different groups that becomes a cause of tension in the society and among the societies. However, formation of borders of some sort by a nation is removal of borders of nation created by other forms of nationalism. For instance, religious borders blur the borders created by regional nation.

In some countries--Rwanda, Sri Lanka--the parochial feeling of different nationality groups caused tension and division between various groups of different nationality, which took the form of civil war for years and years. Nationalism promotes conational partiality: a sense of special commitment among “co-nationals.” The term “conational” refers to the fellow members of a nationality group. A nationalism that does not boost patriotism, loyalty and a special concern for one’s co-nationals would be an empty form of nationalism. The problem of conational partiality and global justice is an instance of a fundamental problem in moral philosophy. The ties, among the conational, can create certain special duties among the fellow members.

Regarding the beginning of nationalism various theorists/writers--LiahGreenfeld, Eric Hobsbawm, Charleton B. Hayes--differ in their opinion. Greenfeld assumes that nationalism is a phenomenon resulting from the modernization of the European societies in the context of growing demands for social mobility from the 16th century onwards. Greenfeld states that the inventors of nationalism were members of the new English aristocracy. This interpretation is more closely related to a theory of the nation than to a theory of nationalism.

Greenfeld in *Nationalism: Five Roads to Modernity* argues that nationalism was born in England in 16th century in the garb of an “individualistic civic nationalism” that was to spread in British colonies, including the United States and further East (14). Nationalism later developed in reaction to those from the West. In France, feeling of nationalism developed in the 18th century. It was after the country “ceded to England the position of leadership it had held in the seventeenth century” (77). Such a feeling and reaction led to demand the introduction of “liberal reforms in order to make France a nation similar to the English” (178).

The rise of the notion of nationalism is often connected with the French

Revolution of 1789, when the first “nation-state” is said to have been created. Eric Hobsbawm, in *Nations and Nationalism since 1780: Programme, Myth, Reality* says, “‘nation-making’ was the essential content of nineteenth century evolution” (23). Although most of Europe’s nations were created only in the 20th century, the seeds for their emergence were spread in the previous century, during which empires slowly began to dissolve. According to Hobsbawm, the most fruitful era for the study of nations and nationalism has been roughly between from 1968 to 1988. In this period, the number of works related to the study of nationalism brightened the question of what nations and national movements are and what historical role they play.

Kohn, towards the end of *The Idea of Nationalism: A Study in Its Origins and Background*, sums up the concept of historical development of nationalism: “From Hebrew and Greek ideas the age of nationalism drew many of its initial and fundamental inspirations . . . pointing forward on the road to deeper liberty and to higher forms of integration” (576).

Modern nationalism emerged in the 19th century in Europe to change the course of history. The spread of knowledge, of national languages at the expense of the

language of the empire, economic reasons, could help in creating bigger markets for business. The 1848 revolutions have been called the “springtime of peoples,” despite the fact that the revolutions themselves failed to change any nationality’s situation except the freedom of Serfs in the Habsburg Empire.

Kohn, discussing the rise of nationalism and its impact upon nature and people, says, “The rise of nationalism demanded a new attitude of this worldliness and affirmation of nature, the birth of individualism, and a new interpretation of history” (104). During both the Renaissance and Reformation, there were appeals to something like nations. The modern nationalism of the West depended on the primacy of the state over ethno-cultural appeals to unity. It was in England’s seventeenth-century civil war, a rebellion attempted extension of that very “absolutism” that “the first great surge of nationalism embraced a whole people” (125). Kohn argues, “This religious nationalism was experienced by the English people as a revival of Old Testament nationalism” (168). He viewed, “English nationalism was born in the great decisive hour of its history by repeating the experience of the chosen people and of the Covenant” (176).

To understand nationalistic ideology and what it does we have to know about what a nation is. Viewed from a broader perspective, a nation is like somewhat mixed both ethno-cultural and civic category. Walker Connor in *Ethno-Nationalism: The Quest for Understanding* says ethnicity represents, “a step in the process of nation-formation” (102). Max Weber in *Economy and Society* offered an interpretation by pointing out that the concept of the ethnic group corresponds to that of the nation but that “the sentiment of ethnic solidarity does not by itself make a nation” (389-395). Connor tries to clarify this distinction by arguing, “While an ethnic group may . . . be other-defined, the nation must be self-defined” (103), which means that it has developed a nationalist ideology. To come up with one definition under which all nationalities fit is impossible. Joseph Stalin has given a definition: “A nation is a historically evolved, stable community of language, territory, economic life and psychological make-up manifested in a community of culture” (qtd. in Hobsbawm5).

Nations, viewed from another perspective, are timeless phenomenon; it can be understood as cultural and ethnic community as well. Another school of thought opines that nations have been aroused for a very long time, though they take different shapes in different points in history. A

dispute is what constitutes a nation and how these national borders should be drawn. Talking about built up of nation, in *Global Cultures: Nationalism, Globalization and Modernity*, A. D. Smith argues that many nations were “built up on the basis of pre-modern ‘ethnic cores’ whose myths and memories, values and symbols shaped the culture and boundaries of the nation that modern elites managed to forge” (180).

### III. CONCLUSION

Literature reflects the social activities/society; it works as means of production of nationalistic ideology. The notion of nationalism did not come at once as it is now but it has a significant history of development. Nationalistic ideology begun many centuries ago is continuous developing in various phases of its history. Its growth promoted fragmentation as opposed to unity in multi-national states. A new era of nationalism began in which different culturally, linguistically and territorially similar nations bound together by common threads. They protested against the imperial powers that had controlled them for centuries. Community of common culture, origin and language, are focal bases for the construction of nationalist claims. In the classical view, an ethno-nation is a community of origin, culture, language, and custom. Philosophical discussions and definitions of nationalistic ideology are highly concerned to its ethno-cultural variations which a good work of literature reflects.

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# The Determinants of Defense Expenditure in China's Peaceful Rise

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**Abstract**—*The determinants of defense expenditure demand are mainly military activities, economic factors, political environment, and other related factors. Based on this, this paper analyzes and tests the characteristics of China's defense expenditure demand from 1952 to 2016. The empirical analysis is based on the autoregressive distributed lag model-Bound Test, to analyze the long-term co-integration relationship between defense expenditure demand and its determinants. Meanwhile, the results show that the long-term elasticity of China's defense expenditure demand is higher than the short-term elasticity.*

**Keywords**—*defense expenditure demand, autoregressive distributed lag model, bounded co-integration test.*

## I. INTRODUCTION

Since the end of 1990s, China's defense expenditure has been in a relatively rapid growth period. According to Chinese official data, China's defense expenditure has maintained double-digit growth in recent years. Officials and researchers in many western countries believe that China's actual defense expenditure is far greater than the officially announced data, and point out that China's officially announced defense expenditure only accounts for a part of its total defense expenditure in SIPRI Yearbook (2004). China's defense budget in 2016 (the plan for the two sessions) is 954.354 billion yuan (about 104.354

billion U.S. dollars), and China's defense expenditure in 2016 announced by the internationally renowned research institute SIPRI is 215.176 billion U.S. dollars (about 1,463.111 billion yuan). This can be explained by different statistical calibers and different definitions of defense expenditure. At the same time, with the rapid development of China's economy since the reform and opening, China's international influence has increased rapidly, and China's role in the development of the world economy has become increasingly important. Therefore, the growth of China's defense expenditure has also triggered the rise of the "China threat theory".

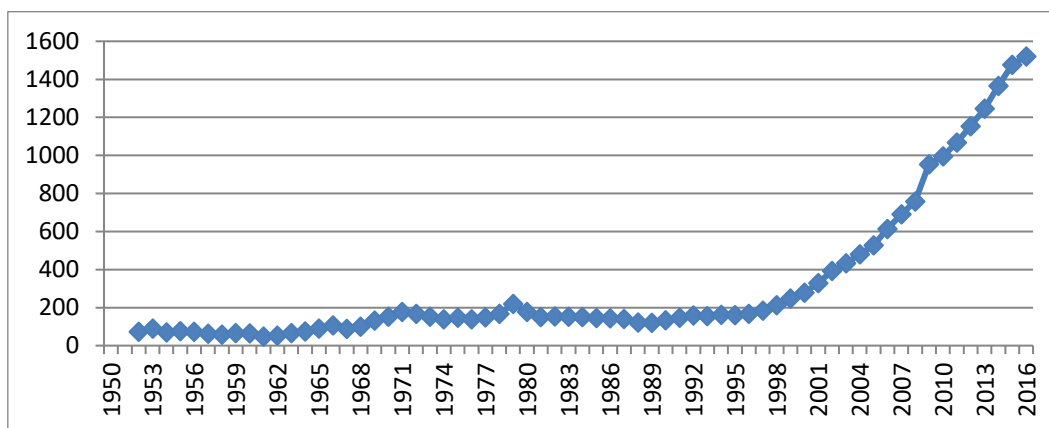


Fig.1: Actual value of defense expenditure (100 million RMB)

China's defense expenditure was at a relatively low level at the beginning of the founding of the People's Republic of China in 1949. Before the 1980s, China's defense expenditure fluctuated frequently due to the contradiction between consolidating the new regime and building the country. China's defense expenditure

fluctuated frequently, which was determined by the external environment. Fig.1 shows the trend of the actual value of China's defense expenditure, and Fig.2 shows that China's defense burden has been declining and tending to stabilize.

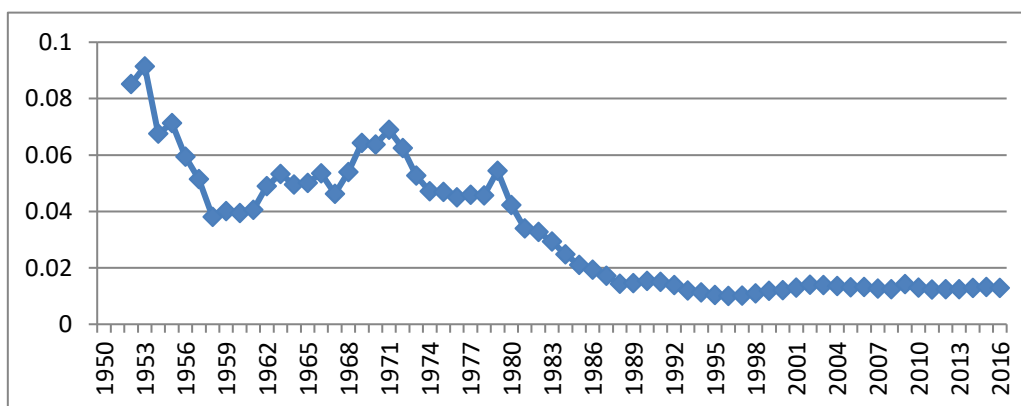


Fig.2.: National defense burden (%)

According to China's official data, between 1952 and 1978, the highest proportion of China's defense expenditure to GDP was 9.14% (1953), and the lowest was 3.81% (1958). After 1979, in order to support the country's economic construction, defense expenditures were in a period of relative contraction, making China's defense expenditures at a relatively low level during this period. From 1979 to 2008, the highest proportion of national defense expenditure in fiscal expenditure was 17.39% (1979), and the lowest was 6.68% (2008); the highest proportion of national defense expenditure to GDP from

1979 to 2008 was 5.44% (1979), and the lowest was 1.01% (1996). This period can be divided into three stages. In the first stage, from 1979 to 1987, China's defense construction was in a state of low investment and maintenance. The defense expenditure increased by an average of 3.5% per year. In the same period, GDP grew by an average of 14.1% per year at current prices, the national fiscal expenditure increased by an average of 10.4% annually. The proportion of defense expenditure in GDP and national fiscal expenditure dropped from 4.6% and 14.96% in 1978 to 1.74% and 9.27% in 1987. In the



second phase, from 1988 to 1997, in order to make up for the lack of national defense infrastructure and maintain national security and unity, China gradually increased its defense investment based on its continuous economic growth. The average annual growth rate of defense expenditure was 14.5%. In the same period, GDP grew by an average of 20.7% per year at the current price. The average annual growth rate of national fiscal expenditure increased by 15.1%. The proportion of defense expenditure in GDP and national fiscal expenditure continued to decline. In the third phase, from 1998 to 2008, in order to maintain national security and development interests and meet the needs of military reform with Chinese characteristics, China continued to maintain a steady increase in defense expenditures based on rapid economic growth. Defense spending increased by an average of 15.9% per year. During the same period, GDP increased by 12.5% at the current price, and national fiscal expenditure increased by 18.4%. From 2008 to 2016, the scale of defense expenditure levels continued to grow steadily, but the average annual growth rate of defense expenditure dropped to 9.2%, which is consistent with the slowdown in economic growth during the same period.

As can be seen from the development process of China's national defense expenditure, the scale of national defense expenditure is constantly rising, but the burden of national defense has been kept at a low level, and the proportion of national defense expenditure in fiscal expenditure has been gradually decreasing. What determines China's defense spending needs? This paper introduces from several parts, first introduces the research status of the determinants of national defense expenditure demand at home and abroad, to understand that many factors that affect national defense expenditure have different influences on different countries. The general experience is to establish the empirical model of national defense expenditure demand decision, and analyze and expand on this basis. The second part introduces the general influencing factors, the third part constructs the theoretical model, and the fourth part makes empirical analysis. The fifth part gives the empirical results.

## II. FACTORS INFLUENCING DEFENSE EXPENDITURE DEMAND

General research on defense expenditure demand can be divided into transnational regression model and time series analysis based on single country according to different research countries. The factors that determine the demand for defense expenditure are also divided into several categories: military activities, economic factors, political environment, and other related factors.

According to foreign scholars, Gadea et al. (2004) analyzed the influencing factors of long-term (1960-1999) defense expenditure demand by homogenizing the 15 NATO member States. Including income, external threats, and allied spending. The threat of civil war also has a very significant impact on the security of developing countries. Paul pointed out that the threat of civil war exceeded the external threat, Collier & Hoeffler (1998) measured the internal threat by estimating the possibility of civil war, and had similar results. Dunne, Perlo Freeman, & Smith (2008) also pointed out that civil war played an important role in the demand of defense expenditure.

The overall economic environment has a long-term basic constraint on national defense expenditure. Looney & Mehay (1989) pointed out that internal economic factors such as economic development level, actual economic growth, government budget and the interaction between defense and industrial complex are all very important influencing factors of defense expenditure demand. National income is widely regarded as the most important factor. In terms of international economic impact, Maizels & Nissanke (1987) believe that the increase of foreign exchange reserves, foreign capital and international military assistance are important factors affecting the demand for defense expenditure. Dunne, Smith, & Willenbockel (2005) research uses trade volume (total import and export) to measure the impact of economic openness on defense expenditure demand. The results show that the total trade volume has a significant positive impact on the defense expenditure demand of developing countries.

In terms of political factors, the type of government and political stability are also important factors for the defense expenditure demand of developing countries.

West believes that the most important factor of defense expenditure demand is the interaction between domestic bureaucracy and politics. Harris also believes that the relative capabilities and spheres of influence of military blocs will affect defense expenditure and distribution. In addition to being affected by political stability, changes in policy, especially in defense policy, also affect a country's defense expenditure.

Population variable is widely used in the demand equation of defense expenditure. This variable may be regarded as a default security factor, which can reduce the demand of defense expenditure. In addition, the theory of public goods holds that as a pure public goods, improving security benefits to more people will make defense expenditure more efficient.

Among other factors, regional factors are used to reflect the influence of "bad neighbor relationship" and "contagion" on the demand of defense expenditure. Last year's defense spending is also one of the best indicators of current defense spending. In the empirical analysis, the lag variable of defense expenditure is added to the most explanatory variable.

Many domestic scholars have focused on the relationship between China's defense expenditure and economic growth, while few have studied the influencing factors of defense expenditure demand. By analyzing the determinants of defense expenditure, Lu Zhoulai found that China's defense expenditure is related to national income, military expenditure of threatening party or potential threatening party. Sun & Yu (1999) used the American Arms Control and Sanctions Agency (ACDA) and Chinese official data to study China's defense expenditure demand from 1965 to 1993, showing that China's defense expenditure was affected by national income, threatening national and regional defense expenditure and time lag variables, while the reform and opening-up policy in 1979 had a negative impact on China's defense expenditure. However, the border conflict has no significant impact on China's defense expenditure demand. Bing-Fu & Liming (2006) analyzed the determinants of national defense expenditure before and after China's transformation (reform and opening), and analyzed the changes of determinants of national defense expenditure demand in two sub-stages

(1960-1980,1981-1999). It was found that the dominant factors of national defense expenditure demand changed in different stages, from security threats in the early stage to economic factors in the later stage.

The demand for defense expenditure in a single country is based on time series analysis, and can be empirically analyzed by using the unique military, economic, political, and other factors of the country. In the empirical analysis method, the autoregressive distributed lag model ARDL and Solomon (2005) are used to analyze the determinants of Canada's defense expenditure demand from 1952 to 2001. The ARDL model is used to estimate and test the cointegration and long-term relationship between defense expenditure and its determinants. Nikolaidou (2008) analyzed the decisive factors of the defense expenditure demand of the 15 EU countries from 1961 to 2015, built the ARDL model and tested each country separately, and found significant common factors and individual factors that determined the defense demand. Abdelfattah, Abu-Qarn, Dunne, & Zaher (2014) used the dynamic model to analyze the cointegration relationship between Egyptian defense expenditure demand and determinants, and used the test of endogenous structural breakpoints when estimating the cointegration relationship. The long-term cointegration with time breakpoints is more significant than the general cointegration method. Domestic scholars Jiang Yiwen and Luo Min (2005) used autoregressive distributed lag model to estimate the determinants of China's defense expenditure demand (1978-2003), and found that the long-term elasticity and short-term elasticity of China's defense expenditure demand are both inelastic.

Based on the previous analysis, the decisive factors of defense expenditure demand in a single country or across countries are generally considered from military, political and economic aspects, but the analysis of a single country should also consider the differences of special factors in combination with the actual situation in China. This paper also focuses on the time series analysis of national defense expenditure of a single country, and the decisive factors are mainly economic factors and external threats. In terms of political stability, China's political stability has been generally stable since the founding of the

People's Republic of China, and its national defense policy has always been based on non-alignment and active defense, which can be expected to have little impact on China's national defense expenditure. In addition, in the method of empirical analysis, combined with the characteristics of defense expenditure budget system, this paper also uses autoregressive distributed lag model, namely ARDL model, to analyze the long-term cointegration relationship between defense expenditure demand and determinants. In the co-integration test method, the usual E-G two-step method and Johansen test are not used, but the boundtest co-integration test, which was put forward and applied by Pesaran, Shin, & Smith (2001), has been recognized in the mainstream economic fields abroad. However, there are not many achievements applied to the field of national defense economy in China, but it is more appropriate to use this method to analyze the decision of national defense expenditure demand, or to analyze the long-term and short-term impact of national defense expenditure demand.

### III. THEORETICAL FRAMEWORK OF DEFENSE EXPENDITURE DEMAND

There are two theoretical models for studying the decision of defense expenditure: one is Richardson's arms race model; The other is based on neoclassical model, integrating economic, political, and strategic factors, and using comparative analysis. Richardson's model is suitable for countries in conflict, and the empirical results can't explain the reality well. At present, some studies have integrated these two methods, introducing the dynamic arms race into the demand model, using a more complex structural model instead of the action response framework, and comprehensively considering economic, political, and military factors.

The model adopt in this paper is based on that neo-classical demand model established by Smith (1980, 1987, 1995), assuming that social welfare is a function of civil output and safety. Defense expenditure is one of the factors that determine security. The government's function is to balance the security utility brought by increasing national defense expenditure and the opportunity cost of national defense expenditure (reduction of civil output) in order to maximize social welfare. Therefore, social welfare

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w can be expressed as a function of safety  $s$  and total consumption  $c$  of economic variables.

Social welfare function:

$$W=W(S, C) \quad (1)$$

The national budget constraint is expressed as:

$$Y_t = P_{C_t} C_t + P_{M_t} M_t \quad (2)$$

$Y$  is nominal gross income,  $P_m$  and  $P_c$  represent actual defense expenditure and consumption price respectively.

Security is also an unobservable and difficult variable to quantify. Generally, it is expressed by substitution variables, such as the military strength  $M$  of our country, the military strength  $M_i$  of other countries and the strategic variable  $Z$ . Therefore, the safety function is expressed as:

$$S = S(M, M_i, Z) \quad (3)$$

In general, security depends on the stock of military forces rather than the flow-defense expenditure. Military strength stock includes military equipment and human capital, which can be defined as the sum of historical defense expenditures after depreciation.

$$K_t = M_t + (1 - \delta)K_{t-1} \quad (4)$$

Here,  $\delta$  stands for depreciation rate, representing the current national defense capital stock, and  $1$  represents the past national defense capital stock. In this way, the equation (1)-(4) can be expressed by the demand function of defense expenditure.

$$M_t = M(P_{mt}, P_{ct}, Y_t, K_{t-1}, K_{1t}, Z) \quad (5)$$

The general dynamic formula of defense expenditure demand can be expressed as:

$$M_t = \beta_0 \delta + \beta_1 y_t - \beta_1 (1 - \delta) y_{t-1} + (\beta_2 + (1 - \delta)) M_{t-1} + \beta_3 M_{1t} + \beta_4 Z \quad (6)$$

Of course, specific forms can be considered for studying different factors of a single country.

### IV. EMPIRICAL ANALYSIS

In order to facilitate the research, the model of empirical test is defined as a general dynamic model, and the function form is:

$$mil = F(Y, \sum_i mil, pop, z) \quad (7)$$

In equation (7) mil represents the actual value of China's defense expenditure (1978 price index as the base period), Y represents the actual value of GDP (1978 price index as the base period),  $\sum$  represents the actual value of defense expenditure of other countries, mainly considering external threats and neighboring countries, mainly the United States, Japan, India, Russia, and Taiwan. POP is a logarithmic form representing the total population, and z represents other political or threat variables. Other countries' defense expenditure data comes from SIPRI2016, which is the yearbook data of Stockholm Peace Research

Institute. Russia's data is only from 1992 to 2015, and Taiwan's data is also from 1976 to 2015. Therefore, in the process of model estimation, due to the lack of complete data, the full sample analysis of these two parts of data was not carried out. The data of other countries are all in US dollars, which are not converted into RMB by exchange rate, but in logarithmic form to eliminate dimensional differences. The data of China's defense expenditure comes from the data of China Statistical Yearbook and Ministry of Finance, covering the period from 1952 to 2016. Specific variable selection and description are shown in the following table.

Table 1. Variable Description and Data Source

Variable name	Meaning	Source
lnmilitray	Logarithmic form of China's defense expenditure	Ministry of finance
lngdp	Logarithm of China's GDP	statistical bureau
lnpop	Logarithmic form of China's total population	statistical bureau
lnUSA	Logarithmic form of US defense expenditure	SIPRI
lnRUSSIA	Logarithmic form of Russia defense expenditure	SIPRI
lnJAPAN	Logarithmic form of Japan defense expenditure	SIPRI
lnINDIA	Logarithmic form of India defense expenditure	SIPRI
Z	For polity, other virtual variables, such as time	

In this paper, the autoregressive distributed lag model (ARDL) developed by Pesaran and Shin(1999) is adopted. The advantage of this method is to analyze the long-term cointegration relationship between variables, and if the lag order of ARDL model is determined, the estimated values of long-term parameters and short-term parameters can be obtained by using the least square method, and reasonable gradual inference can be obtained, which is impossible for other cointegration methods. Cointegration method is also a bounded cointegration test proposed by Pesaran et al. (2001). The commonly used EG two-step method and Johansen test method have a problem corresponding to China's data test, that is, the small sample problem, the time span is small, the test value will be biased, the cointegration relationship may be unreliable, and the analysis results lack robustness. There are two methods to

solve this problem in the previous literature: one is to use quarterly or monthly data to artificially increase the sample size, but this practice has been questioned. Hakkio& Rush (1991) found that using quarterly or monthly data to increase the sample size cannot increase the robustness of cointegration test, which mainly depends on the time span rather than the number of observed values; Another method is to extend the time span and include the data before 1980s, but this is based on the theoretical model of market economy to analyze the behavior under the condition of planned economy, and the methodology itself has problems. Bounded method also has a good characteristic, that is, it can be used regardless of the stationarity of regression variables, that is, whether the regression variables are horizontally stationary or first-order unitary. In contrast, Johansen method and EG method can only be used to

analyze non-stationary variables with the same unitary order (I(1)), which requires the unit root test of variables first, and in this process, subjectivity and uncertainty will inevitably be introduced to a certain extent. Therefore, this paper also tests based on ARDL-ECM model combined with bounded cointegration test method.

At first, the self-regressive distribution lag mode and error correction mode, ARDL(p,q),ECM(i) are given, and the key is to determine the lag order. Generally, AIC and SC criteria are used for selection.

The ARDL model can be expressed as:

$$Dlnmilitary_t = \beta_0 + \sum_{i=0}^k \beta_{1i} Dlngdp_{t-i} + \sum_{i=0}^k \beta_{2i} Dlnpop_{t-i} + \sum_{i=1}^k \beta_{3i} Dlnmilitary_{t-i} + \sum_{i=0}^k \beta_{4i} Dlnusa_{t-i} + \sum_{i=0}^k \beta_{5i} Dlnjapan_{t-i} + \sum_{i=0}^k \beta_{6i} Dlnindia_{t-i} + \lambda ECM_{t-1} + \mu_t \quad (8)$$

D in the above equation (8) represents the difference term, in which ECM is the error correction term. ARDL model also analyzes the long-term relationship and short-term relationship between variables. The coefficient of the difference term indicates the short-term relationship coefficient or short-term elasticity, while the error correction term (9) indicates the adjustment of the long-term equilibrium relationship, and the coefficient  $\lambda$  is the error adjustment parameter, indicating the adjustment range of the long-term equilibrium relationship. Coefficient is the long-term elastic coefficient.

Then bounded cointegration test is Wald joint test (F test) for lag variables in error correction model. The specific original hypothesis is  $\alpha_1 = \alpha_2 = \alpha_3 = \alpha_4 = \alpha_5 = 0$ , If the original hypothesis holds, there is no cointegration relationship among variables; otherwise, the alternative hypothesis holds, which indicates that there is cointegration relationship among variables.

## V. EMPIRICAL RESULTS

The empirical results of the specific model are realized by Eviews9.0. The estimation method of software version 9.0

added ARDL model is more convenient to calculate. By comparing ARDL models with different lag orders, it is found that ARDL (2,2,2) is the second-order lag variable of explanatory variables including LNGDP, LNPOP, and the second-order lag variable of explained variable LNMILITY, and the regression parameters are significant except constant terms. This shows that China's defense expenditure is significantly affected by income, population, and the level of past defense expenditure, but the bounded test has a significant result at 10% there is a long-term cointegration relationship at 10%. However, this model does not consider the external factors affecting defense expenditure and the expenditure scale of other countries. Therefore, this model ARDL(3,4,4,1,1,2) is a model with the defense expenditure variables of the United States, India, and Japan. Most of the parameter results are still significant, but some parameters become insignificant, and the maximum lag term also increases. As to the variables of income, LNGDP is significant only when it lags the first period, while the parameters of the current level of expenditure in the United States are not significant, while the current and 10 periods of Indian defense expenditure are not significant. Then the bounded cointegration test results are significant at 1% level. It shows that after adding external threat factors, the results are relatively in line with expectations, but some parameters are not significant. Finally, after adjusting the external factors, only the influence of the US and Japan's defense expenditure factors is retained, and the result is also significantly improved after removing the Indian factor. That is to say, the model parameter ARDL(4,1,2,1,1) is more remarkable. Of course, we should also consider other virtual variables, such as major political and military events (1962,1969,1979.1997). Adding time virtual variables will make the model parameters change little, and the parameters of virtual variables themselves are not significant. Adjustment of other control variables, such as polity, cannot improve the model results, so the model ARDL(4,1,2,1,1) is finally determined, and the results of bounded test are shown in the following Table.2.

Table.2 Bounded cointegration test

ARDL(2, 2, 2)	ARDL(4,1,2,1,1)	ARDL(3,4,4,1,1,2)
F	F	F
k=2	k=4	k=5
4.332913*	10.76084***	5.826012***
I(0)		

\* The result is significant at 10% significance level,

\*\*\* the result is significant at 1% level, and K is the biggest lag term

Finally, the autoregressive distributed lag model is ARDL(4,1,2,1,1), in which the insignificant lag variables are removed, and the regression equation and error correction model of long-term relationship are given in Table.3. A series of robustness tests, such as sequence correlation LM test, conditional heteroscedasticity test

ARCH and normal distribution test, were carried out on the long- term equilibrium relationship model. It was found that the results were all in line with expectations, and there was no sequence correlation and heteroscedasticity, and they obeyed normal distribution.

Table.3 Long-term cointegration equation and error correction equation results

Cointegrating Form: ECM-ARDL dependent variable DLNMITY					Long Run Coefficients: ARDL (4,1,2,1,1)				
Variable	Coefficient	Std. Error	t-Statistic	Prob.	Variable	Coefficient	Std. Error	t-Statistic	Prob.
D(LNMITY(-1))	0.319106	0.103869	3.072207	0.0036	LGDP	-1.963677	0.676615	2.902208	0.0057
D(LNMITY(-2))	-0.14225	0.039379	-3.612376	0.0007	LNPOP	2.623775	0.672307	3.902642	0.0003
D(LNMITY(-3))	-0.07704	0.040594	-1.897808	0.064	LNJAPAN	0.904326	0.366715	2.466015	0.0175
D(LGDP)	0.068841	0.067681	1.017138	0.3144	LNUSA	-0.371042	0.581562	-0.63801	0.5266
D(LNPOP)	0.974271	0.052379	18.600471	0	C	8.926942	8.270024	1.079434	0.286
D(LNPOP(-1))	-0.46618	0.112464	-4.145155	0.0001					
D(LNJAPAN)	0.758321	0.17729	4.277303	0.0001					
D(LNUSA)	0.161534	0.074846	2.158201	0.0362					
ECM(-1)	-0.07744	0.027486	-2.817537	0.0071					

ECM= LNMITY - (-1.9637\*LGDP + 2.6238\*LNPOP + 0.9043\*LNJAPAN - 0.3710\*LNUSA + 8.9269 )

From the results, the long-term elasticity of LNMITY about LNGDP is 1.9637, and the sign is negative; The long-term elasticity of LNMITY is 2.62 for LNPOP, 0.9 for Japanese defense expenditure, and 0.37 for American defense expenditure, which is also negative. The short-term elasticity of LNM is 0.069 for LNGDP, 0.97 for

LNPOP, 0.75 for Japanese defense expenditure and 0.16 for US defense expenditure. The long-term elasticity of China's defense expenditure to domestic economic factors is greater than the short-term elasticity, and the response to external threats, that is, the long-term and short-term elasticity of defense expenditure of other countries is not large. At the

same time, the adjustment size of error correction of long-term equilibrium relationship is 0.07, which is not very large. This is a high-order autoregressive feature of the performance of China's defense expenditure, which also shows that it is influenced by the base rolling budget system of defense expenditure. Overall, the decisive factor of China's national defense expenditure is mainly influenced by domestic economic factors, and of course, external threats must also be taken seriously. Of course, the empirical results are also questionable. Here, the time trends and breakpoints have not been eliminated. When Chen Bingfu (2006) analyzed the changes of defense expenditure before and after the reform and opening, the defense expenditure was mainly affected by external threats before the reform, and then mainly by the economic factor. In this paper, we try to consider the breakpoints in long-term cointegration, such as 1979 and 1997, but the results are not obviously improved. Perhaps the data sources and processing, sample size are related, and other control variables are considered. This is also worthy of further study and discussion.

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# Critically Analyzing War on Terror in the light of Fatima Bhutto's "The Shadow of the Crescent Moon"

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**Abstract**— This article analyzed the human psyche, their loss, and their sufferings in the war of terror with reference to the description of *The Shadow of the Crescent Moon*. It is about the hegemony of politicians and religious hypocrisy. Fatima Bhutto broke the boundaries of trauma and stress in this particular novel. Bhutto chronicled how injustice and enormity had driven her characters to different dispositions. Attention is paid to the behavior, feelings, and sentiments of the characters. This analysis discovers that human beings are always engaged in the process of development. The intention of this research is to show how Bhutto explored the experience of disaster, the consequences of war, and the process of searching for one's loved ones in which the characters indulged throughout the novel. Why was the atmosphere among the three brothers strained? Why did Mina attend the funeral orations of unknown children and create a scene there? Why was Samarra unforgiving? The answers to the above questions are discussed in this article respectively.

**Keywords**— War on terror, critical analysis, the shadow of crescent moon, book review.

## I. INTRODUCTION

Fatima Bhutto, a scion of a widely known political dynasty of Pakistan is the author of highly-regarded works of fiction. She is a prize-winning Pakistani novelist. Her major previous works are *Whispers of the Desert* and *Songs of Blood and Sword*. *The Shadow of the Crescent Moon* is her first fictional work written in 2013 and in 2014, it was long-listed for the Baileys Women's Prize for Fiction. Bhutto has an unpleasant political background. Her grandfather, the former Prime Minister Zulfikar Ali Bhutto, was hanged in 1979 by General Mohammad Zia ul-Haq and then her father, Mir Murtaza Bhutto, was murdered for which Fatima Bhutto accused her aunt - Prime Minister Benazir Bhutto - who later herself was assassinated. In this particular book, Bhutto highlighted the political violence and complexities of a war that anguish the Federally Administered Tribal Areas (FATA) close to the Afghan border in Pakistan. FATA is the

center for terrorist activity and partly ruled by the Taliban. This land is also home to a multi-sided war where American drones targeted the Taliban, Sunni Muslims bombed Shia Muslims and insurgents fought against the army for the sake of independence from the central government. In Dawn, Razeshta Sethna reviews that "*Bhutto smartens her fiction by using her characters and their stories to explore the souring relationship between Pakistan and America and its implications at the height of the 'war on terror'*" (Sethana, 2014).

The main objective of this article is to critically analyze the writing style and novel of Fatima Bhutto, to mention the strengths and weaknesses of her novel.



## II. SUMMARY

The Shadow of the Crescent Moon sets in the fictional tribal region named Mir Ali that borders Afghanistan. Fatima Bhutto's debut novel begins with one tense morning of Friday during Eid as three Pakistani brothers and two of the women they loved sway in and out of the hardships of war. The whole novel took place over the course of one single morning. Bhutto accustomed the third person narrative that exchanged between the perspectives of the characters. All of the brothers met at the breakfast table before leaving for the prayer in three different directions as none of them was aware of whether one of the mosques will get besotted. They chose different locations because it was too risky to gather all the family members at the same mosque that could easily be hit. As Bhutto stated in her novel, *"No one prays together, travels in pairs or eats out in groups. It is how they live now, alone"* (Bhutto, 2013). This novel is a heart-wrenching piece of writing. Along with political forces, characters suffer religious forces as well.

Aman Erum is the elder brother who had just returned from studying in America. He is very courageous and has no interest in dwelling in Mir Ali. In his teenage, his father Inayat Mahsud wanted him to join Inayat's mission against the central government of Pakistan for the independence of this northwestern region so that it could be a part of Afghanistan. Aman Erum had an affiliation with Samarra, a member of the independence movement. Gradually Aman Erum realized that neither he nor his dreams will fit into the tribal life he observes around him. Similarly, Samarra, a taboo-breaking personality who knew how to shoot a gun and ride a motorbike. She also had a desire to free Mir Ali. In the interviews, when Aman Erum was asked about his thoughts of 9/11 and the fall of the Taliban, his repeated answer was, *"two airplanes hit foreign buildings, this is what people in Mir Ali heard. What they knew about this new war, what they understood about the events that turned their town into a battlefield once more, was this: those planes were flown by heroes"* (Bhutto, 2013).

Sikandar was the middle one who instead of going abroad while having the opportunity chose to be a doctor in the town's reprobate hospital where only expired medicines and vaccines were available. His wife Mina was a psychologist by profession working in the same hospital. She was depressed because of losing her only young son Zalan in a terrorist attack on the hospital. She then spent her time visiting the houses of the dead children. She gave them bath and embraced their mothers she didn't know. Mina was

unable to accept the reality that is why she attended the funerals, prayed for them, recited poems while giving them bath as a way to find her own son. She found solace in this whole process (Bhutto, 2013). Bhutto's characters are deeply tortured both physically and psychologically.

Hayat was the younger brother who was the most idealistic and inflexible. He continued his father's mission of fighting for the northwestern region. He was then involved with Samarra and they both had become a part of the Mir Ali insurgent movement. Anyhow, Samarra's connection to the terrorists or freedom fighters was strong as compared to Hayat. Samarra is not nourished by elementary idealism but by a rebellious attitude. She had become the victim of rape by the soldiers from the Pakistani army when she was younger. She wanted to become a leader to punish the attackers who were not berated yet.

After breakfast, Aman Erum traveled to the mosque by taxi. On his way to the mosque, he had flashbacks from his childhood memories. Bhutto constructed the memories from the flashbacks of the characters' lives to exhibit the pain and suffering they were in. Sikandar made his way to the hospital to have a look at the situation and Hayat moved to the town riding off on his motorbike. Since their father, Inayat had passed away, all of them had separated their ways in order to accomplish their desires. Inayat had fought for years against the deceptions of the state and he often warned his sons that they would have to compensate for their choices. He disclosed to his sons that *"each and every member of the household will know that pain is of no consequence when fighting for the collective"* (Bhutto, 2013).

Aman Erum was desperately finding a way to depart from Mir Ali for good and Sikandar proceeded in search of his wife Mina as she was not in her senses and went off to the houses of the strangers for serving the funerals of their children. For now, Hayat isn't unattended. He was in the companionship of Samarra and they both are on their course of action to assassinate the Chief Minister. While they move secretly, Aman Erum perceived them along with each other and placed them together with the fact that they were hatching a plot to murder the Chief Minister (Bhutto, 2013).

The novel closed with a lot of ambivalence. At the end of the novel, an attack took place but there prevailed ambiguity about whether the minister was murdered or if it was Hayat and Samarra who assaulted him. There was a recommendation that Hayat betrays her in the sequel. Mina

was the mere character whose crescent edged with hope instead of brutality and moral decomposition. During one of the funeral orations, she found the old Mina because of confronting the Taliban for the attack in which she lost her son. The issue wasn't not resolved but there is a viewable personal purification that predicted something good for her forthcoming. Lucy Beresford in The Daily Telegraph stated that "*The Shadow of the Crescent Moon captures so well is not just the trauma of war, but also the conflicts of contemporary Pakistanis, torn between remaining faithful to the legacy of previous generations, and their own dreams of choosing their own destiny*" (Beresford, 2013).

### III. CRITICAL EVALUATION

Critical evaluation is basically to determine what an individual thinks of a specific thing about what is written and told in either that's a book or an article (Currence, 2017). A person can write a better critical analysis by questioning the steps that are presented by the writer as to how and why it has been done by the author in this particular book. It is the duty of a review writer to demonstrate that how things can be modified and converted into a different situation to fit in as no research study is foolproof (Anonymous, 2020). Critical evaluation signifies the critical review that does not mean it requires the negative posture of the author. As done in the following section, both the strengths and weaknesses of the book of Fatima Bhutto "*The Shadow of Crescent Moon*" are argued below.

#### 3.1 Strengths

Being a political fiction writer Fatima Bhutto portrayed a stunning story of the loss of identity, political indifference, and complexities of war. Current political novels "*The Collaborator*" by Mirza Waheed (2011) and "*The Terrorist*" by John Updike (2006) marked the violent disputes and conflicts through fiction and the extensive role of governments and the fundamentalist movements. Whereas Bhutto narrowed her fiction by restricting her characters and their narratives to explore the hostile relationship between Pakistan and America and its intimations at the high point of the 'war on terror'. She criticized the corrupt system of government and the way the young generation is treated, how loss and suffering and impacts of historical and religious forces exploit the personality of the natives. "*An extraordinary first novel which reads like a politico-religious thriller. Compelling*" (Abads, 2014). She denounced the cruel system of war that pulls the innocents in

it. As Samarra who is a rape victim spoke to the officer who struck her during her imprisonment accusing her of being an insurgent and betrayer: "*You are the ones who have sold everything in this country you defend so urgently. You sold its gold, its oil, its coal, its harbors, even its airspace*" (Bhutto, 2013).

Women were the most important characters of the novel as they were remarkable for their courage and strength of heart in the region where they could not even move with their own choice and their voices were out of bounds. Samarra's character was quite strong. After being raped at her younger age she did not let herself become fragile, she developed her personality more vigorously and determined to punish the culprits. Similarly, the character of Mina remained the most fascinating throughout the novel even in all her madness. She lost her young son but in spite of going into trauma, she consoled the mothers of the dead children. At another place in the novel, Mina with her husband Sikandar is traveling to the hospital in a van where the Taliban annoyed them with frail beards and blue turbans on their heads and it was Mina who had the strength to stand in front of them. She eagerly accused them of injustice and collapsed in front of all. It might be the reaction of losing her only son by them that shocked the Taliban commander. She yelled: "*These men are students of justice. They can be accused of being violent, of being rash, of anything but injustice*" (Bhutto, 2013). She continuously accused them so full of rage and pain whereas her husband was brutally beaten by the Taliban. They torture the people in the van only to know whether they were Sunni or Shia. Compared to the female characters of Nadeem Aslam's (2008) "*The Wasted Vigil*", Bhutto's female characters were more positive that delivered the memorandum to all women to remain strengthened in every situation as it is the best way to deal with griefs (Sethna, 2014).

The Shadow of the Crescent Moon has been glorified for Bhutto's descriptions and consideration of detail. In her twitter page, Bhutto once posted Vladimir Nabokov's quote, "*My loathings are simple: stupidity, oppression, crime, cruelty, soft music*". Her novel consigned all of the above elements and also provided their prolonged consequences. The first element of stupidity exposed radicalized Sunni Muslims who culminated in a thrilling way including one of the brothers at the end of the novel. Crime and oppression could be seen in the treatment of the Taliban with the natives of Mir Ali and how the Pakistani military destitute the natives of the tribal areas. Cruelty prevailed in

the deaths of the innocent children who either became the victim of American drones or local militants. The last element is soft music that resided in the character of Mina, the wife of the middle brother Sikandar. She generally sang the sweet poems at the funerals of unknown children (Adams, 2015).

Although *The Shadow of the Crescent Moon* has some shortcomings but its strength lies in the permanence. Terra Nullius (2013) is of the view that once the reader starts the novel, he wants to read the end as well and perceives the events depicted in the novel. Bhutto's writing is fascinating. The picture of the village, Mir Ali sticks in the mind of the readers along with its graphic details and images. She portrays daily life as "*the battered yellow Mehran taxis*" and "*the Chitrali pakol hats*" (Bhutto, 2013). According to *The Times* (2013), "*Bhutto writes of an extraordinary place where beauty lives alongside brutality, with superb poise and a kind of defiant lyricism*". Bhutto gave space to her characters which is the most positive side of her writing. Comprehensively, *The Shadow of the Crescent Moon* is a valuable book.

### 3.2 WEAKNESSES

Bhutto also faced criticism on her literary endeavor for writing about a country and people as she depicted the Pakistani army in an extremely negative sense. A review by Samra Muslim is published in *The Express Tribune* that reads, "*A major disappointment is Bhutto's writing which is inconsistent and tends to vary from poetic to breezy, to extremely perceptive*" (Muslim, 2013). Since her childhood, she experienced the loss of innocence. She has a bloody family history as her grandfather was executed by the Pakistani military, her uncle was given poison, her father was murdered and her aunt was assassinated. She is criticized for her biased nature of writing as she has an unpleasant political background that is why she portrays the Pakistani army fully black as they tortured or harassed the innocents to the ecstasy (Sethna, 2014).

This contemporary article also points out that the character of Samarra could easily be flawed but to the author's consideration she has a heroic personality. Bhutto used the term of freedom fighter for her but in reality, she was a potential terrorist as she planned the murder of the chief minister. Bhutto portrayed things in such a manner that everything is going wrong in Pakistan. Other authors used a comparable storyline with astonishing literary terms but Bhutto's work only focused on developing (Sethna, 2014).

The narrative of the novel is quite complicated and deep as it shifts suddenly. "*The Shadow of the Crescent Moon complicates all the expected narratives of the war on terror...Engrossing*" (Sacks & Journal 2015). The technique of flashbacks that is used by Bhutto in this novel confuses the readers whether the event is of present situation or past. When Aman Erum traveled to the mosque he had flashbacks. Almost all of the characters had flashbacks from their miserable lives (Bhutto, 2013). Moreover, the ending of the novel is open, which is the most irritating thing. It leaves the reader in ambiguity, and it is up to the reader what he imagines. If you want to read a book casually then it is a usable book but if you have a desire to get lost in it then this book will leave you unhappy. The nature of this book is very political, it interprets a very meager political picture of Pakistan (Nullius, 2013).

### IV. CONCLUSION

To conclude, *The Shadow of the Crescent Moon* successfully looks beyond the borders and boundaries to present the shared experience of pain and trauma in the war on terror. In her work, Bhutto represents the intricacy of human life. She also stresses the psyche of characters that is further explored in this contemporary article. Consequences of war and demonstration of the development of Bhutto's characters are also discussed in this research.

This article also sheds light on how the Taliban torture people and haunt them with terror attacks in the name of religion. Taliban's extreme level of brutality increases the psychological problems for characters as Mina suffers from mental health issues. In this gracefully written novel, characters are pushed to make atrocious choices. As the crisis of this single morning disclosed, the novel moves around one woman.

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# Geographical Indication Helvas in Turkey

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**Abstract**— Sociologically, all values acquired over time are expressed as culture. Food and drink, which is one of the natural activities of human beings, that is, all kinds of nutritional activities, preparation of meals, even table setting are included in the culture. Seljuk / Ottoman cuisine has a very rich and deep-rooted history, and its continuation Turkish cuisine is also very rich. This wealth has come about by living together with many nations and having cultural interaction. Food groups and ingredients in Turkish cuisine are quite high and desserts have an important place among them. When it comes to Turkish cuisine dessert, baklava and Turkish delight come first. In addition to these, there are also helvas produced with a wide type of ingredients and different methods. The name of helva is derived from the Arabic word "hulv" and its plural "hulviyyat" is used to mean "sweets". In its simplest form, halva is obtained by adding sugar syrup to flour roasted in oil. Of course, the way of making helva, which has many types, is also unique to each helva. Provided a specially produced meal is identified with the region or country in which it is made in terms of its characteristics, recording it is called a geographical indication to be recorded under certain conditions. In Turkey there are currently 10 geographical indication helva. There are also dozens of meals and desserts whose geographical indication process continues. Gastronomy tourism is briefly tasting a meal and seeing the preparation process of the meal on making process. Expansion of the tour destination by including meals in cultural tours continues with the increasing trend in recent years. With this article, it is aimed to introduce Turkish cuisine, in terms of sustainability, desserts and helvas among desserts in the international arena and to increase their awareness. In addition, the suggestion of including Turkish sweets and helvas at designing destination was emphasized in the touristic or gastronomic tours to be organized in Turkey.

**Keywords**— Gastronomy tourism, Geographical indication, Helva, Ottoman cuisine, Seljuk cuisine, Turkish cuisine, Turkish deserts.

## I. INTRODUCTION

Turkish cuisine, together with Chinese and French cuisines, is considered among the richest and most popular cuisines in the world [1]. Every society or nation that they come into contact with has more or less added something to Turkish cuisine culture [2]. Sometimes the tastes that do not fit the taste of the Turkish society have turned into dishes suitable for their own taste. There is a rich variety of dishes in Turkish cuisine that has been going on since Seljuk and Ottoman cuisine. There are various types of dishes such as soups, appetizers, meat dishes, offal dishes, vegetable and fruit dishes, rice dishes, pastries, drinks, and besides these types, desserts also have a very rich variety. Desserts in Turkish cuisine, which is a continuation of Seljuk and Ottoman Empire cuisine, can be evaluated in four groups. These are: i) sweet dough desserts, ii) helvas,

iii) milky-slightly desserts and confectionery, and iv) fruit desserts [3,4]. Yerasimos [3], who compiled the 500-year-old dishes of Ottoman cuisine with a rich culinary culture, says that the most recipes on the food list are in desserts. Many types of helva are mentioned among these desserts. In Evliya Çelebi's Travel Book, 58 types of sweet dough dessert and helva are mentioned among 303 desserts [5]. Oturakçı Orbay [6] mentions 940 dessert names in modern Turkish. In Turkey, there are still dozens of helva made at a local level or at industrial scale in many regions. There are only 10 helvas with geographical indications and 15 pieces of helva whose geographical indication process continues. The name halva is derived from the Arabic word "hulv", and its plural means "hulviyyat", meaning "sweets". Helva, which means "sweet", is expressed as "dessert made with all kinds of flour/starch, fat, honey or

sugar" [7,8,9]. The simple, prototype helva is "flour helva", and its production is given as "adding sugar syrup to flour roasted in oil" [4]. The names given to helva in different languages are "halawa, halva, halvah, halava, helva and halwa". Helva is made in places where Turks, Arabs and Jews live and is known in Turkey, Middle East, Eastern Mediterranean, Central Asian and African countries [10]. Turks met with helva after the adoption of Islam [9].

Topkapı Palace in Istanbul was built by Fatih Sultan Mehmet between 1475-1478. There is also "Helvahane", which is a kitchen section where dessert is made, in the kitchen with an area of 5.250 m<sup>2</sup> in the palace. Arabs use the word "helva" to mean "desserts". It is stated that the reason why the part of the palace where dessert is made is called "Helvahane" is due to this. It is known that various desserts are made in Helvahane and even medicines and strengthening mixtures (macun=paste), sherbets, compotes, jams and syrups are prepared [3,8,9]. 812 people were working under the supervision of "Helvacıbaşı", Helvahane manager, in the 16th century [3]. Topkapı Helvahane is known as the first kitchen in the world cuisine history to be used separately from the place where meals are cooked [11]. The kitchen in the palace was the center of attention for many foreigners even at that time, and it was stated what efforts were made to see and visit the palace [12]. The existence of Helvahane, which is a separate section in the palace, supports the special place of helva in Turkish culture. In addition, it is known that helva was eaten and chatted in meetings with state officials and other meetings held on long winter evenings. Named these conversations "helva conversations" stands out as another gastronomic activity [4,7,8,13]. The fact that Turkey's many different varieties of halva and components made in many parts of the Seljuk / Ottoman cuisine is the proof that sustainable. One of the important desserts in Turkish cuisine, helva is still served on special days such as births, weddings, death ceremonies and religious holidays, and continues its existence as a ritual, and a sacred and cultural activity [7,9,10]. Turkish life begins with dessert and ends with dessert. In other words, it is seen that the first symbolic food of the transitional periods such as birth, engagement, marriage, circumcision and even death is often sweet. In addition to these, the sweet's expressions such as "May God give you a taste of the mouth= God bless you, let's eat sweet, talk sweet, I cut to your voice with honey= I get in the middle of the conversation, but I have to." [14] and someone calling the person she loved "honey, sweetie" [2], shows that it is also effective in shaping the life of Turks in terms of sociologic. The fact that "Ramadan Feast", one of the religious days, was called "Feast of Sugar" in the Ottoman period in the 18th century proves that dessert is in every

aspect of Turks life [7]. Gastronomy tourism can be defined as visiting food/meal producers, food/meal festivals, restaurants and special areas in order to taste a special meal or to see the production of a meal [15]. It should be used to introduce that culture for reasons such as the use of locally made desserts on special days and celebrations and being a symbol of festivals. In this context, in terms of sustainability, it is important that helva be evaluated within the scope of gastronomy tourism and included in the destination of tours by tour operators [8,9]. In addition, geographical indication is required to protect these locally produced products. With this study, With this study, it is aimed to emphasize introduction of helva belong to rich culinary culture of Turkey, announcement of Turkey's geographical indication helvas in the international arena, to be considered for use in both local and international gastronomy tours, and the necessity of gastronomy tours with "geographically marked products" theme.

## II. MATERIAL AND METHOD

In this study, it was selected for introduction of Turkey's geographical indication helvas and for evaluation in terms of gastronomic tourism. In Turkey, Turkish Patent Institute, authorized for geographical indication, based on the geographical indication helvas on the official website [16] in order to create the list were used descriptive research type and detailed description of helva such as the place of production, production method and properties are defined. In this study, which is a qualitative study, the literature was also searched and the books written on the subject were used.

## III. GEOGRAPHICAL INDICATION HELVAS

"Geographical indication is a quality mark that indicates and guarantees the connection between the source, characteristics and features of the product and the geographical area for consumers. With the registration of geographical indication, it is ensured that products that have gained a certain reputation depending on their quality, tradition, ingredients obtained from the region and local qualities are protected. A geographical indication is a marker that indicates the product identified with the region, area, region or country where the origin is located in terms of a distinct quality, reputation or other features" [17]. The role of geographical indication in the protection of culture and its effect on regional development is known. Especially the strong connection between food/meal-culture-place relationship has increased the importance of the geographical indication [18]. With the geographical indication, both the consumer and the producer are

protected, as well as rural development is provided, and the countries can protect their cultural values and transfer them to other generations [19]. There are many helvas locally produced in Turkey. As of the writing date of the article, the place of production, production method and properties of 10 piece of geographical indication helvas are given in this article. The helvas that have been applied to Turkish Patent Institute and whose geographical indication process continues are as Aksaray Köpük Helva, Antep Peynirli İrmik (with cheese, semolina) Helva, Bursa Süt (Milky) Helva, Deva-i Misk Helva, Düzce Fındıklı Tahin (Hazelnut Tahini) Helva, Erzurum Peynir (Cheese) Helva, Eskişehir Nuga Helva, Gerze Düğün (Wedding) Helva, Kahta Bademli İrmik (with almond, semolina) Helva, Konya Haside Tatlısı (Dessert) – Kara (black) Helva, Konya İrmik (Semolina) Helva, Konya Kenevir (hemp) Helva, Kütahya Bitli Helva, Mudurnu Basma Helva ve Paşa (pasha) Helva. The high number of helva mentioned increases its importance in terms of gastronomy tourism and reveals the necessity to increase its awareness in the field of international tourism. Ten pieces of geographical indication helva are detailed below. Detailed information about helvas whose geographical indication process continues and geographical indication registered is given in Table 7 at the end of the article.

### 3.1. Bilecik Pazaryeri Helva

Bilecik Pazaryeri Helva is a type of helva produced in Pazaryeri district in Bilecik province. Helva is produced in specially designed copper boilers. Only tahini, beet sugar and water are used in the production of helva. Filling materials such as semolina and flour cannot be used in helva production. Tahini used in production should be produced only from sesame, and no other additives or preservatives should be added to the helva. The master who decides what to do and when, during the mixing and cooking of the mentioned ingredients, is the most important factor in the production. While other types of helva are boiled at 140-150°C, the boiling temperature of Bilecik Pazaryeri Helva is 117-118°C. The ingredient ratios required for the production of Bilecik Pazaryeri Helva: 45-48% tahini, 41-45% sugar and 8-12% water. The production of helva starts by melting the required amount of sugar in water and mixing and boiling at 117-118°C, and the sugar in the mixture is given a viscous structure during boiling. Then, continuing to mix, tahini is added to mix. When the product reaches its unique structure, it is taken to the resting pans and waited for the product to cool and rest. The manufacturing process takes about 14-16 hours. The photo of helva is given in Figure 1 and some chemical properties of helva are given in Table 1.



Fig. 1: Bilecik Pazaryeri Helva.

### 3.2. Cide Ceviz (Walnut) Helva

Cide Ceviz Helva is a helva prepared in 3.5-4 hours by adding plenty of walnut to a mixture of beet sugar, egg whites, citric acid and water. Helva, which has been produced for many years in Cide district in Kastamonu province, has also been identified with special days (before wedding ceremonies, buying helva for eating after religious days such as Feast of Ramadan and Feast of Sacrifice prayer). The most important thing that gives helva its distinctive qualities is to provide sugar viscous structure at  $143\pm 2^\circ\text{C}$ . The production temperature is important and a viscous and unique product is formed with viscous structure. Below  $140^\circ\text{C}$ , the gel cannot find enough viscous structure and occur loose form, while the gel made from mix taken above  $145^\circ\text{C}$  becomes a lighter viscous.

Table 1: Some chemical properties of Bilecik Pazaryeri Helva.

Properties	Quantity
Energy (kcal/100g)	620
Protein (g/100g)	17.8
Lipid (g/100g)	39.5
Carbohydrate (g/100g)	48.4
Dietary Fiber (g/100g)	0.26
Cholesterol (mg/100g)	0
Sodium (mg/100g)	115
Potassium (mg/100g)	10
Calcium (mg/100g)	15
Vitamin A (mg/100g)	0.1
Vitamin C (mg/100g)	0

Iron (mg/100g)	0.28
Acidity (g/100g)	1.98
Ash (g/100g)	1.92
Moisture (g/100g)	3.84

Required ingredients for the production of 10 kg of Cide Ceviz Helva: 8±1 kg walnuts, 10±1 kg sugars, 1.150±50 g egg whites, 13.50±1 g lemon salts (citric acids). For helva production, sugar and water are mixed in boiler, boiled for 4 hours, lemon salt is added. Lemon salt increases the shelf life of helva. The desired density can be obtained by mixing the mixture, otherwise the sugar may become caramelized at high temperature, which causes unwanted and negative effects on the final product. The mixture is taken at 143 ± 2 ° C, after cooling to 40 ± 5 ° C, whipped egg whites are added. Egg whites give the helva a shiny appearance. Although the final product has the hardness to be cut with a knife, it provides the texture that will cause disintegration when cut. The mixture is put on the fire again, it is mixed and cooked for 2 hours until it reaches the gummy consistency. When the final viscous structure is obtained, walnuts are added. After, helva is cooled to 18-22°C. If the helva gets colder, it will be difficult to cut it. It is recommended that helva be consumed one day after being packaged. The final form of helva is given in Figure 2, and its physical and chemical properties are given in Table 2.

### 3.3.Kabataş Helva

Homemade pekmez (molasses) and walnut are used in the production of Kabataş Helva, a helva specific to Kabataş district in Ordu province. Required ingredients for the production of 10 kg Kabataş Helva: 3 kg walnuts, 4 kg homemade pears or apple pekmez (molasses), 2 kg beet sugars, 1 kg wheat flour, 10 egg whites, 5 g lemon salt (citric acids).



Fig. 2: Cide Ceviz Helva.

Table 2: Some physical and chemical properties of Cide Ceviz Helva.

Properties	Quantity
Walnut (min, %)	40
pH	6,00±0,40
Total sugar (sucrose type, max, %)	40
Protein (%)	9,15±0,25
Lipid (%)	2,10±0,20
Mousture (max, %)	8,50
Ash (max, %)	0,65±0,05
Acidity (oleic acid type, max, %)	0,65

The tolerance for the ingredients used should be 5-6% at most. Pekmez (molasses) is boiled in a pan over low heat by mixing for 2 hours until it reaches the gummy consistency. At this stage, the amount of pekmez (molasses) that is 4 kg decreases to 2 kg with the evaporation of water. In another heated pan, half a liter of water and sugar are mixed for 4 hours and become syrup, lemon salt is added during boiling and the syrup has turned yellow in the last stage. The syrup and pekmez (molasses) are mixed and cooked for 2 hours and the mixture becomes the gummy consistency. The mixture is cooled slowly, whipped egg whites are added while it is warm, the mix is put on the fire again, it is mixed until it has a gummy consistency for 2 hours. Then, roasted wheat flour and walnuts are added to the mixture. The mixture, which has now become helva, is taken to vessels. Helva is cut into slices at 20-30°C as in Figure 3 and rested for 24 hours. The photo of helva is given in Figure 3 and chemical properties of helva are given in Table 3.



Fig. 3: Kabataş Helva.



Table 3: Some chemical properties of Kabataş Helva.

Properties	Quantity (%)
Lipid	1-4
Protein	4-7
Total sugar (sucrose type, max)	60
Moustore (max)	3,5
Ash (max)	1
Acidity (oleic acid type, max)	1,3

### 3.4. Kastamonu Çekme (Pulled) Helva

Produced in Kastamonu province, Kastamonu Çekme Helva is prepared with the addition of beet sugar, wheat flour, butter and/or vegetable margarine, water, citric acid, flavoring and aromatic food in accordance with the Çekme Helva Standard [20] (TSI; TS 13028). While helva is traditionally produced plain, different types of helva are also produced with the addition of pistachios, walnuts, almonds, hazelnuts, cocoa, chocolate, coconut and sesame. Only vanilla/vanillin and lemon salt (citric acid) can be used as food additives in its production. Since the 1800s, helva has also been used to celebrate special days such as birth and marriage. Helva, known to be sent to the Ottoman Palace, has become a part of our culture as traditional foods like our other helva.

Ingredients used in the production of Kastamonu Çekme Helva: butter/vegetable margarine 16±2%, wheat flour 48±2%, beet sugar 34±4%, water 2±2% and citric acid 0.01%. In the production of helva, firstly, miyane is prepared. Miyane is prepared in cooking vessels at 160±15°C by adding flour into the melted oil for 3-4 hours. Roasted miyane is one of the factor that give the taste and smell authenticity of helva. The high rate of miyane in Kastamonu Çekme Helva ensures that the sugar content is low in the total content, the sugar taste is felt less while the product is consumed, and the final product is lighter. In another boiler, sugar and water are melted and boiled at 130±10°C for 20 minutes. Before the boiling process is completed, citric acid is added and mixed. The mixture is poured into a thin layer on the cooling workbench and spread. During the cooling phase of the sugar, the temperature of the sugar is reduced to 85±10°C by folding it several times to prevent crystallization and to cool the lower parts. The bleaching process is started by attaching to the arms of the sugar bleaching machine and takes about 5 minutes until the color of the sugar mass

turns white. Cooked miyane and bleached sugar are taken to the workbench and formed into a large ring. The sugar ring, which is covered with miyane, is extended by turning and pulling from hand to hand. This is why it is called “çekme = pulled” helva. The growing ring is made into a shape of eight and folded over one another. This process continues for 20-25 minutes until the sugar mass and the miyane are homogeneously dispersed within each other. At the last stage, there should not be any rough sugar and miyane lumps in the mass, the helva after the pulling process should have become thin and stringy. Then it is laid on the workbench to cool and left for about 20 minutes. Helva, whose temperature is reduced to 25±5°C, is thrown into the grinding machine. The critical point in this process is that the temperatures of the miyane and the bleached sugar mass are close to each other in order to ensure a homogeneous mixture. Although there is a similar process flow in many types of Çekme Helva up to this stage, the process step that distinguishes Kastamonu Çekme Helva from its counterparts is to continue the processing of the helva mass, crushing the sugar fibers in the helva with knives by pouring it into the grinding machine and giving it a mealy, pourable form. After this process, the helva mass is placed in trays and given to the pressing machine. Compressed helva in the pressing machine gains a distinctive smooth and tight form. The final product is filled in boxes and sealed, packaging is completed in the shrink machine and stored in the cool area at 20±2°C. Helva has a smooth, soft texture that dissolves in the mouth when bitten and during eating, does not stick, does not resist chewing, melts and is easily swallowed, and a color that increases its appeal. The image of helva is given in Figure 4, and its physical and chemical properties are given in Table 4.

### 3.5. Ordu Perşembe Ceviz (Walnut) Helva

Ordu Perşembe Ceviz Helva, produced in Perşembe district in Ordu province, is a type of dessert unique to this region. The ingredients used in making Ordu Perşembe Ceviz Helva: beet sugar, water, gypsophila extract, walnut and lemon salt. Although pekmez (molasses) was used in the production of helva before, today beet sugar is used. For the production of helva, it is melted by mixing with 200 kg sugars and 100 liters of water, and boiled for 2 hours at 140°C. 20 grams of lemon powder (citric acid) is added to the syrup mixture. The gypsophila extract prepared previously is added. The extract is obtained by boiling the root of the gypsophila plant (*Saponaria officinalis*). The main component of the gypsophila plant is saponin, and it is used as a bleaching additive in the production of some helva and Turkish delight. The crude saponin amount of the gypsophila plant grown in Anatolia varies between 10-25%. In the production of helva, 0.5 kg

of gypsophila extract is usually sufficient for 100 kg helva. Mixing is continued without foaming for a few more minutes after the addition of the gypsophila extract. Then, 20-25% walnuts are mixed into the mixture and left to cool. When the helva temperature drops to 20-30°C, cutting process is done. If the helva cools down completely, it will be very difficult to cut. After slicing, it is recommended to rest for 1 day in order to obtain a suitable consistency. The image of helva is given in Figure 5 and its chemical properties are given in Table 5.



Fig. 4: Kastamonu Çekme Helva.

Table 4: Some physical and chemical properties of Kastamonu Çekme Helva.

Properties	Quantity
Moisture, %	6±1.5
Total sugar sucrose type, %	34±4
Lipid, %	16±2
ash, %	0.50±0.1
Peroxide, in extracted oil, meq/kg	10±1.5
Colour L	90.16±3.5
A	0.90±0.09
B	16.18±1.4
Hardness, g	546.55 ± 117.21
Springiness, mm	0.159 ± 0.061
Cohesiveness	0.046 ± 0.007
Chewiness, gmm	4.636 ± 1.253

### 3.6.Eskişehir Met Helva

It is a round, horizontally shaped helva with a diameter of 2 cm and a length of 7.5 cm, produced in Eskişehir

province, made into fiber using wheat flour, oil, beet sugar, citric acid and water. It is rumored that Eskişehir Met Helva got its name from a street game played with met (rod) and anklebone. At the same time, Met Helva is a tradition that the person who is taken a beat as a result of this game makes helva as punishment.



Fig. 5: Ordu Persembe Ceviz Helva.

Table 5: Some chemical properties of Ordu Persembe Ceviz Helva.

Properties	Quantity (%)
Lipid	1-5
Protein	2-6
Total sugar (sucrose type, max)	70
Moisture (max)	3,5
Ash (max)	1
Acidity (oleic acid type, max)	0,5

Ingredients used in the production of Eskişehir Met Helva; 50 kg of wheat flour, 18 liters of sunflower oil, 12 kg of beet sugar, 4-5 liters of water, 12 ml of citric acid, (200 g cocoa for cocoa production). For the production of helva, flour and oil are added to the boiler on a low heat between 75-85°C. If helva with cocoa is to be made, cocoa is also added. Roasting process continues for 4-4.5 hours with continuous mixing. Then it is rested for 1 day at room temperature. Sugar, water and citric acid are added to the boiler. Boiling is done until the mixture temperature reaches 140°C. After boiling, it is laid on the marble workbench and left to cool. After the sherbet cools down, bleaching is done by hanging it on the bleaching hanger. The sugar syrup is first turned into a cylinder and then rolled into a circle. The dough prepared in the first stage is spread in a thickness of 4-5 cm in the tray. Sugar in a circle is placed on the dough and covered with dough. The circle is expanded to the size of the tray by pulling the sugar coated dough with 5-7 people around the tray. The

dough sugar mixture is folded and kneaded and pulled until it becomes homogeneous. The final mixture is broken with a diameter of 4-5 cm and a length of 30-35 cm. These pieces are processed by hand until they reach a length of 120-125 cm with a diameter of 2 cm and are cut into 2 cm diameter and 7.5 cm length by hand or machine and made ready for packaging. It is filled in the desired size boxes. Helva photo is given in Figure 6.



Fig. 6: Eskişehir Met Helva [21].

### 3.7. Nazilli Kar (Snow) Helva

Nazilli Kar Helva is a refreshing drink consumed especially in the summer season in Aydın province, Nazilli district and six districts surrounding Nazilli (Kuyucak, Karacasu, Bozdoğan, Yenipazar, Sultanhisar, Buharkent). Although there are no known helva ingredients such as sugar, flour and oil in its composition, there is the phrase “helva” in its name. Only natural snow and cherry syrup is used in its production. Natural snow and cherry syrup obtained from the mountains and plateaus around Nazilli is used in making helva. Snow kept in the snow cavities until the end of summer does not pose any health problems. One-to-one amount of sugar is added to sour cherries collected in summer. A layer of sour cherry and a layer of sugar are placed in a bowl and the bowl is kept for 1 day by closed. The mixture is boiled over high heat until it becomes jam-like, and it is filtered to separate the seeds. The fruit rate of cherry jam used in making cherry syrup should be in the range of 35-50%. After the jam is filtered, it is diluted with drinking water up to 55±10°Brix. It is kept in the refrigerator in jars. Helva is prepared in a glass cup and served with a dessert spoon. The reason why the product is prepared in a glass cup is that the glass keeps the cold for a longer time and allows the appetizing color formed by mixing the snow particles with cherry syrup. Helva should be consumed as soon as it is prepared, otherwise it loses its taste and properties if it is kept or stored in the refrigerator. The snow is filled into the glass approximately 2/3 of the glass. The filled snow should not be clumped or formed into an ice mold. The glass is filled completely and served by adding previously prepared cold cherry syrup on it. Nazilli Kar Helva should be consumed as soon as it is prepared. It loses its taste and properties if

it is kept waiting or stored in the refrigerator. Ready-to-serve helva is given in Figure 7.

### 3.8. Tekirdağ Peynir (Cheese) Helva

Identified with the province of Tekirdağ, Tekirdağ Peynir Helva has its own bright yellow color, homogeneous structure, fibrous appearance and is produced using salt-free cheese (curd), beet sugar, wheat flour, egg yolk or coloring (E160a-carotene). No preservative additives are used in the production of helva.

Ingredients used in the production of Tekirdağ Peynir Helva; 29-34% beet sugar, 52-56% unsalted cheese (curd), 9-12% durum wheat flour, 4-6% sunflower oil, egg yolk or colorant (E160a-carotene). Milk to be used in production is subjected to heat treatment up to 36-40°C. Milk taken into the cheese vessel is fermented with rennet. 13-30 minutes is waited for the fermented milk to coagulate. The curd that reaches the cut ripening is cut, curd and whey are separated from each other. Curd is pressed for 1-1.5 hours and 79-82% of whey is filtered. The cheese that reaches the desired ripening is chopped. The cheese is taken into the cooking boiler and 4-6% of the cheese amount is added to the sunflower oil to prevent it from burning during cooking. When the cheese heated at high heat reaches 83-85 ° C, coloring or egg yolk is added. When the cheese starts to melt and reaches its consistency, 9-12% flour is added. It is continued to be heated by mixing over high heat until the flour smell in the mixture disappears. If the cooking process is done more than necessary, fibrous structure will not form, and if less, the cheese does not identify with flour, water release and a opaque appearance occurs in the final product. Finally, sugar is added and mixed for 5-10 minutes to melt and mix the sugar. Helva is cooled up to 25 ° C and filled in the packages. Helva is stored at 0-4 ° C. The photo of helva is given in Figure 8.

### 3.9. Gerede Şakşak Helva

Gerede Şakşak Helva is a helva produced in Gerede district of Bolu province, with the same formula, quality and taste since the 1850s, using beet sugar, walnut and gypsophila (*Radix saponariae albae sive L.*) extract. Gerede Şakşak Helva is the symbol of the Traditional Gerede Fair, which is established in the third week of september and the first week of october every year, and is one of the most preferred products in the fair. Helva is slightly hard, meltable in the mouth and in the consistency of chewing gum.

The amount of ingredients used in the production of Gerede Şakşak Helva: beet sugar 66%, glucose 12%, walnut 20%, gypsophila 1%, lemon salt (citric acid) 1%. For the production of helva, the boiling process is started with 50 kg sugar and 20 kg water taken in tinned copper boiler. Boiling is done up to 140°C in summer and 135°C

in winter. Lemon salt is added to avoid sugar during boiling. This process is done for easy melting of the helva in the mouth. Gypsophila extract is used to bleach helva. 150 ml gypsophila extract and 150 ml water are mixed and whisked in the whisk until it turns white and becomes foam. 6 kg glucose is added in order for the mix to have the gummy consistency. This bleaching process takes 15 minutes. The prepared gypsophila extract is added to the mixture and mixed for 25 minutes. Walnut is added to the mixture close to cooling, mixed, poured into molds, left to cool for 24 hours. After it cools down, it is broken into pieces and made ready to eat in a bite-sized piece and packaged. The photo of helva is given in Figure 9.



Fig. 7: Nazilli Kar Helva.



Fig. 8: Tekirdağ Peynir Helva [22].



Fig 9: Gerede Şakşak Helva.

### 3.10. Kütahya Köpük (Foam) Helva

Made in Kütahya province, Kütahya Köpük Helva is produced by mixing beet sugar, water, gypsophila extract (*Saponaria officinalis*) and lemon salt (citric acid). It is a non-fluid viscous product with a bright white foam appearance, soft consistency. The production of helva in Kütahya goes back to the 1800's, to the Ottoman Period. Although helva is always consumed, an increase can be seen in its consumption especially in autumn and winter. Helva can also be consumed with tahini on demand.

The amount of ingredients used in the production of Kütahya Köpük Helva: beet sugar  $81\pm 5\%$ , water  $18\pm 5\%$ , gypsophila extract 1%, lemon salt (citric acid) 0.1%. No additives other than lemon salt are added to helva. In the production of helva, sugar, water and lemon salt are mixed in a boiler and heated. When the temperature of the mixture reaches  $125-130^{\circ}\text{C}$ , the heating process is shut off. This process takes about 45-50 minutes. The final consistency is decided by the master by applying a few drops of a little syrup between the thumb and index finger and checking its structure. 1% gypsophila extract is added to the syrup, whose temperature is  $55-62^{\circ}\text{C}$ , and whisked for 1 hour. Gypsophila extract is the main substance that enables the color and flavor of the product to be formed and its foam structure. As a result of the visual inspection by the master, the process is shut off. In the control, 500 g of helva is placed in a 1000 g plastic vessel and its volume is controlled. If the helva fills the entire vessel, it means that the product has received sufficient volume, but if it does not fill the vessel completely, it is understood that the whipping process should be continued. If the volume fills the vessel, it does not flow when the vessel is turned upside down, which indicates that the process has been done adequately. The photo of the helva is given in Figure 10.



Fig. 10: Kütahya Köpük Helva.

## IV. DISCUSSION

There are 25 pieces of helva with registered geographical indication helva and ongoing registering process geographical indication helva in Turkey. There are also many unique helvas that are produced locally and have not

started the geographical indication process. When the geographical indication helvas are examined, it is seen that generally not a wide variety of ingredients are used in their production. As can be seen in Table 6, the ingredients frequently used in the production of geographical indication helva are walnut, gypsophila, sugar, flour and citric acid is added as a preservative. It can be said that the use of eggs in helva improves the appearance of the color of the product and contributes to the formation of texture. It can be said that the production of helva, made by diversifying it with other ingredients except walnut, peanut, almond and hazelnut, is after the ease of obtaining from the market in recent dates. As a matter of fact, it is seen that some ingredients such as glucose, colorant, cocoa or coconut are used in making some helva.

According to the records, even in the Ottoman Palace, although a wide variety of dishes and desserts are made that require effort, it is seen that there is a simple and quiet life in the Kitchen. In addition, the presence of a separate "Helvahane" in the Palace Kitchen shows the importance given to desserts. Although the history of helva dates back to very old times and the materials available at that time were limited, it is obvious that different varieties and flavors were created with very few ingredients but different treatment methods. From here, it is seen how important workmanship or mastery is in production as much as the effect of the ingredients used in the production of helva or dessert, and dessert making methods have developed.

Helva is still used in all kinds of sociological activities in Turkish society. It can be said that many events such as holidays, religious days, marriage, death and commemoration ceremonies are identified with helva. Within the scope of increasing cultural tourism in recent years, especially in gastronomy tours, it is thought that dessert and helva should be considered more as a gastronomic element.

Table 6: Ingredients used in the production of geographical indication helvas.

Helva Type	Ingredients
Bilecik Pazaryeri Helva	tahini, sugar, water
Cide Ceviz Helva	walnut, sugar, egg white, water
Kabataş Helva	walnut, pekmez (pear/apple) , sugar, flour, egg white, citric acid
Kastamonu Çekme Helva	sugar, flour, butter / margarine, citric acid, water, (optional: pistachio, walnut, almond, hazelnut, cocoa, chocolate, coconut, sesame)

Ordu Perşembe Ceviz Helva	walnut, gypsophila, sugar, citric acid, water
Eskişehir Met Helva	sugar, flour, oil, citric acid, water
Nazilli Kar Helva	natural snow, cherry syrup
Tekirdağ Peynir Helva	cheese, sugar, flour, egg yolk / colorant
Gerede Şakşak Helva	walnut, gypsophila, sugar, glucose, citric acid
Kütahya Köpük Helva	gypsophila, sugar, citric acid, water

## V. CONCLUSION

One of the only needs of humankind that has not given up throughout human history is nutrition. In the early ages, consuming whatever is available and what is available was the most natural behavior, today, with the development of technology and science, there is an orientation to our health, natural nutrition and more original local food and drink. Socialization comes after the need for safety, shelter and food. For this, communication with people and travel are involved. Traveling to see the traditions and lifestyle of a region is cultural tourism and the preparation and tasting of local foods is gastronomy tourism.

In terms of sustainability, helva holds an important place for gastronomic tourism in the context of the introduction of Turkey's rich cuisine and desserts were prepared to evaluate this article. Turkey's geographical indication is already 10 pieces of helva is introduced with the main aim, in this context, it is advisable to keep in mind the rich culture of Turkish cuisine in the culture tour will take place in Turkey.

## APPENDIX

Table 7: Details of Geographical Indication Process of Helvas.

Helva Type	File Number	Application Date	RN*	RD*
Eskişehir Met Helva	C2010/026	12.05.10	250	30.11.17
Ordu Perşembe Ceviz Helva	C2011/063	29.09.11	283	18.12.17
Kabataş Helva	C2011/070	05.10.11	282	18.12.17
Nazilli Kar Helva	C2012/055	09.03.12	354	31.05.18

Tekirdağ Peynir Helva	C2016/011	05.02.16	525	09.09.20
Bilecik Pazaryeri Helva	C2017/133	23.08.17	290	27.12.17
Kastamonu Çekme Helva	C2017/202	17.11.17	388	17.10.18
Cide Ceviz Helva	C2018/182	17.09.18	546	27.09.20
Gerede Şakşak Helva	C2019/168	06.11.19	587	06.11.20
Kütahya Köpük Helva	C2020/085	13.03.20	597	20.11.20
Eskişehir Nuga Helva	C2010/029	10.06.10	-	
Düzce Fındıklı Tahin Helva	C2017/168	31.10.17	-	
Gerze Dügün Helva	C2018/104	30.04.18	-	
Deva-i Misk Helva	C2018/247	31.12.18	-	
Mudurnu Basma Helva	C2019/120	09.09.19	-	
Erzurum Peynir Helva	C2019/178	11.11.19	-	
Kahta Bademli İrmik Helva	C2020/019	17.01.20	-	
Paşa Helva	C2020/081	13.03.20	-	
Kütahya Bitli Helva	C2020/084	13.03.20	-	
Aksaray Köpük Helva	C2020/200	17.07.20	-	
Antep Peynirli İrmik Helva	C2020/205	20.07.20	-	
Bursa Süt Helva	C2020/236	20.08.20	-	
Konya Kenevir Helva	C2020/261	15.09.20	-	

Konya Haside Tatlısı (Kara Helva)	C2020/292	17.09.20	-
Konya İrmik Helva	C2020/318	24.09.20	-

\*RN: Registration Number, RD:Registration Date.

Table 7: Details of Geographical Indication Process of Helvas (continuous).

Helva Type	Province	Applicant / Registrant	S*
Eskişehir Met Helva	Eskişehir	Eskişehir Chamber of Commerce	R
Ordu Perşembe Ceviz Helva	Ordu	Ordu Governorship	R
Kabataş Helva	Ordu	Ordu Governorship	R
Nazilli Kar Helva	Aydın	Nazilli Chamber of Commerce	R
Tekirdağ Peynir Helva	Tekirdağ	Tekirdağ Chamber of Commerce and Industry	R
Bilecik Pazaryeri Helva	Bilecik	Bilecik Chamber of Commerce and Industry	R
Kastamonu Çekme Helva	Kastamonu	Kastamonu Chamber of Commerce and Industry	R
Cide Ceviz Helva	Kastamonu	Cide Municipality	R
Gerede Şakşak Helva	Bolu	Gerede Chamber of Commerce and Industry	R
Kütahya Köpük Helva	Kütahya	Kütahya Commodity Exchange	R
Eskişehir Nuga Helva	Eskişehir	Eskişehir Chamber of Commerce	A
Düzce Fındıklı Tahin Helva	Düzce	Düzce Provincial Directorate of Agriculture and Forestry	A
Gerze Dügün Helva	Sinop	Gerze Municipality	A
Deva-i Misk Helva	Edirne	Edirne Commodity Exchange	A

Mudurnu Basma Helva	Bolu	Mudurnu Municipality	A
Erzurum Peynir Helva	Erzurum	Erzurum Commodity Exchange	A
Kahta Bademli İrmik Helva	Adıyaman	Kahta Municipality	A
Paşa Helva	Kütahya	Kütahya Commodity Exchange	A
Kütahya Bitli Helva	Kütahya	Kütahya Commodity Exchange	A
Aksaray Köpük Helva	Aksaray	Aksaray Municipality	A
Antep Peynirli İrmik Helva	Gaziantep	Gaziantep Metropolitan Municipality	A
Bursa Süt Helva	Bursa	Bursa Chamber of Commerce and Industry	A
Konya Kenevir Helva	Konya	Konya Metropolitan Municipality	A
Konya Haside Tatlısı (Kara Helva)	Konya	Konya Metropolitan Municipality	A
Konya İrmik Helva	Konya	Konya Metropolitan Municipality	A

\*S:Status; R-registered, A-application.

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# The Superwoman Trope - An Analysis on Excessive Masculine Woman Superheroes in Movies, Anime, and TV Shows

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**Abstract**— *The Superwoman ideology of superheroes has long been elusive in the cinematic medium (Movies, TV shows and Anime) as well as the print medium (graphic novels, comics and manga). However, this elusiveness is not due to the fact that patriarchy has a role to play in its propagation but it is because the Superwoman (or Tough Girl) trope has long been used, reused and overused to the point it is no longer a matter of elusiveness or careful insertion in the mainstream cinematic or print mediums. Instead of subtly portraying a strong woman character that embraces her calm and composed feminine side counterbalancing it with her strong will and determination to overcome a given problem. Characters like Skyler White from the TV series Breaking Bad (2008-2013), Gal Gadot from (Wonder Woman (2017), Batman vs Superman (2016) and Justice League (2017)), Claire Underwood from the TV series House of Cards (2013-2018), Bulma & Android 18 from the anime Dragon Ball Z (1989-1996) & Dragon Ball Super (2015-present) and Mikasa Ackerman from the anime Attack on Titan (2013-present) are vital examples for this multiple layered woman tropes. In this research paper we will be looking into the dynamics behind the excessive masculinity that is employed for woman characters like Trinity from The Matrix Trilogy (1999-2003), Scarlet Johansson from The Avengers (2012-2019) series of movies, Caulifla and Kale from the Dragon Ball Super (2015-present) to name a few. In order for us to effectively ascertain what these gametes of women representations unfold, we need to analyze how these characters interact and portray their characters in tandem with the other male characters as well as the other lesser female characters in their respective movies, TV series or anime. After such a comparison or standard has been set between them and the other characters, then we can identify what are their motivations for acting a certain way. Strong woman characters and the overly masculine woman characters will both go through this comparison standard that this paper will attempt to put them through and only then can we safely call them a strong woman character or an overly masculine woman character. This paper will attempt to give a strong justification for both the categories of woman characters and try to understand them.*

**Keywords**— *Comparison, feminine, masculine, representation, superwoman trope.*

## I. INTRODUCTION

Women have long been misrepresented or have a very clichéd or one-dimensional arc within the narrative of a particular movie, anime or TV shows. This is especially true when it comes to women characters from Anime or Fantasy Movies, where the singular goal of the woman character

would be to be either the conquest that the male protagonist or a group of men have to fulfil or solely for the love interest of the said male protagonist. In colloquial terms this would be termed as 'EYE CANDY'. However, this misrepresentation was slowly thwarted by the fact that the 'Tough Girl' trope was introduced where the woman



represented in cinematic mediums such as Movies, Anime and TV shows saw a drastic change to the stereotypical and clichéd ‘damsel in distress’ idea of woman. Strong woman characters were created that had not just the physical prowess that rivals the men in the narrative as well as the intelligence (emotional and psychological) that was very rarely seen in movies. It is also important to understand that these strong women characters were created or introduced in order to thwart or subvert the idea of a weak and feeble woman character but ended up being just mimicking the men and not forming an identity of their own as strong woman characters. This paper will attempt to decipher the so called ‘strong woman’ characters and if they are fully rounded and flushed out characters representing the woman community as a whole or just another excuse for bland characters to serve a larger agenda.

## II. ANALYSIS ON THE VARIOUS CHARACTERS

### 2.1 The Quasi - Strong Women Characters

When we talk about strong women characters portrayed in Cinematic mediums, there is one jarring problem that arises: ‘How or what constitutes as strength of a woman character?’ This is a question that even to this date has not been fully answered. The idea of the so called ‘strong’ woman characters are solely based on the physical capabilities that they can exude in the battlefield such as with characters like Caulifla and Kale from the *Dragon Ball Super* (2015-2018), Trinity from the *Matrix Trilogy* (1999-2003) and Black Widow from the Marvel Cinematic Universe series of movies *Avengers* (2012) & *Captain America: The Winter Solider* (2014). Although this would seem like a good thing and a complete shattering of the ‘damsel in distress’ trope, it also seems like the idea of strength in a woman character solely hinges on their physical capabilities and have to become this masculine encased characters that have to embody characteristics of a man in order to be recognized and/or taken seriously as a character. This however proves to be futile when all they can do is punch and fight equal if not better to than the men in the given narrative. It becomes very redundant to see such generic and uninteresting or bland character depth when this concept of strong woman characters are just being introduced and being appreciated by the general population. It seems more forced when woman characters do not exude any sort of intelligence of use their wits to solve the problems within the narrative and is just another muscle bound fighter that is essentially a character

that aids the main male protagonist and serves no other role in the narrative beyond that.

### 2.2 The Full – Dimensional Women Characters

In this instance, we see a complete paradigm shift of how strong woman characters are supposed to be represented or how it fits into the narrative structure that they are a part of. In the instance of TV shows, the character of Skyler White from the critically acclaimed *Breaking Bad* (2008-2013) who is shown to be the perfect counter and a constant thorn in this way for Walter White, not in the physical sense, but a mental and intelligent barrier to all his antics. This was also not taken too kindly by the fans of the show as well as the general public and the hatred for such a well-crafted and well written strong woman character was readily directed to even the actress who played the role Anna Gunn. Claire Underwood from the TV series *House of Cards* (2013-2018) also embodies this characteristic of being the ambitious, power hungry and successful pillar of support to the male protagonist at the same time always being the influencer of her husband rather than being the sidekick, having her own identity or struggling to keep up with her own ambitions and that of her husbands, sometimes even regretting being by his side. On the other spectrum of Anime, characters like Bulma and Android 18 from the *Dragon Ball* (1989-1996) and *Dragon Ball Super* (2015-2018) franchise, Mikasa from *Attack on Titan* (2013-present) exhibit both the physical prowess to stand toe to toe if not even surpass the men of the narrative but also show their softer and more human side sometimes utilizing their wits more than their brute strength even if they can. This is especially true with characters like Bulma who has no physical prowess but is a scientist and strong willed so much so that all the male characters of the narrative stop and listen to her because of her commanding presence and it is solely achieved by her wits and intelligence and not by the brute strength that the other so called quasi-strong woman fail to do. It also makes sense for her as a character and fits into the narrative perfectly.

## III. REVIEW OF LITERATURE

The first paper, *No Panties! Censoring Male and Female Characters in Three Popular Anime Shows Aired in the US and Latin America* by Hernandez Josephy and Daniel E talk about the act of censoring and filtering supposed obscenity with the woman characters in the three popular anime that was broadcast in North and South America. The second paper, *Folktales and Other References in Toriyama’s*

*Dragon Ball* by Xavier Lopez Mínguez deals with the aspect of traditional Japanese folklore and traditions being implemented in the most popular manga and anime *Dragon Ball* by Akira Toriyama. The third paper, *Gender Portrayal in the Marvel Cinematic Universe* by Jess Ameter deals with the way in which women are perceived and interact with the supposedly superior male characters in the most popular comic book movie adaptations of the Marvel cinematic universe. The fourth paper, *Gender Portrayal in Marvel Cinematic Universe Films: Gender Representation, Moral Alignment, and Rewards for Violence* by Kristen Ray deals with the perception of the female superheroes in the Marvel movies as well as how in-depth this representation affects the morality of the woman characters as a whole. The fifth paper, *Influence and Importance of Cinema on the Lifestyle of Educated Youth: A study on University Students of Bangladesh* by Istiak Mahmood deals with the visual narrative being cinema, affecting the lives of students and the youth, especially in the Bangladeshi context also on how it affects their lifestyle. The sixth paper, *Super Heroes and Gender Roles, 1961-2004* by E. Palmer talks about the transition of the superhero trope and the issues of gender that it dealt from the time that superhero genres as a visual narrative began to take its hold in Popular Culture. The seventh paper, *The role of women in film: Supporting the men -- An analysis of how culture influences the changing discourse on gender representations in film* by Nichole Jocelyn Murphy deals with the concept of how the idea that woman characters in superhero movies were only as supporting characters but then later evolved to a more influential role as the changing society in real life and the cultural change aided it. The eighth paper, *The Rise of the Super Sidechicks: An Analysis of Girls in Superhero Films* by Ashley Dorothy Hendricks talks about the various superhero movies using the sidekick aspect of the movie to integrate woman into the foyer by end up actually inhibiting their growth both as a character and through what they are ultimately trying to portray. The ninth paper, *BADASS BITCHES, DAMSELS IN DISTRESS, OR SOMETHING IN BETWEEN?: Representation of female characters in superhero action films* by Jenni Kinnunen deals with the aspect of woman being too weak to fight on their own and needed to be rescued and at the same time the other dimension of woman being a complete full-fledged fighter and being a 'strong' character as a whole and which of these aspects of woman in movies is seen to be more favorable. The tenth paper, *Super or Sexist? The Evolution of Female Superheroes in Comics and Film* by Jordon Gablaski talks

about if the representation of oversexualized woman characters throughout the years of movies with female superheroes is seen as a necessity or if it is extremely sexist and biased in its approach. The fourteenth article, *Raiding the Superhero Wardrobe: A Review of The Superhero Costume–Identity and Disguise in Fact and Fiction: The Superhero Costume–Identity and Disguise in Fact and Fiction* by Alke Gröppel-Wegener deals with the symbolism, the realism and the spectacle of superhero costumes that are presented in the movies and how they are a reflection of the real life thing and how much it draws parallels to the real world. The fifteenth paper, *Fantasy, gender and power in Jessica Jones* by Stephanie Green deals with the role of Jessica Jones who is the lead female superhero character in the TV series that struggles to embrace her powers and abilities while having to deal with the psychological and sexual trauma that she had to undergo, it also reflects on the conventional ideas that are set in the movie genre on woman with a feminist approach and also tries to bring in woman directors and actors into realm of filmmaking.

#### IV. CONCLUSION

As evidence suggests, in order for a character, especially a strong woman character to fit into the narrative of the cinematic medium being movies, TV shows and anime there has to be the element of creating the woman character in a way that is both physically strong and at the same time has the wits and intelligence to outmaneuver the male protagonists who do not have to need to exhibit a strong character moment of character trope due to the power struggle that exists in the patriarchal society, especially seen in the cinematic mediums. There is also an important point that needs to be addressed that paper and presentation does not wish to portray that strong woman characters have to not show their physical strength and match men in that spectrum but to purely show that in a narrative standpoint it does not bode well as it would make the woman character that has already been tarnished and beat down over the years with one dimensional character development to again fall into that same trap of creating so called 'strong' woman characters but one dimensional in nature. Thus creation of the multi-layered and complex characters that both fit into the narrative well, compliments and plays a role and character of their own and creating an identity of their own within the story is something that the fully rounded well-written woman characters always achieve. It is thus the duty and responsibility of the filmmakers and animators to dwell deep

into a character of woman, especially the strong woman characters and create this full-rounded and complex characters and not just an excessive masculine male replacement strong woman characters for the sake of inserting it in the movie, TV show or anime just because the society demands it. This has to be done so that the misrepresentation that woman characters have undergone all throughout the years will be full subverted and that subversion will now hold that much more power and be etched in audiences and fans alike.

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# Art as the Creation of Nature Complex

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**Abstract**— *It has been thousands of years since literary art has been created. And there are diverse definitions on what literary art is and what its functions are. However, there is hardly any view on how literary art is produced. As a result, there are people who think that literary art is the product of mere idleness or fantasy and hence the world cannot get necessary benefit from it. When we know about the nature of artistic creation, people would not have any false belief about it like this. So the purpose of this article is to put forward a view on how literary art is created. It claims that literary art is created when one remains away from the elements of nature. And it is created to fulfil the sense of lack of nature in the conducts of human beings. When we know this nature of artistic creation, people would not take literary art as the creation of idleness. When it is well known, there could be established certain canons of creating literary art and interpreting them. Then, it would be proved to be helpful in creating harmony in and between human being and nature.*

**Keywords**— *Ecocriticism, literary criticism, literary theories, Oedipus complex, nature, nature complex.*

## I. INTRODUCTION

Start of literary art can be traced as back as to the development of human society. Stories of success or failure were built then, no matter in the oral form. In the Western world, pieces of literary art were created long before philosophers started to produce philosophic thoughts in the fourth century BC. In the Eastern, especially Hindu world, the whole philosophic thoughts started with the creation of literary art. The *Bedas*, which are taken as the earliest records of the systematic thought, are written in the metrical form. Without any doubt, even these earliest works of literary art have contributed much in making peaceful, kind, loving conducts in *Sanatanipeople*.

A lots of literary artists and critics have expressed their views on literary art. Most of the literary critics before twentieth century expressed their views on the functions of literary art. And most of the literary critics of the twentieth century confined themselves on the subjects like means of literary creation and ways to interpret them; how meaning of an artistic creation is derived; how differently a male writer treats to the females in his work; how Western writers treat people of the third world; and how a healthy relation can be

created between human being and nature. Different from these, the query of this article is what the motivating force behind artistic creation could be.

It is important to know the motivating force behind literary creation because without knowing how it is created, its purpose cannot be well known. And when its purpose is not known, respect to literary art from the audience cannot be expected. This is one of the reasons of many people taking literary art as a product of idleness that kills time not only of the producer but also of the reader. Somehow similar is the reason of the philosopher like Plato's not allowing any place to the poet, the representative of the literary artists, in his Republic. When one well knows how literary art is produced and what its functions are, one is likely to give first place to the literary art as he or she is the pathfinder of human life.

Argument of this article is that lack of the order of nature in the conducts of the fellow partners motivates a literary artist to produce his or her work of literary art. I have termed the tension that goes in the mind of the literary artist due to unnatural conducts in the fellow partners as 'Nature complex'. His or her main purpose of producing the work of

literary art is to show the need of taking the features of nature as the guide of molding human conducts. The word 'art' of the title indicates whole forms of art like painting, music, sculpture, etc. In deeper level all forms of art have this kind of objective. But in this article, the word has been delimited to 'literary art' to narrow down the coverage due to lack of space and knowledge of the whole forms of art.

To fulfil the objective of finding the motivating force behind artistic creation, first a brief synopsis of the practiced literary criticism and theories has been presented. Then some views on the motivating forces behind artistic creation have been brought. After it, role of nature behind artistic creation has been put. An example has been given by making a case study of artistic creation on William Blake's *Poetical Sketches*. Finally, conclusion has been supplied.

## II. A BRIEF SYNOPSIS OF LITERARY CRITICISM AND THEORIES

Literary criticism started over two thousand years ago. Pre-modern critics, the critics before twentieth century, believed one way or other on the mimetic or pragmatic functions of art. For Plato, the poet makes imitations of realities "thrice removed from the truth" (18), and hence he is not useful for his Republic. However, his pupil Aristotle refuted him by saying that an artist imitates men in action and he is useful because he gives catharsis to the audience. By 'catharsis' he means outlet of some emotion or confusion by means of the knowledge or realization about some aspect of life acquired from the work of the dramatic art. In the view of the renaissance critic Philip Sidney, poet is a moral teacher for the better world. In the view of the neo-classical critics like John Dryden and Dr. Johnson, the function of a poet is to teach and give delight by representing the common world. By 'common world' they mean the standards of their contemporary world.

However, the romantic critics appeared to be different from the earlier critics in the sense that in their view the primary task of the poet is not to teach but to express his or her feelings. The readers may get some knowledge from it indirectly. According to William Wordsworth, "passions of men are incorporated with the beautiful and permanent forms of nature and thus it should be basis of the study of the primary laws of human nature" (164). The expressions of feelings become a source of studying human nature because basic human natures are incorporated with nature.

Literary critics roughly from the beginning of the twentieth century can be taken to be modern as their emphasis is completely different from that of the critics before them. Neo-critics, formalists, structuralist critics, reader response critics, post-structuralist critics, feminist critics, post-colonial critics, ecocritics, may be included in the group of the modern critics. Neo-critics confined themselves in detecting the means of an artistic creation and the ways it should be evaluated. For them art should be objective and it should be created by using images and symbols that refer to some objects or ideas. And since a work of literary art is an independent entity, it should be evaluated independently too, without consulting the author's biography or context.

Somehow similar is the case with the formalist and structuralist critics. In the view of the formalist critics like Viktor Shklovsky, "The purpose of art is to impart the sensation of things as they are perceived and not as they are known. The technique of art is to make objects 'unfamiliar'" so that the reader is interested to the piece of art as he or she gets new sensation and thereby a new test in it (274). And thus a critic's job is to find how object of presentation has been defamiliarized. Like them, in the view of the structuralist critics, a work of art has a definite structure. They assign the job of a critic as to analyze this structure. All these modern critics take text as the central entity for meaning or interpretation one way or other.

However, love of the center diverts with reader oriented critics. To them meaning -the center- varies from reader to reader. They claim that readers' personal circumstance, including psychology and geographical as well as social contexts, influence their understanding or interpretation of a text. Post-structuralist critics also break the center. Jacques Derrida and Jacques Lacan, the prominent post-modern critics, studied language and concluded that it is semi-unconscious as it cannot carry full subject or truth. Like them, the feminist critics defuse the Western philosophy taking it as phallogocentric one as they could not find them to have been equally treated as males in it. Like them, the post-colonial critics refute Western literary values arguing that they are created to colonize the third world countries.

Since 1970s, however, there has emerged a new and influential approach of literary criticism known as ecocriticism. It is a nature oriented approach to literary criticism. It studies human and nature relationship. Dominant human and nature relationship has been anthropocentric. However, ecocriticism pleads for non-anthropocentric

approach to nature. It takes holistic approach of the world view. The practitioners of this approach tend to show interconnectivity between human being and nature. They have formulated the concept that "everything is connected to everything else" (Rueckert 110). David Pepper writes, "Eco-centrism views human kind as part of a global ecosystem, subject to ecological laws" (38). Similarly according to Frederick Turner, "Our bodies and brains are a result of evolution, which is a natural process so paradigmatic that it could almost be said to be synonymous with nature itself" (42). This implies that nature is connected even to the every functioning of human mind. And hence nature is connected to the creation of literary art as it is the product of creative mind.

### III. ROLE OF NATURE IN THE MOTIVATION FOR ARTISTIC CREATION

Psychoanalysts and cultural critics appear to have hinted to the motivating force behind artistic creation. Sigmund Freud, known as the modern psychoanalyst, may be the first person who talked about the motivating factors behind artistic creation. He did this while bringing forth the basic principles of psychoanalysis. He divided mind into three parts: id, ego and super-ego. He related 'id' with the libidinal force, 'ego' with the controlling force, and 'super-ego' with the super conscious force. According to him, when a baby grows and enters into the symbolic world of father i.e. words, he or she is forced to suppress his or her oedipal desires-id including deep rooted love to the parent of opposite sex. As a result the baby gets fixation, to which Freud called 'Oedipus complex' in the case of son, and 'Electra complex' in the case of daughter. When a son grows adult, his desire to be in the oedipal world of mother is seen in his dream or in art if he has turned to be an artist. Freud writes, "A strong experience in the present awakens in the creative writer a memory of an earlier experience (usually belonging to his childhood) from which there now proceeds a wish which finds its fulfillment in the creative work" ("Creative Writers and Day-dreaming" 41). Thus, Freud takes 'Oedipus complex' as the source of artistic creation. It means that art is created to fill the lack of oedipal mother, who is the representative of nature in the wider sense.

However, this is not the case with many other psychoanalysts. Alfred Adler, for instance, emphasizes "strive for superiority" in the place of "Freud's emphasis on sexuality as the primary force motivating human behavior"

(Stevens 64). Like him, Michael Foucault, one of the cultural critics, takes power as the primary force motivating human behavior (Selden 201).

However, my position is different from them. I propose to take nature as the motivating force behind artistic creation. When a literary artist feels lack of the features of nature in the conducts of his or her fellow partners, a kind of fixation is created within his or her mind. And this very fixation stimulates the literary artist to create literary art with his or her conscious or unconscious desire to fulfil the lack of the natural qualities in men. I call this fixation as 'Nature complex'. I have coined this phrase by taking some hint from Freud. Freud coined the term 'Oedipus complex' from Sophocles' *Oedipus Rex*. He described 'Oedipus complex' as the expression of the tension between sexual desire toward the parent of the opposite sex and submission to the parents (277). Similarly, by the phrase 'Nature complex' what I mean is the tension between the desire to live in the order of nature by following natural human qualities that are interconnected to the qualities of nature and lack of these in the practical life of the fellow partners. And by 'nature' one should not necessarily understand mere wilderness, but also nature based intrinsic human values like love, pity, peace, and so on.

To keep it in simple words, when a literary artist feels that his or her own desire or that of his or her fellow partners' and, in fact also of the fellow creatures' natural desires and right to live in the order of nature have been snatched by other fellow partners, he or she will fall ill of the 'Nature complex' and thereby be self-stimulated to create a piece of literary art against it to generate natural or nature coping qualities in their conducts. Similarly, if an artist is in the lap of nature or finds nature qualities human conducts, he or she may create art to express his or her happy feelings. Thus art has either defending mode –when the artist feels lack of nature in human conducts –or recreational mode –when the artist is in nature or finds employment of natural human conducts in his or her fellow partners.

### IV. A CASE STUDY OF AN ARTISTIC CREATION: BLAKE'S POETICAL SKETCHES

William Blake is an author of several visionary and highly symbolic works. I have taken his *Poetical Sketches* to check the nature of artistic creation when an author feels lack of natural qualities in his or her fellow partners' conducts, and

when he or she feels fulfilment of the natural qualities in their conducts. In the former state of affairs the artist finds his or her fellow partners and thereby him or herself in the sad or fallen mode as the ultimate result of making opposite conducts from the order of nature and hence produces sad pieces of literary art symbolizing the need for human beings to live by following the order of nature. Similarly, in the latter state of affairs the author finds his or her fellow partners and thereby him or herself ultimately in the happy mode as the result of following the qualities or the order of nature and hence produces happy pieces of literary art.

By 'nature' I mean not only the qualities of nature but also natural human conducts. For Blake, love, mercy, pity, peace, truth, virtue, innocence are the qualities of nature. As the part of nature, these are also the natural qualities of human beings. When one does not find such natural qualities in one's conducts, he or she is fixated and is naturally stimulated to react for the fulfilment of natural qualities in one's conducts. If the person is a literary artist, he or she reacts accordingly by means of his or her literary art. So does Blake as a literary artist and engraver.

Blake's model of artistic creation can be seen in his "Gwin, King of Norway", one of the narrative songs of *Poetical Sketches*. In it, the narrator asks the audience, mainly the kings, to hear his story of King Gwin, the king of Norway, who ruled tyrannically over the nations of the North: "The Nobles of the land did feed/ Upon the hungry poor;/ They tear the poor man's lamb, and drive/ The needy from their door!" (5-8). For Freud, the nobles would have oppressed the poor to win the love of women as he believes that the main reason behind the rivalry between father and son is to get the mother, symbolically women. But in Blake's above lines, the nobles would corrupt the poor for food, power and other lusts.

According to Freud, an oppressed son is passive to his father or society. He expresses his pre-oedipal desires not directly by being bold but indirectly and unconsciously by casting symbols. Freud writes, "We have found out that the distortion in dreams which hinders our understanding of them is due to the activities of censorship, directed against the unacceptable, unconscious wish-impulses" (125; ch. 10). According to Freud, symbolism is employed in myths and fairy tales, in popular sayings and songs, in colloquial speech and poetic fantasy (140). However, for Blake, the oppressed is active, not passive, and understands the hindrance created by the tyrannical ruler in living happily by following the order of nature and so he or she actively fights against the

despot: "Pull down the tyrant to the dust,/ Let Gwin be humbled"/ They cry, "and let ten thousand lives/ Pay for the tyrant's head" (29-32). The oppressed people make voice against the oppressor because they are not passive.

For Blake, the tyrant cannot apply his reason to give up his tyranny as he is habitual to make unnatural and tyrannical rule on his citizens; and the suppressed people also cannot tolerate any tyranny. The result is open war between the two groups. King Gwin orders his soldiers to battle against the fury of his subjects: "And now the raging armies rushe'd,/ Like warring mighty seas;/ The Heav'ns are shook with roaring war,/ And dust ascends the skies!" (69-72). Consequence of the war is destruction of the people, no matter armies or citizens: "The god of war is drunk with blood;/ The earth doth faint and fail;/ The stench of blood makes sick the heavens;/ Ghosts glut the throat of hell!" (95-98). The earth and heavens are nothing but the natural people who feel sorrow on the deaths of men. They are sick to see the blood because it is unnatural in nature.

Michael Foucault, the prominent twentieth century historian of sociology, sees the control of power on art and whole people. Describing his view, Raman Selden writes, "Individuals working within particular discursive practice cannot think or speak without obeying the unspoken 'archive' of rules and constrains; otherwise they risk being condemned to madness or silence" (101). For Foucault, strive for is the motivating force behind human conducts. The artist and people either move for power or forced to remain silent from other power holders. However, this is not the case with Blake. For him power is defeated. He has shown the consequence of war in the same song. The king is defeated. The reason behind his defeat is that he left the natural path of love and help and became cruel, which is unnatural. Blake writes, "Those who are Cast out [from the heaven] are All Those who, having no Passion of their own because No Intellect, Have spent their lives in curbing & Cruelty of all kings ...." (qtd. in Fyre 83). The king became cruel because he had no passion as he had no intellect. For Blake, passion is creative force. And creativity for him is intellectual or understanding, not rude or dark force.

For Blake, the victory of the suppressed described in the above song would not mean the creation of another tyranny but a return to nature. In "A War Song to Englishmen," the poet asks the soldiers to prepare holy war: "Soldiers, prepare! Our cause is heaven's cause;/ Soldiers, prepare! Be worthy of our cause;/ Prepare to meet our father in the sky:/ Prepare, O troops, that are to fall today! (21-24).

The soldiers are not the king's soldiers but the fighters against any kind of unnatural activities that hinder people's right to live happily by employing natural qualities in their conducts. For Blake, Heaven is nothing but living happily by applying natural qualities.

In the "Song by a Young Shepherd," the shepherd is happy to live in nature and asks others to join him: "When the painted Birds laugh in the shade,/ Where our tables with cherries and nuts is spread;/ Come live and be merry and join with me;/ To sing the sweet chorus of ha, ha, he" (13-16). The shepherd is in his happy mode. He is happy not alone: he is happy when he finds the whole nature, the trees, the green hills, the green meadows, the grasshopper, the birds laughing and his friends singing. When the shepherd is happy as others are happy and asks others to come and sing with him, he is in his natural state of love and innocence with no any worry. His state is like that of Adam, the happy first man according to the Bible. For Blake, earth itself is heaven. And, for him, God is not outside but within as it is nothing but imagination (Frye 30). The shepherd is able to live in the heavenly state because he is in the natural state.

For Blake, one becomes able to live in such a heavenly world and be happy when one follows truth, virtue and innocence, which are the features of both nature and human nature. In the "Song by an Old Shepherd", the old shepherd says the same: "Whilst virtue is our walking –staff/ And Truth a lantern to our path,/ ... Innocence is a winter's gown;/ So clad, we'll abide life's pelting storm/ That makes our limbs quake, if our hearts worm" (5-12). Winter is the symbol of difficulties of life. The old shepherd suggests that one should face natural difficulty innocently, from which life becomes still warm and pleasing. Innocence can be the gown of winter in the sense that it makes one able to face the difficulties innocently. The old shepherd knew it from his experience. From this Blake has hinted necessary movement of an experienced person to nature, as truth, virtue and innocence are the features of nature or of the natural state of human being.

Blake writes the story of the King's defeat not for his own advantage but to show bad consequences of one's being cruel, which is an unnatural human activity. He is stimulated to write so because he has passion or energy, the creative force, and falls ill of nature complex, the tension created from the lack of natural qualities in the conducts of his fellow partners, the king of the above story being their representative. He has nature complex not necessarily because he was himself suppressed, but also because he

could not see others' sufferings, no matter known or unknown, of this or that place. And hence, by implication, this nature complex becomes the motivating force for one's artistic creation, as to Blake, which is created to fill the lack of nature in the conducts of people.

## V. CONCLUSION

As human being is one of the member species of nature, there is strong connectivity between human being and nature. As per the conducts of human beings, nature casts positive or negative results on human beings. If a literary artist sees his or her fellow partners making conducts that are not as per the features of nature, he or she cannot tolerate. As a result he or she becomes the patient of nature complex, which stimulates him or her to produce a piece of literary art that shows the need of making nature coping human conducts. The case study made on some poems of Blake's *Poetical Sketches* perfectly reflects this nature of literary creation. Blake wrote the narrative song "Gwin, King of Norway" to give knowledge to the tyrants or others who suppress others' natural desire and right to live by following natural qualities that they are sure to fall. And so they have to make natural conducts with their fellow partners. To show the need of such a transformation in the conducts of people is the purpose of literary art.

From these, it can be reasoned that the motivating force behind artistic creation is 'nature complex' –the fixation or tension in the mind of a literary artist between his or her expectation to get nature related human conducts like love, pity, peace, cooperation, etc. from the fellow partners and getting just opposite conducts like hatred, suppression, disorder, selfishness, and so on from them. The artist produces his or her work of literary art indicating the need for human beings to live by following the order of nature. When an artist is in the lap of nature or sees or gets nature coping conducts in the fellow partners, he or she produces art that represents happy feelings of his or her characters indicating for the readers to live by applying natural qualities in their lives. If we make deep study, we can find such a model applied in all sorts of literary art one way or other as in Blake's poems.

Thus, responsibility of an art critic is to bring into light the lack or fulfilment of the natural values indicated in the work of the literary art which motivated the artist knowingly or unknowingly to create his other literary work. From such a great job of the art critics, natural or nature



coping human values would be brought into light, which would, then, be adopted by people in the affairs of their lives. And this in turn would help in establishing peace, stability and development not only in human being but also between human being and nature in the true sense.

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# South Indian Tamil Cinema's Influence on Sri Lankan Tamil Filmmakers

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*Abstract*— The research seeks to find out the South Indian Tamil cinema's influence on Sri Lankan Tamil filmmakers. In addition to that, the study examines the nature of the South Indian Tamil cinema's influence on Sri Lankan Tamil filmmakers, the reasons for the South Indian Tamil cinema's influence on Sri Lankan Tamil filmmakers and the recommendation to overcome from the South Indian Tamil cinema's influence on Sri Lankan Tamil filmmakers. In order to carry out the objectives of the research, survey methodology was employed. Primary data were collected through in-depth interviews. The research found out that Majority of the Sri Lankan Tamil film directors are influenced by the South Indian Tamil cinema in their film making style and their main purpose of filmmaking is entertainment rather than social messages. The civil war in Sri Lanka, Migrations of Sri Lankan Tamil artists, Loss of Sri Lankan Tamil studios, Sri Lankan Tamil media's attractions towards South Indian Tamil cine field, a smaller number of Sri Lankan Tamil audience compared to South Indian Tamil audiences are the basic reasons for the Sri Lankan Tamil filmmakers to be influenced by the South Indian Tamil cinema.

Most of the Sri Lankan Tamil short film directors like to make entertaining short films in South Indian Tamil movie style and dialogue delivery as majority of the Sri Lankan Tamil audience enjoy comedy, romantic and fantasy genre short films rather than social content oriented short films. Currently most of the Sri Lankan Tamil films are produced by Diaspora Sri Lankan Tamils and majority of them are willing to spend money on commercial south Indian style cinema. Majority of the south Indian filmmakers are professionally sound and they have completed filmmaking courses. Rest of the South Indian directors have worked as assistant directors under famous south Indian Tamil directors who gave successful movies but Sri Lankan Tamil directors have no any Tamil institutes in Sri Lanka to study filmmaking.

Theatre owners who screen the South Indian movies should give specific times or days for Sri Lankan movies since Sri Lankan Tamil filmmakers are requested to screen their films when there are no any south Indian films running in the theatres. The Sri Lankan Tamil media should give equal support to the Sri Lankan filmmakers like they do for South Indian artist. Sri Lankan media should encourage the Sri Lankan Tamil short filmmakers with short film competitions shows like "NaalayaIyakkumar" of Kalaignar TV which has produced more young talents as the filmmakers in South Indian film industry. "Osmodeus" a Tamil short film directed by Jacob L Jeroshan from Batticaloa, Sri Lanka was screened in Cannes film festival 2018. But none of the Sri Lankan media had covered this news.

The study recommends that the Sri Lankan Tamil directors are in need to make the movies which up to the standards of South Indian Tamil movies. As Sri Lankan setting has many stories, The Sri Lankan Tamil directors should have a courage to try something new rather than following usual commercial methods of filmmaking. Sri Lankan Tamil filmmakers should make movies which are in the standard to screen in the International film festivals where they are able to earn international producers and movie distributors. Sri Lankan Tamil directors should come out of the "Eezham" concept of scripts since many directors already have made on that. Media students and movie lovers should try to make groups, associations, or workshop on world cinema which help the filmmakers to get more knowledge of film language and filmmaking. Tamil

*filmmaking institute should be implemented in Sri Lanka to learn professional way of filmmaking and professional acting. An association should be implemented to approach the needed things easily for filmmaking and guide the artists with rules and regulation. Sri Lankan Tamil directors should do need analysis research among Sri Lankan Tamil audience to understand their interest and expectation on Sri Lankan Tamil movies.*

**Keywords— Influence, Sri Lankan Tamil Cinema, South Indian Tamil cinema, Short films, Survey method.**

## I. BACKGROUND OF THE STUDY

"The cinema is not an art which films life: the cinema is something between art and life. Unlike painting and literature, the cinema both gives to life and takes from it, and I try to render this concept in my films. Literature and painting both exist as art from the very start; the cinema doesn't". says the author of "Godard", Richard Roud (1970).

Sri Lankan cinema encompasses the films made in Sri Lanka. It is a fledgling industry that has struggled to find a footing since its inauguration in 1947 with KadawunuPoronduwa produced by S.M. Nayagam of Chitra Kala Movietone. Sri Lankan films are usually made in the Sinhalese language, as well as in Tamil Language. In the first nine years most films were made in South India and followed the conventions of Indian cinema. Studio shooting was the norm, with Indian style sets erected in film studios. Even though it is popularly held that Rekava, made in 1956 by pioneer director Lester James Peries, was the first Sinhala film to be shot completely out of studio, it was really the film "GambadaSundari", made in 1950 which was the first film shot outside studios. (ThampiAyyaThevathas)

It was also the first Sri Lankan film where, like in "Rekava", the dialogue was recorded on the spot. In 1964, Lester James Peries again contributed to the development of Sri Lankan cinema with Gamperaliya which was the first Sinhala film to feature no songs and like Rekava shot completely outside the studio. It garnered massive praise for portraying Sinhala culture in a realistic manner and was hailed by critics and audiences alike.

Sri Lankan Tamil cinema, the Tamil language film industry in Sri Lanka, has remained relatively small with fewer than 100 films produced. The Tamil film industry in Sri Lanka is not as developed as Sinhala cinema or its Indian counterpart, the Tamil cinema of Kodambakkam, Chennai, Tamil Nadu. There is a lot of competition from Tamil films from Tamil Nadu, India as well as obstacles from the long run ethnic civil war in Sri Lanka. Tamils contributed significantly to Sinhala cinema as well as Indian Tamil cinema. Only a

few Tamil language films were produced in the Northern Province of Sri Lanka. Earlier Tamil movies produced were all most destroyed or unrecovered due to civil war. A Sinhalese film was dubbed in Tamil in December 29, 1951. The movie Samuthayam (Society), an adaptation of C.N. Annadurai's Velaikkari was made in 16 mm and Technicolor. It was shown in 1962 and 1963. Thottakkari (Plantation Woman), released on March 28, 1962, was the first Sri Lankan Tamil film in the standard 35 mm format.

So far there are 36 Tamil films have been made. There are few posters and advertisements of Sri Lankan Tamil films since 1960s, but most of the films had been dropped. Many Tamil Films made by LTTE also are concealed. The Tamil Films which were produced here are restricted in film screenings. Those films were shown only one or two times and had not distributed to the theatres in other areas. Though a specific group of audience are ready to welcome the Sri Lankan Tamil Films, but the directors are failed to impress the Sri Lankan Audience. Sri Lankan directors mostly try to imitate south Indian films' style. (ThampiAyyaThevathas, 2018).

Since no much formal studies have so far been undertaken for the South Indian Cinema's influence on Sri Lankan Tamil filmmakers, the aim of the present study is to find out the nature of the influence of South Indian Cinema on Sri Lankan Tamil filmmakers, Reasons for the influence of South Indian Cinema on Sri Lankan Tamil filmmakers and Recommendations to overcome the influence of South Indian Cinema on Sri Lankan Tamil filmmakers.

## II. METHODOLOGY

Research Methodology is a way to find out the result of a given problem on a specific matter or problem that is also referred as research problem. In Methodology, researcher uses different criteria for solving/searching the given research problem. Different sources use different type of methods for solving the problem. If we think about the word "Methodology", it is the way of searching or solving the research problem (Industrial Research Institute, 2010).

The present study has used survey method as the methodology to examine the research questions. Survey

method is a descriptive method used for the collection of data from the representative sample of the target population (T. Mathiyazhagan & Deoki Nandan, 2010).

The present study has used Personal in-depth interviews, which is one of survey methods to examine the research problem. As such the present study has used a total of 12 personal in-depth interviews as follows,

- Five interviews of Sri Lankan Tamil short film directors
- Five interviews of Sri Lankan Tamil feature film directors
- Two interviews of Sri Lankan Tamil film critiques

The samples for the present study have been selected through purposive non-random sampling method.

A purposive sample, also referred to as a judgmental or expert sample, is a type of nonprobability sample. The main objective of a purposive sample is to produce a sample that can be logically assumed to be representative of the population. This is often accomplished by applying expert knowledge of the population to select in a non-random manner a sample of elements that represents a cross-section of the population (Paul J. Lavrakas 2008).

This study was conducted with Ten Tamil filmmakers in Sri Lanka and two Tamil Film critiques in Sri Lanka.

### III. RESULTS AND DISCUSSION

The present study has examined the problem identified and collected data through survey method and the data has been categorized under the following titles and it is as follows,

#### 3.1 Nature of the influence of South Indian Cinema on Sri Lankan Tamil filmmakers.

According to the findings, Sri Lankan film Industry has started to follow the Indian cinema from the time of its inception. South Indian Tamil film industry is a huge processing industry which produces more than 200 plus films per year. They have captured the larger audience in India, Sri Lanka, Malaysia, Singapore and other countries where majority of the Tamil people live. Hence, the influence of South Indian Tamil Cinema industry on Sri Lankan Tamil films and their audience is obvious due to its larger scale production and distribution.

The study has found out that the influence of South Indian Tamil Cinema industry is visible in the theme, film making, storytelling and screenplay of the Sri Lankan Tamil

cinema. 80 % of the Tamil feature film directors and 60 % of the Tamil short film directors stated that they are influenced by South Indian Tamil cinema in filmmaking. 70 % of the Sri Lankan Tamil directors stated that their main purpose of filmmaking is entertainment rather than addressing a social issue in films and make the audience more frustrated.

Majority (70%) of the Sri Lankan Tamil directors stated that they have grown up by watching South Indian Tamil movies and they are addicted to the theatre celebrations for the big south Indian heroes' movies. Majority (60%) of the Sri Lankan Tamil short filmmakers stated that their commercial type of short films in comedy, fantasy and romantic genres have been appreciated by the Sri Lankan Tamil audience than their social contented short films.

Film critiques stated that due to Civil war in Sri Lanka, The Sri Lankan Tamil film studios and industry were demolished and media started to give priority to South Indian Tamil films, songs, soap operas and reality show. It has attracted the Sri Lankan Tamil audience for many eras. Therefore, the Sri Lankan Tamil directors are trying to get the Sri Lankan Tamil audience's attraction by making movies in South Indian style.

The study has found out that, Sri Lankan Tamil audience are attracted towards commercial movies more than art films. Thampiayathevathas stated that film Ponmani (1976) was failed in theatres as it spoke about the caste problems in Jaffna and the audience made fun of the dialogue delivery of the actors. The film had no glamour scenes which were expected by the audience.

However, 20 % of the Tamil feature film directors and 40 % of the Tamil short film directors have stated that they are not influenced by South Indian Tamil cinema in filmmaking and they are trying to make Sri Lankan Tamil films in their own style which suitable for the Sri Lankan Tamil audience. Further they stated, it is their responsibility to address the social issues in their films and films should make impacts in the audience mind. The Sri Lankan Tamil short film directors who were not influenced by the South Indian Tamil cinema stated that even though their short films were not much appreciated by the Sri Lankan Tamil audience, they got recognitions in several film festivals. Further they said rather than entertainment of local audiences they would like to bring the Sri Lankan traditions, culture, problems, politics in the international platforms through their productions.

#### 3.2 Reasons for the influence of South Indian Cinema on Sri Lankan Tamil filmmakers

The Study has found out that, the Civil war in Sri Lanka is one of the reasons for the influence of South Indian

Cinema on Sri Lankan Tamil filmmakers. Film critiques stated that during the civil war, most of the Sri Lankan filmmakers have displaced and migrated to other countries and government didn't take any actions to build-up the Sri Lankan Tamil industry. Therefore, Sri Lankan Tamil audience are attracted towards South Indian Tamil cinema.

The Study has further found out that, the lack of film producers for Sri Lankan Tamil films is one of the reasons for the influence of South Indian Cinema on Sri Lankan Tamil filmmakers.

Famous South Indian film productions companies such as LYCA and Ayngaran are owned by Sri Lankans. But they have never invested money on Sri Lankan Tamil films. Currently most of the Sri Lankan Tamil films are produced by Diaspora Sri Lankan Tamils. Majority of the diaspora producers are willing to spend money on commercial south Indian style cinema as they need to recollect the money.

The study has further found out that, the smaller number of audience availability for Sri Lankan Tamil cinema is one of the reasons for the influence of South Indian Cinema on Sri Lankan Tamil filmmakers. The total population of Tamils in Sri Lanka is comparatively less than Sinhalese live in Sri Lanka. Therefore, Sri Lankan Tamil filmmakers have limited numbers of audience in Sri Lanka. They are not able to collect the money that they have invested in filmmaking with these limited number of audiences who prefer to watch South Indian Tamil movies more than Sri Lankan Tamil movies.

The study has further found out that the Sri Lankan Tamil directors are not able to compete with South Indian Tamil industry since the South Indian industry is very big in business and productions. Therefore, the Sri Lankan Tamil directors are willing to make South Indian style movies to attract more audiences.

70% of the Sri Lankan filmmakers have stated that they don't like to use the nativity dialogue delivery in the movies since most of the Sri Lankan Tamil audience are not able to understand the different areas' slangs and they are used to South Indian movie dialogue delivery style. Further they stated that Sri Lankan Tamil audience expect fast screenplay, love, comedy, fights, songs, glamour in the Sri Lankan Tamil movies to enjoy.

The study has further found out that, the less amount of support given by Sri Lankan Tamil media to Sri Lankan Tamil cinema is one of the reasons for the influence of South Indian Cinema on Sri Lankan Tamil filmmakers. Most of the Sri Lankan Tamil Directors (70%) stated that Sri Lankan Tamil media are not supporting the Sri Lankan Tamil filmmakers and the Sri Lankan Tamil media mostly telecast south Indian movies, songs and soap operas.

"Osmodeus" a Tamil short film directed by Jacob L Jeroshan from Batticaloa, Sri Lanka was screened in Cannes film festival 2018. But none of the Sri Lankan media had covered this news.

The research has found out further that Sri Lankan theatre owners support South Indian films rather than Sri Lankan Tamil films. Sri Lankan Tamil filmmakers are requested to screen their films when there are no any south Indian films running in the theatres.

Thampi Ayya Devathas, the film critique stated that he has watched a Sri Lankan Tamil movie named "*Manasukul Mazhaicharal*" talks about school love. The movie was appreciable since it was made in Sri Lankan native style and with native dialogue delivery. And he further stated that he has watched another Tamil commercial type movie named "*Pahadai 16*" from Sri Lanka which talks about rowdies and heroism. But the movie didn't have a good story plot.

Further the research has found out that majority of the south Indian filmmakers are professionally sound and they have completed filmmaking courses. Rest of the South Indian directors have worked as assistant directors under famous south Indian Tamil directors who gave successful movies.

Sri Lankan Tamil directors have no any Tamil institutes in Sri Lanka to study filmmaking. Therefore, they find no choices rather than following south Indian Filmmaking style.

### **3.3 Recommendations to overcome the influence of South Indian Cinema on Sri Lankan Tamil filmmakers**

The study has found out that making the movies up to the standard of South Indian Tamil cinema is one of the recommendations to overcome the influence of South Indian Cinema on Sri Lankan Tamil filmmakers. The film critiques stated Sri Lankan Tamil and Sinhala movies are influenced by the Indian movies from the very beginning. Most of the Sri Lankan Tamil directors tried to remake South Indian Tamil movies in Sri Lanka and were failed in box office.

Komalikal and Komali Kings are well received by the Sri Lankan Tamil audience as they are Sri Lankan native comedy movies. The Sri Lankan Tamil directors are in need to make the movies which up to the standards of South Indian Tamil movies.

Director Balumahendra from Sri Lanka went to South Indian Tamil industry and made many critically acclaimed movies in non-commercial ways. The Sri Lankan Tamil directors should have a courage to try something new rather than following usual commercial methods of

filmmaking. As Sri Lankan setting has many stories, the Sri Lankan Tamil Directors should make the movie on their native.

The study has found out that making the movies up to the standard to screen in International film festival is one of the recommendations to overcome the influence of South Indian Cinema on Sri Lankan Tamil filmmakers. Thampi Ayya Devathas, the film critique agreed that rather than following South Indian filmmaking style, Sri Lankan Tamil filmmakers should make their own unique way of filmmaking which is in the professional standard. The directors should learn to make films with interesting plots which have the settings in Sri Lanka along with particular places' dialogue slangs. Further they stated rather than competing with Indian cinema, Sri Lankan Tamil filmmakers should make movies which are in the standard to screen in the International film festivals. Screening in the international film festivals will help the directors to earn international producers and movie distributors. It will help them to capture the international media's attention towards the movie even though the local media don't support us.

Uma Varatharajan, the film critique stated that a movie is made for the large audience. If a movie is screened only for few people in a film festival with limited audience or screened only in one or two theatres it cannot be considered as movie. A movie should reach more people. Therefore, theatre owners who screen the South Indian movies should give a specific times or days for Sri Lankan movies. The Sri Lankan Tamil media should give equal support to the Sri Lankan filmmakers like they do for South Indian artists. Many young Tamil directors got chances to make films in South Indian industry after the successful short film competition show "NaalayaIyakkunar" done by Kalaingar TV. Sri Lankan media also should encourage the Sri Lankan Tamil short filmmakers with such short movie competitions and it will give big exposure to the Sri Lankan Tamil filmmakers.

Further he stated that Sri Lankan Tamil directors should come out of the "Eezham" concept of scripts since many directors already have made on that. Sri Lankan Tamil directors should try new plots too.

Filmmakers, Media students and movie lovers should try to make groups, associations, or workshop on world cinema. By watching world cinema, the filmmakers will get more knowledge of film language and filmmaking.

The film critiques and Sri Lankan Tamil Filmmakers agreed that Tamil filmmaking institute should be implemented in Sri Lanka to learn professional way of filmmaking and professional acting. An association should

be implemented to approach the needed things easily for filmmaking and guide the artists with rules and regulation.

Sri Lankan Tamil directors should do need analysis research among Sri Lankan Tamil audience to understand their interest and expectation on Sri Lankan Tamil movies.

#### IV. CONCLUSION

The study concludes that, Majority of the Sri Lankan Tamil film directors are influenced by the South Indian Tamil cinema in their film making style and their main purpose of filmmaking is entertainment rather than social messages. The civil war in Sri Lanka, Migrations of Sri Lankan Tamil artists, Loss of Sri Lankan Tamil studios, Sri Lankan Tamil media's attractions towards South Indian Tamil cine field, No producers to invest, a smaller number of Sri Lankan Tamil audience compared to South Indian Tamil audiences are the basic reasons for the Sri Lankan Tamil filmmakers to be influenced by the South Indian Tamil cinema.

Most of the Sri Lankan Tamil short film directors like to make entertaining short films in South Indian Tamil movie style and dialogue delivery as majority of the Sri Lankan Tamil audience enjoy comedy, romantic and fantasy genre short films rather than social content oriented short films.

Sri Lankan Tamil filmmakers who are not influenced by South Indian Tamil cinema in filmmaking, are trying to make Sri Lankan Tamil films in their own style which is suitable for the Sri Lankan Tamil audience as they believe it is their responsibility to address the social issues in their films and films should make impacts in the audience mind.

LYCA owned by a Sri Lankan Tamil lives in British produces high budget Tamil films in India rather than Sri Lanka. Currently most of the Sri Lankan Tamil films are produced by Diaspora Sri Lankan Tamils and majority of them are willing to spend money on commercial south Indian style cinema.

Majority of the south Indian filmmakers are professionally sound and they have completed filmmaking courses. Rest of the South Indian directors have worked as assistant directors under famous south Indian Tamil directors who gave successful movies but Sri Lankan Tamil directors have no any Tamil institutes in Sri Lanka to study filmmaking. Therefore, they find no choices rather than following south Indian Filmmaking style.

A movie should reach more people. Sri Lankan Tamil filmmakers are requested to screen their films when there are no any south Indian films running in the theatres. Therefore, theatre owners who screen the South Indian movies should give specific times or days for Sri Lankan

movies. The Sri Lankan Tamil media should give equal support to the Sri Lankan filmmakers like they do for South Indian artist. Sri Lankan media should encourage the Sri Lankan Tamil short filmmakers with short film competitions shows like “NaalayaIyakkunar” of Kalaingar TV which has produced more young talents as the filmmakers in South Indian film industry.

“Osmodeus” a Tamil short film directed by Jacob L Jeroshan from Batticaloa, Sri Lanka was screened in Cannes film festival 2018. But none of the Sri Lankan media had covered this news.

### 3.1. Recommendation

The Sri Lankan Tamil directors are in need to make the movies which up to the standards of South Indian Tamil movies as Komalikal and Komali Kings are well received by the Sri Lankan Tamil audience as they are Sri Lankan native comedy movies.

Director Balumahendra from Sri Lanka went to South Indian Tamil industry and made many critically acclaimed movies in non-commercial ways. As Sri Lankan setting has many stories, The Sri Lankan Tamil directors should have a courage to try something new rather than following usual commercial methods of filmmaking.

Sri Lankan Tamil filmmakers should make movies which are in the standard to screen in the International film festivals where they are able to earn international producers and movie distributors. Sri Lankan Tamil directors should come out of the “Eezham” concept of scripts since many directors already have made on that.

Media students and movie lovers should try to make groups, associations, or workshop on world cinema which help the filmmakers to get more knowledge of film language and filmmaking. Tamil filmmaking institute should be implemented in Sri Lanka to learn professional way of filmmaking and professional acting. An association should be implemented to approach the needed things easily for filmmaking and guide the artists with rules and regulation. Sri Lankan Tamil directors should do need analysis research among Sri Lankan Tamil audience to understand their interest and expectation on Sri Lankan Tamil movies.

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# Research on the Relation between Real Economy and Virtual Economy

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**Abstract**— *In the middle and late of last century, the world economy shows indication that developed from real to virtual. The status and share of virtual economy in modern economy are rising constantly. How to make virtual economy to serve real economy effectively is an important issue that the international community pays attention to. China's economy is under influence of the tide of internationalization. The virtual economy has been expanding rapidly in recent years, while the surface is satisfactory and the essence is worrying. In combination with actual situation in China, this paper studies the relationship between virtual economy and real economy in China by vector autoregressive method. The results show that with the development of virtual economy, its influence on the structure of real economy will be stronger and stronger, while the promotion to the growth of real economy will be smaller and smaller. The virtual economy of China has a considerable crowding out effect on real economy.*

**Keywords**— *Real Economy, Virtual Economy, Vector Autoregression.*

## I. INTRODUCTION

In the background of the rapid expansion of global financial assets, China's virtual economy has also developed rapidly. Capital financialization is becoming a new trend of China's capital development in the future. With the reform of finance, the industry has changed from reality to falsity, and the industrial structure and the industrial organization of China have also changed profoundly, which is embodied in the development of China's financial assets. China's financial industry has embarked on a journey of reform amid financial consolidation and crisis response. The types and numbers of financial institutions have increased dramatically, and the scale of financial assets has expanded at an alarming rate, which is also prominent in the whole world. First, China's big banks, as representative, are playing an

increasingly important role in the global banking system, with a marked increase in international competitiveness. The number of Chinese companies entering the Fortune 500 in the past five years has also increased, making it the second-largest legion after the United States, and the thirdlargest is Japan, which has been a big lead in China, according to a data from 2013-2017 Fortune 500 list in Fortune China. From 95 companies in the top 500 in 2013 to about a five increasing each year, there were 117 by 2017, and the number was just less than that of the US, and shows a surpass. The 117 Chinese companies that entered the top 500 in 2017 were counted, marking 17 Chinese financial companies (see Table1). According to the table above, the total operating income of 17 domestic financial enterprises is \$120,450,9.1 million, which plays an important role in the world financial system. In other



financial sectors, China is moving toward the heart of the global financial system. By the end of 2017, Chinese stocks had a market value of 56.62 trillion yuan, the second-largest in the world. At the same time, China's bond market has also developed rapidly, with the bond custodian balance rising from 418.4 billion yuan at the end of 1997 to 74.0 trillion yuan at the end of 2017, an increase of 176 times to become the world's third largest bond market. Third, the scale of the insurance industry has

expanded substantially. By the end of 2017, China's insurance industry had total assets of 16.75 trillion yuan, 25 times as much as in 2002, and the premium income reached 3.658 trillion yuan, 12 times as much as in 2002, making it the third largest insurance market in the world. From a perspective of absolute scale alone, the development level of China's financial system has already been among the world's leading.

*Table 1 China's Top companies Listed in Worldwide Top 500 in 2017*

This table lists the Chinese companies among the global 500 companies. Columns (1) and (2) show the rank and name of companies. Column (3) shows the operating incomes of firm. Column (4) shows the registered city of firms.

Rank	Corporate Name	Operating Income(million dollar)	City of Headquarters
22	Industrial and Commercial Bank of China Limited	147675.1	Beijing
28	China Construction Bank Corporation	135093.3	Beijing
38	Agricultural Bank of China Limited	117274.9	Beijing
39	Ping An Insurance (Group) Company of China	116581.1	Shenzhen
42	Bank of China Limited	113708.2	Beijing
51	China Life Insurance (Group) Company	104818.2	Beijing
114	The People's Insurance Company (Group) of China Limited	66731.9	Beijing
139	An Bang Insurance group	60799.8	Beijing
171	Bank of Communications	52989.6	Shanghai
216	China Merchants Bank	44551.8	Shenzhen
230	Industrial Bank	42621.6	Fuzhou
245	Shanghai Pudong Development Bank	40688.7	Shanghai
251	China Min sheng Bank	40234.3	Beijing
252	China Pacific Insurance	40192.7	Shanghai
329	China Everbright Group	32460.5	Beijing
411	Cathay Life Insurance Company	26291.7	Taipei
497	New China Life Insurance Company Limited	21795.7	Beijing

The rapid development of China's virtual economy may have an extrusion effect on the real economy. Virtual economy is generally defined as "virtual assets" and a series of derivative concepts (Cochrane, 2005; Bhaduri et al., 2006; Baur, 2012; Nazir and Liu, 2016). Given the current social situation, there are more types and more complex relationships in the virtual economy (Jokipii and Monnin, 2013). According to a researcher named Wu, virtual economy and real economy are attractive to money,

and this kind of attraction has an unsymmetrical characteristic, which shows that virtual economy and real economy do not shift to each other. Luo puts forward the concept of "loss of profit", and explains its internal causes and its deviation. The source of enterprise's development is mainly enterprise's profit. In the background of today's virtual economy expansion, enterprises put more profit into virtual economy, most of which are not beneficial to enterprise's development. In particular, there is the

existence that the short board China's real economy cannot overcome. Mainly includes, firstly, our country enterprise technology content is low, enterprise is in the low of value chain, lacks the core competitive power; secondly, the Chinese entity enterprise lacks the own brand. On the whole, although there are many enterprises going abroad, there is still a lack of a brand group with international influence, which leads to our country's manufacturing capability and scale advantage cannot be transformed into the brand advantage of Chinese enterprises. In Interbrand's list of the top 100 global brands, Huawei was the only Chinese brand by 2014. Huawei and Lenovo were the only Chinese companies to list the top 100 by 2017. China urgently needs to achieve the full expansion of corporate brands from point to line, and from line to surface.

In sum, China's real economy is facing severe challenges and unprecedented pressure. Because of the inherent fragility of the real economy, the effect of the negative impact of the virtual economy is deepened. Under the premise of the current rapid expansion of the virtual economy, whether China's virtual economy has already formed a squeeze on the real economy of our country has yet to be tested by our next empirical analysis.

## II. VARIABLES AND METHODS

### (1) Variables

In order to analyze the relationship between China's virtual economy and real economy, this paper takes 1992 Q1-2017 Q9 as sample interval and selects the

corresponding variables to describe the characteristics of real economy and virtual economy respectively, in which the real economy uses the growth rate of real GDP year-on-year, while the virtual economy is difficult to measure (Gaddy and Lckes, 1999; Lehtiniemi, 2008). Researchers have used the characteristics of the capital market or real estate industry to express before. To a comprehensive measure of the operating state of the virtual economy, this paper selects bank variables (the balance of long-term loans and short-term loans), capital market variables (the yield of the Shanghai Composite Index, the price of the Shanghai Composite Index and the total market value of the whole market A shares), real estate variables (the real GDP growth rate of the real estate) and exchange rate market variables (the US dollar and yen to RMB exchange rate). After standardized treatment, PCA was used to reduce dimension, and the first principal component (contribution rate of 63%) was selected as the factor of virtual economic variable. The result of principal component analysis shows that the total market value of A-share in fictitious economic variable factor is the biggest load, that is, the fictitious economic variable factor contains a lot of capital market information, followed by long-term loan balance and short-term loan balance of financial institution. The concrete variable selection and description is shown in Table 2.

$$\text{Factor1} =$$

$$0.4296 * MV + 0.3934 * \text{Index\_price} + 0.1372 * \text{Index\_ret} - 0.2919 * \text{Exchange\_japan} - 0.4058 * \text{Exchange\_us\_st} - 0.1666 * \text{GDP\_house} + 0.4282 * \text{Loan\_short} + 0.4253 * \text{Loan\_long}$$

Table 2: Variables

This table presents the variables used in the empirical analysis.

Variable	Variable Name	Deal with the Variable
(A) Real Economy Proxy		
GDP	Real GDP	the growth rate of real GDP
(B) Virtual Economy Proxies		
Loan_long	Long-term Loans	the balance of long-term loans
Loan_short	Short-term Loans	the balance of short-term loans
Index_ret	Return on Index	the return on the Shanghai composite index
Index_price	Price of Index	the price of the Shanghai composite index

MV	Market Value	market value of total assets
GDP_house	GDP of Real Estate	the real GDP growth rate of the real estate
Exchange_us	Exchange Rate between RMB and US dollar	Exchange Rate between RMB and US dollar
Exchange_japan	Exchange Rate between RMB and yen	Exchange Rate between RMB and yen

(2) Models

We use vector autoregressive method, which treat all variables in the system as endogenous variables. We specify a first-order VAR model as follows:

$$z_{it} = \alpha_0 + \alpha_1 z_{it-1} + f_i + d_{c,t} + e_t$$

The above mentioned  $z_{it}$  is a two-variable vector  $\{GDP, Vf1\}$  GDP is gross domestic product, which is the representative of China's real economy. Nominal GDP can be reduced to real GDP by price index. The investment and appreciation of virtual assets are not included in the actual GDP. Vf1 represents virtual factor 1, this variable is our simulation of the virtual economy. Because the representation of the real economy in the existing literatures are mostly defined as GDP index, but there is still no definite conclusion about the virtual economy. The stock market is often used as the agent of the virtual economic variable in foreign literatures, but the author thinks that the indicators such as the broad money supply, the stock market value and the real estate price index can also be taken into account. Therefore, considering the robustness and authenticity of regression, this paper uses bivariate as the simulation of virtual variable, which is convenient to describe the virtual economy as a whole. The principal component analysis (PCA) method is adopted, we select the first two elements with higher principal component load as the agent of virtual factor 1.  $e_t$  is a dimension vector for  $k_i$ , indicating the heterogeneous shock, assuming that the shock obeys the independent same distribution as the mean value of 0 and the covariance matrix is  $\sum_{ii}$ .

The impulse response function describes the innovative response of one variable to another variable in the system while keeping all other shocks equal to zero. However, because the actual variance-covariance matrix of the error cannot be diagonal, it is necessary to decompose

the residual into orthogonal in order to isolate the impact of a variable in the system. The usual convention is to use a specific order and assign any correlation between the residuals of any two elements and the first variable in the sort. The identification hypothesis is that the earlier variables in the ordering affect both the following variables and the lag, and later variable only affects the previous variable in the lag.

Our model also takes country specific time virtual variables  $d_{c,t}$  into account. These virtual variables are added to the model to capture specific country macro shocks that may affect all companies along the way. We eliminate this by subtracting the average of each variable calculated in each country in a year.

To analyze impulse response functions, we need to estimate their confidence intervals. Because the matrix of impulse response function is composed of estimated VAR coefficients, their standard errors need to be considered. We calculate the standard error of impulse response function and generate confidence interval. We compared the results of impulse response and considered the difference. Because our two samples are independent, the differential impulse response is equal to the difference in the impulse response (which also applies to the confidence interval of simulation).

III. RESULTS

(1) Descriptive Statistics

From China's economic real GDP growth rate quarterly and fictitious economic factors year-on-year trend, we can get some economic implications. Since reform and opening-up, China's high-speed economic development has created Chinese miracle one after another. After the broke out of financial crisis in 2008, China's economic development entered a new stage. The

problems behind the long-term high-speed economic growth are gradually exposed. The financial crisis has caused the demand for Chinese exports from developed countries shrink sharply, which is undoubtedly a major blow to China's export-oriented economy, directly leading to China's net export share of GDP from 9% to less than 3%, leading to a sharp decline in economic growth. GDP growth slowed sharply after reaching 12.1% in the first quarter of 2010. Until the third quarter of 2015, China's GDP growth rate fell below "7" for the first time. The growth rate was 6.9%. It still hasn't reversed the downward trend. China's overall economic situation is grim. The economic growth rate has gradually declined, and caused problems such as overcapacity, real estate bubble, high leverage rate of government and state-owned enterprises. On the contrary, the trend of fictitious economic factors was relatively smooth before the financial crisis in 2008. After the financial crisis, there was a sharp rise, and it still

showed an upward trend within a certain period of time. In terms of the single performance of the capital market as a representative indicator of the fictitious economic factors, there was a big bull market in China's stock market from 2006 to 2007, mainly due to the abundant capital in the banking system, resulting in a large amount of capital flowing into the stock market and sufficient liquidity in the market, resulting in overheating of the market, pushing up the market index, The Shanghai Composite Index is as high as 6,000 points at one point. Investors use the form of "leverage" to increase the allocation of financial assets. Funds from the real economy flow to the virtual economy. with the bursting of the bubble, the market collapse phenomenon of "thousands of stocks stop" appears and so on. The economy was hit hard. In short, from the trend of virtual economy and real economy (Figure1), we find that the two trends appear obvious deviation, with a typical virtual-real deviation characteristics.

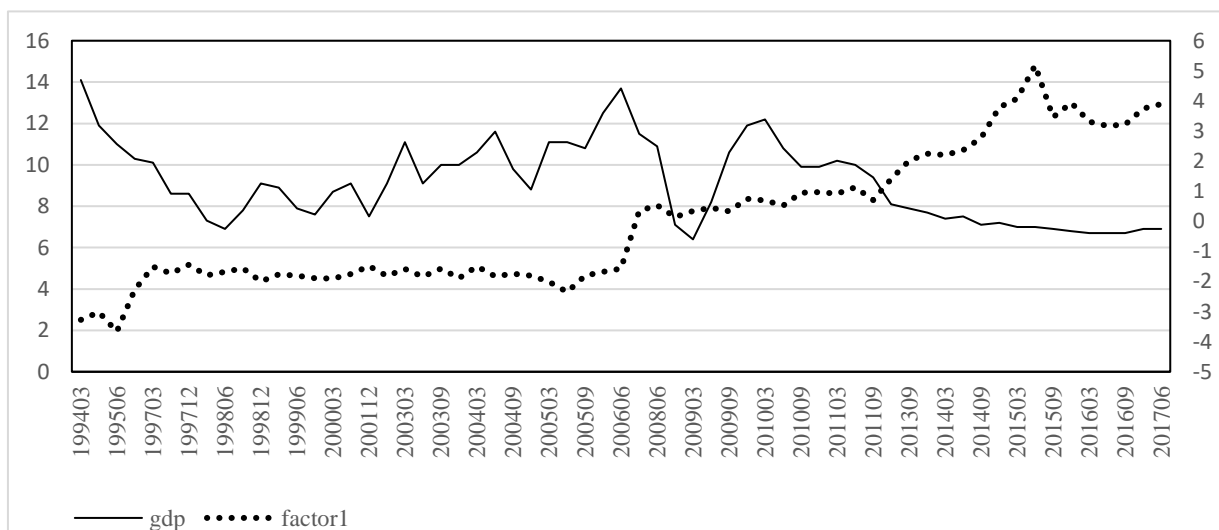


Fig.1: Trends of Real GDP and Virtual Economy (factor1)

(2) Empirical Results Analysis

Vector autoregressive model regards all variables as endogenous variable system, and the impact of unit variation of endogenous variable on other variables can be analyzed by impulse response diagram. First, the delay order is selected on the basis of determining variables (real economic variables and fictitious economic factors), then the first-order lag is optimal according to AIC, HQIC and

SBIC criteria, then the vector autoregressive model is estimated, and finally the impulse response is estimated, and the impact of the unit change of variables on other variables is analyzed.

The result of Fig. 2(A) shows that the impact of virtual economy on real economy is negative, which is obvious in the first two quarters, and it continues, be negative obviously. The "prosperity" of virtual economy

will lead to a certain recession of real economy, which indicates that the side-effect of "off-real to virtual" on real economy is quite significant. On the contrary, according to the result of Fig. 2(B), the unit change of real economy has negative effect on virtual economy in a short time, but has no significant effect in the long term. In a word, the real economy has a significant downward trend in the face of

the impact of the virtual economy, that is, the virtual economy has an obvious "extrusion effect" on the real economy, which inhibits the development of the real economy, while the virtual economy does not respond obviously to the impact of the real economy and has obvious self-circulation characteristics.

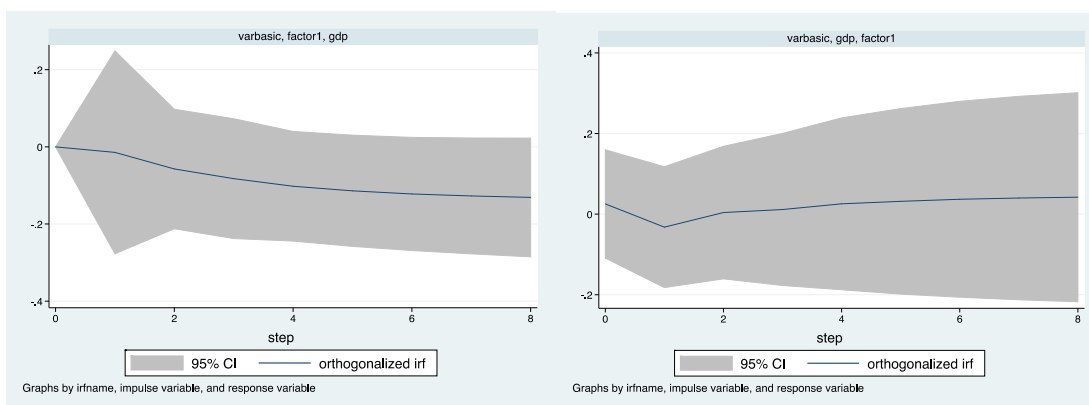


Fig.2: Impulse Response Diagram

#### IV. CONCLUSION AND SUGGESTIONS

In this paper, the vector autoregressive model is used to analyze the relationship between virtual economy and real economy. The empirical results show that the virtual economy has a negative effect on real economy impact, and the "prosperity" of virtual economy leads to a certain recession on real economy, which indicates that the "de-realisation" of capital has a significant side effect on real economy. The unit change of real economy has a negative effect on fictitious economy in a short time, but has no significant effect in a long time. This indicates that the excessive development of fictitious economy will result in the deviation from real economy growth and the serious imbalance of industrial structure, which is also the internal root of the extruding effect of fictitious economy on the real economy. When a virtual economy loses the support of real economy, the emergence of economic crisis is the inevitable response of the market, and the post-crisis economic recovery process will be relatively slow, because it involves the restructuring of the industrial structure.

In view of China's current market situation, the proper development of virtual economy is beneficial to the real economy, the current transformation and upgrading of China's industry needs the driving role of virtual economy, the proper development of virtual economy can promote the development of real economy, can help Chinese enterprises get out of the difficulty of transformation quickly. The negative effects of the US financial crisis and the European debt crisis have been magnified, and many countries are suspect about the development of virtual economy. But the research of this paper shows that as long as the virtual economy development is controlled to a certain level, the virtual economy development can promote the real economy growth, at the same time, it can also promote the transformation and upgrading of the industrial structure.

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# Investigating the Self-Efficacy Beliefs and Experiences of Teachers Teaching Grades 11 and 12 World History without a Textbook

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**Abstract**— In 2017, the Royal Education Council (REC) initiated a paradigm shift in the teaching of world history in grades 11 and 12. This shift was the mode of teaching world history without a prescribed curriculum. This study aimed to investigate the self-efficacy beliefs of teachers teaching world history without a prescribed textbook and also build the knowledge in context to the Bhutanese classroom experience. This research adopted a convergent mixed-method design with social constructivism as a primary research paradigm. Surveys, interviews and document analysis were some of the tools used in this research. Analysis of data highlights academic and professional efficacy levels slightly above average in the 5 point Likert's scale indicating some level of difficulty in teaching without a textbook. The study also shows an insignificant correlation of different professional qualifications on the efficacy level of teachers. This study does not include student views and perspective and limits the conclusion on textbook-less teaching merits and challenges.

**Keywords**— *textbook-less, efficacy beliefs, competencies, and opportunities.*

## I. CONTEXT OF THE STUDY

History as a separate subject is taught from grade 7 onwards in the Bhutanese education system. Till grade 6, it is a part of the social studies subject. Anglo-Indian school curriculum system continued to have influence, especially in the world and Indian history subjects. History curriculum, especially textbooks of world and Indian sections were reviewed less and had no major change and development. This situation impelled the Royal Education Council (REC) to propose the revision of the history curriculum in its 28<sup>th</sup> Curriculum Board Meeting (CMB).

In 2014, the Ministry of Education (MoE) published Bhutan Education Blueprint 2014-2024 (BEP), a document of education roadmap. This document succinctly outlined the context of the need of revamping education system in Bhutan with clear justifications. Quality of education became a

pivotal point of the document and the need for revision of humanities school curriculum especially history and geography were given focus in the document.

Following these developments, in 2013 the REC initiated the history curriculum framework development and series of meetings and conferences were conducted at school, district and national levels to deliberate on the history curriculum. Teachers in schools within the same subject group reviewed their curriculum and submitted the consolidated comments and feedback to respective district education offices. The district office reviewed further in the district level conferences and outcomes were submitted to MoE and REC. Accordingly, their resolutions were deliberated in the national level curriculum conference themed “Rethinking Curriculum” in 2016.

The National Curriculum Conference was the first major historical event in the country to discuss, deliberate, and negotiate in revamping the entire school curriculum of Bhutan. There were several outcomes of the National Curriculum Conference- curriculum framework requirement for each subject and thinning the bulky syllabus(Rinzin, 2018). Under the auspices of REC as the institution responsible for curriculum development and review in the Bhutanese education system, the drafting of the curriculum framework to guide history textbook developments were initiated.

In the history curriculum framework development workshop, a historic and far-reaching decision was to go textbook-less in the teaching of the world history in grades 11 and 12. This shift in the approach of teaching world history was surmised on providing a broader scope for learning; creating research-based learning and enhancing the use of unlimited online materials and documents. It was also reported by Rinzin (2018) that textbook-less teaching provides an opportunity to sharpen students' skill of interpreting world history as they are less dependent on one person's view of history. Further, REC in its notification mentioned that this shift will promote interactive learning, instil and enhance the zeal of exploratory learning, promote critical, analytical, application and interpretation skills in learners(Royal Education Council, 2018). This particular change in world history approach was based on the maturity level of students and considering an opportunity for students to prepare for higher institutions methods of teaching and learning. Students in the higher secondary stage are expected to understand the processes of learning and enhancing their academic horizon with open resources. These, in turn, prepare high school students to adapt better when they are in colleges because, in tertiary institutions, there are no practices of using a prescribed textbook for their courses.

Textbook-less curriculum implementation began in 2017 across all schools in Bhutan. Before the implementation, teachers teaching history in grades 11 and 12 across the schools including private school teachers were oriented in the form of workshops in different regional venues. In these workshops, teachers were given insight on skills to teach without textbook and design lesson activities, assessments, critiquing and using of open online resources.

## **II. PROBLEM STATEMENT**

The technical report of REC on Bhutan National School Curriculum Conference (BNSCC) 2016 pointed that history textbooks for higher secondary schools were last reviewed in 2005 and also recorded 523 issues related to the history content (Education, 2016). These notable observations propelled the initiatives to revamp the curriculum of social sciences and humanities. Revamping included the implementation of textbook-less teaching and learning of world history for grades 11 and 12. Textbook-less teaching began in 2017 school academic session and teachers were provided with the world history curriculum framework. In preparing teachers to teach textbook-less world history, a short professional orientation workshop was conducted. With textbook-less curriculum framework and brief familiarization workshop, teachers were expected to design their teaching, learning and assessment. This was a new development and teachers never learned textbook-less teaching pedagogy in their professional training. The national newspaper reported that teachers and students are yet to adapt to the new system owing to poor access to the internet and reference books (Rinzin, 2018) indicating the challenges. It also outlined the rationale of the REC in initiating textbook-less teaching such as to give students ownership to learning, enable history teachers to go beyond a single perspective based textbook and to create interactive learning, among many. Therefore, textbook-less teaching is a paradigm shift from the traditional mode of teaching which was heavily dependent on prescribed textbooks. This demand teachers to be academically and professionally competent, creative, critical and hardworking to make lessons clear for students who are not used to learning textbook-less.

However, there have been no studies done to construct the efficacy level of the implementation of the textbook-less curriculum. Since this is a new shift, it provides scopes for both opportunities and challenges. There is a knowledge gap and preliminary studies are required to build knowledge on this aspect especially in context to Bhutan. More importantly, teachers are experiencing such mode of teaching for the first time and it needs focused study to build. The study results will help the REC and relevant agencies in strengthening teaching and learning world history without a textbook and it can be a baseline study for future researches.

## **III. RESEARCH QUESTION**

This paper attempts to delve into the efficacy beliefs of teachers and their efforts to adapt to a new way of teaching



without a prescribed textbook. This paradigm shift from the textbook-based tradition of teaching and learning in Bhutanese secondary schools is the first policy shift and therefore it seeks to study teachers' experiences and efficacies.

### **1. Main Research Question:**

What are the levels of efficacy beliefs and experiences of Bachelors of Education (BEd) and Postgraduate Diploma in Education (PgDE) teachers in the teaching of world history without a textbook?

#### **1.1. Research Sub-Questions:**

- Does academic and professional qualifications influence the efficacy beliefs of teachers?
- What are the experiences and how have their experiences influenced their teaching of the textbook-less curriculum?

### **2. Literature Review**

The literature review is on three thematic areas- self-efficacy beliefs, teaching without textbooks, influences and experiences. This format of the review highlights the focus and relevancy of literature to the subject of study.

#### **2.1. Self-Efficacy Beliefs**

Teaching is a complex job. It demands efficiency and competence in transferring knowledge and skills in learners. Clark and Bates (2003) state that teaching by nature mandate solving unanticipated, intricate, dynamic and non-linear difficulties. The complexity of teaching indicates the need for teachers to be highly efficacious and competent both academically and professionally.

Self Efficacy Beliefs (SEB) is defined in multiple ways. Bandura and Stajkovic & Luthans (as cited in Sherab, 2014) defines self-efficacy as individual's belief in his or her capability to organize and execute the course of action required to manage prospective situations; accomplish certain courses of action necessary to function effectually in given circumstances and to Akçali (2017), it is the ability to sway the way people feel, think, behave, and motivate. In teaching, the concept of SEB refers to teachers' competencies to affect the learning outcomes of students including those with low motivation and low ability to learn (Tschannen-Moran et al., 1998). Bray-Clark & Bates(2003) state that efficacy is largely dependent on the personal agency or how teachers define tasks, employ strategies, view the possibility of success, and ultimately solve the problems and challenges they face. Bandura (cited in Ozder, 2011) opined that teachers with high self-efficacy make more efforts to overcome the problems they face, and they can maintain these efforts longer. Azar

(2010) also corroborated with a similar view that teachers' beliefs of self-efficacy play a role in determining the methods and strategies the teachers use in the classroom resulting in positive affect in students academically. Self-efficacy beliefs have been found to play an important role in student engagement and learning in the classroom((Linnenbrink & Pintrich, 2003).

The efficacy levels of teachers involved in teaching the textbook-less curriculum demand them to be academically resourceful and professionally competent in their delivery and assessment. Their efficacy levels are expected to impact student learning outcomes.

#### **2.2. Teaching Without a Textbook**

The dictionary meaning of a textbook is a book of instruction, a book containing facts about a particular subject that is used by people studying that subject. According to Babre (2017), textbooks are written following a given framework of educational standards, be they national or state-based, and outcomes with a particular focus to the flow of the text. The content of these texts is customized to emphasize certain concepts while de-emphasizing or omitting other important concepts of human experience. On the implications of textbooks on student learning, Carpenter, et al. (2006, as cited in Klymkowsky, 2007) said that there is little research on the impact of textbooks on student learning. They also said, many educators see textbooks as valuable assets in their classrooms, others view them as hindrances to the intentional kinds of learning and engagement that account for engaged learning, critical thinking, and community building necessary for students to become informed thinkers(Barbre, 2017). A study by Carpenter et al. (2006, as cited in Klymkowsky, 2007) showed that there is no correlation between textbook purchase and the grade achieved. Further, it is understood that the use of textbooks become obsolete too quickly with discoveries of knowledge and information, it requires constant editions to update to learning needs of students. Because many educators provide detailed online or downloadable notes, it would be a worthwhile exercise to consider whether a textbook is required, or other materials could serve its purpose.

The textbook system is a standard practice in the school system in Bhutan. Limited literature impeded the conclusion on the merits and demerits debate of textbooks and no textbooks in Bhutan. There are no studies done in context to Bhutan on the use and disuse of textbooks. Ruth (2005) states that some textbooks are outstanding and does make discipline excellent and relevant, while some bored and frustrated

students. They also said textbooks at times insult students' intelligence by making things easier and splitting the subject matter and exploring only limited topics instead of standard content set. They further expressed that without a textbook, teachers can create their curriculum that engages students by relating to their everyday lives. Going textbook-less helps in making lessons clear when the topic is linked to an issue that affects students personally (Ruth, 2005). Teaching without a textbook has pushed teachers to rethink and adapt to changes in the education landscape and forced teachers to unpack standards and think deliberately about what strategies can be used to teach both content and practice standards (Janes, 2017). Teaching without a textbook means more preparation time; means amassing and adapting curriculum from a wide variety of sources including journals, lab books, websites, packed curricula and other teachers (Ruth, 2005). One of the reasons for transforming teaching-learning in the 21<sup>st</sup> century is the revolution in Information, Communications and Technology (ICT). The internet has unquestionably transformed the way by which information is exchanged, analyzed, and incorporated into our existing knowledge base (Stavrianeas et al., 2008). This textbook-less teaching is geared towards tapping online resources and also in transforming the teaching and learning with technology use.

Literature shows the benefits of teaching without a textbook, but it has also pointed increased teachers' workload negatively impact the delivery of lessons in the class. Teaching without a textbook is a new approach and it requires them to move away from the comfort zones of the textbook because teachers have to scale up their preparation and planning. It demands them to be competent to synthesize, summarize and prepare lessons to test students learning. However, teaching without a textbook can also be an opportunity to enhance their knowledge and skills.

### **2.3. Qualification, Experience and Resources**

Literature shows the mixed opinions on the influence of teachers' qualification, experience and availability of resources for teaching and learning. Darling-Hammond (2000), Boots (2007) and Lim-Teo et al. (2007) have expressed that quality teaching is roughly linked to a teacher's content knowledge and has some influences on student achievement. Another study by West et al. (2014) also indicated that the combination of content knowledge and academic coursework seemed to improve teacher effectiveness. Ball et al., (2005) also corroborated that teachers with better content knowledge could reduce the gap in learning especially in urban schools. Similar views are

shared by Goldhaber & Brewer (1996) that teachers who pursue subject-specific degrees or advanced degrees in the subject they taught would enhance their subject matter knowledge and impact student achievement. Walker (2014) concluded that higher the degree of the subject they taught, it would have some positive results in student achievement.

Despite having a significant level of influence of teachers' content knowledge on student achievements the subject matter knowledge is considered to be one of the most contentious issues. Kansanen (2009) shared that knowledge of subject matter would be an irrefutable predictor of quality teaching and interestingly research has shown very little connection between student achievement and subject matter knowledge. The study of Goldhaber & Brewer (1996) also highlighted that statistically, teacher qualifications did not have significant influence especially with teachers having advanced degrees in English and history. This is a contrast to their general conclusion that teachers pursuing subject related degree would influence their teaching.

Studies have shown that academic content is not the only factor in student achievements. A study done by Cohen et al. (2010) pointed that teaching a course entails more than a superficial knowledge of the subject and Berliner & Nicholas (2008) opined pedagogy as one of the sensible arts of teaching. Carey et al. (2002) and Usman et al. (2010) have identified the different pedagogical skills that have a positive effect on students' satisfaction: teachers' competency, delivery method, and experience. It is also noted that there is an influence of teachers' experience in their ability to teach (Wenner, 2001) and teachers' preparedness is significantly related to their efficacy level (Pas et al., 2012). In an elementary school level, the study by Alrefaei (2015) reported that teaching experience and education has some impact on teachers' perceptions about their efficacy beliefs, and another study found that teaching experience is positively and significantly associated with teacher effectiveness (Gaotlhobogwe, 2017). The analysis of different studies shows that brand new teachers are less effective than those with some experience (Podolsky et al., 2019).

Resources are very much contextual to countries, schools and institutions. The concept of resources in an educational context is not very conclusive as it comprises anything that aid as an educational means (Gaotlhobogwe, 2017). In the 21<sup>st</sup> century classroom, ICT is widely used in teaching and learning. ICTs in education can mean the use of technology in communicating, creating, managing, accessing, gathering, and distributing information (UNESCO, 2009). The Internet

is not just a powerful tool for communication but also arguably the most potent force for learning and innovation (Bush & Dawson, 2013). However, Chirwa (2018) found poor organization of ICT resources, inaccessibility of internal school network outside the institution are limiting teachers and students' from accessing and using ICTs. He also said that most developing countries lack ICT infrastructures and it is a major obstacle to ICT integration in education. However, teachers in Bhutan are faced with multiple issues and the MoE has initiated programmes such as pedagogy enhancement and leveraging ICT facilities to build capacities of teachers but it is still a challenge (Sherab, 2014). This challenge of lower technological knowledge may influence the history teachers' efficacy in the teaching and learning of the textbook-less curriculum.

Considering the shift in the teaching from textbook-based to open source, availability of resources, ICT skills and other hindrances, it is expected that teachers' efficacy level in teaching textbook-less would not be highly efficacious. Nevertheless, there is a knowledge gap in understanding the teachers' efficacy levels. Therefore, this study shows the efficacy level of teachers involved in teaching textbook-less curriculum.

#### **IV. METHODOLOGY**

This research employed mixed methods with Creswell's social constructivism as a research paradigm. Social constructivism is concerned with humans and their interaction with the world, and how this results in multiple subjective meanings or understandings (Creswell, 2009). The qualitative method was used in deepening the understanding of quantitative results by analyzing the lived experiences of teachers. This method helped in strengthening the reliability, validity and authenticity of the study as it supplemented and complemented each other in investigating the teachers' self-efficacy beliefs. A purposive sampling strategy was adopted.

A survey questionnaire was shared using a google form to teachers teaching world history without textbooks. The design of the survey instrument adopted a five-point Likert scale: strongly disagree, disagree, neither agree nor disagree, agree and strongly agree on three themes -resources, academic and professional. The survey questionnaire also had four open-ended questions to allow the respondents to provide additional information. Likert scale is the most widely used approach to scaling responses in survey research to measure attitude, opinions and perceptions. Teachers were contacted through

emails and social media app requesting them to participate in the survey and provide their responses to the questions related to the teaching of history textbook-less curriculum. Simultaneously, structured interview questions were emailed to some selected teachers and they were contacted based on certain factors, location, experience and qualification. A total of 10 teachers responded to the email interview. Document analysis of certain notifications from REC and MoE publications were also analyzed.

Basic mean analysis of survey responses was done with the help of Statistical Package for Social Sciences (SPSS). For the qualitative responses, open codes were developed and collapsed to build themes for analysis and to find relationships.

Considering the ethical issues, respondents were given different identity codes such as TID (Teacher Identity) and TR (Teacher Respondent) for respondents to email interviews. All the results and findings are presented in simple tables and graphs along with brief narratives of qualitative findings.

#### **V. RESPONDENT DEMOGRAPHY**

Through purposive sampling, a total of 125 teachers who are the members of the social media app group 'Textbook-less World History' were contacted through emails and the same app. A total of 62 teachers participated in the survey but 1 respondent was not considered as the respondent submitted the incomplete survey. In the email interview, 10 teachers responded out of 20 teachers who were randomly sampled. The maximum number of respondents in the quantitative survey were from Central Schools (43.3%) followed by Higher Secondary Schools (35%) and Private Schools (37.7%). The highest number of respondents were teachers with Bachelors of Education (B.Ed) qualification (M=26; F=8).

#### **VI. ANALYSIS AND FINDINGS**

In this section, the results and findings are discussed under different thematic areas- academic efficacy, professional efficacy, qualification influence to teaching and opportunities and challenges in teaching textbook-less curriculum. The efficacy levels were investigated broadly in two areas- academic efficacy and professional efficacy. Besides these efficacies, the study also looked at the academic and professional opportunities and challenges in teaching textbook-less curriculum.

In the analysis of this study, professional qualifications BEd and PgCE/PgDE are considered academic qualifications. In Bhutan, there is a difference in the entry level to these professional development training institutes. For the BEd, the entry requirement is grade 12, while for PgCE/PgDE, the entry-level is a Bachelor's degree in the subject of their choice. There were respondents with no professional qualification and the valid percent was less than 10. Their means are not included in the analysis and findings.

### 6.1 Academic Efficacy Beliefs of Teachers

The new school history curriculum is categorized into four major strands (themes). Textbook-less world history curriculum for grades 11 and 12 follows the same themes as other grades such as Historiography, Evolving Civilization, Governance and Peace and Identity, Spirituality and Culture. The survey items covered only the strands or themes, not on the content details under each theme or strand.

The quantitative data show that teachers are slightly efficacious irrespective of different academic and professional training and qualifications. The qualitative analysis indicates some academic and professional difficulties in their efficacy, however, it also highlights the opportunities for academic and

professional developments in teachers. The findings are discussed below.

The average mean score of all academic efficacy items of teachers which were calculated manually from the means is 3.88 out of 5 point rating of Likert scale with a mean standard deviation of 0.234.

In the mean comparison of academic efficacy levels of teachers with BEd and Postgrad in education qualifications, results show no distinct variations in their academic competencies or efficacies. Both categories of teachers are equally efficacious in the teaching of the textbook-less curriculum. However, the efficacy level of historiography strand is slightly above the average (2.5) for both qualifications as compared to other academic efficacy items. The qualitative analysis provides the reasons for slightly less efficacy as lack of prior knowledge and for having not studied the content, limited conceptual understandings of some topics, being unable to synthesize historiography philosophies, difficult theories, and lack of resources. Although, not much as historiography, evolving civilization strand was also found challenging too. This was reasoned as difficulty in explaining the biological terms and concepts and biological evolution theories which are content of evolving civilization strand.

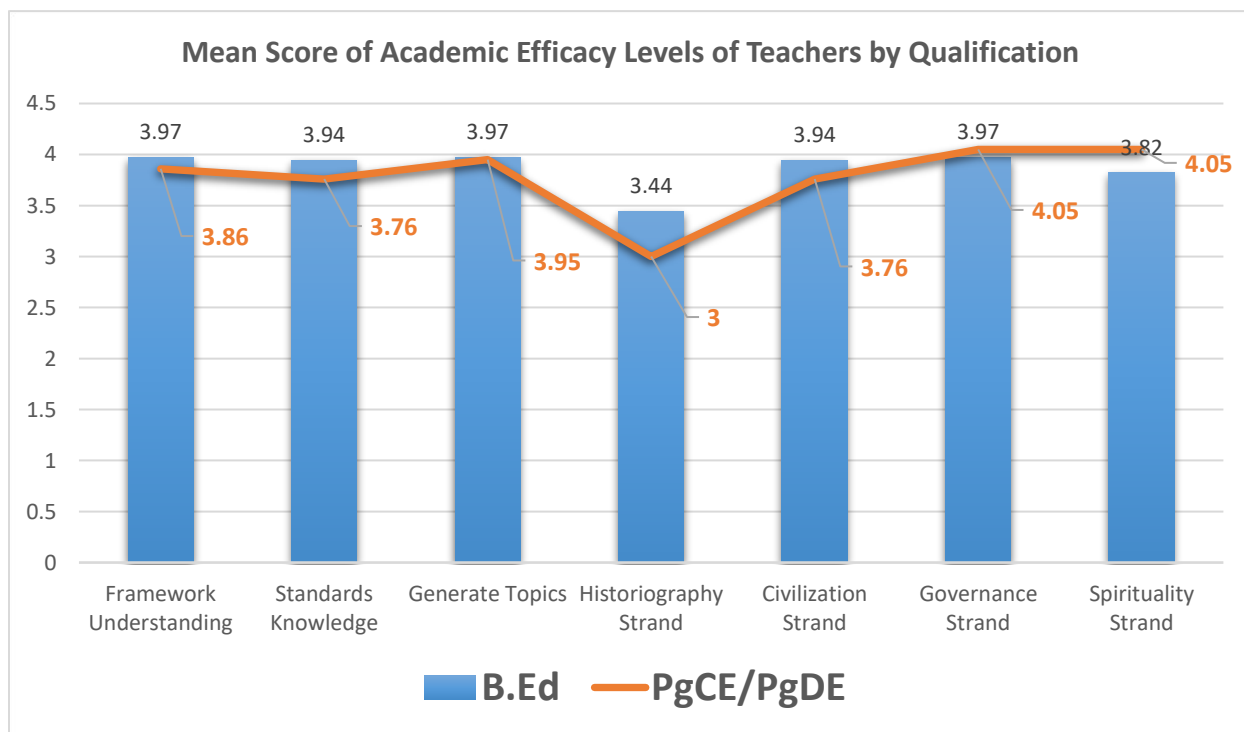


Fig.1: B.Ed. Academic Efficacy Levels and. PgCE/PgDE Academic Efficacy Levels

### 6.2 Professional Efficacy Beliefs of Teachers

The professional efficacy beliefs statements were on their ability to access online resources, critic the resources, synthesize information, design learning activities, innovate strategies, assess student works and design overall lesson well. These are the key competencies required in teaching textbook-less curriculum.

Data analysis show the insignificant difference in the professional efficacy beliefs between the two professional qualifications- BEd and Postgrad. The mean range for B.Ed is between 3.35 and 4.03, while for postgrads it is 3.67 and 4.0. Teachers with B.Ed qualification are slightly efficacious in designing lessons while Postgrad teachers are little efficacious in innovating teaching strategies. Except for BEd teachers with a mean score of 3.35 in critically analyze the online

resources or information, most of the mean scores are close to 4 (agree) level. This indicates that both the group of teachers are efficacious in the professional area.

Although the professional efficacy beliefs are similar to academic efficacy, the qualitative data points certain professional difficulties. Some of the challenges faced were their inability to decide how much and how little to include information in each topic, filter the vastly available information, synthesize and provide, definite information. Teachers also expressed their difficulty in teaching textbook-less on being not used to in teaching depending on objectives and to draw topics. If these minor challenges are taken care, the mean score of professional efficacies might likely improve.

Table 1. Professional Efficacy B. Eds. and Postgrads.3.81

Professional Efficacies Mean Scores (5-Point Likert's Scale)			
Sl.No.	Statement	BEd	Postgrads
1	I can access online information accurately for textbook-less teaching and learning	3.98	3.81
2	I can critically analyze the information to be used for textbook-less teaching	3.35	3.67
3	I can synthesize the information for textbook-less teaching	3.56	3.67
4	I can design student learning activities in textbook-less teaching	3.82	3.67
5	I can innovate teaching and learning strategies for textbook-less teaching	3.94	4
6	I can design different assessments in textbook-less teaching and learning	3.85	3.81
7	I can design textbook-less lessons well	4.03	3.95

### 6.3 Influence of Academic Qualification on Teaching Textbook-less Curriculum

The qualitative interview studied teachers' opinion on the influence of academic qualifications on their teaching of the textbook-less curriculum. Teachers with BEd qualification are with grade 12 qualification but undergo intensive three to four years of content and professional training in the two colleges of education in Bhutan. Though there is no quantifiable evidence, most respondents expressed that there would certainly be some impacts of academic degree in history in textbook-less teaching and learning. However, their concern of comfortability in historiography and evolving civilization strands support their belief of academic influence. This is also supported by the quantitative mean score of 3.33 (BEd) and 3 (Postgrads) in historiography strand which is slightly lower compared to other academic efficacy items. Participants shared that certain concepts and theories relating to biological

evolutions and others as reasons for their beliefs on academic influence. They attribute their lower efficacy beliefs to lack of prior knowledge and not having studied before as most of these topics were not part of their academic and professional courses. They also stated that it is also due to their inability to synthesize different philosophical theories of historiography and lack of resources.

Participants justified that academic qualification is exposure to information, learning the right content knowledge and diverse ideas. Having the right knowledge helps their lessons become easier in class. Textbook-less curriculum required them to have a lot of knowledge and also be open-minded. They feel that such knowledge and experience is gained at a higher level of studies. The impact is well expressed by one respondent, "academic qualification has impacts in teaching textbook-less curriculum because to teach the textbook-less curriculum, one has to be competent in doing research,

*analyzing historical facts and comprehending the matter of history”.*

#### **6.4 Influence of Professional Qualification**

Teaching textbook-less curriculum requires professional competencies such as designing a lesson, developing different assessment types, use of ICT to harness online information, synthesize information, and basic research and inquiry skill. Majority of respondents agreed that professional qualification will impact the teaching of the textbook-less curriculum. The analysis pointed out that teachers confronted various professional difficulties- the inability to decide the right content, authenticate online sources, apply history skills, finding the best strategies to teach and to assess students textbook-less works. Respondents also stated that professional qualification did impact their textbook-less teaching and learning.

Participants highlighted that higher degrees give a lot of experience to handle the curriculum, and prepare them to be more efficient and organized. Teachers viewed that professional studies aid them in giving the right content knowledge, building competency in teaching skills and strategies and also in identifying reliable websites. One of the respondents shared, professional degree *“is a must factor in teaching textbook-less curriculum”*. Another teacher corroborates, *“..... looking for the right information to meet the learning object is difficult when I am not sure what kind of information I should be looking for.”*

#### **6.5 Experiences, Opportunities and Challenges**

Teachers had varying experiences in the teaching of the textbook-less curriculum. There are both challenges and opportunities. These opportunities and challenges are discussed as experiences of teachers. Teachers faced minor challenges like lack of financial support for project-related excursions, both hard and electronic resources and other soft materials for textbook-less curriculum. Teachers also mentioned the absence of dedicated room to be used as a

history lab, museum and classroom could influence their teaching. The total mean of all these issues is around 2.5 in 5 point scale but there was some statistically not significant variation in the standard deviations. The qualitative data corroborates that teachers did not get the required resources and has impacted their lesson planning, delivery and discussion in textbook-less teaching and learning. School libraries lacked resources or reference books were limited in numbers especially for new themes introduced in the school curriculum like historiography strand. Participants pointed inadequate or dysfunctional computers in schools and lack of reliable or slow internet connectivity as some of the factors that influenced textbook-less teaching and learning.

These factors contributed to making lessons more teacher centred, took a lot of time to prepare for class and slowed the teaching learning process. Respondent TR9 concluded, *“lack of resources has always been a challenge in imparting my lessons. It has sometimes shaken my competence in my subject”*.

Although teaching without prescribed textbook gave teachers some levels of difficulty, this change in the teaching and learning of world history for grades 11 and 12 gave opportunities or scopes for development of both academic and professional efficacies. Teachers found that there is a lot of scope for self-learning, developing critical thinking and building and assessing student centred learning. Textbook-less teaching helped them in broadening their knowledge horizon and disseminating the most current information. Teachers also shared they could explore different reading materials and design new pedagogies. One of the highlights of finding is that the formative assessment is more applicable in the textbook-less curriculum. One of the respondents concluded, *“that textbook-less curriculum encouraged exploratory learning; inculcated research culture, encouraged independent learning and removed restrictions in learning”*.

Table 2: Significance correlation of textbook-less teaching and competency development

	Textbook-less provided better learning opportunities than prescribed textbooks	I gained a lot of knowledge teaching without a textbook	I became competent in pedagogy and critical assessment of student works
Textbook-less provided better learning opportunities than prescribed textbooks	Pearson Correlation Sig. (2-tailed) N	1 .567** 61	.241 .062 61
I gained a lot of knowledge teaching without a textbook	Pearson Correlation Sig. (2-tailed) N	.567** .000 61	1 .398** 61
I became competent in pedagogy and critical assessment of student works	Pearson Correlation Sig. (2-tailed) N	.241 .062 61	.398** .001 61

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

In Pearson's correlation analysis on the opportunities and gaining knowledge it showed a significant correlation (Pearson's=.567\*\*; significance=.000). There is also linear correlation significance between gaining knowledge and becoming competent in pedagogy and critical assessment of student works (Pearson's= .398; significance=.001) at the 2-tailed coefficient significant value at 0.01. This correlation indicates that teachers had significant opportunity to gain knowledge teaching textbook-less curriculum and as a result, they became competent in pedagogy and critical assessments of student works.

## VII. DISCUSSIONS

The study revealed that teachers are slightly efficacious both academically and professionally irrespective of their academic and professional qualifications, however, there are challenges in handling textbook-less curriculum. In enhancing their efficacy, teachers have organized their innate talents and learned skills (Bandura, n.d.) and have organized their knowledge and skills to accomplish certain courses of action necessary to function effectually in given circumstances (Sherab, 2014). Mean efficacy scores (academic=3.828 &

professional=3.792) show the considerable effort of teachers to be efficacious despite the challenges and it supports the views of Bray-Clark & Bates (2003) that efficacy of teachers also depends on the personal agency, or how a teacher defines the task, employ strategies, view the possibility of success, and ultimately solve the problems and challenges they face. This is also noteworthy because teachers have had no formal training in teaching textbook-less curriculum, except for a 5-day workshop on general introduction of the textbook-less curriculum framework, its objectives and basic lesson preparation.

Though studies done by Darling-Hammond (2000) and Lim-Teo et al. (2007) showed that quality teaching is linked to a teacher's content knowledge and the strong relationship with student achievement but this study showed that academic qualification does not make any difference because the efficacy level of BEd and Postgrad teachers were similar and did not show any significant difference in the mean scores of each item. The study supports Goldhaber & Brewer (1996) where qualifications do not matter and especially teachers with advanced degrees in English and history did not have a statistically significant impact on student achievement. Although the study did not consider the students' performance

to indicate the efficacy level, the grade 12 common board examination results show improvement in the students' performance in history compared to past old history curriculum examination results.

Nevertheless, Goldhaber & Brewer (1996) stated contradictory statement that teachers who pursue subject-specific degrees or advanced degrees in the subject they taught would enhance their subject matter knowledge and can positively impact student achievement. A similar finding was shown by Walker (2014) that higher qualification in the subject they taught would positively influence student achievements. But the limitation in the literature on a similar subject and more importantly in Bhutanese context has been a gap in concluding the impact of academic and professional qualifications in student achievements. The study also revealed that academic and professional degree means exposure to information, learning the right content knowledge, and diverse ideas. Teachers also expressed that right knowledge influences their lessons.

This study revealed practical difficulties which also impeded efficacy in their lessons. Lessons became more of teacher centred taking a lot of time to prepare for class and slowed the teaching learning process as it needed more effort from teachers in referring to vast sources. A similar view was shared by Ruth (2005) that teaching without a textbook means more preparation time; means amassing and adapting curriculum from a wide variety of sources including journals, lab books, websites, packed curricula and other teachers.

Resources and technological facilities have contributed to achieving a higher efficacy rate of teachers. Textbook-less teaching required immense dependence on readily available resources and online sources. The internet became an indispensable source of knowledge and information just as Bush & Dawson

(2013) who recognized the internet as one of the most potent forces in learning and innovation. The potency of internet and facilities is also highlighted by Chirwa (2018) and absence of ICT resources and inaccessibility of internal school network outside the institution limited teachers and students' from accessing and using ICTs for their teaching and learning. Similarly, this study showed that history teachers and students lacked access to computer facilities and reliable internet connectivity.

Although, there were difficulties in handling textbook-less curriculum, nevertheless, it also gave certain opportunities to teachers to develop their efficacy both academically and

professionally. Teachers mentioned of their cognitive development particularly their critical thinking skills, widening of academic knowledge, of keeping abreast to current affairs and learning to design rubrics. One respondent concluded, "*textbook-less teaching encouraged exploratory learning; inculcated research culture, encouraged independent learning, removed restrictions in learning*".

## VIII. CONCLUSION

This study examined the efficacy beliefs of teachers teaching grades 11 and 12 world history without prescribed textbooks and the conclusions were drawn based on the findings. One of the conclusions and recommendations is that in the initial stages of the paradigm shifts in teaching and learning, it is important to provide refresher courses to teachers on certain topics deemed hard and were not part of their academic and teacher preparation times. Pedagogical and assessment practices to be incorporated are to be provided as professional development courses for the increased efficacy of teachers. Resources both hard and soft becomes indispensable in the textbook-less teaching and relevant institutions are required to support schools in this area. The Internet has been a major player in the success and efficacy of textbook-less teaching and such facilities need to be revamped and strengthened for the achievement of goals. In this study, only teachers who have taught and currently teaching were included. One of the limitations so this study was the exclusion of students and their performances.

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# Sadism and Fear as Dominant Metaphors in the African Novel: A Study of Ngũgĩ Wa Thiong'o's *The River Between*, *Wizard of the Crow* and Henri Lopes' *The Laughing Cry*

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**Abstract**— African literature is, in essence, the dramatization of sadism and fear that has impacted greatly on both its themes and style. This is because African historical and political experiences have presented highly topical subjects for the continent's literary creation. The purpose of this paper is to show the relationship existing between sadism and Art with reference to Ngũgĩ Wa Thiong'o *The River Between* and *Wizard of the Crow*, and Henri Lopes's *The Laughing Cry*. The exploration of these novels reveals that symptoms of the mental pathology could be diagnosed both among some characters who, either in the relationship colonizer-colonized, or in the context of post-independence, as well, joyfully perpetrate acts of an extreme barbarity.

**Keywords**— sadism, fear, power personalization, psychological disturbance, post-colonial.

**Résumé**— La littérature africaine est par essence une fictionnalisation du sadisme et de peur qui l'ont beaucoup impacté d'un point de vue thématique et stylistique. Ceci s'explique par le fait que les expériences, historique et politique ont toujours continué un terreau fertile pour l'imaginaire littéraire du continent. L'objectif de cet article est d'établir la relation qui existe entre le sadisme et la littérature telle qu'elle est contextualisée dans *The River Between* *Wizard of the Crow* de Ngũgĩ Wa Thiong'o, et *Le Pleurer Rire* d'Henri Lopes. Il ressort de l'analyse de ces romans que des symptômes d'une certaine crise psychologique sont évidents dans le chef de quelques personnages qui, soit dans la relation colon-colonisé ou dans le contexte postcolonial, s'adonnent allègrement à des actes d'une extrême cruauté.

**Mots-clés**— sadisme, peur, culte de la personnalité, trouble psychologique, post colonial.

## I. INTRODUCTION

African literature is characterized by realism and factualness. In this regard, the African critic, Abiola Irele, rightly suggests in the preface of his *African Imagination: Literature in Africa and Diaspora* (2001:5) that the African novel is directly linked to the historical circumstances of its emergence. He also maintains that *the historical experience of colonialism in all its ramifications serves as a constant reference to the African imagination and has a consequence for any form of criticism concerned*

*with African literature*. Irele Abiola is to the point because most of African literary works depict not only fictional characters' episodes of life but also the real problems of African societies as well.

According to Sesan Azeez Akinwumi (2012:71) the intersection of politics and literature has greatly enriched the content of African writings because:

Literature in Africa is the encyclopaedia of the collective African cultural, social, economic, sociological and political experiences of the

continent. African writers are therefore expected to record and reflect these collective experiences in their literary texts. Going by this position, it is therefore said that the attention of literary writers in Africa should therefore be shifted from colonial problems to the postcolonial realities of questionable national and foreign diplomacy that degenerated into civil war, political dissent, local terrorism and at large global terrorism.

The novels chosen as templates for this study are not an exception because they were written in periods of intense social turmoil and contestation. They have their origin in the politics of the anti-colonial struggle and bear the marks of that struggle. This means that the anti-colonial movements to struggle for their freedom have greatly influenced African literature. Ngũgĩ Wa Thiong'o and Henri Lopes's fiction is an illustration of the history of African continent during which Africans face the white man's and African leaders' violence, terror and other forms of intimidation they perpetrated.

This study deals with sadism and Fear as dominant metaphors in the African Novel with reference to Ngũgĩ Wa Thiong'o's *Weep not, Child, The River Between* and *Wizard of the Crow*, and Henri Lopes's *The Laughing Cry*. It purports to evidence symptoms of sadism and paranoia as they are recorded among some characters in some of the novels by the selected writers. The rationale behind this analysis is that a thorough exploration of these narratives still places African literature as a formidable conceptual tool of the opposition to military dictatorship and tyranny. It provides an important platform for a systematic study and interpretation of society. Hence, such a critique ultimately helps pave the way for an enduring political regeneration and reform.

From the mid-1960s up until the 1990s, we observed a turning period in the African political landscape, mainly because of the militarization of the political space. These military interventions climaxed with the repressive regimes of Ibrahim Babangida and the dictatorship of Sani Abacha in Nigerian, Daniel Arap Moi or Mobutu Sese Seko in Zaire and Idi Amin Dada in Uganda, to mention only a few.

The novels under study dramatize seminal characteristics of 'sadism'. Etymologically, 'Sadism' is borrowed from Psychiatry where it initially carried connotations of an experience of sexual pleasure through inflicting physical pain. Usually considered as a sexual perversion, this neologism is coined and named after the French writer Comte Donatien (1740-1814), known as

Marquis de Sade with reference to various sexual aberrations described in his writings.

Most of the time, a sadistic person is a sociopathic personality, if not simply an anti-social personality who suffers from an 'identity crisis' which is "*The acute feeling that one's Identity and sense of Self have lost their Normal stability and continuity over time, leaving one disoriented and having difficulty in recognizing oneself.*" (*Concise Dictionary of Psychology*, 1998:28)

It is at this level that 'sadism' can be associated with a kind of mental disorder or emotional disturbances, bearing then similarities with madness. Since his actions are motivated by a kind of hysteria, a sadistic person becomes a menace for social peace, for he promotes fear and terror within the society. A position in tandem with *The New International Webster's Comprehensive Dictionary of the English Language* (2004:1107) where sadism carries its pejorative connotation since it is referred to as "*morbid delight in being cruel, an enjoyment from watching or making nobody suffer.*" In this study, such a definition really suits with our purpose as it helps scrutinizing in vivid what we think of sadism and fear in this paper.

As foremost African novelists, Ngũgĩ wa Thiongo', and Henri Lopes have been of interest to several African literary critics, in consideration of the plethora of works of criticism on the novels considered in this study. Likewise, 'fear' and 'sadism' have always provided the catalyst for the efflorescence of literary creativity. These forms of immoral acts have not started in twentieth century but date back from the Biblical narrative of Cain killing and shedding out his brother's blood: "*Cain spoke to Abel his brother. And when they were in the field, Cain rose up against his brother Abel and killed him.*" (Genesis 4:8)

'Sadism' and 'fear' are among the topical issues in the African literature since writers appropriate art to delineate the mode of power relations between "*the economically exploited, underprivileged masses of the society*" (Ojaide 1996:24) As for Lindfors et al., (1972:8) "*The internecine relationship between text and postcolonial realities (terror) is a function of the nature of a writer's society.*"

Considering that African literature remains a formidable part of the opposition between tyranny and sadism, Williams Adebayo (1996: 350) writes:

African Literature is fundamentally incompatible with tyranny. In its purest state, literature is subversive of authority and authoritarian rulers. Its joyous and spontaneous celebration of life, its near anarchic contempt for regulation and regimentation makes it the most natural enemy of dictatorship. While the dictator seeks a total

domination of men and society, literature often seeks their total liberation.

There is a critically shared view that dictatorship and tyranny prove to be the fertile ground of sadism. Adeoti (2003:33) highlights the recurrence of the military in the nation's narrative fiction and possibly the public's perception of the military institution as follows:

That the reality of militarism has engendered its own aesthetics. Hence, the predominance of drama of rage, fiction of protest and poetry of indignation. Indeed, literature of "anger and protest" flourished during the period. These writings are remarkable for deliberate violation of hallowed conventions of literary compositions without necessarily impeding significations. After all, military rule itself thrives on violation and subversion of rules. Through their arts, writers participated in the general struggle to end military dictatorship. While some sympathize with victims of harsh politico-economic policies of military government (e.g. Structural Adjustment Programme), some depict the reality in its grimness. Some seek to stir resentment in the people against the military, goad them into a possible confrontation with a view to liberating them...

Ngũgĩ's *Wizard of the Crow* has attracted critical attentions as a novel which chronicles greed, sadism, and brutal horror of contemporary politics with regard to the Aburĩrian Ruler, whose ridicule of the powerful knows no bounds. In "Identity, politics and gender dimensions in Ngũgĩ WaThiong'o's *Wizard of the Crow*", Njogu Waita highlights aspects of post-independence disillusionment, and concludes that African renaissance can never be achieved under a condition of alienation, as long as the evil practices, namely the endemic violence of the ruling class are not eradicated.

As for Henri Lopes, many critics, focusing either on thematic, sociological, or linguistic issues, show that his novels reflect a deep social distress, which is characterized by an environment where characters, spaces and speeches unfold a permanent contradiction. In this connection, Kouao Medard Bouazi (2015:15-16) writes:

Les romans d'Henri Lopes interrogent et parodient la société moderne avec un humour critique. En effet, en mêlant parfois ironie et dérision, le romancier s'est évertué à « dire les maladies [qui rongent la société] afin de les soigner. [...]Ce corpus rend compte du malaise de ses personnages principaux, victimes de la

violence de l'aventure coloniale et de l'intolérance de la société postcoloniale. [...]L'écrivain, avec dérision, va donc mettre à nu la violence symbolique qui empoisonne l'environnement social des jeunes États indépendants ; il dévoilera de ce fait, à travers la mise en scène de figures grotesques (le dictateur Bwakamabé dans *Le pleurer-rire*, par exemple), une Afrique sujette aux dérives des puissants. Avec *Le pleurer-rire*, Lopes représente la brutalité d'un régime totalitaire, introduit dans son écriture un langage populaire et désinvolte pour montrer le dérèglement d'un monde où il constate toujours l'échec des nouvelles classes dirigeantes. [...]Le roman de Lopes donne alors à lire l'envers et les revers de cette Histoire africaine qui a perturbé les fondements socioculturels du continent. Chez lui, l'Histoire devient prétexte pour peindre la violence qui a présidé à la fièvre de l'entreprise coloniale et au système d'oppression mis en place par les nouveaux dirigeants africains au lendemain des Indépendances.

The final assessment of this above 'requisitoire' is that with the failure of political independence to usher in the dividends of democratization in many African countries, disillusionment has set in. Hence, writers in their works, reflect these social dissonances manifested in political instability, ethnic identity, inequality, corruption, abuse of power, and leadership failure.

In the present study, unlike our predecessors, we propose to scrutinize the problematic of endemic cruelty in the African novel in an attempt to compare the manifestations of ideological and political power abuse in the Francophone and Anglophone world. Our main concern is therefore to answer the following question: What are the manifestations of fear and sadism in the selected texts.

The New Historicism which looks at records of events in wars arbitrations, negotiations and conflicts seems then appropriate for this study since it purports to show that the works selected are of an intensive physiological activity, mainly between the oppressors and the oppressed, as Ngũgĩ Wa Thiong'o (1972:121), for instance, confesses:

In my novels, I have tried to show the effect of the Mau-Mau on the ordinary man and woman who were left in the village. [...] You found a friend betraying a friend; a father suspicious of the son, a brother doubting the sincerity or the good intentions of a brother, and above all these

things, the terrible fear under which all these people lived.

Theorizing about this critical approach, Kofi Agyekum(2013:216-217) stresses its importance as follows:

Based on the tradition of psychoanalysis by Sigmund Freud analyses a work of literature from the point of the mind, personality, mental and emotion of characters, the New Historicism examines the power relations of rulers and subjects, the haves and the have-nots, employers and employees. By analyzing this, we see the social stratification between the marginalized and the suppressed on one hand, and the oppressors and the oppressed on another. [...]The New Historicism reveals the conflicting power relations that underlie all human interaction and the way the oppressed struggle to attain self-confidence and independence, while the dominant group finds other ways of maintaining power. When all these view are expressed fully in literary works they enrich readers' understanding.

Three main points are developed in this study. Prior analysing fear and terror as they are contextualized in post-independent era either through ideological extremism or the cult of personality, it is worth examining some cases of sadism yet diagnosed long before in the context of colonizer-colonized.

## II. FROM ACCULTURATION, CONFUSION TO MADNESS

The exploration of literary works under consideration reveals that Ngũgĩ Wa Thiong'o and Henri Lopes develop an intensive psychological activity in the sense that some of their characters are profoundly concerned with moral or inner conflict. In fact, one of the most destructive impacts of colonization on the natives has been doubtlessly their moral alienation. For African people who have been targeted to receive the new western ideas in missionary schools and in Churches were not empty-minded; they already had their own customs. As a result, they find themselves in a dead-lock as they finally, no longer know which way to follow. Consequently, not only do they feel completely dehumanized and uprooted, but lose their dignity as a worthy people. They turned somehow mad because of the oppression of the colonial agents to the point they showed symptoms of mental disorder as Frantz Fanon (1961:125), in a chapter devoted to "Colonial War and Mental disorders", opines:

We had no control over the fact that the psychiatric phenomena, the mental and behavioural disorders from the colonial war, have loomed so large among the penetrators of 'pacification' and the 'pacified' population. The truth is that colonization in its very essence, already appeared to be a good purveyor of psychiatric hospitals. Because it is a systematized negation of the other, a frenzied determination to deny any attribute of humanity, colonialism forces the colonized to constantly ask the question 'who am I in reality?'

The same psychiatric and anthropological studies have shown that those colonizers so haunted by the burden of civilizing the earlier African populations were also acting just as madmen.

Ngũgĩ Wa Thiong'o deals with this issue in almost *Weep not, Child, The River Between, and A Grain of Wheat*, novels that he sets in pre-independence Kenya with regard not only to the colonizers but the natives too. Indeed, some of the characters, both among the colonized and the colonizers experience a psychological disorder illustrated by a kind of 'blind' extremism if not a sadism. In his first drafted novel, *The River Between* for instance, Joshua is pictured as the archetype of those natives who are involved in psychological conflict. In fact, Joshua is very soon enrolled into the new faith widely spread by the missionary and, blindly believes in it though he has been initiated in the ways of the tribe years before. And since he finds himself in front of two antagonistic cultures, he proves quite incapable to integrate them. He forgets that whenever two opposed philosophies meet, concessions have to be made so as to let the two reconcile harmoniously. Instead, Joshua creates, according to Robert Serumaga (1969:73), "*the barriers which suppress what comes up from his subconscious minds so that whatever emerges is rejected.*"

Indeed, he rejects his traditional values and grows completely uprooted by a religion which has nothing to do with his own tribal realities. He becomes so alienated to the point that he feels no emotion about his own daughter's death just, because the latter does not share his religious convictions: "*Joshua heard of the death of Muthoni without any sign of emotion on his face.*" (*The River Between*, p. 53)

Besides, he is confused for he does not really understand and master the new culture which he spreads. That is why he is unable to answer some questions when he is preaching. Joshua's inconsistency is too evident that

Robert Serumaga (1969:75) wonders if he is still a genuine Kikuyu:

Joshua, a man of the tribe who knew the language of the fields, is completely taken over by a Christian religion. He is muddled with the new faith and does not want anyone to attack it. Does Joshua exist? The Joshua we knew before he was Christianized is dead. This is someone else.

According to Robert Serumaga, Joshua like Okonkwo in Chinua Achebe's *Things Fall Apart*, does not discern the two cultures in order to preserve just what is good. He, on the contrary, refuses to change and embody both of them. Consequently, he is doomed to failure and comes to no good end, as Serumaga (op.cit.,p.75) adds: "To my mind anyone who fails to integrate his experiences, who is taken over by one side ... is going to lose. Joshua loses because he is completely taken over and ceases to be himself. He becomes different human being." Joshua passes then to be a good archetype of moral alienation and self-renouncement. He loses his tribal roots so that he finds it impossible to lead a normal life and to participate objectively in the tribal life. Here again, the author stigmatizes Joshua's naïve behaviour, as Palmer Eustace (1973:p.14) contends: "Joshua is as bigoted a religious fanatic as ever existed. In Joshua we see the dangerous consequences of a blind and uncritical acceptance of an alien ideology. Lacking any kind of intelligence, Joshua accepts Christianity with a naivety which is almost comic."

From this quotation, one easily infers that Joshua's psyche has been radically altered the first day he got converted into the new religion. He he considers himself to be pure whereas, he sees the others, his tribesmen as "sinners moving deeper and deeper in dirty mud of sin." (*The River Between*, p. 60) By the same token, Joshua's castigation of Muthoni because of her desire to be circumcised is rendered dubious by the realization that his wife and himself have grown up and been initiated in the ways of the tribe. In short, Joshua is not simply a mistaken extremist; he is a manipulative fraud too knowing that he is in league with the settlers:

Joshua preached with more vigour than ever and his followers sang damnation to the pagans openly and defiantly. Joshua was identified as the enemy of the tribe. He was with Siriana, with the white settlers. For now it was said that Siriana missionaries had been sent to prepare the way for the settlers. The white people were now pouring into in greater and greater numbers. Indian traders too had come and were beginning to carry on a thriving business. (*The River Between*, p. 125)

At this moment, Joshua appears as a permanent danger not only for his family, but for his tribesmen too. He is then considered as a social traitor because people accuse him of being the source of all the evils they experience, as *The River Between* (p.32) reads: "For the whole of that year, things had not gone well with Joshua. People at Kameno were becoming restless and believed that it was Joshua who was responsible for the white men who these days often came to the hills... . They blamed Joshua for this interference."

As it can be seen, the Christian church to which Africans are asked to migrate has its drawbacks for it somehow tears up the tribe. Through Joshua's psychological conflict, Ngũgĩ aims at stressing the inadaptability of such religion for the Africans. An opinion nearly shared by Williams Lloyd quoted by C. Pieterse and D. Munro (1969:54) while summarizing the novelist's position in the following words:

He knows that religion can be meaningful to a people only if it relates to them in their daily lives, only if it rises out of the important aspects of their past and speaks directly to their experiences in the present. A religion which speaks only of religious ideals and moral truths, without touching on the concrete situation of man in his everyday life, can give to man nothing but emptiness.

It is to fill this gaping hole of nothingness that Muthoni pursues and finds fulfillment in the ways of the tribe. Sadly, her father who has himself at times wondered why it is now considered a sin to marry more than one wife when in the old testament, many of the fathers of the faith have themselves got married with many wives, is far too blinded by his own self-righteousness and sheer misguided religious bigotry to be able to look beyond his nose and empathize with his daughter; pitifully too, he does not even grieve her loss:

Joshua heard about the death of Muthoni without a sign of emotion on the face. [...] He did not ask Miriamu when she died or how Miriamu had learnt of the facts. [...] To him, Muthoni had ceased to exist on the very day she had sold herself to the devil. Muthoni had turned her head and longed for the cursed land. Lot's wife had done the same thing and she had turned to stone, a rock of salt, to be forever a stern warning to others. The journey to the New Jerusalem with God was not easy. It was beset with temptation. But Joshua was determined to triumph, to walk

with a brisk step, his eye on the cross. (*The River Between*, pp. 53-54)

This kind of attitude obviously makes us realize the blindness with which Joshua clings to the new faith. In fact, he is no longer himself because the new religion makes him lose his humanity. The most unfortunate aspect that confirms Joshua's psychological conflict in this passage is the untoward misrepresentation as well as the misapplication, of biblical teachings. Indeed, a close reading of this text ultimately leads to the conclusion that Joshua's poorly digested Christianity encouraged and fuelled his repulsive attitude to his family. We are shocked at the degree of his inhumanity to others under the pretext of religious zealotry. His religious fervour is essentially empty and devoid of basic Christian tenets. He is evidently oblivious of the fact that physical abuse and an absolute lack of humanness is anathema to Christianity and to all well-known Christian values. Yet, drawing parallels between Joshua, Eugene Achike's religious fervour in Chimamanda Adichie's *Purple Hibiscus*, Sophia O. Ogwude (2011:113) wonders:

Does Joshua's Bible not have the story of King David and his erring son, Absalom? Can a people's ways and culture, in this specific case, circumcision, be deemed devilish even if we concede that sanitary standards may not have been accorded the attention due it in these operations? By what stretch of the imagination can any truly informed mind compare Muthoni with Lot's unnamed wife and, Muthoni's Kenya with Sodom and Gomorra? Also, where is the temptation, of which he speaks? And where is this imagined New Jerusalem to which he must march?

We may notice that Joshua's autocratic nature as moulded and nurtured by religious narrow mindedness, is the bane of his family comprising his wife and two daughters, all of whom are subjected to, and suffer, severe emotional as well as psychological abuse. Obviously, Ngũgĩ here satirizes obsessive African converts to the new Christian religion especially because they barely understood much of what they so resolutely defended and held up for emulation against their tested culture. Indeed we learn that:

Joshua believed circumcision to be so sinful that he devoted a prayer to asking God to forgive him for marrying a woman who had been circumcised. "God, you know it was not my fault. God, I could not do otherwise, and she did this while she was in Egypt." Sometimes, when alone with Miriamu, his wife, he would look at her and sadly remark,

'I wish you had not gone through this rite.' Not that Miriamu shared or cherished these sentiments. But she knew him. Joshua was such a staunch man of God and such a firm believer in the Old Testament that, he would never refrain from punishing a sin, even if it meant beating his wife. He did not mind as long as he was executing God's justice. (*The River Between*, pp.35-36)

Yet, it is difficult to recall anywhere in the Bible where it is shown that men beat their wives for any reason; neither is there anywhere in the Bible where it is written that men are, or should be expected, to execute God's justice! Joshua's Christianity has no room for compassion. In him we see a man with a self-imposed mandate to "execute God's justice." Interestingly, this theme reoccurs in *POB* where Munira, the headmaster and his doubtful or misguided desire to save Karega, from the whoring Wanja, leads him to set her house on fire.

Joshua's psychological inadaptability reminds of Achebe's *Things Fall Apart* where Okonkwo's extremism turns to a mere moral alienation. In fact, the "ontological" fear to be treated as a coward or an effeminate like his late father Unoka, makes the young protagonist impelled by some uncontrollable inner forces. "A *force de cultiver cet état anxieux, il en arrive à un comportement de nervosité*" to borrow Thomas Melone's (1973:212) words.

This fiery temper finally finds an outlet in violent actions in Okonkwo's immediate environment. As a matter of fact, he becomes a merciless man and gets angry with everybody and about everything. His exaggerated fear of effeminacy makes him conflicting with himself, his family and his clan. He is no longer a human being. According to Donald Weinstock and Cathy Ramadan (1978:128):

Okonkwo is consistently associated with masculinity, and he virtually always mistrusts, opposes and attacks anything feminine or linked with femininity. He is then fighting against ideals that counter everything he values. Christianity embodies and stresses the qualities that Okonkwo considers to be womanish-love affection, and mercy; and he characteristically evaluates the missionaries as a "lot of effeminate men clucking like old hens."

This inner conflict paves the way to his tragic downfall which is unavoidably to hang himself up. Consequently, Okonkwo commits "nsoani" after another and becomes rapidly a pariah or "a man whose *Chi* said no despite his affection" to borrow Achebe's words. (*Things Fall Apart*, p.119)



In fact, when Okonkwo's son Nwoye gets converted into Christianity, Okonkwo's heart is broken. For all his life, Okonkwo worked to prove himself as a man. His battle for success stemmed from the lack of success in his father's life. His only wish for his son was that he grows up to be a man. He was fighting against the woman-like characteristics his son exhibited. Since Okonkwo's family was his pride and joy, Nwoye's conversion was the final battle, and Okonkwo had lost: his own son had rejected his lifestyle. There was then no other option but to cease to live. Okonkwo's suicide symbolizes the death of the African culture. The author chooses to have Okonkwo kill himself instead of another person killing him, just to symbolize the Africans' hands in allowing Christianity to take hold; subsequently eradicating African culture.

Moreover, the psychological conflict is also one of Ngũgĩ's concern in *Weep not, Child*. Among the characters identified as renegades, social traitors in the novel, Jacobo is an eloquent illustration. Indeed, he is uprooted on the earlier days he accepts to betray his tribes for material advantages. It must be stated that Jacobo is the only Kikuyu allowed to grow pyrethrum, that cash crop yet planted by white farmers over the lands of his fellow Africans. David Cook and Michael Okenimkpe (1997:57) opine that at this moment, Jacobo's "*cynicism entails not only ruthless ambition geared to self-aggrandizement, but the shame of betraying his own people to achieve his ends.*"

Actually, Jacobo deliberately frustrates his fellows Africans who endeavour to move forwards and regains effective control of the land as Ngũgĩ better emphasizes it through the Barber's utterance:

Jacobo is rich. You know that he was the first black man to be allowed to grow pyrethrum. Do you think he would like to see another one near him? And how anyway, do you think he was allowed what had been denied to the rest?[...] It's because he promised them to sell us. (*Weep not, Child*, p.68)

From this quotation, one easily infers that what Jacobo fears the most is in fact to see other Africans have the same material privileges like him. Such an 'ontological' fears dehumanizes him, because he is no longer capable enough to discern what is salutary to the community. Ngũgĩ provides us with a good illustration of Jacobo's moral alienation when, sent by his mentor Mr Howlands, he decides to impede the strike that workers intend to organize for better conditions. It is reported that Jacobo chose to defend the White man's cause to the detriment of his tribesmen:

Jacobo the richest man in all the land around had been brought to pacify the people. For single moment Jacobo crystallized into a concrete betrayal of the people. He became the physical personification of the long years of waiting and sufferings. Jacobo could not have refused. For a time he had thought himself successful. (*Weep not, Child*, pp.66-67)

This passage helps us figure out how blind Jacobo was to accept such a perfidious operation. He feigns to forget that workers are struggling for better living conditions and goes against his own people. In causing this strike to fail; he is unconsciously digging his own tomb as a Kikuyu proverb goes saying: "*Don't go against the people. The man who ignores the voice of his own people comes to no good end.*" (*A Grain of Wheat*, p.256) Finally, in accepting to betray his own people, Jacobo becomes "*an enemy of the black people*" (*Weep not, Child*, p.67), and as such, is murdered by the freedom fighters just as they do for his guru. Jacobo's betrayal for his people is then seen as an act of dying for the protection of the white man's culture.

As it can be seen, the psychological conflict is persistent in Ngũgĩ's novels. Many characters are deeply involved in it, but they generally have no good end within the society. The major problem they face is perhaps their fundamental inability to get rid of their rooted traditional beliefs and internationalize to the unconscious level the new faith. Most of them simply understand the new system in the light of their tradition; it is not rare to find some new converts who have consciously and unconsciously severed all their ties with tradition. Put in another way, those Africans don't succeed in integrating the two cultures, that is to say they, as Robert Serumaga (1973:75) thinks, "*refuse to change and embody both experiences... they fail to realize that if a social duty conflicts with a personal matter, concessions have to be made so that the two can be reconciled.*"

Impelled by this principle, Muthoni though a Christian convert, resolves to get circumcised for the sake of reconciling herself not only with the Christian faith, but with the ways of her tribe. In fact, in Kameno, where she got refuge, Joshua's daughter frankly says to Waiyaki that she is still a Christian though conscious that nobody can follow her in such a reconciling path: "*No one will understand me, I say I am a Christian and my father and mother have followed the new faith. I have not run away from that. But I also want to be initiated into the ways of the tribe.*" (*The River Between*, p.21)

It is only after having undergone circumcision that Muthoni feels at ease and relieved from her psychological

conflict. That is why, despite the tragic effect this operation has on her body, Muthoni happily expresses her feeling of having accomplished her dream, that of reconciling at a personal level, Christianity and tradition. This accounts for the messages she sends to her elder sister Nyambura through Waiyaki: “*Tell Nyambura I see Jesus. And I am a woman, beautiful in the tribe...*” (*The River Between*, p.43). And, since “*An individual’s importance is not only the life he leads in this world, but the effect of his work on the other people after he has gone*” (*The River Between*, p.44), Muthoni’s act of reconciliation becomes an undying source of inspiration for some of her tribesmen in search for social balance. As a matter of fact, Nyambura and her lover Waiyaki will virtually follow this way of reconciliation paved by Muthoni’s death. In fact, despite their father’s strong opposition, they have fallen in love with each other at the neglect of the established principles for they believe in the necessity of the reconciliation between the essentially Christianized Kamenos and Makuyus which remains the stranglehold of the Kikuyu tradition. This reminds us of Jesus’ sermon on the mountain: “*Narrow is the gate to happiness and life. The way that leads to it is hard and there are few people who find it. But the gate to perdition or hell is wide and the road to it is easy, there are many who travel it.*” (Good News Bible, Matthew 7:13)

In fact, instead of following the way of salvation in order to lead a harmonious life, people of the two antagonistic ridges remaining, for fanatical motivations, blind to the religion of forgiveness, tolerance and peace, sticks rigidly to his position. The case of Joshua is there again to illustrate this idea as the narrator tells us:

Perhaps that was what was wrong with Joshua. He had clothed himself with a religion decorated and smeared with everything white. He renounced his past and cut himself away from those life-giving traditions of the tribe. And because he had nothing to rest upon, something rich and firm on which to stand and grow, he had to cling with his hands to whatever the missionaries taught him promised future. (*The River Between*, p.163)

An ambiguous behaviour that will prove very suicidal not only at the individual level but, above all, for African communities as the narrator better puts it through Waiyaki’s balanced conclusion:

Waiyaki had realized many things. Circumcision of women was not important as a physical operation. It was what it did inside a person. It could not be stopped overnight. Patience and, above all, education, was needed. If the white

man’s religion made you abandon a custom and then did not give you something else of equal value, you became lost. An attempt at resolution of the conflict would only kill you, as did Muthoni. (*The River Between*, p 163)

Since the Kikuyu people which symbolize Africa failed to reconcile not only with themselves, but above all, with the British settlers, all the conditions for a clash are then fulfilled. Assuredly, they would sink in a more dramatic situation which would lead Kenya to a terrible bloodshed never experienced in Africa at that time as we will realize it in the following section devoted to another kind of conflict.

### III. POLITICAL IDEOLOGY AND SADISM

Sadism has permanently marked the relationships between Africans and Europeans in Kenya. This cruelty sets in battling two ideological and military forces: one colonial and the other made insurgents. The first resorts to acts of extreme violence so as to keep on controlling the heart of the economy by confiscating to the best and richest Kenyan highlands. In reaction to the alienation of their tribal land, the natives fighting in the single-minded determination to get it back, will also addict themselves in perpetrating violent acts too. In this connection, I will focus on the narrative of this violent confrontation since it is fictionalized in Ngũgĩ’s novels, namely those considered in this work.

In *A Grain of Wheat* for instance, the two conflicting parts are symbolized by John Thompson, the police officer and Kihika, the leader of the freedom fighters of Thabai. The narrator describes how both characters fell as invested with a mission that, at whatever cost, they want to execute regardless the moral dispositions, making them no more than “problematic heroes” to borrow Sunday Anozie’s (1970:54) expression.

Though the two rivals during the Mau Mau rebellion displayed their psychological insanity through sadistic violence, the narrator still shows a kind of sympathy for Kihika whose violence he legitimizes for it is only an ideological riposte to the aggression coming from the other camp.

To start with, who is that John Thompson depicted as the physical embodiment of the British civilisation in all its splendour? Intellectual graduated from the British universities, John Thompson is overwhelmed with Rudyard Kipling’s poem “The White man Burden” or his novel entitled *Kim* about the White man’s civilizing mission towards African and Indian colonized populations.

The portrayal that the narrator makes of John Thompson helps us figure out the ethnocentrism of the civilizing ideology which causes his illumination that we dare quote it at certain length:

Thompson first came to East Africa during the Second World War, an officer, seconded to the king's African Rifles. He took an active part in the 1942 Madagascar campaigns. Otherwise most his time was spent in Kenya doing various garrison and training duties. After the war he returned to his interrupted studies in Oxford. It was there, whilst reading history that he found himself interested in the development of the British Empire. At first this was a historian's interest without personal involvement. But, drifting into the poems of Rudyard Kipling, he experienced a swift flicker, a flame awakened. He saw himself as a man with destiny, a man poised for great things in the future. He studied the work and life and Lord Lugard. And then a casual meeting with two African students crystallized his longing into a concrete conviction. They talked literature, history, and war; they were all enthusiastic about the British Mission in the World. (*A Grain of Wheat*, p. 47)

And to deal with his psychological insanity, the narrator keeps on portraying as Thompson is fascinated by the sight of blood. In fact, one day, while in his office, Thompson watches Doctor Lynd bull massif dangerously emerging towards a group of Africans employed by the colonial administration including Karanja, a former Mau Mau rebel who is now defending the colonial cause. The massif dog is about to attack Karanja, Thompson is paradoxically interested in the violence that stands out on the horizon. The narrator depicts this sadistic reaction in the following terms:

The bull-massif emerged from the other side of the chemistry block, sniffing along the grass surface. Then it stood and raised its head towards the library. Thompson tensed up: something was going to happen. He knew it and waited, unable to suppress that cold excitement. Suddenly the dog started barking as it bounded across the compound towards the group of Africans. A few of them screamed and scattered into different directions. One man could not run in time. The dog went for him. The man tried to edge his way out, but the dog fixed him to the wall. Suddenly, he stopped, picked up a stone, and raised it in the air. The dog was now only a few feet away. Thompson waited for the thing he feared to happen. Just at a moment, Dr

Lynd appeared on the scene, and as the dog was about to jump at the man, shouted something. Thompson's breath came back first in a long-drawn wave, then in low quick waves, relieved and vaguely disappointed that nothing had happened. (*A Grain of Wheat*, p. 38)

The description above of the fascination in Thompson as he foresees the violence Karanja (his only agent) would be victim of is an unquestionable proof that racism becomes for him a mental illness as Palmer Eustace (1973: 44-45) better puts it:

Although Thompson is not presented in as much detail as the Africans, Ngũgĩ tells as much as we need to know him fully, partly through an analysis of his inner thoughts and struggles. When Dr Lynd's dog attacks Karanja, Thompson inwardly wrestles with paralysing unconscious sadism, which would really like to see the dog draw Karanja's blood. We are intended to feel to not contempt for Thompson, but pity for a man who is aware of his inner weakness and desires, and struggles to suppress them.

The omniscient narrator accentuates the intensity of the emotion, allowing the reader realize Thompson's sadism. The last sentence of the quotation "Thompson's breath came back first in a long-drawn wave, then in low quick waves, relieved and vaguely disappointed that nothing had happened" validates Palmer's critical postulation about Thompson's weakness or mental insanity. Another scene illustrating Thompson's psychological conflict or pathological aggressiveness is when he orders to inflict a severe collective punishment on the detainees just because they have denounced ill-treatments they were victims of in detention cells:

Thompson was on the edge of madness. Eliminate the vermin; he would grind his teeth at night. He set the white officers and warders on the men. Yes- eliminate the vermin. But the thing that sparked off the now famous deaths, was a near-riot act that took place on the detainees, a stone was hurled at them and struck one of them on the head. They let go the food and ran away howling murder! Riot! The detainees laughed and let fly more stones. What occurred next is known to the world. The men were rounded up and locked in their cells. The now famous beating went on day and midnight. Eleven men died. (*A Grain of Wheat*, p.117)

What draws the reader's attention about Thompson's madness and obsession for violence is the narrator's use of

lexical field “Eliminate the vermin, murder, riot, beating, eleven died.”

In a similar lexical choice of violence, the narrator helps us discover the same indicators of madness in Thompson’s predecessor, Thomas Robson purposely nick named “Tom the terror” for his ferociousness:

Those of you who have visited Thabaï or any of the eight ridges around Rung’ei (that is, from Kerarapon to Kihingo) will have heard about Thomas Robson or as he was generally known Tom, the terror. He was the epitome of those dark days in our history that witnessed his birth as a District Officer in Rung’ei that is, when the Emergency raged in unabated fury. People said he was mad. They spoke of him with awe, called him Tom or simply ‘he’ as if the mention of his full name would conjure him up in their presence. Driving in a jeep, one Askari or two at the back, a bren-gun at the knees, and a revolver in his khaki trousers partially concealed by his bush jacket, he would suddenly appear at the most unexpected times and places to catch unsuspecting victims. He called them Mau Mau. (*A Grain of Wheat*, p.162)

However, psychopathological symptoms are also diagnosed in Kihika, the chief of the Thabaï Mau Mau section in his anti-colonial riposte. Just like his enemy Thompson, Kihika shows an enthusiastic interest in his personal studies for, he is disillusioned and traumatized by the missionaries’ behaviours. The narrator tells us that his ideology on resistance finds credence in Warui’s stories about the emblematic figures who lead the resistance against the colonial intrusion in Kenya:

Kihika’s interest in politics began when he was a small boy and sat under the feet of Warui listening to stories of how the land was taken from black people. [...] Warui needed only a listener: he recounted the deeds of Waiyaki and the other warriors, who, by 1900 had been killed in the struggle to drive out the White men from the land; of Young Harry and the fate that befell the 1923 procession; of muthirigu and the mission schools that forbade circumcision in order to eat, like insects, both the roots and the stem of the Gikuyu society. Unknown to those around him, Kihika’s heart hardened towards ‘these people’, long before he had even encountered a white face. Soldiers came back from the war and told stories of what they had seen in Burma, Egypt, Palestine and India; wasn’t Mahatma Gandhi, the saint,

leading the Indian people against British rule? Kihika fed on these stories: his imagination and daily observation told him the rest; from early on, he had visions of himself, a saint, leading the Gikuyu people to freedom and power. (*A Grain of Wheat*, pp.72-73)

From the forgoing, one easily infers that the mention of Mahatma Gandhi as a “saint, leading the people of India” drives Kihika to forge a messianic and political image about his own person at whatever cost. Kihika rapidly makes a personal re-interpretation of the Biblical references in order to justify his combat against colonizers. The narrator provides us with three epigraphs underlined in Kihika’s personal Bible to help us understand his messianic philosophy:

And the Lord spoke unto Moses, Go unto pharaoh, and say unto him, thus saith the Lord, Let my people go. (*A Grain of Wheat*, p.29 - Exodus 8:1)

And the Lord said, I have surely seen, the Afflictions of my people which are in Egypt, and have heard their cry by reason of their task makers; for I know their sorrows. (Ibid., p.113 - Exodus 3:1)

Verily, verily, I say, unto you, except a corn of wheat fall into the ground and die, it abideth alone; but if dies, it bringeth forth much fruit. (Ibid., p.175- Saint Jones 12:24)

The first two verses extracted from the Old Testament are words of God who, in the first text, sends Moses unto pharaoh to tell him to set the Israelites free from Egyptian captivity. He asserts that he knows all the hardships they suffer from Pharaoh. The link between these two verses underlined in red and from which Kihika heavily draws inspiration, is that the people must turn towards God for liberation. However, the last passage underlined in black is drawn from the New Testament emphasizes on the sacrifice to consent for that freedom, martyrdom. In substituting the Kenyan people for the Jews, Kihika backs his ideology upon the third verse which according to him, better fits the Kenyan situation needing rapid sacrificial actions involving even suicides or bloodshed. The narrator helps us discover his Christian vision tainted with revolutionary ideas in the following passage wherein he tried to convince Karanja:

Yes - I said he (Jesus) had failed because his death did not change anything; it did not make his people find a centre in the cross. All oppressed people have a cross to bear. The Jews refused to carry it and were scattered like dust all over the

earth. Had Christ's death a meaning for the children of Israel. In Kenya we want a death which will change things, that is to say, we want a true sacrifice. But first we have to be ready to carry the cross. I die for you, you die for me, we become a sacrifice for one another. So I can say that you, Karanja, are Christ. I am Christ. Everybody who takes the Oath of unity to change things in Kenya is a Christ. (*A Grain of Wheat*, p.83)

As the narrative goes on, the reader paradoxically discovers that Kihika's obsessive extremism, that is to say, his fierce determination to drive away the colonizer, expresses a kind neurosis. For he progressively gets involved in actions of incredible violence though he tries to justify his intentions to Mugo in the following noteworthy passage:

We are not murders. We are not hangmen like Robson-killing men and women without cause or purpose. We only hit back. You struck on the left cheek. You turn the right cheek. One, two, three-sixty years. Then suddenly, it is always sudden, you say: I am not turning the other cheek any more. Your back to the wall, you strike back. [...] We must kill. Put to sleep the enemies of black man's freedom. They say we are weak. They say we cannot win against the bomb. If we are weak, we cannot win. I despise the weak. Let them be trampled to death I spit on the weakness of our fathers. Their mummery gives me no pride. And even today, tomorrow, the weak and those with feeble hearts shall be wiped from the earth. The strong shall rule. [...] That is our aim. Strike terror in their midst. Get at them in their homes night and day. They shall feel the poisoned arrow in the veins. They shall not know where the next will come from. Strike terror in the heart of the oppressor. He spoke without raising his voice, almost unaware of Mugo, or of his danger, like a man possessed. His bitterness and frustration was revealed in the nervous flow of the words. Each word confirmed Mugo's suspicion that the man was mad. [...] Kihika was mad, mad, he reflected, and the thought only increased his terror. (*A Grain of Wheat*, pp. 166-167)

This passage obviously reveals Kihika as a ferocious person ready to leap at the oppressor. His speech shows that, just as an insane person, he feels no pity for the bloodshed be it of the enemies or of his black confederates. This is quite justifiable by the recurrent

theme of murder and violence in the above speech (kill, smote all the first born, Strike terror, poisoned arrow...).

Since his sole preoccupation, becomes that of defending the Africans's interests and avenge his tribesmen killed for the cause of freedom, Kihika hits back and kills not only Robson, the cruel white man, but he also destroys a big camp named Mahee as Ngũgĩ puts it:

The greatest triumph for Kihika was the famous capture of Mahee... caught unawares the police made a weak resistance as Kihika and his men stormed in. Some policemen climbed the walls and jumped to safety. Kihika's men broke into the prison and led the prisoners out into the night. The garrison was set on fire and Kihika's men ran back to the forest with fresh supplies of men, guns and ammunition to continue the war on a scale undreamt of in the days of Waiyaki and Young Harry. (*A Grain of Wheat*, p. 16)

Kihika reminds us of those freedom fighters embodied by Boro in *Weep not, Child* for they too, haunted by the idea of recovering the alienated land at whatever cost, become murderers as well. Indeed, they find it judicious to apply the talion's rule by punishing every whiteman's crime by a murder of the same nature. Just as Kihika does, Karanja, one of these freedom boys, advocates the legitimacy of their ideology in the following passage:

"The homeguard with their white masters. They are as bad as Mau-Mau."

"No. Mau-Mau is not bad. The Freedom boys are fighting against white settlers. Is it bad to fight for one's land? Tell me that."

"But they cut black men's throats."

Those killed are traitors! Black white settlers."

"What is Mau-Mau?"

"It is a secret Kiama. You 'drink' oath. You become a member. The Kiama has its own soldiers who are fighting for the land. Kimathi is the leader."

"Not Jomo?"

"I don't know, but father say that Kimathi is the leader of the Freedom Army and Jomo is the leader of KAU and fear Mau-Mau."

"But they all are the same? Fighting for the freedom of the black people." (*Weep not, Child*, pp.81-82)

As a matter of fact, Dedan Kimathi reported above as one of the most famous freedom fighters, sends three letters as

a warning respectively to the colonial soldiers, to the missionary school, and to all those who act as traitors. The first one actually reveals how fiery his temper is: “*The letter to the police station at Njery: I Dedan Kimathi, leader of the African freedom army, will come to visit you at 10:30 a.m. on Sunday.*” (Ibidem, p. 75) As Dedan Kimathi is thought to be very mysterious since a myth goes on that he can change himself into anything, a white man, a bird or a tree, he goes to Njery but will not be caught by the homeguards in spite of all the security measures in place. After this first successful experience, he sends another letter the fierce of which is revealed as follows: “*The letter said that the head of the headmaster plus the head of forty children would be cut off if the school did not instantly close down. It was signed with Kimathi’s name.*” (Ibidem, p. 94) The third letter is significant of a war declaration since it directly targets Jacobo and his master Mr Howlands considered as the physical personification of the black people’s hardships. It is more incendiary than the previous; a very brutal warning for it reads: “*stop your murderous activities. Or else we shall come for your head. This is our last warning.*” (Ibidem, p. 66)

Subsequently, the day of the declaration of the State of emergency, Kenya is nothing but the theatre of bloodshed. In fact, freedom fighters realize that the white man is so stubborn to be threatened by warnings only. That is why they are determined to smite their enemies with their sword. Boro even turns somehow mad because he is haunted by the idea of killing the white man and his stooges as Ngũgĩ portrays him in the following passage:

Boro had now been in the forest for a considerable time. The ripe hour of his youth and had been spent in bloodshed in the big war. This was the only thing he could do efficiently. His mission became a mission of revenge. If he killed a single white man, he was exacting a vengeance for a brother killed. [...] The only thing left to me is to fight, to kill and rejoice at any who falls under my sword. But enough, chief Jacobo must die. And with him, Howlands. He is a dangerous man. (Ibidem, p. 116)

As the narrative goes on, the author provides us with the dramatic scene in which Boro fulfils his premeditated crimes. He assassinates Jacobo and his mentor Mr Howlands as sketched in an episode opposing the latter and Boro his executioner:

The door opened, Mr Howlands glanced at his watch and then turn round. A pistol was aimed at his heads.

–“You move, you are dead.”

–“Have you anything to say in your defence?”

–“Nothing.”

–“Nothing. Now you say nothing. But when you took our ancestral lands.”

–“This land is my land.” Mr Howlands said this as a man would say this is my women.

–“Your land! Then you white dog, you’ll die on your land.” Fear overwhelmed him and tried to life with his might. But before he could reach Boro, the gun went off. Boro had learnt to be a good marksman during the Second World War. The white man’s trunk stood defiant for a few seconds. Then it fell down. Boro rushed out. He felt nothing-no triumph. He had done his duty. (*Weep not, Child*, pp. 116-117)

This passage shows how Boro is a man of action; cowardice or passiveness is not a language proper to him. His mental insanity is revealed through the attitude he has after committing his crime for “*He felt nothing-no triumph. He had done his duty.*”

From these submissions, one easily infers how the psychological conflict has been perceptible and has heavily marked the relationships in Kenya at certain periods of its history. For, some symptoms of the mental pathology could be diagnosed both among colonial masters and natives as well. The representatives of the colonial administration such as Mr Howlands, John Thompson or Thomas Robson and their stooges (Joshua, Jacobo or Karanja) to quote only some, acting under the impulsion of a civilizing ideology, and searching the purify and heal the native from the “madness” they would suffer, paradoxically lose all humanity, evidencing then symptoms of a mental insanity.

However, the riposte by a revolutionary and messianic ideology reinforced by the war experience of Boro, Kihika and other freedom fighters only confirms the sadism of neurotic leaders in their search of rehabilitating the Kenyan people. For, riposting to violence by bloodshed without having any frame of mind, is vindictive and dangerous as well and cannot be legitimated whatever its motivations. It is accordingly that one can appreciate Malcolm X’s (online) appeal standing against violence:

Je ne crois pas en la violence, c’est pourquoi je veux y mettre fin. Vous ne parviendrez pas à y mettre fin au moyen de l’amour, l’amour des choses d’ici-bas Non ! Tout ce que nous demandons c’est une vigoureuse action d’auto défensive que nous nous sentons en droit de susciter par n’importe quel moyen.

Since they did not manage to contain their vengeful emotions, these veterans of the war for freedom, progressively slipped into confusion and sadism of an unbearable degree since they could not understand one another. Yet, Ngūgĩ says of Boro that “*At one breath he could talk of killing as the law of the land and then in the next breath would caution care*” (Weep not, Child, p. 117), a very strange and unbalanced character who promises the struggle to be an utter bloodshed. So far, this study has centred on terror and fear as contextualized in the context of colonizer-colonized, let us focus on the cult of personality as one of the many flaws which evidence symptoms of sadism recorded in some postcolonial characters.

#### IV. PERSONALIZING POWER STATE AS AN IDEOLOGICAL WEAPON OF SADISM

Since independence, the democratic rule with all its human rights implications is still a mirage for many Africans whose countries have sadistic rulers. These leaders, military or civilians, run the State as a private business, thereby militarizing the public sphere to ensure compliance from the masses. Hence, they personalize State power and liquidating all democratic rights.

Personalizing State power is nothing but the cult of personality which is a kind of excessive adulation of a leader in a dictatorial regime. It constitutes a widespread yet born practice in the African political scene during the colonial as well as the post-colonial period. This ‘sadistic’ behaviour is generally materialized through praise, nicknames, propaganda, and even songs to celebrate this cult. Considering themselves as the providential leaders of their countries, African hey want to be overestimated, and need people to praise then and be interested in whatever they do.

In Ghana, as reflected in Armah Ayi Kei’s *The Beautiful Ones Are Not Yet Born*, this power personalization is embodied by Kwame Nkrumah who, apart from ‘Osageyfo’ translated for ‘the redeemer’ or ‘he who never fails’, happens to be called by other demagogic nicknames such as ‘The awful one’, ‘The achiever’, ‘The ruthless’, ‘The valorous friend of farmers’, ‘The Quencher of fire’, ‘The High dedication’, ‘The Nation’s fount of honor’, and ‘He who never dies’, to mention only some. All these epithets unveil Kwame Nkrumah’s obsessional will to appear as a preordained man for all his compatriots. In the novel, Koomson, the party man maintains that ‘big’ names like his, must not be mentioned naked but always accompanied by some other endless pompous titles:

And these days it is all coming together in the person on Koomson. Careful, man. Big names must not be mentioned naked. His Excellency Joseph Koomson. Minister Plenipotentiary. Member of the Presidential Commission. Hero of Socialist Labor. (*The Beautiful Ones Are Not Yet Born*, p.56)

Such an injunction is also given to the chief of protocol who is solemnly warned not to forget any of the Bwakamabé Na sakkade’s nicknames: “*Everyone will this be in the hall for my arrival, and must rise as the chief of protocol announces my name and each of my titles. All of them, mind. All of them, you heard, don’t forget a single title, or else, watch out, and with no hesitation or stammering, either applause, applause, I’m telling you.*” (*The Laughing Cry*, p. 63)

In the above quotations, narrations such as “*Careful, man*” or “*...announce my name and each of my titles. All of them, mind. All of them, you heard, don’t forget a single title... .*” show that even calling Koomson’s name without any honorific title is perceived as a kind of disobedience or a sacrilege. Through this quotation one may clearly notice how authors laugh at the ridiculous behavior of national leaders who seek glory and honor from the people with many attractive names while they are unable to satisfy their needs. And for them, people must call them by these names in order to avoid punishment. Put in other way, not calling a leader by his titles seem to appear as a lack of respect.

Furthermore, Koomson’s endless ostentatious nicknames remind some other African despots, real and fictitious. In Francophone Africa ‘Mubutu Sese Soko Kuku Ngwendo Wa Zabanga’ who ruled Zaire with an iron hand for more than three decades buttresses this idea. How to forget about the Congolese satirist who in his novel *The Laughing Cry*, coins ‘Bwakamabé Na Sakkadé alias Daddy Hannibal-Ideloy’, nickname which better fit all callous dictators that Africa has ever known. With the view to disguise their tyranny, they choose names which praise them as noticed in the following passage:

Who can forget the entrance of Marshall Hannibal-Ideology Bwakamabé Na Sakkadé, president of the republic, head of state, president of the council ministers, President of the council ministers, President of National council of Resurrection, Recreating Father of the nation, holder of many portfolios to be included in his citation in hierarchical order, not a single one excluded, son of Ngakoro, son of Foulema... (*The Laughing Cry*, p. 64)

In addition to this, the leaders have also turned their co-workers or members of the government into mere instrument of humiliation whose aim is to venerate the leaders in a sweet way. In other words, the members of the government have for mission to undermine themselves in order to praise the president. The following passage is enlightening: “I saw him give instruction toward this end in the hut to kijibo, the Minister of Foreign Affairs, sometime before latter’s departure for the city of the kings of kings where he preceded us. Kijibo kneel down and kiss the hand of our chief.” (p. 46)

Evidently, even the members of the government who are expected to help the president solve the crucial problems of the country undermine themselves in venerating the president with praises he does not deserve. Aziz is a perfect archetype of such a behavior when he concocts to write with the purpose to praise Daddy: “People of our country, you have every right to hold your heads high, for you have carried high the banner of our policy of our national cultural identity, and you have thus raised up, thanks to the dream of Bwakamabé, a work more solid and enduring than bronze.”(p. 60)

One can see through this quotation that Aziz is a mere puppet of Daddy. Here, Aziz intention is to speak of Daddy in good way. As a matter of fact, Aziz is not unmindful that Bwakamabé is a bad leader, but he does not hesitate to sing song of praise for him, he knows that he is doing it for an interest and for the fear to not be sacked up.

Hence, in Ngūgī’s *Wizard of the Crow*, the dictator president referred to as the Ruler is adulated by newly appointed ministers who even compete in expressing the best praise to the Ruler, as the narrator ironies in the following passage:

“May the Ruler be praised for his great inborn wisdom,” added Sikiokuu.

“It comes directly from his own God”, Kaniūrū opined.

“But it also springs from his own efforts,” Sikiokuu said, resenting Kaniūrū’s attempt to join his song of praise.

“He has mastered all the book of learning. He is the true dispenser of knowledge,” said Kaniūrū, “the teacher of teachers, the number one teacher. The source of all the knowledge in the world.” [...] I, too, share the same sentiment, Your Mighty Excellency,” said Sikiokuu. “oh you should hear me when I am not in your presence, for that’s when I feel most free to sing your gifts.”

“I, too, praise you all the time, wherever I am.” Machokali said, not to be outdone. (*Wizard of the Crow*, p.541)

The power personalization leads these members of the Cabinet to a bitter positioning struggle to uphold the Ruler that Tajīrika even deifies to better flatter him, as one reads:

Tajīrika fell to his knees in humility and gratitude, even as the others were terrified by the potential consequences of his elevation. “Our Holy and Mighty Excellency”, he said. “I don’t know how to thank you. You are a deity who dispenses fair justice to us mortals, giving hope where there is despair, even resurrecting dead souls. How can I repay your tender mercies? I renew my pledge: Now forever, your enemy is my enemy. (*Wizard of the Crow*, p.561)

Heightening the Ruler with the intention to have his favour in return, John Kaniūrū even overdeifies him. For he vows pre-eminence to the Ruler over God as follows:

“Deep in my heart,” Kaniūrū said, ‘I know no calling higher than that of singing praises at all times because of what you have done and continue to do for us. One day I overheard my own heart saying, if God and the Ruler were standing together side by side and their hats were blown off their heads at the same time, I would pick up the one that belongs to the Ruler first, and without realizing it I had said loudly: Alleluia, may my lord and Master be praised forever and ever, Amen (*Wizard of the Crow*, p.541)

Furthering his exaggerated praise for the Ruler, Kaniūrū suggests putting him at the center of educational system of the fictional Republic of Aburīria. Pretending that the Ruler and the country make a fusional entity, he assumes that all the Aburīrians should be brought to look upon the Ruler as the dispenser of knowledge and be constrained to learn about him, as evidenced in the passage below:

Everyone in Aburīria knew that the Ruler was the supreme educator. The Teacher number one. So all institutions of learning, from primary schools to university colleges, would be required to teach only those ideas that came from the supreme educator. They would be required to offer the Ruler’s mathematics, the Ruler’s science (biology, physics, and chemistry), the Ruler’s philosophy, and the Ruler’s history and this would definitely take care of their demands to know the country. (*Wizard of the Crow*, p.565)



The power personalization dangerously leads the country in perversion since the Ruler who, himself, bathes in the ocean of intellectual mediocrity, is looked upon by his subjects as the source of knowledge in the country. As a reminder, the Ruler's philosophy is nothing else but his vision of Marching to Heaven. His history is the history of his victory gained over the communists, and his mathematics is to calculate the day of his birthday which always falls on the seventh day of theseventh month at seven past seven. Furthermore, to confirm the assumption that the Ruler is the dispenser of knowledge, the government makes it an obligation for all writers to take the Ruler as the original author:

All books published in the country would carry the name of the Ruler as the original author. Anybody who aspired to write and published could do so only under the name of the Ruler, who would allow his name only on those books carefully examined and permitted by the sub department of Youth Conformity. All new editions of the Bible, the Quran, the Torah, and even Buddha's Book of light or any other religious texts read in schools, would have preface and introductions by the Ruler. (*Wizard of the Crow*, p.565)

Moreover, in their obsessional will of power personalization, despots resort to terror with the intention of silencing people. They plan to slaughter the unarmed civilians and televise these tragic scenes so that when the prospective offenders see them, they will probably never stand up against the 'almighty' rulers for fear not to experience the same heartbreaking fate. This attitude shows a kind sadism since these monarchs really like seeing people filled with fight and are very happy when they see all their snipers and armoured cars all over the country provoking the people dread. This is the case of the Ruler in *Wizard of the Crow*, an archetype of terror sower who, succeeds to silence all the Aburirians and make them live with a permanent fear as they watch military parades on television:

The sight of armored cars on television, their long guns poised to murder, relentlessly moving down the streets of Eldares made him (the Ruler) feel manlier. The media swarming around the columns excited him. Let them see blood, the Ruler whispered of himself, pointing at the television screen. Let them see that I am still in Charge. (*Wizard of the Crow*, p.643)

Here, the Ruler's jubilant remark, "Let them see blood" really evidences his sadism, which is characteristic of post-

independence African leaders, who always justify the reign of terror for security imperatives, as the Ruler tends to reassure the Aburirians about his intensified and televised military show:

"yes," The head of the military said, "we are waiting for this ragtag army, first reported to us by a motorcycle rider, to reach the capital. Then we shall encircle it with the armoured cars and the latest guns you sold us some time ago-old, but against unarmed civilians, still lethal"

"A national massacre. To be televised. Live," [...] "You have heard from the horses' own mouths," the Ruler said, "[...] have no fear of those who threaten your interests and ours, for gunfire awaits them. (*Wizard of the Crow*, p.579)

This atmosphere of terror and fear is maintained by the Ruler's secret machine, M5 which is reported to be His Mightiness' five representative organs: eye, the ears the nose, arms, and legs. Its role nothing but to spy, threaten and investigate the civilians' activities, as the narrator reveals: " , *Silver Sikiokuu, the Minister of State in charge of spying on the citizenry, the secret police machine known as M5*" (*Wizard*, p.14) In the same way, paramilitary units headed by the Ruler's sycophants are committed to task. We are for instance told of John Kaniürü's patriotic gang which assaults foreign journalists at the airport so as dissuade them go in countryside with their cameras to broadcast the Aburirians' realities:

Since Kaniürü's patriotic gang had beat up foreign journalist at the airport, provoking protest from the Western embassies, the Ruler had ordered the police, the paramilitary units, and even Kaniürü's boys to be careful, very careful, before foreign cameras. If they really felt like cracking a few skulls, they should do so in rural areas and small towns. (*Wizard of the Crow*, p.639)

The truth is that instead of reprimanding, Ruler rather encourages and congratulates those of his 'lieutenants' who single themselves out in such cruelties, as evidenced in the following passage:

He could outsmart Titus Tajirika and seize more power of himself only by crashing all the queues old and new by apprehending Nyawira before his other rival Sikiokuu did. The Ruler had already congratulated Kaniürü for teaching those racist, meddlesome foreign journalists a lesson or two, but this had been done privately. (*Wizard of the Crow*, p.610)

This quotation shows that dictators terrorize journalists, mainly those who do not exactly do their will, organizing a blackout in order to prevent them from getting information about the inconceivable crimes which are being perpetrated by their acolytes.

The Ruler sadism reaches a climax when he creates the Red River, a river in which he breeds crocodiles. And, he and his stooges resort to this Red River to increase fear so as to make people reveal they think or have planned against him. As a matter of fact, Vijinia, Tajirika's wife is threatened to death for purportedly being in league with women revolutionist movement against the Ruler's project of Marching to Heaven, as the narrator epitomizes:

She who had not so much as raised her voice, now screamed so hard and loud that she thought her head would split. But to her horror all she heard in response was her own echo. "Nothing can hear you" Kaniürü, one or two steps behind, now said. "You know this river? It is called the Red River because these crocodiles have come to love the blood of any person who entertains any foolishness against the Ruler.[...] these are very hungry because, to tell the truth, since the Ruler went to America, they have not had their normal ration of human meat. (*Wizard of the Crow*, p.453)

This sadistic scene reminds of Henri Lopes' *Laughing Cry* where cruelty reaches alarming dimensions, mainly with Monsieur Gourdain, the Director of the Presidential Security who allows himself to thrust a bottle into the anus of a peaceful citizen. Indeed, apart from slaughter of sixteen terrorists and accomplices affiliated with Téléma Terrorist group accused for being activists militating against Bwakamabé Na Sakkadé's regime, *The Laughing Cry* epitomizes killing of Captain Yabaka as an emblematic case of sadism. For this opponent and some of his companions are arrested, tortured and shot dead by Daddy accompanied by members of his government: A macabre spectacle that even other spectators cannot help witnessing:

Yabaka and a dozen of his companions were shot at dawn.[...] Bwakamabé attended the execution in person, and insisted upon being accompanied by all the members of the Council of National Resurrection and all the ministers. They began by killing the first batch, while the Captain and five of his comrades, without blindfolds, were obliged to watch the spectacle of what awaited them. Then it was their turn. Bwakamabé, with a machine-pistol, joined the

ranks of the firing squad, all of them Djabotama. The Captain was tied to a post in the form of a cross, with arms outstretched, his eyes exposed. The orders were to kill with single shots. At the first command, they must shoot to one side, very close but without hitting him. A pause. At the second command, aim at the bottom of his legs. A pause. At the third command, aim for his thighs. Another pause. At the fourth command, shoot at his arms. A pause. At the fifth command, fire at will. Aim at his vital parts to box him up. The head, the chest, the belly. The soldiers, stuffed to the gills with wee, emptied their magazines with great delight. (*The Laughing Cry*, pp.253-254)

Narrations such as "They began by killing the first batch, while the Captain and five of his comrades, without blindfolds, were obliged to watch the spectacle of what awaited them" and "The orders were to kill with single shots" and "The soldiers, stuffed to the gills with wee, emptied their magazines with great delight" really confirm that Bwakamabé Na Sakkadé, the fictional embodiment of many African dictators, is a sadistic of another genuine who delight in inflicting pain upon their citizens.

Ngũgĩ keeps on denouncing the cruelty of the Ruler who beams with joy for having eliminated seven thousand and seven hundred citizens in just seven days, when he writes:

The Ruler was so proud of having eliminated seven thousand and seven hundred citizens in just seven days for posing a threat to the stability through protests in the major cities demanding social change. He would take this opportunity, he said, to renew old friendship and earn their trust by showing that he had not forgotten how to use strong-arm tactics against dissidents. (*Wizard of the Crow*, p.579)

From these above passages, one figure out how postcolonial leaders show sign of psychological disorder for as Kamiti Wa Karimiri asserts "dictators thrive on fear for they love to see their subjects quake and make desperate pleas for forgiveness". (*Wizard of the Crow*, p.640) their obsession with power makes them paranoid who see enemies everywhere. Indeed, throwing his citizens as preys to ferocious animals or "crashing all the queues" of persons is nothing but mental illness.

The cult of personality is also manifest through sculptures set here and there throughout the African despotic countries to the glory of the 'Almighty Leader'. In *Wizard of the Crow*, for instance, Eldares, the capital

city of Aburiria and some other places are famous because of the Ruler's memorials, as the narrator ironizes:

The Ruler's monuments were all over every street in Eldares. There he is on a horse in full flight and on others cantering. Here he is standing on a pedestal with hands raised in a gesture of benediction over passerby. There the commander in chief in military garb, a sword raised as if inspecting a guard of honour, and on another as if leading a charge. Here he is, the great teacher in a university cap and gown. There the thoughtful ruler in a moody poses. (*Wizard of the Crow*, p. 36)

In *The Beautiful Ones Are Not Yet Born*, power personalization climaxes when Kwame Nkrumah, in his obsessional will to appear as a providential man for his compatriots, decides to impose his face everywhere and, even on the national currency, as a journalist of *New YorkTime Magazine* (1960 n°11) satirizes:

The expressive face of Kwame Nkrumah is everywhere. On stamps of 1 shilling 3 pence, it is there in front of a group of silhouettes dancing around a fire. On the stamps of 4 pence, it is there also, in profile and in front of a flag, the image of Nkrumah is reproduced on the bills and coins. The taxis carry his effigy. At the stores it is also there in uniform of General, draped of purple tunic of the Nzimas peasants. Any governmental publication, any official document, a notarial act and even some transport tickets, carry, printed in medallion, the bust of the Redeemer. On Kwame Nkrumah Avenue, children sell postcards with the effigy of Nkrumah. Generally, he looks at the sky, and, above his head, one distinguishes the holy gilled halo. The legend stipulates: "the Christ of Africa scanning stars", "the Messiah of Ghana in prayer", or the simple and convincing words: "OyieaDieyie" (i.e. here is the Redeemer of all things).

However, it important to highlight the role of television as the favorite means of propaganda at the hands of dictators to get people know about their very moments. In *Wizard of the Crow*, media devote a cult to the Ruler so that television programs are conceived to hyper mediatized his actions and ceremonies of praise. The following extract is illustrative:

It is said that when he was told that he could not be granted even a minute on the air, he could hardly believe his hears or even

understand what they were talking about, knowing that in his country he was always on TV; his every moments-eating, shitting, sneezing, or blowing his nose-captured on camera. Even his yawns were news because whether triggered by boredom, fatigue, hunger, or thirst they were often followed by some national drama. (*Wizard of the Crow*, pp. 3-4)

All things considered, if during the colonial period, colonizers and colonized were to be blamed for the deleterious atmosphere of bloodshed due to their awful activities, the situation even worsens later after the independence under the rule Africans sadistic rulers. For unfortunately, what they claimed to be awful is once more established by themselves causing the masses to consider them not as fathers of nations but as gods.

## V. CONCLUSION

The analysis of Ngũgĩ Wa Thiong'o's *The River Between*, *Wizard of the Crow* and Henri Lopes' *The Laughing Cry* has helped to learn more about the dramatization of sadism and fears as they are contextualized in the African literature. Through the New historicism's lens, this study has revealed us a great deal about how the psychological conflict has been perceptible and has heavily marked the relationships in Africa at certain periods of its history. We have striven to evidence that some symptoms of the mental pathology could be diagnosed both among colonial masters and natives as well. The representatives of the colonial administration such as Mr Howlands, John Thompson or Thomas Robson and their stooges (Joshua, Jacobo or Karanja) to quote only some, acting under the impulsion of a civilizing ideology, and searching the purify and heal the native from the "madness" they would suffer, paradoxically behaved themselves no more persons showing symptoms of a mental insanity. Likewise, African post-colonial leaders spit sadism and terror in their countries in order to keep people away from the idea of questioning their dictatorial rule. They share people's blood and joyfully broadcast these shameful images in order to psychologically terrorize the dear viewers who then feel contempt to be involved in political affairs. Obviously, the study corroborates some of the characters moved by uncontrolled emotional impulses, display some symptoms of mental disturbance. For they indulge in intimidating their countrymen and perpetrating many acts of extreme barbarity. We may then agree with the authors that Africans are not yet ready to rule their countries since they are still based on luxuries, appraisals, while the masses still long for responsible and 'humanist' leaders

who will help them meet their living needs, as Henri Lopes ironically wonders: “Yesterday, our miseries were all the fault of the whites, whom we must chase away in order to win happiness. Today, the Uncles have gone and misery is still with us. Who should we chase away now ?” (*The Laughing Cry*, p.10) All in all, throughout this analysis, we have thrown light some implications of sadism and fear as they negatively impact the life of the Africans in all social spheres. For sadism and fear do not only undermine the moral or inner self of some characters but above all, generate about a deleterious atmosphere of bloodshed that Africa has experienced for ever since.

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# Impact of Motivation on Students' Retention in Public Secondary Schools in Rorya District, Tanzania

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**Abstract**— *Motivation is the heartbeat to students' retention. It keeps learners active and alive to remain at school until completion. Students who join secondary education have diverse needs as they come from diverse walks of life. Therefore, motivation stimulates them while at school by meeting their diverse personal needs. This study aimed at exploring the impact of motivation on students' retention in Public secondary schools in Rorya District, Tanzania. The study was based on Maslow's Hierarchy of needs theory of motivation. The study adopted a mixed research approach and an explanatory sequential design. The sample sizes of one hundred and twenty six (n=126) respondents obtained through stratified random sampling, purposive, snowball and simple random sampling techniques were involved. Questionnaires, unstructured interviews and a document review checklist were used to collect data. Validity and reliability were checked. The result of test-retest was 0.87. The validity of the tools was assured by sending tools to education foundations research experts. Therefore, the instruments were valid and reliable. Data were analyzed through descriptive statistics with the help of SPSS version 20 and content analysis approach. The findings indicated that motivation greatly influences secondary school students' retention. The study recommended that, the teachers and all educational stakeholders should actively participate in the motivation of students to continue with the school by ensuring a safe, active parenting role as well as supportive and conducive environment for a student's successful completion of his or her studies. Students' need care, love, and respect to remain at school until completion.*

**Keywords**— *Motivation, Retention, Public secondary schools.*

## I. BACKGROUND TO THE STUDY

Motivation is the force that directs students to achieve their anticipated goals for schooling (Solak, 2012). It refers to any situation which gives the energy to direct and sustain the behaviour (Yilmaz et al., 2017). It is the force whether internal or external which drives an individual towards the accomplishment of the predetermined goals. For learners to achieve their educational goals, they should be very much engaged in school and complete their education cycle. Therefore motivation is one of the major factors which are tremendously required to ensure retention among public secondary school students'. Retaining students in school until

they complete is one of the significant indicators of school effectiveness (Crosling, 2017). For instance in Turkish secondary schools many students are unmotivated by issues such as lack of autonomy, less freedom of choice which results in dissatisfaction and lesson disengagement among students (Tasgin & Tunc, 2018). Students who lack freedom and autonomy in school find school boring most of the time and if there is no intervention to cure the situation they are likely to leave school most of the time. Also, Akay (2017) argues that teaching is not healthy and meaningful without motivation. In this case, motivation is the most important ingredient to stimulate learners to participate actively in the teaching

and learning process. Sometimes there are reclusive students who are shy and inactive and do not confidently participate in the classrooms; if they couldn't get motivation through teachers' support they are likely to be left behind and they can even depart from school (Tasgin & Tunc, 2018). Students with low motivation feel desperate and are reluctant to learn (Cylan et al., 2016). The study was done by Krstic et al., (2017) in Serbia indicates low motivation for learning being one of the reasons associated with the issue of dropout among students. They argued that "truancy is one of the first signs of drop out and one of the indicators of low motivations for learning".

In the United States of America (U.S.A) studies established that only 35 percent of students dropped out of school due to failure, whilst 69 percent stated lack of motivation as the main reason (Bridgeland et al as cited in Krstic et al., 2017). Moreover, Lockett and Cornelious (2015) in their study done in Mississippi, U.S.A. signified that school dropout is a serious problem in Mississippi. Furthermore, they identified negative experiences students face while in school as the major reason for early school leaving among students. Similarly, Fan and Wolters (2014) in their study on school motivation and high school dropout in the U.S.A indicated that students who drop out of school have low motivation, with a low level of autonomy, and perceived themselves as being less competent at class activities and they don't trust their academic abilities and as the result, they drop out of school. This indicates that even in America where schools are well funded, and supplied with adequate resources quite a large number of students leave their studies due to lack of motivation toward studies. Also, Soilemetzidis and Dale (2013) in their paper concerning students retention in the United Kingdom (UK) argued that students retention is a worldwide issue and attrition is the subject area; they continued saying that, the nature of teaching and learning environment at school and home, as well as personal circumstances such as financial difficulties, demotivate students hence their departure from school.

In the African context students' attrition has been a long-time challenge as the continents fight against ignorance. Kurebwa and Wilson (2015) in their study done in Zimbabwe, contends that the absence of motivation on the side of parents and pupils is likely to result in poor academic performance and pupil dropout. Relatively, Adam, Adom, and Bediako (2016) emphasized this by arguing that, many students in Ghana are at risk of dropping out of school due to a low standard of living, poverty, and lack of motivation.

Moreover, Raymond and Legeso (2017) in their study on contributing factors to learners drop out in public schools in Ngakamodri-Molema District; South Africa signified that low motivation is one of the reasons for learners' attrition. In their study, they demonstrated that dropout was high as students transfer from one grade to the other whereby about 72 percent of learners in grade ten drop out in selected schools as compared to grade eleven with 20 percent and twelve 8 percent.

In East Africa researchers such as James, Simiyu, and Riechi (2016) and Kipyego (2016) claim that, although learners are important stakeholders in education; their retention in Kenyan secondary schools is quite a challenge whereby despite an increase in enrolment, retention remains to be very low. Also, Samuel et al. (2017) maintain that despite the government efforts of trying to retain students through the introduction of Free Day Secondary Education (FDSE) the dropout problem is still persistent in the country.

In Tanzania, the Basic education statistics report (BEST), (2011) shows that in the year 2007 a total of 448,448 students joined secondary school but it was only a total of 190,186 students who were able to complete ordinary level of secondary school in 2011 and this shows that 258, 262 had dropped out of school in three years (Ouma et al, 2017). However as the case of Kenya, the government in 2016 adopted the Free Education Policy which was based on the 2014 Education and Training policy which provided 10 years of free and compulsory primary and lower secondary education starting from January 2016; however, despite those efforts by the government, there are several challenges which impede students from getting an education (Orotho, 2014; Human Rights Watch, 2017). Since the introduction of free education, the enrolment rate had increased tremendously among lower-level public secondary schools but the rate of completion seems to be low with many of the students withdrawing from school. In their study in Nyarugusu village-Geita region, Ouma et al., (2017) argued that loss of interest and motivation is one of the factors which influenced students to drop out. In their study, they revealed that one hundred and thirty-six (136) male and sixty-four (64) female respondents dropped out of school due to a loss of interest in education.

Furthermore, the Ministry of Education Science and Technology (MoEST, 2016) contends that the low retention rate is highly experienced in the ordinary level of secondary education, form two being the leading class and among the top leading regions in higher dropouts are Mwanza, Tanga,

Geita, Tabora, Mtwara and Mara respectively. Additionally, The World Bank (2017) contended that however improvements are made in the provision of education in Tanzania, students' retention rate remains low with a retention rate of 51 percent in primary and 65percent in lower secondary level due to high dropout rates among students.

Unfortunately, researchers have not paid much attention to the impacts of motivation on students' retention in public secondary schools. This study, therefore, investigated the impact of motivation on students' retention in Rorya District public secondary school.

### Statement of the Problem

Students' retention is a critical problem facing many educational institutions. The priority of fee-free education in Tanzania is to ensure equitable participation and completion of basic education for all (MoEST, 2018). The available evidence shows that many of the students who join form one each year do not reach form four as many of them drop out of school due to a variety of reasons. Kinisa (2019) indicated that the problem of low retention in Tanzania is persistently triggered by several challenges such as truancy and lack of school necessities. The researcher was asking why there is a high turnover of students while schooling in Tanzania is free. It is in this regard therefore the study wanted to find out the impact of motivation on students' retention.

## II. RESEARCH METHODOLOGY

This study adopted a mixed research approach and a sequential explanatory research design. A sequential explanatory research design is a mixed research approach design that begins with the gathering of quantitative data first and then qualitative data for the explanation of the quantitative findings (Subedi, 2016). In doing this study the researcher used explanatory research design in data collection whereby the researcher went to the field twice; the quantitative data collection phase and qualitative data collection phase.

A target population is the group of individuals or organizations sharing common characteristics that the researcher can identify and study (Creswell, 2012). The target population for this study included District Education Officer, Ward Education Officer, Head of Schools, Teachers, Students, and Parents.

### Sample Size and Sampling Procedures

The total sample size of this study was one hundred and twenty-six (n=126) respondents where 100 respondents were

derived from Slovin's formula while nine (9) participants were drawn from the purposive sampling and 17 respondents were found through snowball sampling technique.

### Research instruments

The researcher collected data through a questionnaire, interview guide, and document review checklist.

## III. FINDINGS AND DISCUSSIONS

This section presents the research findings on the influence of motivation on students' retention, motivational challenges and the strategies to be adopted in ensuring students' retention until completion of their studies.

### Demographic Information of the Respondents

This segment presents background information of the teachers and students which were vital for interpretation of the study findings. The demographic information explored in this study included students' gender, students' class level, teachers' gender, and teachers' working experience at the current work station.

### Students' Demographic Information

The section presents findings on the demographic variables of the students. The results are shown in Table 1.

Table 1: Demographic information of students (n=76)

Variable	Frequency	Percent
<b>Gender</b>		
Male	38	50
Female	38	50
Total	76	100
<b>Class level</b>		
Form I	16	21.1
Form II	20	26.3
Form III	20	26.3
Form IV	20	26.3
Total	76	100

Source: Field Data (2020)

Table 1 presents the demographic information of students who were involved in this study. A total of 76 students were involved in the study with 38 females and 38 males being presented. The study had an equal number of female and

male students having adopted stratified random sampling techniques whereby they were divided into stratum basing on their gender and randomly selected to ensure the equal presentation of each gender. This gave 50 percent participation for each gender.

The class level of the participants was vital in this study as it gave the researcher chance to accumulate enough details on the impact of motivation on student retention from each class. Table 1 portrays information on the number of students involved in each class from I-IV. The findings demonstrated that students from all classes are vulnerable to motivational challenges resulting in early school withdrawal. Regarding this, the researcher's involvement in all classes was of paramount importance as the engagement gave the researcher a clear picture of motivation and retention from each class level in public secondary schools.

### Teachers' Demographic Characteristics

This section presents findings on the demographic variables of the teachers. The results are shown in Table 2.

Table 2: Demographic Information of teachers (n=24)

Variable	Frequency	Percent
<b>Gender</b>		
Male	18	75
Female	6	25
Total	24	100
<b>Experience</b>		
1-5 years	6	25
5-10 years	13	54.2
10-15 years	5	20.8
Total	24	100

Source: Field Data (2020).

This segment presents background information of the teachers which was vital for interpretation of the study findings. As shown in Table 2 a total of 24 teachers were involved in the study with 75 percent males and 25 percent females. The study found that there is a great gender imbalance in rural public secondary schools as the number of male teachers is bigger than that of female teachers to the extent that some schools have no even one female teacher hence affecting girl student's motivation to continue with school.

Teachers are important stakeholders in the school setting. They require experience to effectively perform their respon-

sibilities in molding learners. Experienced teachers who had spent more years in their current work stations would have better strategies to motivate a student to remain in school until the completion of his or her study cycle. The findings demonstrated that a total of 25 percent of teachers worked for between 1-5 years in their current stations while 54.2 percent of teachers worked for 5-10 years and 20.8 percent worked for between 10-15 years. From the findings, it was revealed only 54.2 percent of teachers have good experience concerning their students leaving the majority of others less experienced thus, making it difficult for them to deeply understand and take into account the needs and background of each learner. Berger et al. (2018) supported the idea arguing that the more experience the teacher had, the more they could allow learners to decide and try what they wish. They added that experienced teachers foster student retention at school. This means that the more a teacher stays at the current school the more he or she could understand his or her student's motivational needs.

### Research Question One

The first research question was to ascertain whether motivation affects students' retention in Public secondary schools in Rorya District. This research question called for testing of a null hypothesis which states:

*There is no significant relationship between motivation and students' retention.*

The hypothesis was tested by the Pearson Product Moment Correlation Coefficient as can be seen in Table 3.

Table 3: Correlation between Motivation and students' retention.

Students' retention	Pearson Correlation	1	.363**
	Sig.(2-tailed)		.000
	N	100	100
	Pearson Correlation	.363**	1
	Sig.(2-tailed)	.000	
	N	100	100

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

Source: Field Data (2020).



The major findings indicated that motivation greatly influences students' retention in public secondary schools. The findings on the effect of motivation on students' retention were as follows;

#### **Motivation boosts students' school attendance rate**

The results from open-ended questionnaires administered to the students, teachers, and parents as well as all the interviewees revealed that motivation encourages students to keep going to school on regular basis. Indeed, most of the students responded that they are more likely to continue with school in an attractive and supportive learning environment. Students claimed that school safety increases their attendance, engagement, and participation as it makes them more motivated and comfortable while at school. In addition to that, they claimed that the presence of safety on their way to school; positive teacher-student relationships, and availability of food at school are the ingredients that boost their interest to attend school regularly. For instance, one student wrote that "the presence of lunch program at school acts as a catalyst which increases students' school attendance rate". This means that a safe and supportive learning environment is very important to increase attendance and school retention rate among students. Similar claims were made by teachers, insisting that when students are assured of their physical, mental, and emotional safety on their way to school and at school, their attendance rate advances. Correspondingly, all interviewees were of the view that students' safety matters when it comes to their retention at school, accentuating that it is hard for a learner to continue with school in an area full of threats and intimidation. They pointed out that the availability of motivating factors such as supportive learning facilities, food, safety, care, and recognition greatly encourages students to avoid attrition from school. Once more, all parents emphasized that the availability of a supportive environment at school encourages students to attend school and reduces truancy. This has been emphasized by Interviewee 1 (HoS) stating that "motivation reduces truancy and absenteeism among students and increases their interest and determination to finish school" (Interviewee1, August 27, 2020). This finding is consistent with that of Maijo (2018) in his study in Mlunduzi ward. As a result, Maijo demonstrated that motivation promotes regular attendance among students. Moreover, Mwendwa and Gori (2019) in Kitui County, Kenya underlined similar views on how motivating factors such as school feeding program promotes students' regular school attendance. This also incurs the conceptual framework in the

sense that motivation attributes to improved school attendance and students' active participation.

#### **Motivation directs students toward the realization of their goals**

The majority of the participants who participated in this study are of the view that motivation influences retention among students by creating an opportunity for each learner to have a chance to grow toward their full potential. Most students pointed out that the availability of motivating factors such as sport and game facilities, enough laboratory apparatus, books, and other facilities at school provides a guiding frame for students' realization of their full potential. Emphasizing this one student wrote that, "Availability of supportive science teachers at this school influences me to remain here as my dream is to become an engineer in the future". This implies that students are motivated to retain at certain schools when they find the school environment supportive toward the realization of their full potential. Emphasizing this aspect Interviewee 7 (HoS) commented that, "motivation raise student retention rate as it drives students' energy toward their full potentiality" (September 3, 2020). Correspondingly, Kahu et al. (2017) in their qualitative study in Australian universities emphasized this arguing that pertinent students' interest and future professional goal is significant to students' accomplishment and retention. They further elaborated that when students do what is essential and attached to their future profession they become more engaged in class hence their retention in school. Furthermore, Neto (2015) supported the idea arguing that self-actualization needs are crucial in motivating students' retention toward their academic achievement as students receive immediate satisfaction when appealing to an activity for their inner personal goal. Adding to this Ozaslan (2018) argued that supporting students' walk toward their full potential is an obvious foundation for contentment and commitment to the school. The idea incurs with Maslow's hierarchy of needs theory stressing that self-actualization need triggers students' desire to continue with school so that they could fulfil their inner desire and dream in life.

This means that students' decision to retain at a certain school is influenced by the support a learner receives in a move toward her or his desire in life. This implies students' retention at school is the result of the motivation given by the teachers and the school community in their journey to becoming what they wish to be in the future.

### **Motivation boosts students' confidence**

All respondents and participants who participated in this study were of the view that motivation develops students' confidence in themselves, their teachers as well as on their school. The respondents further argued that motivation develops students feeling of trust and confidence in their teachers and the school in general. Elaborating this, one of the students wrote that, "Motivation creates a confidence and trust-based atmosphere for teachers and students to interact and share ideas comfortably and freely". Supporting this Khun-Inkeeree et al. (2017) in their study done in Southern Thailand argues that the cooperative and interactive relationship between teachers and students is a central block for students' retention. Emphasizing this aspect, most teachers commented that a sensitive and supportive school environment creates students' sense of confidence toward their school hence their retention until graduation. Supporting this Oke et al. (2016) in their study done in Ogun state, Nigeria stressed this arguing that students' confidence in school increases when they feel motivated. This is in line with the conceptual framework which indicated that motivation lift students' confidence and self-esteem.

This finding implies that motivation increases students' confidence which is very essential in developing students' level of engagement and retention at school. Thus, the more a student is confident in the school and the working staff supporting him or her the more likely that they could remain there until the completion of the study time.

### **Motivation creates a sentiment of perseverance among students**

After an intensive analysis of the findings, it was revealed that the majority of the respondent indicated that motivation contributes to students' retention at school. Responses to the open-ended questionnaires demonstrate that motivation increases learners' determination and commitment to complete school. Undeniably, the findings pointed out that motivation makes students more determined and focused toward completion of their studies weighting that motivated students could not easily quit school as they find themselves supported, encouraged, valued, recognized, and appreciated at home and in school. Indeed, most students stated that teachers and other school staffs' sensitivity to their needs, interests, preferences, and individual differences influences their decision to remain at school. In the same manner, the findings obtained from teachers' response contended that unconditional love, care, and respect from the school community increases

students' level of persistence at school. Relatively, parents responded that motivation makes learners resilient to go on with school despite the life challenges that disturb them. Motivation leads to persistence on the part of the student making learners more likely to continue with school until they complete (Birgen, 2017). In addition to students emphasized that the teacher's use of motivating phrases encourages them that they can make up to their full potentials in life despite all setbacks. Indeed, motivations inculcate instinct of perseverance to students hence their decision to continue with school until completion among students. Thus, the motivational supports students get from teachers and parents develop sentiments of perseverance toward the achievement of challenging goals among students. Thus the power of hope is very important in keeping an individual persist toward the achievement of their goals. Supporting these Hernandez et al. (2020) in their study done in Portuguese Universities commented that motivation leads to a higher level of resilience among students. They added that perseverance predicts educational accomplishment by encouraging students to value their hard work.

This implies that motivation increases students' determination to complete their studies. Thus, when students are motivated could not easily give up school hence their retention.

### **Motivation creates a happier and enjoyable study atmosphere**

The results of this study demonstrate that motivation contributes to students' retention as it makes the school environment enjoyable and happier place for students to stay. Most students who participated in this study stated that motivation makes them more excited to continue with the school as they find pleasure, happiness, and joy at school. Indeed, findings from open-ended questionnaires demonstrated that students are more likely to retain at school when they are fairly treated by their teachers, supported, given opportunities, recognized and valued, and appreciated.

Likewise, most parents emphasized that motivation makes learning a joyful activity among students, making them unsatisfied with school hence their retention. One of the parents stated that "*motishahufanyawanafunzikufurahia shule na huwafanya watoto waweze kwendashulenikilasikuhivyokuendeleanamasomohadikumaliza*". [Motivation makes students enjoy school and excited to attend school on regular basis hence their retention]. From the findings, it can be established that motivation makes students enjoy staying at school as they find the school a happier place for them. Hernik and Jaworska

(2018) support the importance of motivation and joy in school arguing that teaching is an emotional task thus; it is of paramount activity for teachers to bring humor in school to increase students' concentration, engagement, and retention. The students who find themselves supported at school enjoy continuing with school and become aspiring to additional schooling (Smith et al. 2016). Again, Alizadeh (2016) stresses this arguing that when there is enjoyment for learners at school they could never drop out. Relatively Smith et al, (2016) add that satisfaction of students' needs and interests is the source of school enjoyment and retention. When a student feels happy and satisfied with his or her needs the motivation to continue with school increases (Al-Shara, 2015). Therefore, the feeling of satisfaction is of paramount importance in making students continue with school.

#### **Motivation develops the sagacity of school belongingness**

All participants noted that motivation develops a feeling of school ownership among students. Motivation creates a solidified social connection at school whereby there is shared trust between all members of the school community. Respondents and participants maintained that motivation develops a school culture where each learner takes school as his or her second home. Indeed, motivation creates a sense of family hood within a school community. Most students claimed that motivation makes them feel comfortable and free while at school as they find themselves physically and emotionally safe. This implies that students' physical and emotional safety influences their decision to remain at school. The feeling of safety while at school is the warrant for students' belongingness at school and their retention (Williams et al. 2018). Also, interviewees were of the view that the feeling of being accepted, cared for, valued, and loved creates strong ties between a student and his or her school. The interviewee's views were also in the bottom-line with the teachers 'response which indicated that students' feeling of being cared for and valued, as well as consideration of their interests and preferences in decision making, creates a sense of school ownership among them. Similar claims were also made by Interviewee 1 (HoS) claiming:

Students' feeling of being loved, cared for, involved, and accepted by their teachers' matters in their decision to continue with school. Students need to have groups and friends to interact and socialize with daily. When they find the school environment

with people who accept them, treat them fairly, love them, consider and listen to them despite their differences it is so hard for them to withdraw from school (Interviewee 1, August 27, 2020). This implies that adequate care, respect and love motivate students to continue with school. Students feel more comfortable to continue with school in an environment where they feel recognized and appreciated.

The qualitative study by Bouchard and Berg (2017) supports that individual students' acceptance and care builds a sense of school belonging. They added that schools and teachers should dedicate themselves toward caring and valuing individual learners despite their differences.

This means that when a school becomes a community where each member is loved and valued the students are most likely to stay there for the whole of their study period. Therefore, motivation strengthens students' desire to continue with school. It cements students to their school.

#### **Research Question Two**

The second research question endeavoured to identify motivational challenges facing public secondary school students in Rorya District. From the findings, it was clear that most of the students are faced with challenges such as inadequate learning facilities, long distance to and from school, categorization based on their academic merits, staying with hunger while at school, not being cared for and respected, lack of physical and emotional safety caused by incidents such as corporal punishment, negative attitude and comment from teachers, sexual harassment, superstitious beliefs, and witchcrafts all of which reduce their motivation to continue with school. The researcher presented the respondents with the table having six subsections indicating the statements and five subsections which were presented with ten views in which respondents were required to state their agreement on five points from the Likert scale. The sampled students were requested to put a tick (✓) where appropriate to show the extent they accept the statement indicating the motivational challenges affecting their retention at school. Their responses are tabulated in Table 4.

Note: 1=strongly disagree, 2=Disagree, 3=Moderate and 4=Agree, 5= Strongly Agree, M= Mean and SD= Standard Deviation.

Table 4: Motivational challenges influencing low retention (n=76)

STATEMENT	1		2		3		4		5		M	SD
	F	%	F	%	F	%	F	%	F	%		
Inadequate school necessities such as uniform influence students' school withdrawal	-	-	-	-	-	-	26	34.2	50	65.8	4.66	.478
Less voice in decision making demotivate students	-	-	-	-	-	-	36	47.4	40	52.6	4.57	.499
Poor academic performance reduce students' motivation to continue with school	2	2.6	44	57.9	-	-	30	39.5	-	-	4.62	.489
Staying with hunger while at school fuels their decision to leave school	-	-	-	-	-	-	29	38.2	47	61.8	4.62	.489
Negative remark from teachers reduce students' motivation to continue with school	-	-	-	-	-	-	29	38.2	47	61.8	2.76	1.018
Long-distance to and from school demotivate students from school continuation	-	-	4	5.3	-	-	16	21.1	56	73.7	4.63	.746
Sexual harassment demotivate students from schooling	-	-	3	3.9	-	-	22	28.9	51	67.1	4.59	.696
Corporal punishments by teachers demotivate learners from schooling	-	-	-	-	-	-	28	36.8	48	63.2	4.63	.486
An unattractive school environment is associated with low motivation among students.	-	-	-	-	-	-	24	31.6	52	68.4	4.68	.468

Source: Field Data (2020)

Table 4 presents the quantitative findings on the motivational challenges leading to students' low retention in Rorya District public secondary schools. The students' responses indicated the students' agreement or disagreement levels on the statement explaining motivational challenges leading to low retention in their respective schools. The results indicated that all most all students agreed on the existence of those challenges in their schools. Table 4 presents that most of the participants are 73.7 percent strongly agreed that long distance to and from school reduces students' motivation to continue with school, 21.1 percent agreed and only 5.3 percent respondents disagreed that the distance to and from school does not reduce students' interest to continue with school. The second major challenge which had a higher score is sexual harassment whereby 67.1 percent of the re-

spondents strongly agreed that sexual harassment reduces girl students' motivation to continue with school, 28.9 percent agreed and only 3.9 percent disagreed. Again, 63.2 percent of the students strongly agreed that corporal punishment strongly demotivates students from staying at school and 36.8 percent agreed with no one who disagreed with the statement. In the same manner, 68.4 percent of the respondents who participated in this study strongly agreed that an unattractive school environment reduces students' motivation to continue with school and 31.6 percent agreed and none of the respondents had shown disagreement with the statement. Again, 61.8 percent of the respondents strongly agreed that hunger and negative teachers' remarks demotivate students from continuing with school and 38.2 percent agreed. Furthermore, 65.8 percent of the respondents strong-

ly agreed that inadequate school necessities reduce students' motivation to continue with school, and 34.2 agreed. Moreover, 52.6 percent of respondents strongly agreed that less voice in decision making demotivates students and 47.4 percent also agreed.

However, the results obtained on the influence of poor academic performance on students' motivation to continue with the school were quite controversial as most students disagreed that poor academic performance demotivates them from continuing with school 2.6 strongly disagreed, 57.9 percent disagreed while only 39.5 percent agreed that poor academic performance is associated with low retention. This is contrary to Moore (2017) in his study in Tennessee ascertaining low grades as a motivational challenge influencing low retention. This implies that students score in the examination does not reduce their motivation to retain at school unless they were used by peers and teachers as a tool to embarrass them.

### **Research Question Three**

The third research objective sought to find out the strategies that could be used to mitigate motivational challenges hindering students' retention in Rorya District public secondary schools. The study came up with various strategies highlighted by the respondents and participants to motivate students to remain at school until completion. All respondents and participants who participated in this study stressed that for the students to stay at school until completion they should be assured of their physical and emotional safety. The identified strategies include the provision of adequate school facilities, creation of sensitive, friendly, and supportive learning environment, provision of guidance and counseling service, provision of opportunity for students to participate in decision making, Active parenting role, provision of lunch program for students, the abolition of corporal punishments, the establishment of sexual harassment prevention and reporting mechanism.

## **IV. CONCLUSION**

To this end, the study concludes that motivation has a significant impact on students' retention. The study shows that motivation is the heartbeat and roadmap to students' retention in public secondary schools. It gives students a pathway toward their full potential. Again, the study identified that motivation varies from one student to another as what motivates one learner might not work for the other. Thus, motivation is based on satisfied and unsatisfied needs. This means to motivate students to retain at school their individual needs

have to be satisfied first. However, this study unveiled that despite the introduction of free education in Tanzania, still many students quit school due to unsatisfied and ceased needs. This means that there are a lot of uncovered critical motivational issues forcing students out of school in public secondary schools. Therefore, despite the increase in enrolment in public secondary school, the study results show that there are many motivational challenges influencing school withdrawal among students. In other words, all educational stakeholders have failed to retain students at school until completion. It was also revealed that educational leaders are concerned with examination performance only and they are ignoring many other aspects necessary for students' retention at school. Hence, based on these findings, there is evidence that Rorya District public secondary school students' are mired with various challenges such as inadequate school necessities, unfriendly school environment, sexual harassment, witchcraft, and distance from home to school, all of which makes students uncomfortable to continue with school, requiring immediate strategic intervention. Indeed the motivational challenges of students when well addressed can lead to significant improvement in the retention of the students. However, all educational stakeholders inclusive of teachers, parents, government, and NGOs concerned with education should put effort into the importance of motivation in enhancing students' retention. Parents and teachers should create a supportive environment increasing students' interest in schooling. Again, they should assist in satisfying the individual students' motivational needs such as food, safety, belongingness, interests, respect, admiration, recognition, appreciation, and the possibility to advance to their full potential.

## **V. RECOMMENDATIONS FOR PRACTICE**

### **Recommendation for the Ministry of Education, Science, and Technology**

The Ministry of Education, Science, and Technology in Tanzania should provide sufficient resources to create a supportive teaching and learning environment that motivates students' retention in secondary schools. The ministry should make sure that schools have attractive and adequate school facilities such as classrooms, gender-sensitive washrooms, textbooks, and other teaching-learning materials that enhance motivation among students.

Moreover, the Ministry should make sure that they develop policies that prohibit corporal punishments at public second-

ary schools. Again, the ministry should develop a mechanism at each school that gives chance students to report challenges associated with sexual abuse and harassment.

Also, the government should constantly provide seminars and workshops to update teachers on the importance of motivation in enhancing students' retention. Teachers should be reminded of the best ways to motivate their students.

The study recommends teachers to motivate their students by giving them a voice in decision making, valuing their interests, socializing, joking, and laughing with them. Again, this study recommends the teaching staff and non-teaching staff to fairly treat students with love and care. The findings of this study require the teachers to create a friendly and supportive environment that motivates students. Inside the classroom, teachers should use differentiated approaches in teaching so that they can meet learners' diverse motivational

needs and make them enjoy the lesson. Again, the teacher while teaching should make the lesson relevant to students' interests and needs. They should use examples that exist in the students' real and immediate environment. In addition to that teachers should develop a professional and friendly relationship with each student by freely interacting with them, listening to them, playing with them, and having inspirational stories with them.

The parents should boost children's interest to continue with the school by creating an academic friendly learning environment at home. They should give their children the required school necessities which add to their school interest. Also, parents should give their children enough time to rest or sleep at night by not overworking them with home chores after school.

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# Influence of School heads' Leadership Styles on Students' Academic Performance in Public Secondary Schools in Nyamagana District, Mwanza, Tanzania

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**Abstract**— This study aimed at investigating the influence of leadership styles of heads of schools on students' academic performance in public secondary schools. The study was guided by the following objectives: to determine the influence of laissez-faire leadership style influences students' academic performance and to find out the influence of democratic leadership style influences students' academic performance in public secondary schools. The study adopted the contingency leadership theory as propounded by Fielder (1978). Mixed Methods Research Approach was employed. Simple random, stratified, and purposive sampling techniques were employed giving the total sample size of 111 individuals. The convergent parallel research design was used whereby the researcher mixed quantitative and qualitative data in a single study and analysed the two different components independently, and interpreted the results together. Quantitative were analysed using the Statistical Package for Social Sciences (Version 21.0), while Qualitative data were analysed using open coding to get categories- themes. The study aimed at finding out which leadership styles school heads employed and how they employed them. This partly explained why several students in Nyamagana Districts performed very poorly. The study recommends that the government should deploy school heads that have undergone leadership courses as well as build leadership capacity among those who are already in schools without adequate knowledge on leadership. Also, school heads with credible leadership knowledge should cascade and share it with relevant educational stakeholders.

**Keywords**— School head, Leadership styles, Academic performance, Laissez- faire, democratic.

## I. INTRODUCTION

This study research was designed to determine the influence of school heads' leadership styles on students' academic performance in public secondary schools in Nyamagana District, Mwanza, Tanzania.

## II. BACKGROUND OF THE STUDY

In an educational organization, just like in any other organizations, the role of leadership is very crucial. A good

leader should make sure that he or she initiates stakeholder inclusively in all key issues and in making decisions. In some situations, leader's informed views may be pushed through in what may seem as force especially when subordinates seem not interested or committed enough. An effective school leadership leads to good school productivity that is good performance of students in national examinations. This is why Nannyonjo (2017) in the study on building capacity of school leaders in Jamaica observes that appropriate leadership style by heads of schools can impact



positively on learner's outcome. He concludes that the school head plays a pivot role about which realization of institutional goals hinges.

The issue of school leadership has been a debate among scholars worldwide. School leaders have been blamed of being the major cause of students' poor academic performance. Different researchers around the world have been continuously investigating on if it is the fact that leadership styles employed by school heads have the impact on students, academic performance whether positively or negatively. The problem of leadership is seen as a major challenge in schools. School leadership is considered very significant and many people are capable to be leaders if nurtured appropriately.

Pashiardis and Brauckmann (2009, p.121-122) conducted a study on professional development needs found that leadership plays a crucial role in improving students' achievement. Parshardis added that academic achievement has lead to an increase in expectations of the role and the growing recognition that the professional development of school leaders could improve their practices.

Another related study by Rautiola (2009) in the study on effects of leadership styles and secondary schools found that, in America, schools focus much on the effectiveness of the classroom and of the school at large. Majority of school heads in America employ participatory leadership style which involves stakeholders including teachers, principles, and parents to play roles in an organisational structure, curriculum, and instruction process.

According to Ozuruoke, Ordu, & Abdulkarim(2011) contended that in Nigeria, certain aims and objectives to facilitate educational development were being set by the National Policy of Education in the country. In these objectives, heads of school had important roles to perform to make sure that there was success in realization of visions and missions. Among other roles, head teachers were to give effective leadership in secondary schools to ensure that teachers are implemented their performance requirements and set targets. It seems however that many such principals have not considered their styles of administration as the determinant of students' academic performance in the state

In line with this, Huber (2010, p.25) in the study on strategies applied by board of management to enhance students' concluded that, in Kenya, majority of school leaders lack competence due to the lack of leadership skills.

Huber added that, there is a broad international agreement that school leaders need the capacity to improve teaching, learning, and pupils' development and achievement. That is to say, school leaders have to be given developmental courses so that they become capable to lead schools towards the achievement of predetermined goals.

In Tanzania, majority of school activities are being organized democratically whereby teachers and school heads work collectively in matters related to discipline and analysis of examination results. Teachers usually meet in staff meetings, and decisions reached in such meetings are sent to school boards for consideration and appropriate actions. The dominance of a single leadership style may affect negatively or positively the students' academic performance. According to MOEVT (2010 p.13). The school management has been improved by training heads of schools and their assistants on running of schools through capacity offered from time to time by the Agency for Development of Education Management(ADEM)". The ministry further noted that in spite of the relevance of the capacity building programme, very few school heads had an access to this. MOEVT (2010) adds that as such, weak leadership persists among heads of schools as well as teachers leading to poor management skills and supervision of learning programmes and activities especially in secondary schools in Tanzania. The unavoidable result is poor performance. It was further noted that the mass failure of students in secondary schools in Tanzania was the direct reflection of incompetent school leaders, teachers' low morale and performance is an index of a combined failure of the heads of schools in (Ndimbo, 2013; as cited in Jengo, 2016, p.1). This was evidenced from the NECTA examination results of Nyamagana District public schools' results that there is deterioration in academic performance for the past consecutive three years. It is in this regard this study intended to find out the influence of school heads' leadership styles on students' academic performance in public secondary schools, in Nyamagana District in Tanzania.

### **III. STATEMENT OF THE PROBLEM**

Public secondary schools in Tanzania in general and in Nyamagana in particular, have been performing poorly for a long time. It is observed that in Nyamagana District, this problem has manifested for a long time. From the National Examination Council of Tanzania examinations results in public secondary schools in Nyamagana District indicate that performance in secondary schools is low. In many cases,

school heads are being assumed to be the main factor contributing to the outcome of the teaching and learning process. Nevertheless, evidence from records and experience have shown that leadership styles have a positive correlation with the overall school effectiveness because both students and teachers are to perform under school leadership (Florence, 2012). NECTA examination results of 2017 shows that the results percentage of students who scored division one to three were 36.87 percent while those who scored division four and zero were 63.13 percent whereby the total number of students who sat for the examination were 6347; in NECTA examination of 2018 shows that, the pass percentage of students who scored division one to three were 23.73 percent while those who scored division four and zero was 67.27 percent whereby; the total number of students who sat for the examination was 4282 and NECTA examination of 2019 shows that, the pass percentage of students who scored division 1-III was 29.15 percent while those who scored division four and zero were 70.85 percent whereby; the total number of students who sat for the examination was 5232 (Documentation from the DEOs' office, Nyamagana district). It is in this regard, this study intended to investigate the influence of school heads' leadership styles on students' academic performance in public secondary schools in Nyamagana District. The study was interested in investigating the four common leadership styles used by school heads in public secondary schools in Nyamagana District namely *laissez-faire*, democratic, autocratic, and transformational leadership styles.

#### **IV. PURPOSE OF THE STUDY**

**The study was specifically guided by the following objectives;**

- (i) To determine the influence of *laissez-faire* leadership style influences students' academic performance in public secondary schools in Nyamagana District.
- (ii) To find out the influence of democratic leadership style influences students' academic performance in public secondary schools in Nyamagana District.

#### **V. SIGNIFICANCE OF THE STUDY**

This study provides knowledge to different educational stakeholders including policymakers, the government,

through the Ministry of Education, heads of secondary schools, and future researchers.

The study is important to policymakers since it may inform them on the problems that face public secondary schools so that they can make educational policies that suit the needs of educational schools such as in matters of overcrowding of students in classes, teaching methods, investing in school infrastructure and teacher pay.

On the Governments' side, to be very keen in deploying school managers by making sure that they have undergone management courses, and if not, the government to be sure that all school managers who are in the system and yet they are not qualified should be provided with the in-service courses on management.

The study may contribute in creating awareness among heads of schools on key aspects of leadership styles which might be affecting the academic performance of their schools.

The study also may contribute to improvement of the relationship between teachers and their managers as teachers being satisfied by their ideas being included in managerial activities.

For future researchers, this study may be the addition to their references and literature on leadership and academic performance. That is to say, it may help them to understand the extent to which leadership styles influence academic performance in Tanzania especially in public secondary schools in Nyamagana District as well as in other places worldwide.

#### **VI. LITERATURE REVIEW**

This part discusses the empirical literature review and theoretical literature review as related to the study. Both literature reviews focus on the leadership styles commonly practiced by school heads and their influence on students' academic performance. The theoretical literature review entails the description of the theory and its relevance to the study while the empirical literature review entails the previous studies done relating to this study.

##### **Theoretical Literature review**

##### **Contingent Theory**

Leadership theories are very significant because they explain how behaviour and styles of leadership development. Most of researches on leadership has shifted

from trait or personality-based theories to situation-based theories which states that the situation in which leadership is practiced is based on characteristics and skills of the leader (Avolio, Walumbwa & Webber, 2009). This study adopted the contingency leadership theory propounded by Fielder (1978). According to this theory, there is no single leadership style that is adequate to be used in all situations. The success of an organisation depends on some factors being situational features, followers' qualities, as well as leadership style, practiced (Charry, 2012; as cited in Amanchukwu et. al., 2015 p. 8). The contingency theory states that "effective leadership depends on a degree of fit between a leader's qualities and leadership style and that demanded by a specific situation" (Lamb, 2013). That is to say, leadership styles depend upon many variables. The theory emphasizes that leadership styles are crucial for all organisations. A school head should adopt a variety of leadership styles and apply them according to the need or situation

### **Empirical Literature review**

This section review different kinds of literatures related to the two types of leadership styles commonly used by school heads in Nyamagana District and their influence on students' academic performance as revealed by different scholars globally, regionally as well as locally in Tanzania. The study considers the two leadership styles which are laissez-faire and democratic leadership styles, and how they impact students' academic performance.

#### **6.1 Laissez-faire Leadership Style and Students' Academic Performance**

In this type of leadership style, the school heads leave the teachers to be free to do what is worth to them without any directives or reminders. The school heads believe that teachers are mature and they have knowledge and skills hence they can lead themselves as individuals. School heads and subordinates under laissez-faire are free to do whatever they like. (Achimugu and Obaka, 2019; Okumbe, 1998; as cited in Igwe, Ndediamka and Chidi, 2017). These scholars further posit that in the laissez-faire leadership style, the leader is reluctant. That is to say, the leader does not have any control of subordinates since authors consider the laissez-faire leadership style as the absence of leadership. In this study, laissez-faire leadership means leaving subordinates to do whatever they see is right but under the guidance of the leader making sure that the organisational goals are fulfilled.

The study conducted by Nguyen and Glover (2017) on Laissez-faire leadership behaviours in the public sector in Vietnam found that Laissez-faire leadership had a negative influence on the psychological safety climate of organizations and increased bullying behaviours at work settings. Also, they found that laissez-faire leadership practice is positively associated with psychological well-being among employees, which was negatively related to workplace bullying. Lack of an effective regime for monitoring of regulations governing principals' behaviour and the characteristics of the bullies and victims are reasons for bullying. According to De Wet (2010), victims of bullying at school are teachers. Laissez-faire leadership style is assumed to be a destructive leadership style due to it being a workplace stressor, especially through exposure to bullying.

The study conducted by Ekmekci & Tosunoglu (2016) looked at laissez-faire leaders and organizations. They found that the experience of laissez-faire leadership by the leader was strongly related to the reduced level of trust by the subordinates and the organization at large. Ekmekci & Tosunoglu added that laissez-faire is one of the ineffective and destructive leadership styles, which was assumed to erode and erode trust both in supervisors as well as organisations. Ekmekci & Tosunoglu continue to argue that laissez-faire leadership style results in psychological bleed whereby employees perceive their supervisors as reluctant or incompetent to satisfy their needs and they seem to lose their confidence in their organisation, which is losing trust in the organisation as time passes. Judeh (2016, p.2) asserts that people who have trust in their organisation believe that management has good intentions and thinks positively of all behaviours and decisions issued by management. One of the managers' roles in this regard is to create a climate of trust in an organisation. This will in turn improve teachers' attitudes to work hence better students' academic performance.

Boke, Nyakundi & Nyamwoka (2017) studied leadership styles used by principals in the performance of secondary schools in Kuria- West Sub – County, Kenya. Boke, et al. revealed that the laissez-faire leadership style was being used in many schools. Where the heads of schools applied laissez-faire leadership style, the mean standard score for schools was relatively low. They added that the type of leadership style employed by the head of schools could be one of the factors which lead to the poor academic performance of students. Also using a laissez-faire leadership style could result in a lack of teachers as well as students' discipline due

to non-enforcement of rules and regulations in a school leading to poor performance in examinations. Nthakyo, Mungai, & Malela (2016) argue that school heads should adopt leadership skills and mechanisms which are aimed at instilling discipline in students as well as teachers. Schools should organize workshops and seminars, especially for students' leaders so that they acquire skills for discipline to be applied to their fellow students at school. Also, schools should acquire a collaborative approach with stakeholders which in turn will help in addressing students' indiscipline at school.

Isundwa (2015) looked at the influence of leadership styles on students' academic performances in secondary schools in Morogoro municipality, Tanzania. The study found that there is a very negative influence of laissez-faire leadership style on students' achievement. Also, laissez-faire leader does not bother to tell subordinates their wrongs or weaknesses as they leave all tasks to them done independently leading to poor students' academic achievement. Wu & Shiu (2009) observes that laissez-faire is not a good leadership style to be used by school heads because complete delegation without follow-up creates performance problems. Wu & Shiu added that teachers and students are motivated when they are afforded opportunities to make their own decisions. The acceptance of their opinions and ideas combined with the performance monitoring done by school heads is a healthy way of enhancing discipline and better students' academic achievement of a school organization.

From the literature previously cited, it is not advisable for school heads to practice laissez-faire leadership style because its attributes such as bullies, extreme delegation, and employee loss of trust in organisations as well as indiscipline of teachers and students lead to lack of teacher satisfaction and eventual poor work performance and poorer students' academic performance. Literatures reviewed have not explained the good-side of using the laissez-faire leadership style although there are situations which may allow its use in schools. Laissez-faire can be used in effective situations where subordinates are highly skilled, capable of working on their own, and motivated. The justification here is that, in this situation, all members are experts, have skills and knowledge to work independently with very little follow-up or guidance from the leader.

## **6.2 Democratic Leadership Style and Students' Academic Performance**

This kind of leadership is collegial and every member of a group is allowed to participate in the process of decision making (Ukaidi, 2016). Mullins, (2005) contends that democratic leadership style is the style in which the focus of power is within a group and there is greater interaction within that group and a leader is more part of the group. The leadership tasks are shared by group members. Members have a greater say in matters of decision making, determination of policy, and implementation of the policy (p. 317). These definitions agree that the democratic leadership style is collective.

Because of discrepancies in the definitions above, this study is going to base on the definition stating that, democratic leadership style is the leadership style in which the leader includes one or more subordinates in the decision-making process in the organisation while the leader retains the final say in these decisions as contended by Obama, Eunice, and Orodho (2015). In this case, the leader is the one who makes the final decision basing on decisions from subordinates' views. For the case of the school environment, this style is practiced by having collective participation in decision making among stakeholders of the school. This leadership style works well for the organisation where all members are well skilled and they are competent in doing things on their own. Whereas the studies above explain the relationship between democratic leadership style and subordinates' performance, they do not show the relationship between leadership style and students' academic performance. This study addresses that gap showing how it comes into conclusion. Also, in the democratic leadership style, the head of schools motivates teachers either materially or by praising them whenever they seem to perform well in their tasks.

Sultan (2017) in the study on leadership styles executed by principals and academic coordinator in school in Gilgitistan, Pakistan found that democratic leadership style dominated in many of the schools in which heads of schools and academic masters always involved the subordinates, the head assistants, and other stakeholders in the process of making decisions. This democratic leadership approach was used to facilitate learning processes in the school, though this style varied under different circumstances. Sultan added that in schools, heads use the principles of democratic leadership to decide

about the tasks to be accomplished to make their institutions effective. Sultan adds that because the subordinates were involved in the decision-making process they seemed to have a sense of belonging towards tasks.

On their part, Kavale & Omar (2015), reported that most of the heads of secondary schools had already adopted the democratic leadership style and the students and staff performed better than in schools where the heads practised other styles of leadership. The practice of democratic leadership involved inviting contributions from the subordinates before making decisions. The leaders allow subordinates to vote over a presented issue and, thereafter, the decisions are made. School heads coach subordinates and negotiates their demand. They added that leaders of schools should use the most appropriate leadership style to facilitate collective responsibility and consultative decision making by all educational stakeholders.

Consequently, the study conducted in South Africa by Mncube & Potokri (2015) on leadership roles of school heads in democratic schools found that the principals at the South African democratic schools practiced democratic principles to develop a democratic culture in their schools as well as to improve students' academic achievement. Teachers, learners, heads of schools, and students seem to be happy about the democratic leadership style practiced in their schools. Mncube and Potokri suggest that more can be done through the inclusion of stakeholders in major decision making processes at school. This gives every person in school a genuine sense of belonging and ownership of the school. As a result, morale and the team spirit are stimulated for better performance and higher productivity. Without an organizational democratic culture, with educational morals, organizational knowledge cannot be created. Thus without organizational knowledge there is no innovation, and without innovation, there is no development, and without development, there is no competitiveness which is extremely vital for contemporary world economies in this globalized society (Marcopoulos & Vanharanta, 2014, p.12). In the school context, democratic culture is very crucial for the job satisfaction of subordinates which leads to the better and competitive academic performance of students in final examinations.

Kosgei, Tanui & Rono, (2018) investigated the influence of selected leadership styles of principals on the performance of public secondary in Narok South, Kenya. They found that the democratic leadership style is the preferred type and is used by many school heads. The

democratic style is considered to have a greater influence on the performance of students in National examinations. At schools, the head of schools involve subordinates in the preparation of the school budget, and always school heads consult teachers on matters of procurement and school spending on teaching and learning materials and other resources.

The study conducted by Aunga & Masare (2017) on the effect of leadership styles on teachers' performance in Arusha District in Tanzania found that as the democratic leadership increases in a school, the performance of teachers become greater which leads to high students' academic performance. The scholars further asserts that the more democratic leadership increases, the more teachers' performance increases which imply that democratic leadership affects teachers' performance positively. This in turn leads to students' high academic performance. According to Abwalla (2014), school heads' leadership styles in secondary schools have a significant effect on decision making, delegation, and communication to improve the level of teachers' job performance. While teachers' ideas and taught should be considered in decision-making to enhance their performance.

According to previous authors, the democratic leadership style if properly practiced by school heads by the consideration of varied circumstances it might lead to better students' academic performance or otherwise. When properly practiced, teachers, students, and other stakeholders become motivated and this develops in them the sense of belongingness to the school organization which leads them into better involvement in the teaching and learning process hence, better students' academic performance. All in all, in order to democratic leadership style to be successful, it should be used along with other leadership styles since situations at school do vary time after time. In a school environment, especially in the Tanzania context, the democratic leadership style is practiced by school heads mainly by conducting staff meetings frequently where school heads and other staff members share ideas on the issues raised.

## **VII. METHODOLOGY**

This study employed Mixed Methods Research approach. Mixed research methods involve the collection and integration of both quantitative and qualitative data in a study (Cresswell, 2014). The researcher chose this method

because it provides strengths that offset the weakness of both qualitative and quantitative research. The importance of using a mixed research design is that it helped us in obtaining information originating from the experience of participants themselves.

The study employed convergent parallel design. Convergent parallel design entails that a researcher concurrently conducts the quantitative and qualitative elements in the same phase of the research process, weighs the methods equality, analyzes the two components independently, and interpret the results together (Cresswell and Pablo-Clark, 2011). Therefore in a convergent parallel method, a researcher went to the field once, collected data concurrently or simultaneously, analyzed data separately and merged it at the end of the study.

The target population was 30 heads of schools, 1195 teachers, and 30 academic teachers from public secondary schools as well as 1 District Educational officer of Mwanza City Council in Nyamagana District, Mwanza Region who made the total population of 1259 individuals. The study targeted all secondary school teachers, school heads, and District Educational Officer because they were responsible in the process of teaching and learning in secondary schools also they play the role of leadership in influencing students' academic performance.

Both probability and non- probability sampling techniques were employed to get the sample size of the study. The total sample size of the study was 111 participants where 100 were teachers, 5 school heads, 5 academic teachers and 1 District Educational Officer. The researcher used simple random technique in getting 5 schools.

This study employed questionnaires to collect data from teachers; in-depth interview guide to collect data from the DEO, school heads, academic teachers, observation, as well as document review in collecting the required data.

The accuracy and consistency of research instruments of this study were measured by the use of validity and reliability. Validity refers to what an instrument measures and how perfect and good it measures. It is the truthfulness of the findings (Mohajan, 2017; Altheide & Johnson, 1994). The validity of an instrument in this study was measured through content and face validity. In order to check on content validity, the researcher gave the questionnaire and interview guide to reviewers who had knowledge of the research instruments. These included two postgraduate research supervisors at Saint Augustine University, Mwanza Main

Campus who checked the relationship between the research instruments' items and the real situation in the area of the study. Then, these supervisors critiqued the instruments and gave advice on what to omit and what to add for the sake of the validity of instruments. Reliability refers to when a measurement brings consistent results with equal values. The instrument measures the consistency, truthfulness, precision, and repeatability of research (Blumberg, Cooper & Schindler, 2005; Chakrabarty, 2013). Testing reliability in this study was important because it is the assurance of the accurate results of the study. In this study, reliability was measured by the split-half reliability method. In this study, 20 participants were involved in the test. The researcher scored two halves that are odd and even items of the test separately for category of instruments. Then, the calculation of the correlation co-efficiency of the two sets of scores was done. The coefficient shows the degree to which the two halves of the test provide the same results and therefore describes the consistency of the test. The researcher used Spearman Prophecy Formula in testing the reliability of the instruments:

This study utilized a note book for recording data obtained qualitatively. This was during the interviews with the DEO, school heads, and school academic masters. The same was used to record information on students' academic performance from records on national examination.

This study was mixed research in which quantitative data were analysed using the Statistical Package for Social Sciences (SPSS) Version 21.0. Data from closed items in questionnaires were analysed using descriptive statistics and were presented in frequencies, percentages, tables, and charts. Qualitative data obtained from open-ended questionnaires and in-depth interviews and which cannot be coded with SPSS were summarized using open coding to get categories and themes.

## VIII. RESULTS AND DISCUSSION

The presentation, discussion, and interpretation of research findings were presented on the basis of the research objectives.

### *Laissez – faire leadership style and Students' Academic Performance*

This section intended to explore whether school heads in Nyamagana District public secondary schools employ laissez- faire leadership style. The information was gathered by using laissez- faire leadership style characteristics

manifested by school heads. The results were as shown in table 4.1

**Table 4.1:**

*Teachers' Response on Laissez- Faire Leadership Styles' Characteristics*

Characteristics	SD		D		U		A		SA		n
	F	%	F	%	F	%	F	%	F	%	
Fail to take necessary actions	7	7.0	38	38.0	12	12.0	11	11.0	32	32.0	100
Leave decisions to be made by teachers	32	32.0	26	26.0	6	6.0	25	25.0	11	11.0	100
Subordinates solve their own problems alone	21	21.0	19	19.0	20	20.0	25	25.0	16	16.0	100
Does not interfere decisions made by subordinates	20	20.0	22	22.0	12	12.0	26	26.0	20	20.0	100
Delegate power to subordinates	20	20.0	27	27.0	11	11.0	31	31.0	11	11.0	100

**Source: Field data (2020)**

Table 4.1 indicates that teachers who agreed that school heads fail to take necessary actions were 47 percent while those who disagreed were 45 percent. Those who disagreed on school head leave decisions to be made by subordinate were 58 percent while those who agreed were 36 percent. On the statement that subordinates solve their own problems alone 40 percent disagreed while 41 percent agreed. 42 percent disagreed and 46 percent agreed on the statement that school heads do not interfere decisions made by subordinates and 46 percent disagreed while 42 percent agreed on school heads delegate power to subordinates. Hence the ratio of teachers who disagreed and who agreed on the statements were almost equal.

This study revealed that many school heads make necessary actions whenever the situation at hand allows them to do so. In some schools, school heads may decide to leave decision to be made by subordinates mainly because they found that their subordinates are more knowledgeable than them. Isundwa (2015) to whom in his study found that there is a very low influence of laissez-faire leadership style on students' achievement since laissez-faire leader does not bother to tell subordinates their wrongs or weaknesses as they leave all tasks to them done independently.

In laissez-faire type of leadership, delegation of power is a dominant characteristic feature. The study found that, School heads delegate power to subordinates because they want to develop knowledge and skills of teachers instead of being

stagnant. Therefore, the bad side of laissez-faire leadership style overpowers the good side hence the lack of guidance of school heads to teachers leads to poor performance of students in National examinations. This is supported by Isundwa (2015) who supports this statement by stating that, the delegate in laissez-faire is very high. This leads to poor students' academic achievement. Wu & Shiu (2009), laissez-faire is not a good leadership style to be used by school heads because complete delegation without follow-up creates performance problems.

Leaving decisions to be made by subordinates on their own is one of the characteristic of laissez- faire leadership style. Wu & Shiu add that teachers are motivated when they are afforded opportunities to make their own decisions. The acceptance of their opinions and ideas combined with the performance monitoring done by school heads is a healthy way of enhancing discipline and better students' academic achievement of a school organization. The study found that, school heads in Nyamagana District does rarely allow subordinates to make their own decisions. This may be the reason to why students of public secondary schools perform poorly in National examinations.

The results in this study indicate that, in Nyamagana public secondary schools, laissez –faire leadership style is practiced in large extent. It is very important to not apply laissez- faire leadership style in totally because it may lead to poor performance of students. This statement was supported by

Achimugu and Obaka (2019) who contended that, institutions where laissez-faire leadership is practiced, it is feared that teachers and students may become lazy of fulfilling their responsibilities, and this will affect teaching and learning and will in turn affect student achievement negatively. Therefore, laissez-faire leadership can be considered as an “absence of leadership” since every individual in an organization does what is good or right according to him or her without any directive.

Boke, Nyakundi & Namoki (2017) in a related study add that where the head of schools applied a laissez-faire leadership style, academic performance of students become relatively low. They added that the type of leadership style employed by the head of schools could be one of the factors which lead to the poor academic performance of students. Also using a laissez-faire leadership style could result in a lack of teachers as well as students’ discipline due to non-enforcement of rules and regulations in a school leading to poor performance in examinations.

**Key: 1= Strongly disagree, 2= Disagree, 3= Undecided, 4=Strongly agree, 4= Agree, F= Frequency, %= Percentage**

Findings from qualitative where open-ended questionnaires were provided to teachers and in-depth interviews were provided to school heads, academic teachers and the DEO hence the detailed information on laissez fair leadership style was obtained.

#### ***Lack of confidence in doing things***

From the open- ended question provided in teachers’ questionnaire, Majority of teachers responded to the reason to why their school heads employ laissez- faire leadership style because they lack confidence in doing things. One of the teachers in school 3 stated that;

The headmaster in our school in our school delegates power extremely. He delegates even the responsibilities which can be done by him. This shows that he is not confident on his responsibilities (July, 2020).

Meanwhile another teacher from school number 2 revealed that;

Our school head delegates responsibilities to the school management team but she does not always make the follow up on the feedback of the responsibilities provided to the delegates. If it happens that the delegates accidentally provide

feedback, she does not provide any challenge (July, 2020).

#### ***Leadership knowledge***

From the open- ended question provided in teachers’ questionnaire, Majority of teachers responded to the reason to why their school heads employ laissez- faire leadership style because they have little or no leadership knowledge. One of the teachers in school 1 stated that;

Our school head is a degree holder. I think that is why he uses laissez- faire leadership style. If he could have undergone leadership courses, I am sure that he could be able to use different leadership style whenever the situation needs him to do so. In our school you find teachers doing whatever they see it is right to them. For example, a teacher may decide to dodge his or her classes and the headmaster do not take any measure on them (July, 2020).

The findings are in line with the Nthakyo, Mungai, &Malela (2016) who contended that school heads should adopt leadership skills and mechanisms which are aimed at instilling discipline in students as well as teachers. Schools should organize workshops and seminars, especially for students’ leaders so that they acquire skills for discipline to be applied to their fellow students at school. Also, schools should acquire a collaborative approach with stakeholders which in turn will help in addressing students’ indiscipline at school.

#### ***Teacher’s job satisfaction***

From the in-depth interviews with school heads, academic teachers and the DEO the researcher obtained the detailed information on laissez- faire leadership style that, majority of respondents stated that laissez-faire leadership style enhances teachers’ job morale. The school head of school number 4 argued that;

There are situations in school where laissez- faire leadership style should be applied. I believe that, there are some areas where I can notice that, some subordinates are more knowledgeable than me but I cannot expose it to them rather than giving them a chance to practice their talents. In turn this make them satisfied with their job which then enhances academic performance of students (July, 2020).

Furthermore, the academic teacher from school number 5 added that;



Laissez-faire leadership style is very important to be used in Nyamagana secondary schools because it arise the morale of teachers and teachers feel that they are identified and their potentials are respected. This leads to good students' academic performance because teachers will be working very hard, completing syllabuses, making revisions only to attain school pre-determined goals (July,2020).

**Democratic Leadership Style and Students' Academic Performance**

In this section, the researcher intended to explore if school heads in Nyamagana District public secondary schools employ democratic leadership style. The information gathered were the laissez- faire leadership style characteristics manifested by school heads and the reasons to why the mentioned leadership style was applied. The information was gathered by using democratic leadership style characteristics manifested by school heads as shown in table 4.2

**Table 4.2:**  
*Teachers' Response on Democratic Leadership Styles' Characteristics*

Characteristics	SD		D		U		A		SA		n
	F	%	F	%	F	%	F	%	F	%	
Solves administrative problems with subordinates	35	35.0	9	9.0	7	7.0	47	47.0	2.0	2.0	100
Shares leadership role With subordinates	21	21	21	21	14	14	28	28	18	18	100
Treats all members equally	27	27	26	26	9	9	27	27	12	12	100
Respect teachers' opinions in Decision making	30	30	10	10	7	7	46	46	7	7	100

**Source:** Researcher, 2020

Teachers' response in table 4.2 shows that, the percentage of teachers who disagreed and those who agreed on the statements on democratic leadership style were almost equal. The percentages of who disagreed on if their school heads solves administrative problems with subordinates were 44 percent, share leadership roles with subordinates formed 42 percent, treat all members equally formed 53 percent, and respects teachers' opinions in decision making were 40 percent. The percentages of teachers who agreed on if their school heads solves administrative problems with subordinates were 49 percent, share leadership roles with subordinates formed 36 percent, treat all members equally formed 39 percent, and respects teachers' opinions in decision making were 53 percent. The results imply that, democratic leadership style is practiced in some extent by school heads in public secondary schools in Nyamagana District.

The tendency of solving administrative problems is very crucial in an organization. It is very important for school heads to involve subordinates in solving non emergency administrative problems which do not require urgent solution. By respecting the ideas of subordinates this will make them feel that they are belonging to an organization hence improving their morale to work which then leads to good students' academic performance. Supporting this study, Kavale & Omar (2015) contend that the practice of democratic leadership style is by inviting contributions from as many stakeholders as possible before making decisions. The leaders allow subordinates to vote over a presented issue and, thereafter, the decisions are made. School heads allow subordinates to negotiate their demands from the institution. They added that leaders of schools should use the democratic leadership style to facilitate collective responsibility and consultative decision making with subordinates.

Sharing leadership roles with subordinates is very important at schools because it is believed that everyone is talented in one way or the other. There are some subordinates who are knowledgeable in some areas where the school head has no knowledge on them. This is very important in that it helps the school as an organization to move forward towards the attainment of its pre-determined goals.

Treating all members equally in the school is also very important. This removes the sense of inferiority complex to the once who might be segregated and are able to perform their tasks well. School heads in public secondary schools should avoid segregation among subordinates which could make those segregated subordinates to lose morale for work which might lead to poor students' academic performance.

School heads should respect the opinions from subordinates which should be considered in arriving at the final say in terms of conclusion. By doing this, teachers will be satisfied in their job hence performing their tasks well. This implies that democratic leadership style, if is applied in school organization, motivates teachers in doing their work well which results in good students' academic performance.

Kavale & Omar (2015) added the same idea that school heads of secondary schools who had already adopted the democratic leadership style, students and staff perform better than of other schools where the school heads are practicing other types of leadership style. The practice of democratic leadership style was by inviting contributions from the subordinates before making decisions. The leaders allow subordinates to vote over a presented issue, thereafter the decisions are made. School heads coach subordinates and negotiates their demand. They added that leaders of schools should use the most appropriate leadership style to facilitate collective responsibility and consultative decision making of all educational stakeholders, the collective leadership style being the democratic leadership.

**Key: 1= Strongly disagree, 2= Disagree, 3= Undecided, 4=Strongly agree, 4= Agree, F= Frequency, %= Percentage**

Findings from qualitative where open-ended questionnaires were provided to teachers and in-depth interviews were provided to school heads, academic teachers and the DEO hence the detailed information on democratic leadership style was obtained.

#### IV. *Decision making*

Majority of teachers in questionnaires responded on that their school heads applies democratic leadership style. They

revealed that their school heads involves them in decision making process hence they are satisfied with their work by feeling that they are recognized as a part of the organization.

In line with this, the interview with the academic master from school number 1 stated that;  
between teachers and our school head. Not only that, also every teacher develops the spirit of working effectively without being forced. This fosters the improvement of academic performance in our school (July, 2020).

Another academic teacher from school number 3 added that;

Our school head employs democratic leadership style because it provides perfect supervision by for example, controlling teaching schedule, making sure that teachers provide exercises, ensuring punctuality of teachers Our school head employs democratic leadership style because it provides perfect supervision by for example, controlling teaching schedule, making sure that teachers provide exercises, ensuring punctuality of teachers and students as well as their discipline. This helps in the improvement of students' academic performance. Also, democratic leadership style gives an access to the management in getting some information on teaching and learning process so that the problems revealed can be solved easily (July, 2020).

Another academic teacher from school 5 added that;

Our school head motivates us in many ways for example; he sometimes provides lunch to teachers and during form four graduations, he use to provide letters of appreciation or money as gifts to those teachers to Our school head motivates us in many ways for example; he sometimes provides lunch to teachers and during form four graduations, he use to provide letters of appreciation or money as gifts to those teachers to whom their students did well in the subjects they use to teach. Not only that, also our leader cares for us whenever we face different challenges including family once. (July, 2020).

The DEO during the interview mentioned democratic leadership style as one of leadership styles employed by school heads in his district. He pointed out that;

School heads use democratic leadership style in that; they use to give chances to teachers to provide some explanations with reasoning whenever it is required before taking further disciplinary action. To ensure that teaching and learning process goes well, school heads use to assess it and after that, reports are given out to teachers where leaders discuss with teachers on issues concern with teaching and learning process then they rich into conclusion (August, 2020).

These findings are in line with the study conducted by Musa (2014) which contended that the school level motivation is an important aspect which can improve school performance. Teachers' participation in decision- making leads to the recognition of intellect power and when teachers, intellect power is acknowledged, they participate more, become creative and satisfied. Therefore, school heads should respect teachers' ingenuity, knowledge, and growth, ideas, decision making, maintain friendship, and collegiality.

During the study, the researcher observed that teachers, there are frequent staff meetings where by teachers and school heads do sit and discuss on issues concern the school organization. This was evidenced by staff meeting minute book which was deliberately requested by the researcher and through oral interaction with teachers. Mullins, (2005) contends that democratic leadership style is the style in which the focus of managing power comes from subordinates and there is greater interaction within that group whereby a leader is a part of the group. The leadership duties are shared by group members. All group members are given a chance to participate in decision making process, determination of policy, and implementation of the policy (p. 317).

The objective number two agrees with the Contingency leadership theory in that, it is necessary to apply it in school organization but its downside comes when it is applied alone as well as extremely without incorporating other leadership styles. The theory admits that all leadership styles are productive only if leaders use them in combination.

The findings from these interviews and observation indicate that, in Nyamagana District public secondary schools, there is the application of democratic leadership style in some

extent by involving subordinates in decision making process. By doing that teachers develop the spirit of hard-work. They realize that they are able and that the organization belongs to them. Hence, there is improvement of students' academic performance. However, democratic leadership style when used without caution leads to poor academic performance. Therefore, democratic leadership style is very important in an organization because if applied effectively, it helps in making teachers commit themselves to work by teaching effectively. Also, through democratic leadership teachers inspire students to be committed to their studies by searching their materials on their own for knowledge deepening. This brings good academic performance in national examinations.

## **IX. CONCLUSIONS AND RECOMMENDATIONS**

This sub-section presents the conclusions from the study findings as follows hereunder;

The study discovered that, school heads in public secondary schools, except very few of them employ a single leadership style among laissez- faire and democratic leadership styles of which is not adequate to elicit positive attitude to work in case of teachers and the attitude of students towards studying hard to achieve higher grades in their final examinations. The study discovered that, very few school head apply a mix of leadership style. It was revealed that, in those schools, the performance of students is good compared to other majority of schools.

On laissez- faire leadership style, the study concluded that school heads were not able to elicit good results due to over delegation of responsibilities without follow up. This in turn causes the drop of students' academic performance. However, laissez- faire leadership style should be used in some extent while mixing with other leadership styles.

The study revealed that, even if when used together with other leadership styles, democratic leadership style is the type of leadership style which when used effectively results into good academic performance of students. The study concluded that, when democratic style is employed, teachers become satisfied because when they are involved in decision making, they feel as a part of an organization.

Moreover, the study concluded that school heads should employ a mix of leadership styles so that to elicit high students' academic performance. It is necessary to use a mix of leadership styles because each of them has the

strength which covers weakness of others. This can lead to high students' academic performance.

### Recommendations

Based on the findings, summary and conclusion, the following recommendations were made:

- (i) The government through its organs which are the ministry of education and the President's Office, Regional Administration and local Government Office (PO- RALG) should make sure that it appoint school heads that have already under gone leadership training courses so that they could be competent leaders at school levels.
- (ii) The government through its organs which are the ministry of education and the President's Office, Regional Administration and local Government Office (PO- RALG) should make sure that, those school heads who have already been appointed as school heads and who have not under gone any leadership course are provided with professional development programs, workshops as well as seminars in order to equip them with knowledge and keep them updated with the trending new leadership skills.
- (iii) For school heads who already have leadership skills are supposed to employ them due to school contextual situation. This would make teachers to perceive their school heads as flexible hence motivated to work harder. This in turn would lead to improvement of academic performance of students in National examination.

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# Roles of Students' Council involvement in Management of Discipline in Public Secondary Schools in Bariadi District Council, Tanzania

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**Abstract**— *The study aimed at investigating the contribution of students' council in management of students discipline in public secondary schools in Bariadi District, Tanzania. The study employed mixed research approach with a convergent parallel design. Quantitative data were collected using questionnaires while interview and focus group discussion were methods used to collect qualitative data. The study included 04 heads of secondary schools, 04 discipline teachers, 74 teachers, 40 members of students' council and 94 students. The quantitative data was descriptively analyzed with the help of SPSS version 20 while thematic analysis was employed in analyzing qualitative data. The study established that students' council play a significant role in managing students' discipline through promoting healthier leadership, enforcing school rules and behavior and being role model for positive behavioral change among students. The findings further revealed that students' council was highly involved in enforcing school rules and regulations while less involved in decision making on disciplinary matters and punishing misbehaving students. The study recommended that government through the ministry of education should make sure that there are policy change to allow school management involve students' council in making decision basically students discipline in secondary schools.*

**Keywords**— *Roles, Students' Council, Management, Discipline, Public Secondary Schools.*

## I. INTRODUCTION

This study examined the influence of students' council in management of discipline in public secondary schools in Bariadi District Council, Tanzania.

## II. BACKGROUND TO THE STUDY

Discipline in schools for a long time has been a topic of discussion which needs more attention from different education stakeholders such as parents, donors, teachers' international organizations, and community from different corners of the world. Indiscipline cases have been increasing tremendously from day to day therefore, its management needs keen approach in which heads of schools and their

staffs cannot fulfill (Kamau 2017). In other words, stakeholders currently focus on correcting deviant behavior and reinforcing desirable discipline among students in secondary schools so that secondary schools can be safe and healthy places for the creation of critical and creative school leavers who can deal with the needs of the society effectively.

Similarly, Kennedy (2018) in his study on managing student discipline through student leadership in Kenyan secondary schools; argues that discipline is considered one of the essential characteristics of an effective school; hence, there has been a growing debate on how to create positive school culture in which students can grow and develop morally. Therefore, in order to ensure that there is effective discipline

management in schools; school leadership should decentralize some roles to students so that they can help in overseeing discipline matters in their secondary schools.

Woods (2005) in London also viewed that, the main role of student councils as set in the Education Act is promoting the interests of the school and the involvement of students in the affairs of school in co-operation with the board, parents and teachers. Discipline is one of the school affairs that require involvement of students in making decisions. Therefore, if students are involved in the management roles it makes reporting and dealing with disciplinary issues in schools more easy and efficient because students are likely to identify both desirable and undesirable behaviors among themselves than teachers and school management as a whole given the fact that they share a lot among themselves secrets that teachers cannot know, unless otherwise.

In order to decentralize effectively roles related to discipline management, school management is encouraged to embrace student leadership and councils so that students can play an active role in managing not only discipline but also other matters that are deemed to be significant for school prosperity (Mukiti, 2014). Thus, student councils are forums through which issues affecting students' welfare like discipline can be communicated between school management and students. Kambuga and Omollo (2017) suggest that, student leadership or rather councils give students opportunities, support and encouragement to express their voices pertaining to their welfare in schools as active members of the school community. Literature (Mukiti 2014; Kambuga and Omollo 2017; and Kennedy, 2018) show that large number of secondary schools and other educational institutions have been exercising in various situations to incorporate student voices when making decisions on issues concerning schools' development.

In United States of America, issues pertaining students' councils involvement in management of secondary schools such as management of discipline, planning school development activities, formulating by laws, rules and regulations which appear to be compatible with the goals towards the attainment of quality education (Alexander, 2017). Likewise, European countries experience several problems related to poor involvement of students' voice in management discipline issues in secondary schools. In England for instance, there is lack of clarity among policy makers and schools regarding the purpose of provision for pupils voice (Whitty and Wisby, 2007).

Similarly, in Austria and Slovenia, secondary schools have practical experience in collection and use of student voices in any decision made in schools. It is an imperative requirement of the law in European countries such as Switzerland and Finland to consider student councils when making decision on matters concerning students' welfare (Cato, 2018). For example, in 1999 United Nations supported a Millennium Young People's Congress of more than 600 children from more than 100 countries who gathered in Hawaii to discuss and assess issues concerned their future life including access to education and how schools value their voice before making decision in the globalized world (Lansdown, 2001).

In Africa, most of the Sub Saharan countries face lot of problems pertaining to involvement of students' councils in making decision about school development plans including management of school discipline. In South Africa for instance, it is reported that the emphasis for students right to participate in the process of democracy in schools, their activities and voices still is not given the attention they merit (Nishiyama, 2017). Likewise in Nigeria, it is said that, students' government is not given the required value in management of school discipline. Students in most of the secondary schools face indisciplinary behaviors such as truancy, stealing, examination malpractice, sexual immorality and substance use that hinder them from attaining quality education (Usman, 2016).

In Tanzania, the practices of students' council participation in management of school discipline in public secondary schools can be traced through experience and studies which were previously done in the country. The Education Act no. 25 of 1978 and its amendments no. 10 of 1995 and 2002, the Education Training Policy of 1995 and the Child Act no. 21 of 2009 among others are some of the government documents that legalize the establishment of students' council in the education systems in Tanzania including secondary schools (URT, 2014). Based on experience, the education system and the government of Tanzania embrace student councils in all levels of education. Precisely, student councils, committees and leadership are experienced in public and private education institutions in which student leaders are elected through votes and others are appointed by the school management.

The major role of establishing students' leadership structure in schools is to empower students in realizing their potentials in leadership and overseeing their welfare including disciplinary matters. However, the roles and effectiveness of

students' council in influencing management of discipline in public secondary schools in Tanzania is still questionable. This is based on the fact that, despite the presence of these councils, secondary schools continue to experience deviant behaviors among students including but not limited to examination dishonesty, dropout and truancy, improper school uniforms, sexual abuse and strikes (Mukiti, 2014; John, 2017; Kennedy, 2018).

Similarly, Shija (2016) in his study on My Right, my Voice in Tanzania reports that students' councils in secondary schools are statutory requirement in every school though most the time students' leaders are usually appointed by teachers and effectively represent the interests of students which is the main goal of the forums in schools. These in turn contribute to poor students' education attainment and destroy reputation of teachers to the school as whole. Despite these detrimental effects, studies on this problem are limited in Tanzania especially in Bariadi District Council. In other words, the essence of students' councils and other forums that intend to encourage students' voices to be held and supported in disciplinary matters is well known. Therefore, the current study intended to examine the influence of students' council on management of discipline in public secondary schools in Bariadi District Council in Tanzania.

### **III. STATEMENT OF THE PROBLEM**

Discipline is a cornerstone of school welfare. In other words, schools with disciplined students grow, develop and perform better than schools with students who exhibit unethical conducts. Thus, discipline in schools need to be overseen based on the formulated and agreed standards. In most cases school discipline is established through the government bodies, school boards, school committees and parents and teachers association that are entrusted to deal with any type of irregularities. It is hoped that, the presence of these disciplinary forums and organization can help to remedy the deviant behavior in schools.

However, schools continue to experience indiscipline cases among students including, but not limited to substance abuse, truancy, lack of punctuality and improper school attire. This situation might have been attributed to the way student government is obtained. School management in most cases has been nominating leaders on behalf of students instead. This process has deprived the rights of students to exercise democracy on obtaining the kind of leaders they like. Also, the nominated leaders lack confidence, creativity,

respect, management skills and royalty (Mnubi, 2015). On the other hand, when students are not involved in the decision making process they see no meaning of participating in school discipline and thus the discipline matters is left on the shoulders of school management.

Despite the important role played by students' council in facilitating students' involvement in decision making in secondary school environment, secondary school discipline management in Bariadi district council is a serious issue. If this situation is not settled, there is a possibility of losing future generation leaders of the society and in turn may increase the number of graduates who are less productive hence, an increased social tensions in the society. Therefore, the current study, examined the influence of the students' council in management of school discipline in public secondary schools in Bariadi District Council.

### **IV. SIGNIFICANCE OF THE STUDY**

The findings of the proposed study informed policy makers to redesign and implement new legal frame works that could foster desirable discipline among students in secondary schools. Likewise, the results of this study had the potential to inform education leaders like heads of schools to think about best practices towards empowering students' councils so that they can engage in discipline management effectively.

The study creates awareness to teachers about issues related to discipline such as factors for unethical behavior in schools from which they can develop good effective strategies not only to discourage undesirable discipline but also to reinforce good discipline among students. Additionally, the findings of this study provide student leaders and students body at large an understanding about the worthiness and consequences of desirable discipline and indisciplinary practices respectively.

### **V. LITERATURE REVIEW**

This chapter presents a literature review based on one objective. Studies of other scholars were reviewed to comprehend and investigate the research problem. The researcher reviewed the theoretical literature which enabled to study a theory related to the topic and again clarity of the research topic. The empirical literature justified the need for the study and highlighted the relationship between the past and the current study.



### **Theoretical Literature Review**

Theoretical framework refers to a set of theories which act as background and guide to the investigation of the problem; it gives the relationship between the variables (Creswell, 2014). The current study on influence of students' council on management of discipline in public secondary schools is based on Path- Goal Theory (PGT) which was propounded by House and Mitchell in 1974. The theory is based on leader-follower concept and relationship that a leader shows the way for the followers to act upon institutional activities (Murage, Mwaruvie & Njoka, 2017).

Similarly, Ratyan, Khalaf and Rasli (2013) assert that path-goal theory is classified under contingency approach that it can be applied in different situation and times by the same leader and that leadership behavior like directives, supportive, participative and achievement based have a positive effect on the subordinates and pave the way for achieving pre-determined organizational goals. In other words, leaders are role models for the followers to observe and imitate on what leaders are doing.

Thus, good leadership results into obedience, participative and goal-focused subordinates while poor leadership may result into poor organizational culture. In other words, the theory tries to relate the leader's behavior and followers' behavior.

In this regard, path-goal theory relates to the current study in the sense that members of the students' councils are student-leaders either elected or appointed to represent others in a school in showing the way for achieving accepted behaviors in schools. They are supposed to exhibit good behavior for their fellows to learn from them in different situations. Thus, students' council are that comprise exemplary members who are able to identify critical leadership roles and behavior suitable to their schools and are likely to be powerful in management of discipline among students than those in which the members are careless and undetermined.

Based on this theory, Murage et al (2017) argued that student leaders helped to remove all forms of indiscipline like bullying, laziness and substance use by guiding and supporting fellows in health social relationship and communication, team work and being good examples. This promoted virtues among students which in turn promoted good performance which was the ultimate goal of any student in a given learning situation. In this regard, path-goal theory served not only as a framework for selecting students both to constitute the students' councils and participate in

this study but also it guided data analysis, discussion of findings and conclusion of this study. That is to say. The theory helps in indicating how the findings reflect or deviate from it.

The theory is based on the fact that it is the basis for leaders to help remove obstacles by showing the right way to the followers for achieving pre-determined institutional goals through engaged workforce (Farhan, 2018). Thus, the findings implied that members of student critically on understanding their behaviors first before enforcing mechanisms to improve discipline among students. It indicates how leaders' disciplines affect followers' discipline.

However, the path goal theory fails to obey the principal of specifying meaning that it consists of many aspects of leadership which mislead leaders consequently followers (SAGE, 2016). SAGE adds that the theory insists much on guiding, helping and supporting followers of which some followers may become dependent on their leaders. This resulted into challenges in fulfilling organization activities to achieve pre-determined goals. Despite these critiques, the current study benefited much from the theory specifically on the effectiveness of students' council in managing.

### **Empirical Literature Review**

For the intention of the study on the roles of students' council in discipline management in public secondary schools in Bariadi district council, literatures global, regional and national wise were reviewed on the following headings: roles played by students' council in management of discipline in public secondary schools.

#### **Roles of Students' Council in Discipline Management**

Based on literature reviews, student councils were involved in different situations to make decision on issues concerning school development including; formulating and enforcing school rules and regulations, planning and managing school activities and solving disputes are among the roles played by student councils in management of students discipline in schools.

#### **Formulation of School Rules and Regulations**

In Ghana, Asare, Mensah, Prince and Gyamera (2015) studied on procedures involved on how teachers do through their perspective roles in managing discipline and how students perceive such involvement. The study found that, teachers used judgmental approach to subjective behaviors

of students and evaluated disciplinary measures to interpret as the way to stop misbehaviors in schools. The study recommended that teachers should indoctrinate the behaviour of including students in rules setting so as to enhance ownership of the rules in order to inspire them take responsibility measures for their own behaviors. Therefore, Teachers and educators should see the importance of corrogolating their students in establishing, implementing and controlling the rules in the welfares of their life at school.

Furthermore, a study by Usman (2016) conducted on the impact of students' indiscipline on management of secondary schools in Nigeria. The study indicated that truancy and examination malpractice was among the challenges on management of secondary schools in Nigeria. This was observed that the government lacked active laws, rules and regulations that could stop malpractices of examinations and other indiscipline issues in their schools. The study recommended that, ministry of education should involve students working towards the eradication of examination malpractice in schools. In other words, the situation showed that there was no way a student can be left behind for any means in school for one dealing with discipline issues in school including formulation of rules and regulations in schools.

Apart from that, a study by Kennedy (2018) conducted in Kenyan secondary schools revealed that student councils were involved in formulating school rules and regulations that geared towards managing discipline in schools. This implied that members of the student councils were charged with the role of thinking critically on the laws, regulations and rules that promoted virtues among students. The study recommended that capacity building is important to members of the student councils so that they actively participated in the formulating school rules and regulations.

In addition to that, a study by Kamau (2017) on the influence of students' council involvement in management of students' discipline in public secondary schools in Kenya found that student councils were charged with the role of formulating school rules and regulations. In other words, members of the student councils should make sure that they participate in formulating school rules and regulations that fostered good behavior among students. Thus, the study recommended that school management should provide opportunity for members of the student councils to participate in formulating school legal frameworks which in turn fostered implementation.

Similarly, Murage (2014) in Kenya studied the influence of student councils on the management of discipline in secondary schools. The findings of this study demonstrated that student councils were responsible for promoting school rules and regulations towards enhancing ethical behaviors among students. Students' councils are instrumental organ that is required to articulate the discipline of students on behalf of the school management; thus, teachers have the obligation to incorporate students' leaders since they are the first witness of the misconduct of students. This allegation is contrary in Bariadi secondary schools where teachers select leaders but unfortunate they do not empower them as required.

### **Planning of School Activities**

Wallach (2006) studied on student voice with emphasizing much on the potential relationships, relevance and rigor in small schools in Washington, USA. The study wanted to assess aspects of development of small schools and the associated processes of change using three principles of rigor, relevance and relationships. The study reported that for a long time, America's education system has been undergoing reforms of how education should be treated and practiced in the area; the exercise has been basing on adults without consulting at any point the students' views that ultimately benefit from the reforms. This is to say, effectiveness of any changes need to involve students since they are the ones who are expected to benefit from the changes. Participating students in decisions concerning their learning brings about very results in students achievements and the school at large.

Mbonyonga (2018) examined the role of student representative councils in curbing students' riots in secondary schools in Zambia. The study adopted descriptive case study design. The findings of this study demonstrated that students' councils were forums through which students through representatives were involved in decision making about school route and activities. This helped to create a sense of ownership towards school routines and therefore had a positive effect on management of students' discipline. The study recommended that the government through the ministry of Education the government should create awareness on the essence of students' voice in school leadership, management and administration.

Similar results were reported in a study by Nekesa (2018) who conducted a study to explore roles of students' councils in enhancing discipline in public secondary schools in Likoni

Sub-County Mombasa County Kenya. The findings demonstrated that students' councils were involved in planning and supervising the implementation of school activities which in turn promote discipline and sense of belonging among students. In other words, if members of the students' councils were involved in all stages of planning and implementation of school activities makes the supervision by these leaders more easy and students can easily obey instructions from students' leaders.

### **Enforcing School Rules and Regulations**

Students' councils are also charged with the role of enforcing school rules and regulations. A study by Amoah, Francis, Laryea and Abena (2015) assessed on procedures involved by teachers to carry through their respective roles in managing indiscipline and how students perceived such involvement in Ghana. The study reported that, teachers used judgmental to subjective behaviors as well as evaluating the disciplinary measures to interpreting it as the appropriate measure to stop misbehavior. In other words, students' councils are essential in developing and making sure that school regulations are adhered for the welfare.

A study by Kyalo (2017) examined the influence of student councils' involvement in school governance on students' discipline in public secondary schools in Kenya. The results indicated that students' councils played a significant role in enforcing the implementation of school rules and regulations. The study further reported that schools in which student councils were not involved in management of students discipline experienced high levels of students' indiscipline. Likewise, without students' councils, enforcing regulations may be jeopardized.

Mukiti (2014) also conducted a study on role of students' council in secondary schools management in Kenya. The findings demonstrated that, students' councils were responsible for ensuring that students obey school rules, regulations and instructions decided and approved by the school management. The study added that, members of the students' councils were charged with the role of punishing other students in case of minor indiscipline cases like speaking vernacular languages and noise making. Thus, there should be thorough preparation of student councils if effective performance by these councils in management of discipline was to be achieved.

## **VI. RESEARCH METHODOLOGY**

### **Research Approach**

According to Gray (2014) research approach is a plan and the procedure for research that span the steps from broad assumption to detailed methods of data collection, analysis and interpretation. This study employed mixed research approach whereby both quantitative and qualitative data were collected using different methods. Creswell (2014) describes mixed research approach as one of the research approaches in which a researcher collects analyses and mixes both qualitative and quantitative data in a single study.

This approach enabled the researcher to obtain data in form of numbers and explanations which were crucial in informing educational stakeholders a valuable change in education than if only single approach was employed.

### **Research Design**

This study adopted mixed methods research design under which convergent parallel design was employed to collect data on the "roles of students' council in management of school discipline in public secondary schools in Bariadi District Council". Demir and Pismek (2018) defined convergent parallel research design as a process where a researcher simultaneously collects quantitative and qualitative data simultaneously and then analyses the data differently and merges them during the interpretation and discussion in order to triangulate the research findings.

Convergent parallel design was used because it helped the researcher to gather two types of data at once and it was a manageable process. Creswell (2012) is of the view that convergent parallel, mixed methods is a type of design in which both qualitative and quantitative data are collected concurrently and analyzed separately and then merged together at the end of the study. Therefore, quantitative data were gathered through questionnaires, while qualitative data were collected through in-depth interview and focus group discussion.

### **Research Area and Rationale**

This study was conducted in public secondary schools located in Bariadi District Council. Bariadi District Council is one of the six District Councils of Simiyu Region. The other districts are Meatu District Council, Maswa District Council, Itilima District Council, Busega District Council and Bariadi Town Council. It is located in north of Tanzania and South East of Lake Victoria lying between latitude 2°15'<sup>I</sup> and 2°15'<sup>I</sup> South of Equator and longitude 33°40'<sup>II</sup> and 35°10'<sup>II</sup> East of Greenwich (William, 2017).

It is bordered by Busega District to the west, Bunda and Serengeti Districts to the west, Maswa Game Reserve to the east, Maswa and Itilima Districts to the south. Bariadi District Council has 23 secondary schools of which 22 are public secondary schools and 1 is privately owned. The rationale behind the choice of Bariadi district as the study area was based on the fact that the existed literature showed that there had been no study conducted to find out the role played by students' councils on discipline management in public secondary schools. The other reason was based on the principle of familiarization that the researcher is familiar with the area but avoided personal subjectivity towards the information given by the respondents. This is based on Creswell (2012) that the problem can be efficiently studied if the researcher has an understanding of both the respondents and the research area.

## VII. TARGET POPULATION

A target population is group of individuals, elements or subjects which a sample is to be drawn and to which the researcher wishes to draw conclusion or generalize the results (Namala, 2015). In other words, a target population is a group of individuals from which data was gathered and to which inferences about the problem were made. The population of the study comprised of all heads of secondary schools, all teachers, all students and all public secondary schools in Bariadi District Council, which is approximately 1911. This population was considered adequate to provide key information pertinent to the objectives of the study.

### Sampling Procedure

A sample is group of respondents drawn from population in which the researcher is interested in gaining information and drawing conclusions (Ezzy, 2002). According to Mulegeki (2014) researchers often select samples because it is difficult to study the whole population in a single study. Based on aforesaid definitions, both probability and non probability techniques were employed to obtain the sample size of the study. In probability sampling, stratified random sampling and simple random sampling techniques were used to select schools, teachers and students to participate in the study.

### Sampling of Schools

The researcher employed simple random sampling technique to sample the schools which took part in the study. Pieces of papers labeled  $\sqrt{\quad}$  with names of schools and X with names of schools were folded and mixed thoroughly. The researcher then picked only one piece of paper with replacement. The

papers labeled  $\sqrt{\quad}$  gave the names of the 4 schools which participated in the study. This sampling technique was adopted because it increased the probability that every school could be selected to participate in the study and it also helped to minimize biasness.

### Sampling of Teachers

The study sampled 74 teachers. These participants were sampled through stratified random sampling and simple random sampling techniques. The researcher grouped the participants into two strata based on gender, and then from each stratum, simple random sampling technique was employed. Each school was to give a sample of 18 teachers; however, there was a great disparity in the number of teachers from the sampled schools. Based on this unevenly distribution of teachers in the sampled schools, the researcher sampled 36 teachers from school A & B respectively (18 teachers from each school) while 38 teachers were sampled from school C & D (19 teachers from each school). This gave a total of 74 teacher respondents who took part in the study.

### Sampling of Students

The researcher adopted both stratified and simple random sampling techniques to obtain a sample of 94 students from the 4 sampled public secondary schools. A similar process as that of teachers was employed to obtain the sample. The researcher sampled 48 students from school A & B (24 from each schools), while 46 students were sampled from school C & D (23 from each school).

On the other hand, the researcher employed non probability sampling technique basically procedure was employed when sampling heads of schools, discipline teachers and student leaders. Non probability sampling involved selecting individuals to participate in the study based on zero probability instead focuses on judgment made by the researcher (Sharma, 2017).

### Sampling of Heads of Schools, Discipline Teachers and Students' Leaders

Purposive sampling technique was adopted to obtain 4 heads of schools, 4 discipline teachers and 40 student leaders based on the fact that they are key informants because of the position they occupy and the roles they play in dealing with discipline matters in schools. It wanted to understand the experiences in the influence of students' council on management of discipline in public secondary schools in Bariadi district council. Yin (2011) describes purposive sampling technique as a procedure for selecting participants

who are likely to provide more relevant data about the problem.

According to Creswell (2009) sample refers to the population that is observed. A sample helps in making inductive reasoning in which observation is made to the sample and the conclusion is generalized for the entire population from where the sample was obtained. Charles

and Mertler (2002) aver that for descriptive research studies, a recommended sample is approximately 10 – 20 % of the population. In regard to this 11.30% was used to obtain a sample of schools, head teachers, discipline teachers, teachers, and students. This information was summarized in table 1.

Table1: Sample size of Participants (N = 216)

Categories	Target population	Sample size		Sampling technique used
		n	%	
Heads of Schools	22	4	1.9	Purposive sampling
Discipline teachers	22	4	1.9	Purposive sampling
Teachers	215	74	34.2	Stratified random & Simple random sampling
Student Council members	84	40	18.5	Purposive sampling
Students	1,568	94	43.5	Simple random sampling
<b>Total</b>	<b>1,911</b>	<b>216</b>	<b>100.0</b>	

Source; Researcher`s, 2020

### VIII. DATA COLLECTION METHODS AND PROCEDURES

This study adopted questionnaires, interview guides and focus group discussion guides as methods of data collection.

#### Questionnaire

Kothari (2004) defines a questionnaire as a method of data collection consisting of a number of questions either printed or typed in a definite order on a form. This study employed questionnaire as a method of data collection. The instrument had both open and closed questions. The instrument was administered to teachers and students in public secondary schools in Bariadi District Council. Questionnaires were used because it enabled the researcher to collect data from large sample within a short period of time. The instrument was prepared in line with the research objections that reflected its subsections.

#### Interview

According to Creswell (2012) interview is a method of collecting data in which a researcher asks questions to either one or more respondents and records the responses. This study employed interview to collect primary data from heads

of schools, discipline teachers and student leaders. In this regard, one- on- one in-depth and unstructured interview were used in this study. This kind of interview helped the researcher to elicit more information from the participants through the use of probing questions. Thus, participants' experiences, feelings and motives on the relationship between students' councils and discipline management in secondary schools can be realized. The content of the instrument was based on the research objectives.

#### Focus Group Discussion

Focus group discussion is a method of data collection in which a researcher interviews or asks questions to a group of participants at a time, and the participants must have a good and shared understanding with the research problem (Creswell, 2012). This study adopted focus group discussion to collect primary data from students' council members. Therefore, focus group discussion was conducted to 40 students' council members who were more experienced with school matters and the factors underlying their schooling as pinpointed by Frankfort- Nachmias (2015). Pacho (2017) commented that an effective focus group discussion should mainly comprise of 6 -12 participants who share common

characteristics. In this study, each session for focus group discussion comprised of 10 students' council members. This method of data collection enabled the researcher to obtain more and clear insights about discipline in schools and the role played by students' council.

### **Pilot Study**

A pilot study was conducted to determine the effectiveness of the research instruments in tapping the desired information to answer the research questions. It involved pre-testing the developed research instruments to few participants to determine whether they enable the researcher to obtain reliable information to answer the research questions (Creswell, 2012; Kothari, 2004). Therefore, the pilot study was conducted at 1 public secondary school in Bariadi Town Council that was not included in the actual study.

In this regard 10 questionnaires were administered to 10 participants (5 teachers and 5 students). Additionally, 2 interviews were conducted to 2 heads of secondary schools. During the pilot study, the participants were asked to provide their views on the nature and arrangement of the items. Both, the results of the pilot study and the insights that were provided by the respondents were useful in modifying the research instruments so that they can be effective in collecting the desired information. This also helped in adjusting the instruments before the actual data collection.

### **Validity of Research Instruments**

According to Zohrabi (2013) validity is the ability of a measuring tool measure what it is supposed to measure and performs the functions that purport to perform. Both face and internal validity of the study instruments were ensured through exposing them to experts and colleagues for scrutiny. Experts included the supervisor and panelists. Their insights provided a room for adjustments of the instruments so that they could be more efficient in collecting information that would be useful in explaining matters related to students' councils and discipline in schools.

### **Reliability of Research Instruments**

Reliability is the extent to which an instrument produces consistent and reliable results over time and under comparable methodology or situations (Leung, 2015). It is the ability of the research instrument to produce stable results time to time when administered under comparable situations. In order to ensure reliability of the research instruments basically questionnaire, the researcher administered 10 questionnaires to 10 participants (5 teachers

and 5 students) at one of the public secondary schools located in Bariadi district. This school was excluded during data collection. The data from questionnaires were coded and entered into Statistical Packages for Social Sciences (SPSS) version 20 from which Cronbach alpha correlation coefficient was calculated and found to be 0.8 meaning that the instruments were highly reliable.

## **IX. DATA COLLECTION PROCEDURES**

Prior to the data collection, the researcher ensured that research instruments were well prepared and approved by the panelists. Thereafter, the researcher obtained a study permit from the Vice Chancellor's Office at Saint Augustine University of Tanzania. This letter introduced the researcher to the office of the Regional Administrative Secretary (RAS) and District Administrative Secretary (DAS) of Simiyu Region and Bariadi District respectively as well as to heads of schools. These authorities also issued study permits to legalize the process of data collection. After obtaining the research permits, the researcher consulted the participants including heads of schools, discipline teachers, students' leaders and students for official arrangements to ease the process of data collection. The researcher then went back to the respective schools on the agreed date and collected data.

## **X. DATA RECORDING AND ANALYSIS**

Data recording, is a process in which information are either noted down or tapped in electronic devices like audio recorders so that they can be available (Creswell, 2012). In this regard, quantitative data were self recorded by participants in the spaces provided in the questionnaires. In addition, qualitative were recorded through field note book. These materials were made available prior to data collection.

On the other hand, data analysis is a process in which the collected data is made meaningful to readers for action (Creswell, 2012). The researcher employed descriptive statistics in analyzing quantitative data from questionnaires through the help of Statistical Packages for Social Sciences (SPSS) version 20 and were presented in form of frequencies and percentages so as to indicate the intensity of the issues related to student councils and discipline in schools.

The results from descriptive analysis were presented in tables and statistical charts such as pie charts and bar graphs. Similarly, thematic analysis was adopted for analyzing the qualitative data from interview and focus group discussion.

Adams and Lawrence (2015) argue that, thematic analysis is a process in which main ideas in the respondents' responses are identified and common themes are then categorized together. Thus, the qualitative data were first transcribed and organized manually into major and recording themes based on the specific research objectives. The results were presented in form of explanations and narratives and quotations based on what was spoken by the participants during both interview and focus group discussion then supported with popular literature.

### XI. ETHICAL CONSIDERATIONS

Research ethics refers to a way through which a research can be conducted and report the findings in a moral and responsible manner (Charles, 2015). In other words, adhering to ethical principals helped to add credibility to the study. For that reason, the researcher asked for permission letters from the authorities involved in the study. These authorities included the Vice Chancellor at Saint Augustine University of Tanzania (SAUT), the RAS and DAS for Simiyu Region and Bariadi District respectively as well as consulting participants' prior to data collection.

Additionally, the researcher ensured confidentiality and anonymity by not disclosing the participants' identities. In

this case, pseudo names like school A and participant Y were used in place of the real names of the schools and participants.

The researcher explained the purpose of the study and informed the participants that their participation in the study was on voluntary basis and they could stop participating anytime they wished to do so. Therefore, consent forms were prepared and given to participants for them to sign. Likewise, the researcher adhered to the principle of no harm. This means that, any research processes that may result into participants' harm and discomfort were avoided. For example, the researcher ensured that items in the research instruments and the probing questions were critically designed to avoid sensitive questions that could otherwise have negative impact on the wellbeing of the participants.

### XII. RESULTS AND DISCUSSION

This section presents and discusses the findings obtained from the field. The chapter begins with participants' demographic information. Thereafter, it presents and discusses the major findings based on the specific objectives. Pseudo names are used during presentation and discussion of findings collected through interview and focus group discussion.

Table 2: Distribution of Responses' Return Rate (N=216)

Participants	Sample size	Instruments	Successful	Percent
Teachers	74	Questionnaire	74	100
Students	94	Questionnaire	94	100
Head of schools	4	Interview	4	100
Discipline teachers	4	Interview	4	100
Students' council Members	40	Focus group Discussion	40	100

Source: Field Data (2020)

### Roles Played by Students' Council in Managing Students' Discipline

This section presents and discusses the findings for the first objective which intended to find out the roles of Students' Council in Managing students' discipline. The participants

were asked to indicate the extent to which they either agree or disagree with the roles of students' council provided in Likert scale format. The findings are summarized and presented in figure 7 below;

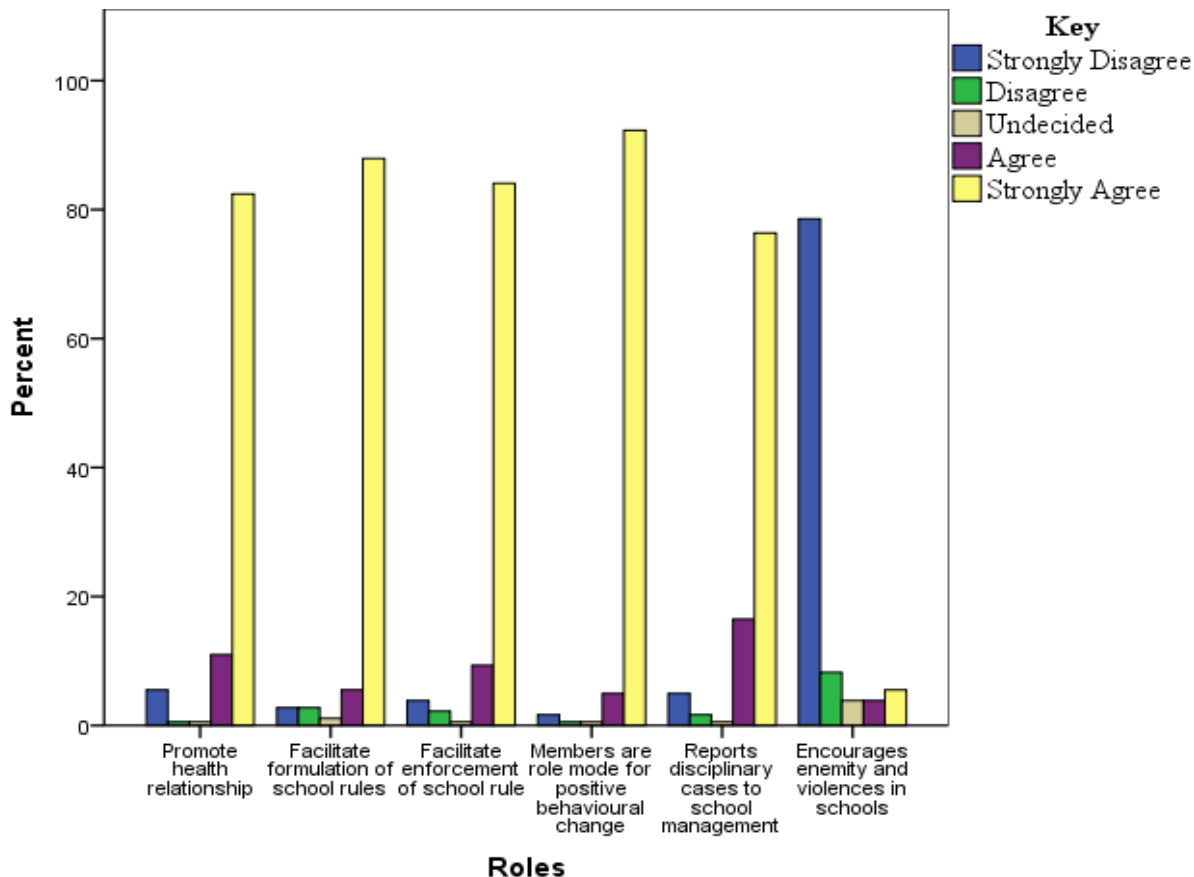


Fig.1: Roles of Students' Council in managing students' discipline

### Formulation of School Rules

The findings in the figure 1 demonstrate that 87.9 percent of the respondents strongly disagree that students' council is involved in formulation of schools rules, regulations and orders. At the same time 2.7 percent disagree with the statements while 1.1 percent was undenided. In addition to that 5.5 percent and 2.7 percent of the participants agreed strongly that students' council is responsible for the formulating school rules and regulations. Thus, majority of the participants indicated that students comments does not involve in discipline management.

This findings is in opposite with the findings collected through interview and focus group discussion. For instance, Discipline Teacher (DT<sub>2</sub>) said,

We maximally call them when making tough decisions about discipline like discontinuing or suspending students who found to have done mistakes which violet school rules such as stealing other properties, fighting. Sometimes student

themselves engage in punishing students who found done mistakes. We assemble student at parade and call students with mistakes in front of the students and get punished (Interviewee 2, 6<sup>th</sup> August, 2020).

Additionally, during focus group discussion, Participant<sub>12</sub> spoke that, "Teachers involve leaders mostly when making school rules and orders and showing punishment to those who do not behave and live well with fellows". However, during focus group discussion, students were asked probing questions to determine whether they are involved in making school rules. Most of the participants denied that they do not formulate school rules but they only help to make sure school rules are followed by students. These findings are similar to those of Kaman (2017) and European Union (2018) who identified that schools can improve their learning environment to their students by listening to the voices of all its community including students.

### Enforcing School Rules



Based on the results in Table 6, 3.8 percent of the participants strongly disagree that students' council is involved in enforcing schools rules while 2.2 percent disagreed and 0.5 percent were undenied. Furthermore 9.3 percent and 84.1 percent of the participants noted agreed strongly that students' council is charged with the role of enforcing schools rules.

These findings denote that majority of the participants affirm that students' council is involved in enforcing school rules. Moreover, similar results were reported during both interview and focus group discussion.

To begin with the interview, Head of School (HoS<sub>1</sub>) said that, "I also maximizing involving student leaders when a particular student is to be punished including suspension due to misbehaviors". HoS<sub>2</sub> also narrated, "We involve students' council much in punishing and reporting students who are indiscipline. But their major responsibility is to ensure school rules are followed". In fact one respondent noted thus:

Student leaders participate to ensure students observe school rules. We use them to get reports of student with bad behaviors from the dormitory, dining hall, playgrounds, subject clubs session. Therefore, student leaders play a big part to ensure student obey school rules but they do not work alone, teacher on duty, discipline teacher matron and patron also are responsible people who work together with student leaders (Interview 1, 4<sup>th</sup> August, 2020).

Similarly, HoS<sub>3</sub> give a view that, "To a large extent, leaders in the student council involve in making sure that students follow school rules, orders and regulations while in classes, dormitory, dining hall, or other school environment". These findings are in line with Kyalo (2017) and Mukiti (2014), who reported that students' council is responsible for ensuring that schools rules are adhered by students. This means that students' council make other students understand and be responsible to school rules, regulations and orders.

### **Role Model for behavioral change**

The findings in figure 1 shows that, 1.6 percent and 0.5 percent strongly disagree and disagree with the statement that, students are role model for positive behavioral change among students. At the same time 0.5 percent was undecided. Furthermore, 4.9 percent and 92.3 percent agreed and strongly agreed that the students council specifically members of that council are changed a role of being a role

model for desired behavioural change among to students. During discussion with the students in Focus group discussion, one participant said:

As a leader, I am supposed to behave well so as other students can learn and behave good conduct. If a leader in a school does not have discipline, there is no way you can expect other students to have good discipline. Most of the time whether in the classes or elsewhere in the school environment a leader must be the example in order to simplify the correction of others (Participant 6, 4<sup>th</sup> August, 2020).

Similarly, the findings concur with Murage, Mwaruvie and Njoka (2017) reputed that students' council are role models to students. In other words, behaving well is a result of social learning theory (Mgaya & Kamugisha, 2019). In the same manner, House and Mitchell Path Goal Theory also suggest that leaders are supposed to behave in an acceptable manner so that their followers can be behaving in the same manner (Murage, Mwaruvie & njoka, 2017). That is to say students behave in line with the behaviour of their leaders. This is observational learning that if students see their representative behaving in a good manner they are attracted to act the same.

### **Reporting Indisciplinary cases**

Figure 1 show that 4.9 percent of the participants strongly disagree that students report disciplinary cases while 1.6 percent disagree with such statement. Majority of the participants about 76.4 percent strongly agree that students' council is changed with a role of reporting indisciplinary cases to school management for further process. One of the participants in the interview said:

In most cases, student leaders report different indiscipline cases which are done by students. For example, it is very difficult for me to know every student's behavior in this big school, sometimes students fights win the dormitories, they steal school properties like chairs, books and others. Since leaders live with them elsewhere in the school ground, they get the information and bring them in my office. Therefore, student leaders help to investigate and prevent bad events that in one way or another may have caused by naughty students. I appreciate their work, thus their presence is of great important in running of this school (Interviewee 3, 8<sup>th</sup> August, 2020).

### **Promote healthy Relationships**

The results in figure 1 show that students' council is responsible for promoting good interpersonal relationships among school members. This was identified by the majority (82.4 percent) of the participants. Similar results were established by Griebler and Nowak (2011) that student's council is charged with a role of promoting relationships among school members. It enhances characteristics of warmth and acceptance among students and teachers (Nandeke, 2017). One participant during focus group discussion reported:

Students create good relationship between students, teachers and the surrounding community. If our relationship with the surrounding community could be poor no assistance we could obtain from our neighbors. For example, due to good relationship with TANAPA, they built a dormitory for girls students to stay (Interviewee 2, 6<sup>th</sup> August, 2020).

The conceptual framework of the study also indicates that, students' council is responsible for encouraging healthier relationship among teachers and students in the process of teaching and learning. This helps to promote a sense of ownership, ethics of care and cooperation between students and teachers in a school. Therefore, through students councils, schools are made peacefully and health contexts for the growth of new minds for a successful society.

### **XIII. CONCLUSION**

The study assessed the involvement of students' council; it mainly concentrated on the key roles and the available opportunities to empower students' council. The findings mean that students' council is the chief part in enforcing school rules, regulation and orders in such a way that schools cannot withstand students' disciplinary cases without support from this council. Thus, schools should embrace and employ students' council in managing students' discipline and other school activities. In other words, schools management should do the best to empower and monitor students' council so that its fruits can be determined and felt by all school members.

### **XIV. RECOMMENDATIONS FOR ACTION**

This study concentrated on examining the roles played by students' council in management of students' discipline. The findings of this study have implications to policy makers, heads of schools, teachers and students.

#### **Recommendations for Policymakers**

This study informs policy makers that there is a need to review and develop new policies to truly officialize the existence, formation and functioning of democratic students' council in secondary schools. This may help to schools democratic select members of the students' council that can work efficiently for the welfare of students and the school as a whole.

#### **Recommendations for Heads of Schools**

This study has an implication on heads of schools that they should plan and implement regular trainings in form of seminars and workshops to instill leadership skills among students' leaders to lead the students' council effectively. This can be an important channel for preparing efficient leaders for sustainable development of our national and the world community as a whole.

#### **Recommendations for Teachers**

There is a notion that teachers are second to none. Therefore, teachers are mostly available in schools all the time. Thus, this study has implication to teachers that they should render effective and productive collaboration and support to members of the students' council so that they reach their destination of making schools with ethical people.

By doing so students leaders who constitute the students council can fill the sense of togetherness, ownership and being valued in such a way that they can withstand some of the challenges by being aware that their great supporters (teachers) are with them.

#### **Recommendations for Students**

This study has implications to students that they should consider and value members of the students' council as their savior not enemies. Theirs, they should effective give them support and collaborate fully in making sure that schools natures people that embrace virtues.

#### **Recommendations for Implication Members of Students' Council**

The study findings show that students' council is powerful in enforcing school rules towards achievement of desired students' discipline. Therefore, the members of this council should consider their involvement in decision making as opportunities to success of their schools. They should establish effective forums to discuss their strengths and areas of weaknesses as well as strategies for success.

## XV. LIMITATIONS TO THE STUDY

This study was conducted to find out the roles and the extent to which students' council is involved in the management of students' discipline. Despite this study being successful in obtaining relevant information to answer the research questions it was limited to students' council, a small geographical locations and few schools were sampled. Thus, the findings of this study are limited to the perception of only few participants and therefore its generalization may be questionable.

Methodologically, this study left behind observation and document analysis as methods of data collection. If these methods had have been used perhaps could provide vivid information to enrich the information provided by participants on whether disciplinary meetings involve members of the students council and the way students leaders behave during discharging their roles.

Likewise, some key informants like heads of schools were not Emily found and were not able to speak through the mobile phones. These were replaced by deputy heads of schools in such a way that the information given may not be as strong as it could be given by the head of school himself / herself who is entitled to oversee all school matters. Thus, this study bears information or data that may be not valid and reliable though it emanates from similar school environment.

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# Development of Information Systems Management of Food Order in Web-Based Patients in Hospital Nutrition Installations

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**Abstract**—*Quality Nutrition services at the hospital will help speed up the patient's healing process, which means also shortening the length of hospitalization days so as to save on medical costs. The Nutrition Installation is in charge of receiving patient order data, recapitulating it, and then making recapitulation results based on the order data. This creates a problem because the use of paper to record patient data in each room is of course too much, not to mention the distance between the room and the nutrition office which is far away and the data recapitulation process takes a long time. Based on these problems, a desktop-based food ordering application was created which can be an alternative for nurses and nutrition workers in ordering patient food every day. The general objective of this research is to develop a web-based information system in the hospital.*

*The type of research carried out in this research is the Mix Method, which is a research model that is simultaneously practicing and theorizing, or combining theory as well as implementing practice. Qualitative research is used to design SI food ordering inpatients. While quantitative research is used to evaluate SI and quality of information using the waterfall method. The method used in this research is a waterfall. The application is made using the Visual Basic programming language. Net Database and SQL Server. The desktop-based food ordering application at Ken Saras Hospital is tested using the black box method and provides a statement in the form of a questionnaire to the research subject, namely dmin , nurses, and staff as app users.*

*The results of this study are an application that features food ordering, order recapitulation, changing the application background, and setting database connections. The results of the questionnaire conducted show that the system is feasible to use with an average of 76% Interpretation Percentage. Suggestions for research, monitoring and evaluation of the system can be carried out periodically, so that problems and obstacles in the system can be immediately known and resolved and system testing is needed based on user acceptance of the new information system*

**Keywords**—*Information systems, food ordering management, hospitals.*

## I. INTRODUCTION

The role of nutritional installations as providers in food processing in hospitals must comply with applicable regulations, because food consumed by hospital patients must pay attention to food safety or food safety which includes aspects of hygiene and sanitation in food

processing places and sanitation of tableware and cooking utensils, temperature and time of food handling, receipt of foodstuffs, storage of foodstuffs, food preparation, and food distribution (Haghighathoseini et al., 2018).

Nutrition services are an integral part of health services in hospitals that support each other and cannot be

separated from other services. Quality nutritional services at the hospital will help accelerate the patient's healing process, which means shortening the length of hospitalization days so as to save medical costs (Topan et al., 2015). This is in line with the development of science and technology (science and technology) in the health sector, one of which is the development of medical nutrition therapy which is an integral part of medical, nursing and nutritional therapy (R Hatta G, 2017).

A research on the development of computer-based information systems for the efficiency of food administration in the Malang Military Hospital Nutrition Installation concluded that by implementing a computer-based information system in nutrition installations it would increase the efficiency of the nutrition workforce and the need for foodstuffs. One nutrition worker is sufficient for computer operations, previously 2 nutrition workers for manual calculations. The time needed to prepare food before and after implementing computer-based information systems was significantly different with an average of 3.5 hours and 1.6 hours ( $p < 0.05$ ) (Topan et al., 2015).

Another research that has produced a foodstuff management information system that suits your needs, namely the Nutrition Installation of Dr. Wahidin Sudirohusodo Mojokerto (Dyah Ayu Latifahsari, 2016). In other words, reports that are usually inaccurate and handle several existing business processes efficiently and minimize errors can now be resolved with the nutritional installation information system at Dr. Wahidin Sudirohusodo Mojokerto.

The development of information systems carried out in the planning section of the nutrition installation through several stages in its manufacture. Information system development realized with the help of computers (computerized information system) through a stage called the analysis and design system (Tsumoto et al., 2018). Before the system can be designed to obtain data, generate reports, it must be known. Regarding how the nutrition installation planning section handles its operations, the forms used, how to fill them in and what is reported (Carvalho et al., 2019).

Through the identification process, organizational needs, namely the importance of computerization in nutritional installations, especially in the planning section to use computers to speed up the process of calculating food requirements, a software application prototype was developed using the basis of Microsoft Excel 2003 and Visual Basic for Applications (VBA) (Guley HM, 2017).

Henceforth, this application software is called PKBM (calculation of food needs) (Ismail et al., 2015).

Based on the above problems, all hospitals need an application that can handle all food ordering processes from making orders to recapitulating data. The required application can be built by simply adding the food ordering function to the existing SIMRS. However, this is difficult to implement because the SIMRS application was built by a third party. Because of that, a desktop-based inpatient food ordering application was created that can handle the ordering process to print the order summary results. Hospital information systems aim to increase patient satisfaction, reduce hospital costs and make fundamental changes to the old process. It is hoped that this desktop-based patient food ordering application can reduce hospital costs and, carry out existing functions to be faster, more accurate, and efficient.

## II. METHOD

The research method used is the development of information systems in nutrition installations. Writing this article uses literature study techniques by collecting data and sources related to the themes and problems being studied.

### 2.1 METHOD OF COLLECTING DATA

The data source in this study is the subject from which the data was obtained. The data in this study are primary data

a, namely the food ordering information system at Ken Saras Hospital that is suitable or that supports the problem under study.

### 2.2 Data Analysis Method

The data analysis technique in this study is a process of grouping, categorizing and giving meaning to each category that has been grouped using hospital information system analysis.

## III. RESULTS AND DISCUSSION

This web application was developed into a system capable of ordering inpatient meals, recapitulating and printing order data every day. The application also provides a data warning for incoming orders to the nutrition staff so that patients do not wait long when they arrive at mealtime. In the admin settings itself, a feature is provided to manage database connections such as changing servers or databases if something unwanted happens on the server computer so that the process can continue (Haghighathoseini et al., 2018).

This web-based food ordering application was developed using the waterfall method. The waterfall development method itself has stages in it including needs analysis (analysis), design (design), development (development), testing stages (testing), implementation in the real environment (implementation) and maintenance (maintenance) (Carvalho et al. , 2019). The reason for using the waterfall method is because the requirements are clear at the early stages of development, so the possibility of changing needs is very small and only requires relatively small resources to implement this model.

**Requirement Analysis**

At the initial stage, namely needs analysis, the authors conducted interviews and observations to collect data and features needed by a nurse and nutrition staff. Observations were made in the hospital environment by collecting sample order forms and existing data recapitulation forms. Meanwhile, interviews were conducted by interviewing nutrition staff and nurses by asking what features were needed in the application to be made (Ismail et al., 2015).

**Design Analysis**

At the design stage, it is done by designing use case diagrams, activity diagrams, and databases. The next design is a desktop application display for ordering food in the hospital.

**1. Use Case Diagram**

In this use case diagram explains that the food ordering menu is the responsibility of the nurse and the data recapitulation menu is the responsibility of a nutrition staff. Meanwhile, an admin is responsible for managing all users and has access to all application menus.

**2. Activity Diagram**

Activity diagram is a diagram that describes all activities that occur in the system. This diagram illustrates the activities carried out on the system in this application, starting from the process of ordering inpatient food by nurses to the process of printing a recapitulation by a nutrition staff. The first process that is done is click the menu by a nurse, the system will display the patient food order form. Then, the nurse can input the patient's name then perform a search, the system will display patient data based on the name that has been entered. After the patient data appears, the nurse can input the patient's food order and click the send button, the system will save the order data to the database. In the process of printing the recapitulation data starting by clicking the report

menu, the system will display today's recapitulation data, just click print on the display, then the recapitulation will be printed.

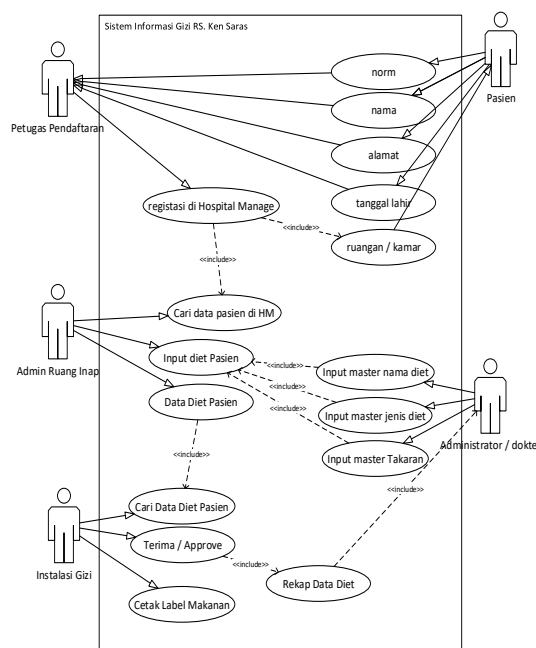


Fig. 1: Use case diagram

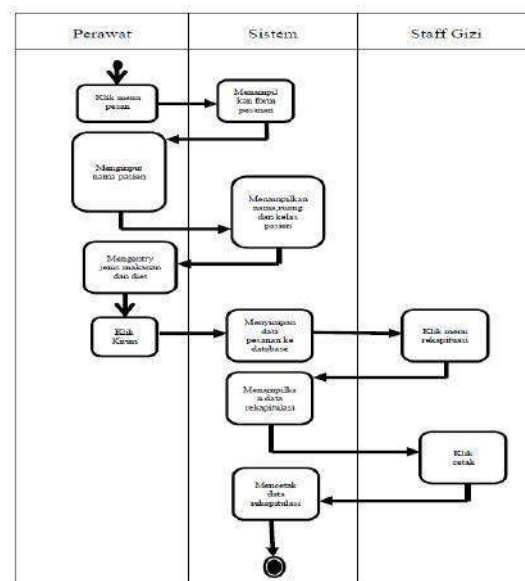


Fig. 2: Activity diagram

**3. Database Design**

The database design is described by the ER diagram, the database in this application consists of 6 tables, including table tbl\_pasien, tbl\_ruangan, tbl\_kelas, tbl\_p Orders, tbl\_food and tbl\_diet. The design uses SQL Server Management Studio with a SQL Server database (Guley HM, 2017).

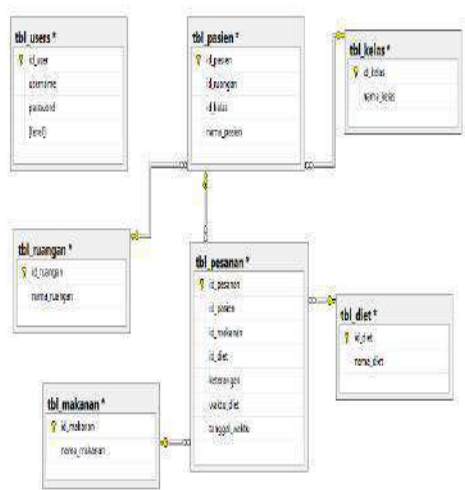


Fig. 3: database design

Interface (dialog interface) is a form of communication between system users and the information system itself through displays in computer applications. A good interface must be close to the original system which is done manually. Interface design is important in order to produce a system that is easy to understand, easy to operate, and familiar to users (C. H. Wu, R. K. Chiu, H. M. Yeh, 2017).

Inpatient food ordering information system interface is designed using bootstrap so that the system can provide the same appearance whether used with computers or other devices such as cellphones. Interface design can be done on the menu display of the information system being built. The menu display used in the food ordering information system includes a binary menu, multiple menu selection, and a pull-down menu. In addition, the menu in the food ordering information system is also equipped with an icon, as well as an image accompanied by a description (V. Palanisamy and R. Thirunavukarasu, 2017).

The menu of the inpatient food ordering information system is adjusted to the tracking form that has been used when running the manual system. Menu system information patient identity and history of illness.

#### IV. USER MANUAL ADMINISTRATOR

##### 4.1 Access

This application can only be accessed via a PC / Hospital Computer that is connected to the network. To access this application you can access through 192.168.2.21/gizi, using the Google Chrome / Mozilla Firefox browser. Application login access will be given for

each room, each room must be responsible for each Food order sent to the Nutrition Installation via the application.

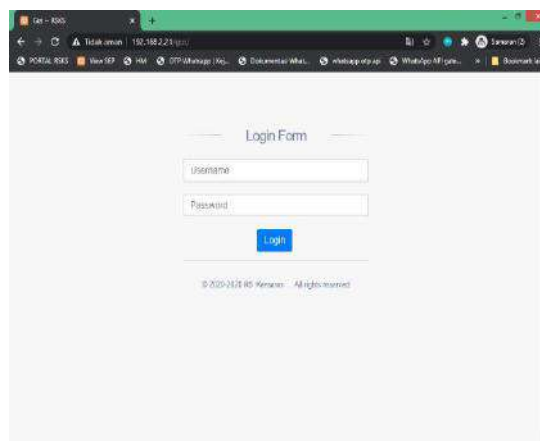


Fig. 4

After logging in, an image will appear as below:

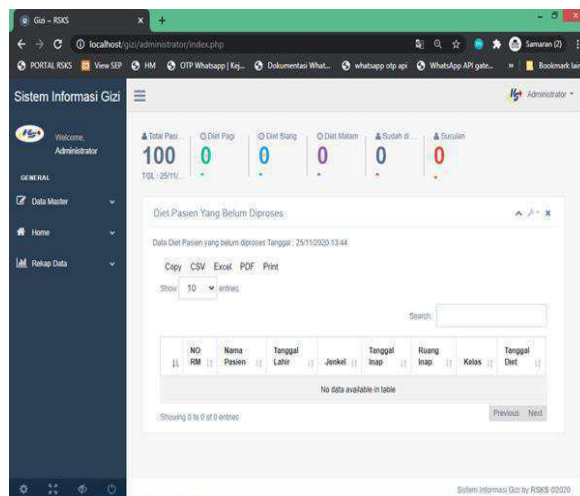


Fig. 5

##### 4.2 Order Nutritional Installation Food

After clicking on total inpatients, the following page will appear:



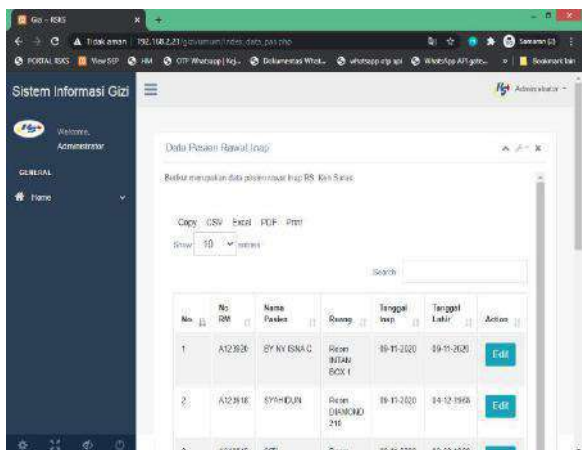


Fig. 6

Then select the patient to order food. You can use the search feature, and click edit to start ordering food. The following will appear after clicking edit:

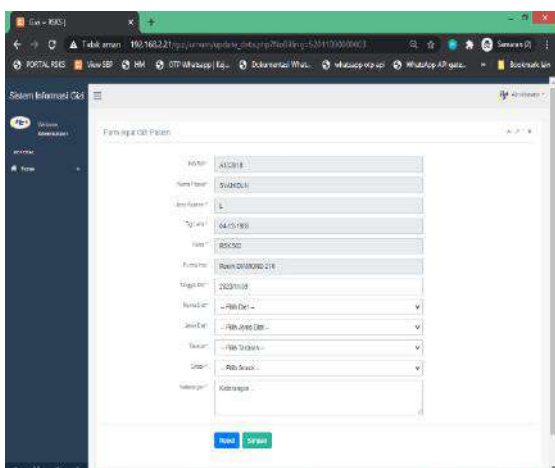


Fig. 7

After that, enter the name of the diet, type of diet, dosage, and snacks based on the recommendations of the Nutritionist. Click save if the data entered is appropriate. After it is successfully saved, it will be redirected to the home page, and the patient's food order data will appear. Wait for the Nutrition Installation to process the order, or you can confirm directly to the Nutrition Installation. The following is an example of a display, after saving the data in the previous image:

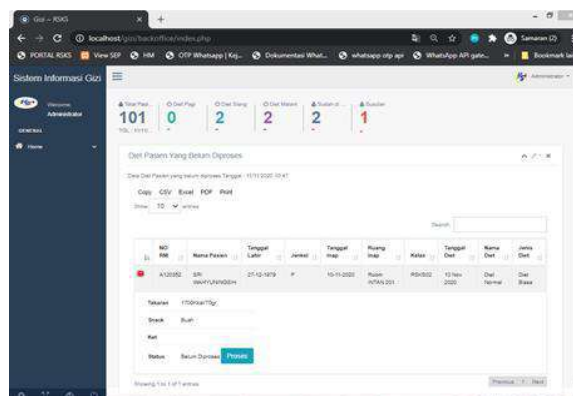


Fig. 8

Button Process feature to confirm that the order from the inpatient room has been received and will be processed by the Nutrition Installation.

### 4.3 Rakap Order Food According to the Meal Schedule

At each meal schedule, the number will always increase when inputting data. And will be reduced automatically if the inpatient has discharged the bill.

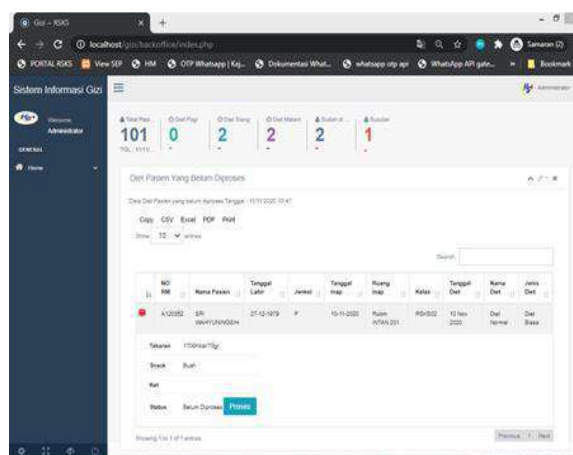


Fig. 9

To see a recap of the patient's food orders, you can click the small arrow logo below the number. Then, an order recap will appear as follows:

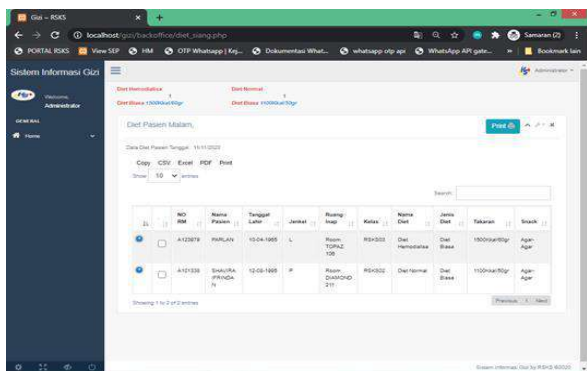


fig. 10

#### 4.4 Features

For administrators there are features in the form of manage diet data and manage user data. This feature is a feature provided by the administrator if there are changes to the list of diet types, snack lists, or administrator access lists. Administrators have full access to this Nutrition application.

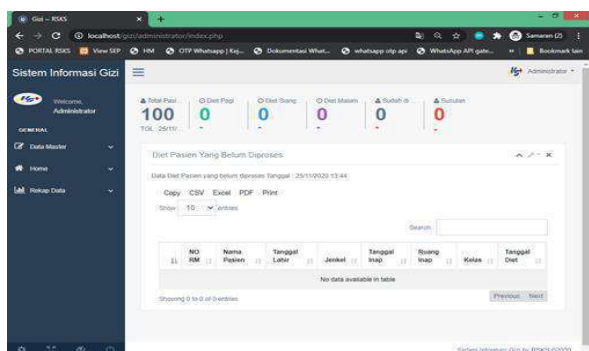


Fig. 11

### V. TESTING

Testing food food ordering applications at the hospital using the blackbox method. This test is carried out repeatedly to ensure that the application runs properly according to the desired design and functions. Blackbox testing includes the user interface, create, read, update and delete actions from the application to the database. The purpose of this test is to find weaknesses or bugs that may exist in applications that are made so that they can be immediately handled and fixed so that the quality of the applications to be used is getting better.

Table 1: Testing the Application Login and Form Admin Page Testing

No.	function	testing	Output	result
1	displays the login form application	Open the application for the first time	show a form login	good
2	displays password	Click the check mark on the login form	show password	good
3	Displays access rights	Input username and Password	Show access rights	good
4	User data	Create, read, update, delete (CRUD) to form user	Show CRUD result	good
5	patient food order data	CRUD order order data	Show CRUD result order data	good
6	application master data	CRUD data master	Show the CRUD data master	good
7	view and print recapitulation data	Click report and print	Show result recapitulation and print it out	good
8	Process log out	Click log out	Show features log out	good

Table 2: Nursing Page Testing

No	Function	Testing	Output	Result
1.	Patient food order data	CRUD order data	Displays the results of the order data crud	Good
2.	Application master data	CRUD master data	Display the result CRUD master data	Good
3.	Log out process	Click log out	Display log out	Good

Table 3: Testing the Nutrition Staff Page

No	Function	Testing	Output	Result
1.	application master data	CRUD master data	Displays the results of the master data	Good
2.	view and print recapitulation data	Click report and print	Displays the results of the order recapitulation and prints	Good
3.	Log out process	Click log out	Display log out	Good

Based on the test results of the blackbox method that has been carried out, it can be concluded that this food

ordering application has run functionally well after correcting the errors that have been previously found. However, after implementation it is possible that errors or bugs can be found and the application needs to be repaired again.

## VI. CONCLUSIONS AND SUGGESTIONS

### 6.1 Conclusions

Patient food ordering applications are made in the form of food ordering features, order recapitulation, changing the application background, and setting database connections. Applications are managed and used by admins, nurses, and nutrition staff.

Based on the research that has been done, it states that this food ordering application is suitable for use, seen with an average Interpretation Percentage of 76%. The conclusion of this study is that the application that has been built has been completed and in accordance with the original purpose of creating a desktop-based patient food ordering application that facilitates the food ordering process, accelerates the recapitulation of order data, and reduces operational costs in the patient's food ordering process.

### 6.2 Suggestions

Monitoring and evaluation of the system can be carried out periodically, so that problems and obstacles in the system can be immediately identified and resolved. System testing is required based on user acceptance of the new information system.

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# Alienation and Despair in Okey Ndibe's *Arrows of Rain*

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**Abstract**— This essay explores the themes of alienation and despair in Okey Ndibe's *Arrows of Rain*. The essay argues that in *Arrows of Rain*, Okey Ndibe depicts poor governance, political oppression, economic exploitation and suppression of human rights as the main causes of alienation and despair among the characters, and presents prostitution and mental derangement as some of the manifestations of the alienation and despair. The essay also contends that Okey Ndibe portrays alienation and despair as existential themes in the novel and he does that by presenting self-isolation, absurdity and meaninglessness of life.

**Keywords**— *absurdity, alienation, despair, existentialism, meaninglessness.*

## I. INTRODUCTION

This essay explores the themes of alienation and despair in Okey Ndibe's *Arrows of Rain*. The main argument is that in this novel, Okey Ndibe depicts poor governance, political oppression, economic exploitation and suppression of human rights as the main causes of alienation and despair among the characters, and presents prostitution and mental derangement as some of the manifestations of the alienation and despair. The essay also argues that Okey Ndibe portrays alienation and despair as existential themes in the novel and he does that by presenting self-isolation, absurdity and meaninglessness of life. Abrams (1999) asserts that in the existential philosophy a human being is viewed

as an isolated existent who is cast into an alien universe, to conceive the universe as possessing no inherent truth, value, or meaning, and to represent human life- in its fruitless search for purpose and meaning, as it moves from the nothingness whence it came toward the nothingness where it must end- as an existence which is both anguished and absurd (p. 1).

As Sawawa & Neimneh (2016) put it, "man's existence is absurd because his contingency finds no external

justification" (p. 109). In this essay I am interested in examining this assertion in Ndibe's *Arrows of Rain*.

The general objective of this essay is to explore how Okey Ndibe portrays despotism as the main causes of alienation and despair in the characters depicted in *Arrows of Rain*. Specifically, the essay examines the frustration, anger and helplessness that characterise the individuals who engage in protest in the novel. It also investigates how the author represents the enduring effects of alienation and despair in his work.

## II. LITERATURE REVIEW

Okey Ndibe's *Arrows of Rain* reveals the terrible effects of military rule in the fictitious state of Madia. The novel begins with an exhibition of the dead body of a woman sprawled on the sandy shores of B. Beach on New Year's Day. The police arrive at the scene and the only person who witnessed the death the woman is a maverick vagrant named Buruku. The man is a highly educated former journalist, although he appears to be lunatic. As the police officers interrogate him about the demise of the woman, Buruku reveals that the soldiers contributed to the death of the woman. Furthermore, he discloses that a highly decorated

army officer has done unspeakable violence to women. The police instantly begin to hatch a cover-up. Discounting Buruku's account, the police accuse Buruku of multiple homicides on B. Beach.

Different critics have read Ndibe's *Arrows of Rain* from different perspectives. Most of them look at the novel as a representation of military rule in Nigeria. Akingbe(2013), for example, argues that *Arrows of Rain* is "a satirical and allegorical representation of Nigeria in the grip of dictatorship foisted upon it by the military in the last four decades" (p. 158). He further observes that "[t]he overt subscription to social concerns in *Arrows of Rain* reveals the extent of the determination of third-generation Nigerian writers to confront the social realities considered responsible for the failure of the country to live up to its widely-acknowledged potential" (p. 159). However, Akingbe does not consider the suffering of the characters in the novel as the genesis of alienation and despair.

Onwuka(2018) observes that Ndibe represents military leadership in *Arrows of Rain* to present to the society that "military leadership is among the worst challenges in African countries; therefore, a deeper understanding of military characters and their conduct would aid society [to] respond appropriately to it in future" (p. 40). Nguessan(2018) argues that Ndibe's *Arrows of Rain* depicts the early Nigerian independence period till the 1990s which is associated with "numberless flaws of political leaders who have instituted a regime of corruption, greed, starvation and sins" (p. 19). He also asserts that the novel represents Ndibe's quest to depict "a military coup that leads straight to the officialization of military delinquency" (p. 19) in Nigeria. This essay shows how the suffering of the characters under the military leadership creates senses of despair and alienation in the said characters.

### III. THEORETICAL FRAMEWORK

This essay engages postcolonialism and existentialism theories to analyse the themes of alienation and despair in the novel. Postcolonialism is a "term with multiple meanings and political associations, cutting across and implicated within theories of imperialism, modernity, racism, ethnicity, cultural geography and postmodernism" (Darian-Smith, 1996, p.291). It "deals with the effects of colonization on cultures and societies" (Ashcroft et al, 2000: 168). Postcolonial studies cover a wide range of issues in "the culture affected by the imperial process" (Ashcroft et al,

1989, p. 2) and featured in the pertinent literatures. Among such issues, which is the major focus of this essay, is the idea of violence as advanced by Franz Fanon. Fanon argues that the colonized (the native) has been fabricated by the settler to be exploitative and violent. According to Fanon (1963), "decolonization is a violent phenomenon ... [and] is quite simply the replacing of a certain species of men by another species of men" (p. 35). Fanon further asserts that colonization was associated with "exploitation of the native by the settler" through the use of "a great array of bayonets and cannons" (p. 36). As he passes through the turbulence of violent conditions, the native learns to be violent himself. This is why Fanon argues that "it is the settler who has brought the native into existence and who perpetuates his existence" (p. 35). This essay views that any form of violence in the texts understudy reflects Fanon's theorization. Some of violent acts in the works include monopolization of resources, oppression and exploitation of characters.

Existentialist fiction is "essentially literature based upon [Existentialist] philosophy" (Glicksberg, 1960, p. 192). According to Glicksberg (1960), "[a]t the heart of Existentialist philosophy is the belief that man makes himself and that in this consists his fundamental freedom. Nothing is finished and final" (p. 192). This study engages existentialism to analyze alienation and despair in the novel. The use of existentialism in the study is motivated by Jean Paul Sartre's claim that: "Existence comes before essence....man first of all exists, encounters himself, surges up in the world – and defines himself afterwards" (Sartre, 1956, p. 568). This essay observes that the characters in the novel come into the world before they have definite values, purposes or characters. This means that their freedom to define themselves through action determines their existence.

Alienation and despair are major themes in existentialist perspectives. Fernandez(2014) states that "the main focus of existentialism [includes] alienation and despair" (p. 42). Rothwell(2014) concurs with Jasmine Fernandez that alienation is one of the major motifs in existentialism. He argues that "in atheist perspectives of existentialism, alienation is characterized as the separation of man from society or from himself either because of himself or because of society. Man alienates himself from society and others insofar as he is drawn up within himself and ceases to relate to others or his place in society" (p. 3). Rothwell also argues that an "existential approach to life leads one to powerful contemplations of despair" (p. 3).

Using Rothwell arguments, this essay explores the themes of alienation and despair using existentialist perspective.

#### IV. POOR GOVERNANCE, CORRUPTION AND PEOPLE'S SUFFERING

Okey Ndibe portrays poor governance and corruption as the root causes of alienation and despair in *Arrows of Rain*. He shows that these factors instill senses of alienation and despair in the victims by subjecting them to pain and suffering. Ndibe's portrayal of corrupt leaders in the novel reflects Fanon's views on independent states. Fanon (1963) says,

Before independence, the leader generally embodies the aspirations of the people for independence, political liberty, and national dignity. But as soon as independence is declared, far from embodying in concrete form the needs of the people in what touches bread, land, and the restoration of the country to the sacred hands of the people, the leader will reveal his inner purpose: to become the general president of that company of profiteers impatient for their returns which constitutes the national bourgeoisie. (p. 166)

Fanon continues to assert that the leaders, upon realizing their faulty leadership, begin to fear the masses. Because the leaders know that the masses are aware of the fact that they are being exploited, they side with the bourgeoisie to find support from them. Fanon states that

[h]is contact with the masses is so unreal that he comes to believe that his authority is hated and that the services that he has rendered his country are being called in question. The leader judges the ingratitude of the masses harshly, and every day that passes ranges himself a little more resolutely on the side of the exploiters. He therefore knowingly becomes the aider and abettor of the young bourgeoisie which is plunging into the mire of corruption and pleasure. (p. 166)

Ndibe's presentation of Madia as a state that is full of corrupt and tyrannical leaders makes the novel reflect Fanon's concept of violence and disillusionment in postcolonial states. Ndibe acts as a mouthpiece of the majority of Madians who, at the dawn of independence, thought that their lives would be better than it was during the colonial period. As a spokesperson for the majority, Ndibe shows that "the nation inherited from the English was placed

in the hands of politicians who sucked its blood until it became anaemic. Overnight cabinet ministers puffed out protruding bellies they themselves called, PP, for power paunch" (p. 81). In Kouakou N'guessan's words, "The elected government has turned Madia into a Sodom and Gomorrah-like city where corruption, depravity and deviant sexual activities have taken ascendance over morals. Ministers and officials are so money-centered and businesslike that dysfunction is observed everywhere" (N'guessan, 2018, p. 20). Here, Ndibe uses the metaphor of blood sucking to illustrate how greedy politicians contribute to the suffering of the people. He says, "Madia was in the stranglehold of the most vicious kleptocracy anywhere on our continent – a regime in which ministers and other public officials looted whatever was within their reach, and much that wasn't" (pp. 117-118). In this assertion, Ndibe indicates that the whole state of Madia is run by leaders who do not care about the lives of the masses; leaders who plunder public funds without concern about the suffering of the people. This means that the leaders are alienated from the general masses.

Ndibe illuminates the issue of corruption through the dialogue between Buruku (Ogugua) and Pa Matthew Ileke Ata, the father of Rueben Ata, the Minister responsible for Social Issues before the coup. Ogugua tells Pa Ata what he sees as corrupt practices in the country. He does not hide a word considering the fact that the man he is speaking to is the father of one of those stealing government resources. He states:

You hear all these stories about ministers using public funds to buy cars for their mistresses. Or acquiring European castles for themselves. How can you not think it? You go to any village and you're shocked by the squalid life there. The dust roads. Hospitals that have neither drugs nor doctors. The polluted stream water the people drink. The lack of electricity. Then, as you're trying to come to grips with a reality that seems to belong in the Middle Ages, up comes a Rolls Royce carrying some ministers to remind you that you're not in the sixteenth century after all but in twentieth. Then you're faced with the pathetic irony of the villagers lining up to hail the nabob in the Royce – the very man who's plundered the country. (p. 120)

The politicians are here presented as people who use government resources on trivial issues leaving important things unattended to. Most importantly, the community needs things like good roads, probably tarmac ones, so that

their movement is not deterred by mud during the rainy season. People need enough drugs and health personnel in public health facilities. People also need safe drinking water. Instead of attending to these problems, the leaders use government resources to buy less important things like cars for their women. Ogugua finds it hard to see these problems as existing in modern times when they should have belonged to the Middle Ages or in the sixteenth century not in the twentieth. It appears that the masses have accepted their condition of abject poverty and deprivation. This acceptance is indicated by the fact that, although they are suffering at the hands of these leaders, they still praise them as demi-gods.

In this regard, Ndibe concurs with Lawal et al(2012) who assert that “[t]he problem of Africa’s Development is a crisis of governance” (p. 188). As Sandbrook(1985) puts it, one of Africa’s economic crises is “political decay, evident in widespread corruption, bureaucratic immobilism, political violence and instability” (p. 2). Images of suffering are evident in this context when Ndibe presents poor masses using “dust roads”, having “hospitals without drugs or doctors”, drinking “polluted stream water” and “having no electricity” (p. 120).

However, for Pa Ata, corruption is not an inherent part of Madia and the colonized people. It is a condition that has been inherited from the colonial masters. He also considers the colonialists as thieves. He argues that “[i]n the old days, before the whiteman came and stood our world on its head, no man who was given something to hold in trust for the community would dare steal from it to serve himself” (p. 121). In this statement, Pa Ata tries to exonerate the pre-colonial period by presenting it as a time without corrupt leaders, and therefore, his views suggest that African leaders inherited everything colonial. He depicts the colonial administrators as thieves by stating that one of the things white administrators did in the colonies was to steal.

They were officially licensed to pilfer our treasures in the name of their monarch. They taught our present leaders all the tactics of stealing. The only difference is that the whiteman stole for his country, our people steal for their pocket (p. 121).

In other words, Pa Ata suggests that the white administrators stole state resources out of patriotism in order to enrich their country. On the other hand, the postcolonial leaders of Madia steal the resources out of greed. They do not even think about their own people. This makes the masses suffer and become alienated from the society.

Through this situation, Ndibe shows that the Madian leaders who took over power from the colonialists abuse their authority and separate themselves from the masses.

Ndibe also illustrates that poor governance and corruption result in coup de tat in Madia. The coup is the aftermath of the political unrest in Madia. The people of Madiawant Dr. Titus Bato, the Honourable Minister of National Planning and Economic Development to be removed from the ministerial position, but the Prime Minister of Madia, Askia Amin, refuses. Dr. Bato angers people with his callous sentiments on the report issued by The Stockholm-based Hunger Institute. The report states that “food production in the country [has] declined by thirty percent; the birth rate is increasing exponentially, and life expectancy [has] shrunk from fifty-seven, five years ago, to fifty-two” (p.187). This report also projects that within a decade two thirds of the children born in Madia will live in excruciating poverty, and that people will literally drop dead in the streets from acute malnutrition. In response, Dr. Bato tells the members of the House of Representatives and Senate that if the report is true then it is good news. He says,

[i]t’s hard to understand. The Hunger Institute claims that the food crisis will lead to a dramatic rise in death rate in Madia. It also claims that there has been an explosion in the birth rate in recent years. The total picture is therefore that the death rate will cancel out the birth rate, thus preserving the standard of living. Even children who understand simple arithmetic can follow that logic. (p. 189)

This results in mass demonstrations throughout the country. Ndibe states that “university students and labour unions called for nation-wide strikes and daily demonstrations until the minister was fired” (p. 190). The government decides to suppress the situation by ordering the police to shoot the demonstrators. Ndibe states that “[t]he police launched an overwhelming arsenal of tear gas which sent the students scattering, eyes streaming. Then the police released a rattle of machine-gun fire” (p. 190). The confrontation results in military coup. The coup appears to have come to relieve the people from the corrupt regime. In his speech on the national radio Major James Rada justifies the decision to oust the civilian government. He explains,

Fellow citizens, we have all been witnesses to the escalating acts of irresponsibility and corruption exhibited by the political classes. The ordinary

citizen has lost all confidence in the institutions of governance; the state and national treasuries have been bankrupted by politicians for their own profit; and the moral fabric of this nation has been torn apart. (p. 191)

In other words, the military government wants to free the citizens of Madia from the bondage of the corrupt politicians who oppress and exploit the people. However, it should be pointed out that Ndibe's portrayal of the political pandemonium in Madia seems to illustrate Chidi Okonkwo's argument about the destabilizing influence of the West on formerly colonized states. According to Okonkwo (2004), western countries treat

[...] their ex-colonies not as independent states but as mere counters in their strategic maneuvers. The West continued to interfere secretly or intervene openly in these states' affairs to overthrow governments that they considered ideologically unacceptable, murder leaders whose policies were considered hostile to Western interests, foment civil wars to destabilize some countries, or install puppet regimes. (p. 1198)

In a clear reflection of Okonkwo's argument, Ndibe relates the coup that has made Isa Palat Bello ascend to power to the colonial mission to destabilize postcolonial Africa. He presents Bello as a leader who has been groomed in the west. First, Bello joins his country's army through the British Army, and later he is sent to the west for six months' training. From there, he is chosen to be the leader by the soldiers who have ousted Askia Amin from power.

The military government is not better than the former. In this dictatorship, people are detained without trial, and worse still, they are summarily executed. Buruku comments on the detentions without trial when he talks to Dr. Mandi, a psychiatrist who has been sent by the government to cross examine his mental status. Buruku says to Dr. Mandi: "If my fate is already sealed, then why are you here? Why is there a trial at all? The system you serve could have thrown me in jail without trial. It happens every day" (p. 75).

Ndibe refers to the summary executions when he shows the ruthlessness of the military leadership. This happens through the narration of oppressive incidences that occur upon Pallat Bello's ascension to power. He says that "Six months after Bello's ascension to power, newspapers reported that ten army officers, including Major-General

James Rada, had been found guilty of treason and executed" (p. 212). It is ironically notable that Major-General James Rada is one of the army officers who led the coup, and he is the one who announced that the government had been taken over by the military. However, as Bello is in power, he sees Rada as a threat and, presumably, he executes him together with the other officers in order to silence possible opposition to his dictatorship.

Buruku reports that the regime's atrocities reach him through the BBC's broadcasts, and he reads about them in the foreign newspapers that are discarded by diplomats. Most of the stories he reads have the following headlines:

MADIAN WRITER HANGED- He was a critic of the dictatorship

MADIAN MINISTER'S DEATH SUSPICIOUS- Dictator said to be having an affair with deceased's wife

120 STUDENT PROTESTERS REPORTED KILLED

DESPOT CANES VICE-CHANCELLOR IN PUBLIC

DIPLOMATS SAY AFRICAN DICTATOR BEHIND DISAPPEARANCE OF OPPONENTS- Victims may have been fed to lions. (p. 213)

The headlines clearly reveal that the dictator commits the various atrocities to silence individuals or groups that express opposition to his rule through direct criticism or protests. The extensive nature of the oppression is illustrated by the different classes of its victims who range from a writer to students and a vice-chancellor. It is noteworthy that the newspapers that explicitly report the atrocities committed by the military ruler are foreign ones. The local newspapers would not dare comment on the evil activities of the government. However, Buruku reveals that a local newspaper which works clandestinely in the state explicitly depicts what Bello does to the public. Buruku observes:

The underground opposition press painted a picture that was even more grim: countless men picked up and tortured for saying a bad word about Bello in an unguarded moment in some bar; women, too, detained and tortured; children orphaned by assassins. Bello's rapaciousness had catapulted him to the front ranks of the world's wealthiest potentates, behind the



Emir of Brunei, but ahead of Zaire's quick-fingered man-god. (p. 213)

In addition to showing the suffering of the people who are subjected to detention and other forms of torture in the society, Ndibe also shows that there is no freedom of expression as the local press has to work secretly to publish stories that depict the evils of the government. Consequently, the people are denied full access to information on what is happening in their country. In the novel, Ndibe employs "[t]he mythological contextualisation of rain [to] underscore the image of the military" (Akingbe(2013, p.167). As observed it is justifiable for the military to take over the elected government. This is because the elected government has destroyed the orderliness of democracy. In other words, the military government has come like rain to give life.

The military as paralleled against the rain can be seen within the context of two conflicting concepts of human development which are discernible throughout the novel: the one imagines the military as a rescue platform for liberating a depraved country from the grip of its civilian political elite; the other, typified by the gratuitous brutality and mass killing, imagines the military as representing a degeneration from human civilisation to the abyss of human degradation. (Akingbe, 2013, p.167)

Clearly Ndibe shows that the military, just like the metaphorical rain, "has two faces." "It can give life but its arrows can also cause death"(p. 196).

The soldiers in Madia capitalize on the oppressive leadership to abuse the people. They sexually abuse prostitutes in the country. They ambush the prostitutes and load them into their truck and drive to the beach where they rape and abandon the victims. Buruku witnesses the soldiers raping the prostitutes. One of such victims in the novel is TayTay, who tells Buruku that during the time when the soldiers captured them, "One of the girls kept shouting that she was not a prostitute. The commander of the troops slapped her until she collapsed. Then he stood over her. Smiling, he said, 'If you are not a prostitute that means you're fresh meat. That's the kind I like. I will make you a prostitute'" (p. 216). The soldiers also subject prostitutes to gang rape. TayTay tells Buruku that "After the first two, I stopped counting. It could have been one soldier tearing my thighs apart. Or all the soldiers of the world" (p. 217). In Kouakou N'guessan's words, "The rape of the girls who are supposed to be prostitutes equates with that of the country by

indigenous rulers who have betrayed people, dashed their hopes, and raped their manhood and dignity before subjugating everybody like in colonial times" (N'guessan, 2018, p.21). It follows that Ndibe presents rape incidents to symbolize the suffering of the people in Madia.

Ndibe shows that the soldiers wield so much power that they are virtually above the law. The police and judiciary fail to enforce justice when the soldiers commit crimes. When Buruku is caught, he explicitly tells the police that soldiers are behind the death of a prostitute found lying dead on the B Beach. Instead of the police investigating the case in order to uncover who these soldiers are, they conclude that Buruku is a prime suspect of murder.

## V. ESTRANGED SOULS AND HOPELESSNESS

In *Arrows of Rain*, Ndibe presents prostitution, loss of identity, and mental delirium as manifestations of the alienation and hopelessness of the characters victimized by the political oppression in their society. According to Chukwumezie (2014),

In social psychology, an alienation results in the withdrawal of the individual from the society and such isolation expresses itself in the act of neurosis. Worst still is the interiority of alienation in social theory, in the sense of the individual being out of touch with himself, a fragmenting of oneself. Be it the social, economic, or psychological dimension, alienation manifests arguably in the characters' actions, state of being or state of mind, as well as physical uprooting, if not dislocation from one's original home. (p. 10)

In the novel, Ndibe portrays different characters who withdraw themselves from their habitual association in response to different situations.

### 5.1 Isolation and Prostitution

In his presentation of prostitution as a manifestation of the affected characters' alienation and despair, Ndibe also shows that the society regards prostitution as the profession of the outcast. Consequently, the society considers prostitutes as self-estranged individuals. This attitude is indicated in two ways. First, a prostitute is presented as an ogbanje. Second, Iyese chooses to become a prostitute and changes her name to Emelia.

Ndibe uses an old man to show how the society perceives prostitutes. The old man who is present at the site

of a dead woman at B. Beach says that the prostitutes are *ogbanje*. This old man responds to a question from Lanky, a man working as a lifeguard at B. Beach: "Why would a dying woman smile? Perhaps she saw the home of the dead and liked it more than this wretched life" (pp. 7-8). The old man says,

'She's an *ogbanje*. Only an *ogbanje* would smile at death. I'm certain of that.' [...]

*Ogbanje*. They can die and return to life over and over again. To them, death is a game, that's why they can laugh at it. Death only means a brief visit to the land of spirits. Then they return to this life.

'How does a dead person return to life?' asked the American.

'It's a secret known only to *ogbanje*,' asserted the old man.

'And most prostitutes are *ogbanje*. That's why they live the way they do. Their bodies are like borrowed things, so they use them anyhow, without regret.' (p. 8)

In other words, an *ogbanje* is a person who repeatedly dies and comes back to life. Therefore, such a person is not as normal as other people because he or she is both a physical and spiritual being. The old man's identification of prostitutes as *ogbanje* seems to be justified by the promiscuous sexual behavior of the prostitutes. In this regard, the old man sees abnormality in prostitution, because the society has its own conception of the normal ways in which a human body is supposed to be used. The prostitutes' reckless usage of their bodies shows their deviation from the society's norms, and signifies their self-estrangement. In this case, Ndibe uses the myth of *Ogbanje* to illustrate alienation of the characters.

In his description of the dying woman, Buruku seems to show that the prostitute sees death as a means of escape from her condition of suffering in the world. Buruku observes: "The dying woman turned her head ever so slightly towards me. Her eyes were red, as if daubed in blood, but the expression on her face was turning into something radiant and peaceful. A smile" (p. 222). Through this depiction of a smiling corpse, Ndibe seems to present the meaninglessness of life. It appears that the dead person has seen the world of the dead to be better than the world of the living in which she has been. Ndibe reflects the existentialist's assertion that "There is no ultimate meaning

or purpose inherent in human life; in this sense, life is 'absurd', man is 'forlorn', 'abandoned' in the world to look after himself completely" (Odesanmi, 2008, p. 85).

Ndibe further shows that prostitutes are not regarded as humans in Madia through the way the soldiers dehumanize them. When the prostitutes, including TayTay, have been taken by the soldiers, they are told that they are bush meat. They are gang raped. TayTay tells Buruku that the soldiers "called [them] bush meat and boasted how they [the soldiers] would show [the prostitutes] 'army fire'" (p. 217). The objectification of these prostitutes as bush meat implies that they are not human beings. The prostitutes are physically isolated and alienated from what the society regards to be normal human beings. N'guessan (2018) argues that "When the militaries ousted the corrupt and bankrupt government and Bello becomes head of state, they see rapes as a way to satisfy their frustrated masculinity". Since the soldiers target any girl found on the roadside when their trucks are passing, N'guessan continues to argue that "One can thus opine that girls are just scapegoated for the numberless flaws of society" (p. 20).

In addition to being alienated from their humanity by this objectification, some of the women turn to prostitution out of despair. This happens when they do not see any way out of their situations. For instance, Iyese chooses to engage herself in prostitution after being disappointed by her husband. She initially gets married to Dr. Maximus Jaja, the man who at first espouses Marxism and he is a good man. But as a punishment for his ideological position, the government sends him to Utonki a "poor settlement that [is] cut off from the rest of the world" (p. 134).

Iyese marries Dr. Jaja against her family's rejection of the marriage. The family does not accept Dr. Jaja because of both his impoverished state and his old age. The family members see that the man is both too poor and too old for Iyese. The grandmother explicitly tells Iyese that "[t]here's another thing, child of my womb. Who cannot see that this man is too old for you? When a man is as old as he and unmarried, something is not right. His people need to take him to a medicine man" (p. 145). Against this advice, Iyese tries as much as possible to defend her position for choosing this man. She tries to convince the grandmother that their marriage will be a good one. She says, "Yes, Great Mother. Maximus and I will have a good marriage. I will never run away like an *ogbanje*. Maximus will change" (p. 146). This

Affirmation later makes it difficult for her to go back to the village after she divorces Dr. Jaja.

In the early period of their marriage Iyese and Dr. Jaja live happily together. The situation changes when Dr. Jaja wants to have a child and engages in an extramarital affair with Nnenna to bear him a child. Dr. Jaja confesses his being engaged in an extramarital affair to his wife after ten months when Nnenna is three months pregnant (p. 153). Although Dr. Jaja tells Iyese in his confession that he still loves her, the situation leads Iyese to despair. She remembers that she married this man against the wishes of her family members.

Dr. Jaja's confession that he is involved in a love affair with Nnenna, whom he has impregnated, traumatizes Iyese so intensely that she is rendered speechless. Throughout the period during which Dr. Jaja tells her the story of Nnenna, Iyese remains quiet. The author only reveals her mental reactions to the news as Dr. Jaja speaks:

'You have to talk to me. Silence is not the answer. It's unfair ... I mean, unnecessary. Yes, it's unnecessary. Try to express your feelings. Please.

May the eyes with which you saw this woman be gouged out. May the legs that carried you to her collapse under your weight.

'Yes, even look me in the face and tell me you hate me.'

Why! You must roast in a slower fire! (p. 154)

Here, Iyese's inability to speak is a result of her confused mind. What has happened to Iyese illustrates Shoshana Felman's argument that any form of pain that a person experiences mutes the language. In other words, the person in pain becomes speechless:

To seek reality is both to set out to explore the injury inflicted by it—to turn back on, and to try to penetrate, the state of being stricken., wounded by reality and to attempt, at the same time, to reemerge from the paralysis of this state, to engage reality as an advent, a movement, and as a vital, critical necessity of moving on. It is beyond the shock of being stricken, but nonetheless within the wound and from within the woundedness that the event, incomprehensible though it may be, becomes accessible. The wound gives access to the darkness that the language had to go through and traverse in

the very process of its frightful falling-mute. (Felman, 1995, p.34)

After Dr. Jaja stops speaking, Iyese falls into a state of total mental confusion and loses consciousness.

He fell silent, rose from his seat and began to pace the room. It was only at this moment of mutual speechlessness that the pain began to seep into her, to enter her through all the feeling spots in her body. As it drilled towards the centre of her being, she felt the room begin to spin in circles, slowly at first and quickly gathering motion.

The air became dense, blue, his face, before her, appeared to expand and dissolve. The room swam, her head rang with echoes. An anguished groan, involuntary, broke her silence as she slid into unconsciousness. (p. 154)

It is this heartbreaking situation that makes Iyese to go for a divorce. However, she finds it hard to return to her home village because, as noted already, her family members did not accept her marriage to Dr. Jaja. Therefore Iyese decides to go to Langa.

[A]fter the sad end of her marriage, she had made an impulsive decision to leave Bini immediately – too many of her dreams were tied to the city, as were the cruelest of the sufferings – and head, not in the direction of her village, where her family would receive her with resentment or pity, but towards Langa, a city she had never visited before but to which she was drawn because of what she had heard – that it was a vast, strange human bazaar where shame had no odour because people lived anonymously, where some of the most beautiful people walking the streets were ghosts and some of the saddest were corpses waltzing to their graves. (p. 157)

Here, Iyese chooses to isolate and alienate herself from her family members. The city which Iyese chooses to go to is home to many alienated souls. She chooses to go there because she feels that in Langa there shall be no element of feeling ashamed with whatever she will be doing as a prostitute. This indicates that her life has become meaningless, and that the normlessness of the society accentuates the alienation of the people, especially the prostitutes. In this regard, Iyese's choice to be a prostitute confirms Ruth Dean and Melissa Thomson's assertion that most people "[become] prostitutes out of desperation,

because they [see] no other way of surviving” (Dean & Thomson, 1998, p.19).

The alienation of the prostitutes is further indicated by the fact that they conceal their real identities in the society. They do this in two ways. First, they are comfortable doing their work at night, and secondly they prefer using false names as they are doing their business. Iyese tells Buruku that night is the most appropriate time for them to do their business:

Because the night gives us cover from prying eyes. Besides, our customers seem more comfortable at night. We are more shadowy then. They don't have to see us clearly. They can think of us as creatures of pleasures, creatures of the night, belonging to a different category from other women. They can't handle seeing us any other way. They are scared to see that we're the same as their wives, their daughters, their sisters. If they saw that their manhood would shrivel up. That's why they prefer to meet us at night, in dark rooms. (p. 131)

In other words, the prostitutes willfully estrange themselves from the society by doing their work at night to protect both their real identities and marketability. If they operated during the day time, the men who buy their services would fail to differentiate between their normal women and the prostitutes. As a result, these prostitutes would never find men to sleep with.

Iyese adds that prostitutes use false names in order to hide their identities because they do not wish to be recognised. They also hide their real names in order to avenge themselves on the men who treat them as only objects of their pleasure not normal human beings:

Have you never wondered why prostitutes use false names?

... It's a sort of revenge. If men pretend we're mere shadows, then there's no use giving them our real names. It's our way of saying that the whole situation is false- that they, too, are unreal. It also signals to them that they are unworthy of trust. We don't let them know our real names, and when we have sex with them we don't let them touch our real bodies. A prostitute carries two spirits within her. With one she goes out into the night. With the other she lives a normal life. A false name keeps our two spirits apart. If we didn't keep them separate, we might go mad. (p. 132)

The prostitutes are not what they appear to be at night because the profession does not constitute their essential humanity. The false names construct the professional identity, whereas their essential humanity is defined by their concealed real names. This dual identity in itself signifies the alienation of the prostitutes from the community in which they live and from the men who sleep with them. Therefore, the men have no access to the women's essential humanity which, together with their real names connects them to their familial relations. Iyese sheds more light:

... Take me, for instance. My real name is Iyese. The name connects me to the spot where I was born, to my mother's womb, my father's blood, my brothers and sisters, my childhood memories. It's the name with which I get angry or feel happy. With it I smile my true smiles, laugh my deep laughter, and shed my real tears. It's the name with which I sigh at life. When I stand before the mirror, it's Iyese I see. When I dream it's the name with which my mother's voice calls across the valley warning me to run from the demons. It's the name that flows into my ears as water flows upon its bed of washed stones and white sand. Iyese is the name with which I see the world in the day. It's the name that reminds me of what contains shame or honor. It's a name with which I make love, which I do. (p. 132)

Here, Iyese mentions all aspects of her essential humanity which constitute her identity and are defined by her real name. These aspects include her biological connection to her parents and siblings, as well as how she perceives the world and herself in relation to the totality of her physical, social, psychological, and emotional experiences. Therefore, according to Iyese, a person's real name is very important to her identity. The individual's roots are traced through the real name, as it is associated with all things that comprise one's identity as a normal person. As Hogan (1994) argues, “The name has a psychological effect on the behavior and character of the bearer. Thus, the name becomes a particularly important node of social and personal identity” (p. 107). In the novel, Okey Ndibe's representation of characters with fake names can be said to be aimed at depicting the characters' alienation in the society.

## **5.2 Absurdity and Meaninglessness of Life**

Abrams (1999) asserts that in the existential philosophy a human being is viewed “as an isolated existent who is cast into an alien universe, to conceive the universe as

possessing no inherent truth, value, or meaning, and to represent human life - in its fruitless search for purpose and meaning, as it moves from the nothingness whence it came toward the nothingness where it must end - as an existence which is both anguished and absurd" (p. 1). As Sawwa & Neimneh (2016) put it, "man's existence is absurd because his contingency finds no external justification" (p. 109).

Buruku lives a life that is absurd and has no meaning. He does not want to tell the police his real name because for him the police and he are from different spheres. Lanky, the lifeguard, has signaled to the police that the last person to witness the drowning of the dead prostitute is Buruku. But when Buruku is asked by the police officers about his identity, he tells them that he has no name:

'What is your name?' The detective asked.

'I have no name, said Buruku.

'What do you call yourself?' Persisted another officer.

'Nothing. I don't have that need.'

'What do your friends call you?' Asked another detective.

'Oh, friends.' He raised his head as if in thought. 'Different things. Depends.'

'Say one. One name,' the detective goaded.

'That's between my friends and me,' said Buruku.

'Names shouldn't be a secret,' said the chief detective.

'Mine are not secret to my friends.'

'We're officers of the state,' the chief detective announced in a grave tone. 'That's why we ask in the name of the state.'

'Good. The state is not one of my friends.'  
(p. 12)

In this dialogue, Buruku refuses to tell the police his name because he does not identify himself with them as his friends. And he is alarmed when he is asked what his friends call him. When the police officers tell him that they represent the state, Buruku says that the state is not his friend.

Ndibe's presentation of Buruku as a person without identity continues when Buruku is arrested. First, the press release after the arrest of Buruku shows that the arrested man has no identity: "The suspect who refused to give his name and whose age has not been determined is of no fixed address" (p. 15). In the hands of the police, Buruku remains a stranger, a person with no traceable roots. This forces the police to identify him with the name Mr. X. As John Lati, the head of detectives, continues to interrogate Buruku, he finds that Buruku maintains his anonymity, and realizes that his effort to probe the man to mention his name is futile. When Lati angrily continues to ask Buruku to reveal his name, the man says, "Secret, Exile, Bubble, Void. I have many names" (p. 58). With this answer, Lati commands his junior to write down Buruku's name as Mr. X. Although his subordinate reminds him that Mr. X is only for unidentified male corpses, Lati commands the junior officer to do what he has been told. In this regard, Buruku is depicted as a man who is "out of harmony", and he is "an exile in a meaningless universe" (Siuli, 2017, p. 338).

The names that Buruku wants to be identified with show that he is both in despair and alienated. The names "Secret, Exile and Void" show that he is not part of the world in which he is living and that he is identifying himself with those who are regarded as non-entities in the society. And by being given the name Mr. X, Buruku is associated with unidentified corpses. All this implies that Buruku is not a normal human being.

Buruku comes to his senses soon after he is arrested for allegedly committing murder. He says,

Until I found myself in an unmarked police car, handcuffed, I had never really examined the disheveled life I led as an exile. Indeed, as my years on B. Beach stretched out, it had come to seem as if the most important detour in my life had taken place in a vast vacuum, outside the regimen of time and space. (p. 59)

This realization indicates that Buruku has lived an alienated life: a life without meaning. What has happened to Buruku corresponds to what Sidney Joe Jackson posits about an alienated person. According to Jackson (1983), an alienated person "has a sense of meaninglessness or emptiness to his life" (p. 156). Jackson further argues that "[i]n suffering from anomia the individual is deprived of the emotional basis for the conduct of his life. In being so deprived he suffers meaninglessness. He experiences his

own life as a void, bereft of purpose and meaning” (p. 150). This situation may lead to an individual’s loss of direction whereby he or she cannot physically ascertain what has happened to him or her.

In a police car, Buruku realizes that he stinks. He recalls, “The stink of my body filled the car, repellent even to my nostrils. I remembered a favourite saying of my grandmother’s: ‘The odour that makes a man want to run away from himself carries death’” (p. 59). This reawakening to his physical being shows that Buruku had all along lost his powers of sense perception. He could hardly feel even what happened to his own body. This perceptual impairment is what Jackson (1983) means when he says that the alienated person has a “sense of not being ‘himself’ but of presenting an artificial façade” (p. 151). Jackson refers to this condition as ‘sham’ which means “a concealment of how we really feel and pretense of feeling something different” (p. 151). By failing to recognize how his body behaves for a long time, Buruku appears to have been self-alienated. In other words, Buruku is inauthentic. The term inauthenticity refers to “a condition of not being aware of one’s own desires” (Sweeney, 2014, p. 6). “Alienation prevents a person from expressing his authentic self, [such as] his freedom” (Hansen, 1976, p. 122). According to Tan (2007), “If a human being denies his full humanity, that is, his being-for-itself, then his denial is called inauthenticity.” Tan adds that “authenticity means being able to be honest to one’s own essence. Also, to be able to live authentically, man ought to be aware of his freedom and his task to create himself with its inevitable anxiety.” (p. 8). It therefore follows that Buruku’s loss of perceptual powers and sense of his own humanity implies his loss of authenticity.

Ndibe also presents Buruku’s experience of alienation, despair and fear when he is arrested and forced into a lonely cell. This experience is evident as Buruku reflects on his situation:

Alone in a cell my heart shriveled within me. The cell reeked of a variety of smells, mementoes left by all the previous occupants. The four walls seemed to draw imperceptibly closer, threatening in time to meet in an embrace and crush me. Death entered and stayed in my thought. (p. 67)

Buruku sees death in the cell. The room is beyond habitable condition.

The alienating effect of Buruku’s enclosure is also manifested through the warders’ treatment of him. It appears

that having put him in a cell, the warders regard Buruku as a stranger. They dare not come close to him. They even fear to have their eyes and his meet. Buruku says, “The other warders know to keep their distance, allowing me some space. They announce their presence discreetly, as if their eyes dread the prospect of meeting mine. Even when they bring me the bland-tasting beans that are the staple diet here, they shy away from my gaze” (p. 68). The behavior of the guards indicates that Buruku is an alien in their world and accordingly they avoid coming close to him. In addition to this reduction of Buruku to an alien, his confinement in the cell accentuates his sense of estrangement and despair by literally excluding him from the general society. In the cell, Buruku loses hope that he will ever be free again.

Buruku’s experience behind the cell walls illustrates Carlo Bordini’s view of walls as devices used by people in power to alienate others:

If, historically, life could be guaranteed only within closed places, protected and organized by a higher authority who had the power to control the territory, it followed then that the wall has changed meaning: the free place became a place of constraint, [...] especially for those who had to be kept separate from the others because they were considered dangerous for the others, as a result of a conviction or a disgrace. (Bordini, 2017, pp.44-45)

Carlo Bordini describes this type of separation as “ostracism” which is an “alienation enforced by the polis” (p. 45). In this regard, the authorities use “the wall, the compound to lock up, remove from the sight and forget” (Bordini, 2017, p. 45). Bordini concludes that “[w]hether it is a case of being removed from the confined place where the community lives or reclusion in a private place, with no visibility, they both represent the same way of ‘separation’ from others, which then means removing from the consciousness, burying” (p. 45).

To make sure that the arrested people are totally kept away from the society, the authorities have built the prison where Buruku is locked up very far from the general public. He is locked up at Bande maximum security prison. Buruku states that

Bande maximum security prison was the brainchild of Askia Amin, our country’s first prime minister. He had seen a model for it during an official visit to

Latin America. Upon his return, he signed an order for a replica to be built in a reclaimed swamp, in a location as remote from the bustle of life as possible. He had no wish for the intended inmates – his political enemies- to be reached by the familiar sounds of the human world. Such sounds could only be a distraction to men and women secluded in the prison to contemplate the truths of life. (pp. 43-44)

The remote location of the prison and the intention of the prime minister to shut the inmates out of the normal human world clearly reveal the primary purpose of the prison system. This purpose is to alienate from the society people who are considered dangerous to the politicians.

Ndibe also presents Buruku's mental disturbance as an indicator of his alienation and despair. Buruku's mental confusion becomes clear when Iyese (Emelia) is killed by Palat Bello, the man who exchanges blows with Buruku over Iyese. Palat Bello finds Buruku in Emelia's residence. When a quarrel erupts between Emelia and Bello, Ogugua [Buruku] intervenes and knocks Bello down. The fight creates animosity between the two. The following night Bello revisits Iyese's room, and he callously stabs her vagina and then rapes her.

In the morning, Buruku finds Iyese covered in blood. Iyese rejects Buruku's proposal that she should be taken to the hospital. She argues, "I'm ready to die today. This kind of life has no meaning" (p. 167). This situation affects Buruku's life negatively. He laments:

The sight and smell of Iyese's blood stayed with me as I rode to work. I felt as if I were choking. I wound down the car's window and shut my eyes, trying to conjure up other images. Gore infected every picture I saw in my mind's eye. In the end, unable to escape the memory of what I had seen, I let my mind return to what it dreaded, to the sight of the pillows drenched with Iyese's blood, her grimaces and groans, the despairing anguish in her voice when she told me what Isa and his thugs had done to her. (p. 169)

Buruku is traumatized by the sight of Iyese's blood. The brutal stabbing and rape of Iyese by Palat Bello has created fear in his mind probably because he sees his fate in Iyese's suffering. He makes the intensity of his fear evident when he asserts that his "anger at Isa Palat Bello and his minions was becoming mixed with fear for [him]self, lest [he], too, fall victim to their butchery. Slowly, the fear encircled the anger,

nibbling away at it. In the end the outrage was in the belly of the fear, the anger was eclipsed" (p. 167). Consequently, he decides to avoid visiting public places. He stops visiting Iyese regardless of the many letters that Iyese writes him. In effect, the fear for his life aggravates Buruku's alienation and despair.

As he thinks about what has happened to Iyese, Buruku thinks of how to avenge her suffering, but he realizes that he lacks the means to fight the thugs. He says, "Something told me that Iyese would count on me to avenge her. But how? With what tools could I stand up to her violators? A pen? Against men who had daggers? Moral indignation? Against men with guns?" (p. 170) Buruku's failure to fight for Iyese haunts him for the rest of his life. Buruku's real name, Ogugua is a short form of "Oguguamakwa" which means "the wiper of tears, a consoler, a vindicator and comforter" (Akingbe, 2013, p. 166). It follows that his failure to avenge Iyese is against his nature. As his mental anguish intensifies, Buruku recalls:

Night visions began to poach my peace. Unable to sleep or to rest, I would lie still in a dark made unfamiliar by demons, scared of what might bare its face if I turned on the light. Breathing hard, waiting for the figures in the dark to disappear, I would be tormented by the feeling that I had again entered Iyese's head. Against my will I eavesdropped on her thoughts and mapped her body's aches and pains. Was this my punishment for befriending and deserting her? (p. 173)

Buruku's hallucinations about Iyese further indicate his alienation and despair as he fails to erase the image of Iyese's suffering from his mind.

Violet comes to Buruku's office to tell him that Isa Palat Bello has killed Iyese. She tells him that Bello needed to own the baby but Iyese refused. Instead, Iyese told Bello that the baby's father was Buruku. Consequently, Bello chose to kill both, but the baby has survived. Buruku realizes that his life is in danger and restricts his movements in fear of meeting Bello. He states:

Yet Isa Palat Bello continued to haunt my mind. He was present in every soldier's face, eyes peering out at me, lustful and ugly. I began to dread the approach of night, for his face would loom up out of the dark. Whenever I heard footsteps behind me I whirled around. I stopped going out at night. When friends complained about this I lied: I had been

diagnosed with a rare disease that brought on sudden fainting spells; my doctor had ordered me to rest in bed. (p. 185)

Buruku's avoidance of places he used to visit at night because he fears for his life signifies that he is both alienated from his usual community and in despair about his future. Buruku is relieved when Buruku hears that "Bello [is] among ten officers on their way to Pakistan for six-month advanced artillery course" (p. 185). But his fear resurfaces when he hears that Bello is declared the ruler of Madia after a coup.

A day after the coup Major James Rada returned on the Radio Madia and announced that Major Isa Palat Bello, just selected as the new head of the state and commander-in-chief of the Madian armed forces, was about to address the nation. Hearing Bello's name, I had the fleeting urge to laugh. Certainly, I thought, someone at the Radio Madia had decided to make a ghastly joke at my expense. (p. 201)

This announcement is a hard blow to Buruku. The rise of Bello to power marks the resumption of Buruku's suffering. Buruku knows fairly well that after the elimination of Iyese, he is the next target. As Bello speaks, Buruku visualizes what happened to Iyese. He starts avoiding his office when the receptionist tells him that two men have been to his office to see him. Furthermore, he is told that these men have left no names. At night Buruku starts experiencing hallucinations again.

At midnight I got to bed to sleep. The instant I shut my eyes the image of Major Bello stood over me, his gun aimed at the ridge of my nose. Lying on my back, I peered straight into the gun's muzzle, dark and small. I struggled hard to erase this image from my mind. (p. 203)

Through these hallucinations, Ndibe shows that the fear that has been instilled in Buruku by Bello's rise to power causes him to suffer mental conflict. He is hardly able to sleep because his mind is filled with phantoms. Consequently, Buruku decides to run away from his own apartment as he feels that he is not safe to live there. First, he calls Ola Jones, his university friend, and tells him: "My life's in danger. I must come over to your house" p. (203). Buruku's decision to run away from his own home signifies his despair and shows that he is a person who has lost hope of survival in his home. Although Buruku sees his friend's home as a place of safety, stay in Ola's house does

not bring him peace of mind as he continues to experience mental conflict. He says, "I stayed awake each night, holed up in the dingy room where Ola dumped his dirty clothes. I read books and drank brandy and had wide-eyed dreams in which terror appeared in all guises. In my solitude I began to hold conversations with myself" (p. 207).

At Ola's house, Buruku is visited by his friends who were his mates at the university. These friends reveal something that completely changes Buruku's life. Eze, one of the friends, poignantly says to him, "Imagine what would happen to [Ola] if – God forbid- General Bello were really out to get you and Ola was caught sheltering you" (p. 209). This statement makes Buruku realize that his friends are not happy with his stay in Ola's house, and he decides to vacate the house secretly. He states:

Very early the next morning I gathered my clothes into a bundle wrapped in a blanket, then slipped out of the house before Ola woke up. The streets wore a dull, indistinct face, the houses obscured by the morning mist. I had no destination in mind when I began my journey. But as the mist lifted and the sun broke through, the clouds in my mind cleared away and I saw where I was going. I had a vision of a sand, sea, sunshine, and endless sky. My path was leading me into exile on the outer edges of life, in the haven of B. Beach. (p. 209)

These words indicate that Buruku's departure from Ola's house makes him to be mentally confused. As he leaves the house his mind seems to be erasing all the troubles that he has had before. But this apparent erasure does not necessarily mean that he is freed from mental conflict. The reality is that his mind is confused further to the extent that he no longer sees his problems as problems.

In the final analysis, Ndibe shows that the effects of alienation and despair are enduring. In this regard, he portrays Buruku as having reached a point of no return, whereby he cannot come back to his former normal life. Buruku realizes this situation as he yearns for the lost identity:

Sometimes I ached for my former life and considered returning – moving back into my apartment, presenting myself at the office in the hope that no one had been appointed to my desk. It was a ridiculous dream: the door back to that other world had been snapped shut never to be prized open again. (p. 211)



Buruku is clear that going back to his normal life is impossible. He calls his wish to go back to his normal life “a ridiculous dream” because he knows that there is no way out of the situation he is in.

## VI. CONCLUSION

In *Arrows of Rain*, Okey Ndibe demonstrates that alienation and despair are inevitable to people who live in extreme fear. It has been observed in this essay that Ndibe’s character, Ogugua (Buruku) is hopeless and estranged because he lives in a world of terror. Ogugua has been shown to have lost his mind due to his fear of the ruthless leadership of the regime. He has chosen to exile himself at B. Beach and later he has been arrested to exclude him from the general public. It has also been demonstrated in this essay that Ndibe depicts family conflicts as one of the causes of alienation and despair. Family conflicts force Iyese into prostitution, and Ndibe represents prostitution as a profession that manifests the alienation and despair of the characters who engage in it. The prostitutes signify this alienation and despair through adoption of false names. For instance, Iyese gives herself the name Emelia to hide her real identity.

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# Assessment on the Outcome of the Pantawid Pamilyang Pilipino Program in Tabuk City, Kalinga

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**Abstract**— *This study assessed the outcome of Pantawid Pamilyang Pilipino Program in Tabuk City, Kalinga. Towards this goal, it determined the following: level of attainment of the program's objectives; extent of compliance of the grantees on program's conditions; degree of seriousness of problems encountered in its implementation; and its performance indicators along health and nutrition, and education.*

*The research design involved the use of descriptive survey method, documentary analysis, interview, and focus group discussion (FGD) in order to collect data on the outcome of Pantawid Pamilyang Pilipino Program in Tabuk City, Kalinga. The respondents are the Pantawid Pamilya Program beneficiaries, implementers and community in Tabuk City, Kalinga. The questionnaire was utilized in gathering data about the attainment of the goals and objectives of the program; extent of compliance on program conditions; and, the degree of seriousness of problems encountered in the implementation of the Pantawid Pamilya. Analysis of data was limited to the use of frequency counts, percentages, weighted means, and analysis of variance (ANOVA).*

*Findings revealed show that the respondents claimed that the objectives of Pantawid Pamilyang Pilipino Program were very much attained; the program conditions were very much complied; and problems encountered in its implementation were less serious. Analysis of variance result revealed that there was no significant difference on the perception of the beneficiaries, implementers and community on the level of attainment of the objectives of Pantawid Pamilyang Pilipino Program.*

*The result of analysis of variance revealed that there was no significant difference on the perception of the respondents on the: level of attainment of the program's objectives; extent of compliance of the conditionalities/conditions of the program; and degree of problems encountered in the implementation of the Program. Documentary analysis on health and nutrition revealed that all pregnant household members complied and completed the required number of prenatal visits; they give birth to RHUs and lying in clinics in the locality which were attended by healthcare professionals; postpartum follow-up care was provided; no maternal complications and postpartum complications were seen and observed; Pantawid Pamilya children were vaccinated; consultation services were rendered; and regular weight monitoring was provided.*

*As to education compliance, the grantees were very much complied with the attendance requirement of the program since there is an increase in the enrollment rate of children and consistent attendance rate of higher than 85% per year.*

*In line with the findings of the study, the objectives of Pantawid Pamilya Program in Tabuk City, Kalinga were very much attained because most grantees are very much compliant with all the*

*conditionalities/conditions of the program. Also, successful outcome of the program is observable despite the less serious problems encountered in its implementation.*

**Keywords—** *Pantawid Pamilyang Pilipino, education compliance, healthcare.*

## I. INTRODUCTION

In line with the provision of the Philippine constitution under article 2, section 9, Jean Jacques Rousseau Social Contract Theory explains that the state exists to ensure or guarantee protection of rights, life, property and liberty. The primary motive is to protect the rights of citizens in the community which means safeguarding their rights, as what Rousseau called as the general will. One of the interventions done by the state in order to protect life and combat poverty was the enactment of the Pantawid Pamilyang Pilipino Program. The program is a social contract where a state provides resources to a family in exchange for that family's fulfillment of certain conditions set by the government.

Based on the study of Judith Sagayo in Pasil, Kalinga for the year 2014, it revealed a full attainment of the objectives of the program and shown that the problems encountered during the full blast implementation of the program resulted to less serious. Also, the study of Tongay in 2016, entitled "Pantawid Pamilyang Pilipino Program in the Municipality of Balbalan, Kalinga". One of its objectives is to evaluate the attainment of Pantawid Pamilya objectives. The findings revealed that Pantawid Pamilya in Balbalan, Kalinga was much attained. This shows that implementers in the said Municipality have been conducting a series of activities for the beneficiaries as reflected by the MSWD Report in 2015. Also, there is an active participation of the beneficiaries for the activities.

Similar evaluation study of Pantawid Pamilya in Iloilo which was conducted by Frufonga (2016) of West Visayas State University which measured the attainment of Pantawid Pamilya objectives. Results revealed that there was evidence of improvement in the preventive healthcare among pregnant women and younger children. Improvement was observed in the reduction of malnourished children. Result also showed an increase in the enrollment of children in public schools and the attendance rate of children was increased. Decreased incidence of child labor was observable among children. The decrease to nearly 0% in the drop-out rate of school children was an indication of improvement. Moreover, the results showed that the beneficiaries spent the largest amount of income on food, followed by education, hospitalization, and savings. In the same manner, the program

increased parents' participation in the Family Development Sessions to nearly 100%.

Positive result is also revealed in the first phase of this study in 2018 entitled "Pantawid Pamilyang Pilipino Program in Selected Barangays of Tabuk City, Kalinga" with an objective of measuring the extent of benefits derived from the program. The findings discovered that the overall conditionalities/benefits derived from the program as perceived by the respondents were very much benefited. This implies that the program provided all the necessary benefits of a grantee in the selected Barangays in Tabuk City. According to the respondents, the program provided allowances for their children at the same time they are being prioritized for health and education benefits in their barangays.

However, the Pantawid Pamilya program in the province of Kalinga has been encountered some minor issues and problems. But as perceived by the respondents' majority are not serious. There are only few highlights of problems which were being emphasized by some studies from 2014-2018. Like the study of Sagayo, the problems being emphasized were "no follow-up or monitoring of children's performance in school", and some beneficiaries are not really poor or indigent". It was explained that there is no strict monitoring of Pantawid Pamilya children's school performance or the implementers are lenient for checking the attendance of the children of beneficiaries. Also, the researcher divulged that there are beneficiaries who are employed and still enjoying the benefits of the program. The scenario in these cases, one of the couples is employed while the other is unemployed or self-employed as farmer. In order to retain full membership, the unemployed was placed as the head of the family.

Other concerns as revealed in the study of Tongay, the degree of seriousness of problems encountered in the implementation of the Pantawid Pamilya in Balbalan, Kalinga was perceived as moderately serious. The findings indicate that the implementers perceived that the problems were moderately serious because they want to fully implement the expected over-all benefits of the program. They focus on the problems of ATM cards/ alternative payment systems. The LGU of Balbalan even brings the beneficiaries to Tabuk City

using the LGU vehicle just to let them minimize any expenses and they also invited once a bank representative from Tabuk City to give payouts.

While in Tabuk City, based on the first phase of this study, the top 3 highest problems encountered as perceived by the respondents are “Pawning of Pantawid Pamilya ATM cards” was marked as moderately serious, followed by “Discrepancy and inconsistency in the selection and validation of beneficiaries” which is interpreted as less serious, and the third one is “Using children’s allowance in buying other things instead of school and nutritional needs”.

Despite the presence of problems in the implementation of the Pantawid Pamilya, its outcome is greater than those issues encountered. Recently in the year 2017, a qualitative investigation on the outcome of 4Ps conducted by Garcines which emphasized that there are testimonies of teachers and heads who admitted the 4Ps children before the 4Ps implementation, the recipients are non-compliant with school requirements and sporadic in class participation. They even added that they found them engage their children in labor. But after Pantawid implementation, they observed improvement on these children’s attendance and involvement in school undertaking.

Also, in the same year, Sanchez, conducted an “Assessment of Family Development Session of the 4Ps: Contents, Process and Effects”. The study reveals that the respondents perceive the FDS as significant and useful, particularly in the aspect of knowledge an acquisition. They also have high regard for implementers and have a positive review of the implementers’ ability to deliver the topics and deal with beneficiaries agreeably.

Based from the above-mentioned researches findings, this study provides a more in-depth assessment of Pantawid Pamilya outcomes through a combination of quantitative and qualitative measurements. The quantitative findings will be substantiated by qualitative investigation, and documentary analysis. Thus, this study assessed the outcome of implementing the Pantawid Pamilya in Tabuk City, Kalinga through the investigating the attainment of the objectives of the program, the extent of compliance of grantees on program conditions, and the degree of seriousness of problems encountered in the implementation of the program.

## **II. METHODOLOGY**

The study is a mixed method of research (quantitative and qualitative) that utilized the descriptive survey method guided with questionnaire, interview, observation, documentary analysis, and focus group discussion (FGD) in order to collect data on the implementation of Pantawid Pamilyang Pilipino Program in Tabuk City, Kalinga.

The study was conducted in all clustered barangays of Tabuk City, Kalinga namely: Northern Tabuk City (Magsaysay), Eastern Tabuk City (Bulo), Western Tabuk City (Bado Dangwa), and Southern Tabuk City (Cudal). The respondents were the Pantawid Pamilya beneficiaries, program implementers, and the community. All in all, there were 850 respondents.

In this study, the questionnaire was the primary tool in gathering data on the level of attainment of the objectives of the program, level of compliance on program conditions, and the degree of seriousness of problems encountered in the implementation of the Pantawid Pamilya. Since majority of the contents of the questionnaire were being lifted from the Pantawid Pamilya Operation Manual, and other previous studies, it was deemed valid and reliable.

Before the full blast of data gathering, permission granted from City Mayor’s Office, DSWD Regional Office of CAR, Tabuk City Social Welfare and Development Office (CSWD), DepEd, Barangay Chairmen, School Principals, and Barangay Midwives.

The researcher with the help of enumerators, personally administered and retrieved the questionnaires from the respondents. From the retrieved questionnaires, gathered information and data were collated and tabulated for statistical treatment. Analysis of data was limited to the use of frequency counts, percentages, weighted means, and analysis of variance (ANOVA).

## **III. RESULTS AND DISCUSSION**

### **Level of Attainment of the Objectives of the Pamilyang Pilipino Program**

As presented in table 2, the objectives of the Pantawid Pamilya Program were very much attained since the total average weighted mean is 4.25 which implies that the program greatly helped in improving the health, nutrition, and educational status of the beneficiaries in Tabuk City, Kalinga.

The findings revealed that health care is being ensured among women and children in Tabuk City, Kalinga. The result affirms the findings of Sagayo (2014) in Pasil, Kalinga since it also revealed a fully attainment of the objectives of Pantawid Pamilya Program. This implies that the program has helped in improving the socio-economic status of the indigent families. The program also helped in maintaining the health and nutrition of the children, improving their school attendance, and raising their academic performance.

Also, it affirms the research evaluation of Frufonga (2016) in Iloilo wherein parents were encouraged in investing in their children’s health, education, and participation to community activities. This was substantiated by the improvement in the preventive healthcare among pregnant women and younger children; there is evident of reduction of malnourished children; there is an increase in the enrollment of children in public schools and the attendance rate of children; the beneficiaries spent the largest amount of income on food, followed by education, hospitalization, and savings; and the program increased parents’ participation in the Family Development Sessions to nearly 100%.

Table 2. Level of attainment of the objectives of Pantawid Pamilyang Pilipino Program.

Objectives of	WM	D
1. Improve preventive health care among pregnant women and young children.	4.51	VMA
2. Increase the enrolment and attendance rate of children in school.	4.26	VMA
3. Reduce incident of child labor.	3.98	MA
4. Raise the average household consumption in food expenditure of poor household.	4.17	MA
5. Encourage parents to invest in their children’s and their own human capital through investments in their health, education and nutrition and participation to community activities.	4.32	VMA
Average Weighted Mean	4.25	VMA

Legend: **VMA**-Very Much Attained    **MA**– Much Attained    **WM** -Weighted Mean

Table 2.1 indicate that respondents have differences on their perceptions on the level of attainment of objectives of Pantawid Pamilya Program. The beneficiaries perceived that the five objectives of Pantawid Pamilya Program were very much attained. As claimed by most beneficiaries, even if the amount granted to them is meager to augment their family income, it still alleviates their financial burden. In addition, majority of the beneficiaries in Tabuk City, Kalinga were motivated to improve their ways in attending and providing the basic needs of their children.

The implementers are having a slight distinct assessment on the level of attainment of the objectives of Pantawid Pamilya Program. They perceived that most of the objectives of the program were much attained except for the objective “reduce incident of child labor”. Though there were no records of child labor, there were some teachers who observed some actual scenarios of child labor in the locality during their follow up activities for some problematic

pupils/students. As claimed, a grade two pupil takes care for her infant sibling for the whole day when their parents are out to look for living. This is actually happening during planting and harvesting seasons in the barrios. But majority of the implementers claimed a very much attained objective for the reduction of child labor. They reason out that there are actual cases of child labor but the health and educational needs of their children were not compromised and no records of child labor in the locality. This observable reduction of child labor in Tabuk City was also similar with the result of the evaluation of Pantawid Pamilya conducted by Frufonga (2016) in Iloilo.

The community perceived that majority of the objectives of the program are much attained for the “increase of enrolment and attendance rate of children in school”, “reduce child labor”, and “raise the average household consumption on food of poor household” with weighted means of 4.11, 3.53, and 4 which indicates a much-attained objective. They claimed that there is still presence of

absenteeism among grantees children and not strictly monitored. They stated that they observed some children roaming and playing around the barrios during school hours. Also, child labor is somewhat part of our indigenous culture that we need to help our parents to look for living so reduction of it will not be done easily. Lastly, though the cash grant is a

great help for grantees to raise their average household food consumption, some grantees children are not regularly eating nutritious food. As mentioned, some are just relying for the release of the cash grant before they can buy some valuable food for their children.

Table 2.1 Comparison of perceptions of the respondents on the level of attainment of the objectives of Pantawid Pamilya Program

Objectives of Pantawid Pamilya Program	Beneficiaries		Implementers		Community	
	WM (B)	D	WM (I)	D	WM (C)	D
1. Improve preventive health care among pregnant women and young children.	4.56	VMA	4.16	MA	4.50	VMA
2. Increase the enrolment and attendance rate of children in school.	4.42	VMA	4.24	VMA	4.10	MA
3. Reduce incident of child labor.	4.39	MA	4.24	VMA	3.53	MA
4. Raise the average household consumption in food expenditure of poor household.	4.39	MA	3.88	MA	3.99	MA
5. Encourage parents to invest in their children's and their own human capital through investments in their health, education and nutrition and participation to community activities.	4.47	VMA	3.72	MA	4.23	VMA
<b>Average Weighted Mean</b>	<b>4.44</b>	<b>VMA</b>	<b>4.04</b>	<b>MA</b>	<b>4.07</b>	<b>MA</b>

Legend: **VMA**-Very Much Attained    **MA**- Much Attained    **WM** -Weighted Mean

**Summary of ANOVA on the Level of Attainment of the Objectives of Pantawid Pamilyang Pilipino Program**

The analysis of variance in table 2.2 hypothesized that there is no difference in the assessment of the three groups

of respondents on the level of attainment of the objectives of the Pantawid Pamilya Program. The results analysis of variance shows that the computed F-Ratio of 49.218 has an associated probability of 0.00. For this reason, the null hypothesis is rejected.

Table 2.2. Summary of ANOVA on the Level of Attainment of the Objectives of Pantawid Pamilyang Pilipino Program.

Source of variance	Sum of Squares	df	Mean Square	F-Ratio	Sig.
Between Groups	30.290	2	15.145	49.218	.000
Within Groups	260.635	847	.308		
Total	290.925	849			

\* significant at 0.01

The weighted means of the three groups under table 2.1, the beneficiaries with a weighted mean of 4.44 gave the highest score with a descriptive equivalent of very much attainment. The other two groups had a lower weighted means of 4.04 (implementers) and 4.07 (community). The finding is attributed to the fact that beneficiaries recognized that the program is a big financial help to them.

**Extent of Compliance on the Conditionalities of Pantawid Pamilyang Pilipino Program in Tabuk City, Kalinga**

Health and Nutrition.

The respondents claimed health and nutrition conditions were very much complied since the Pantawid

*Table 3. Extent of compliance of beneficiaries on the conditionalities of Pantawid Pamilyang Pilipino Program.*

<b>Pantawid Pamilya Conditions</b>	<b>WM</b>	<b>D</b>
<b>Health and Nutrition</b>		
1. Pregnant beneficiaries household members availed pre and post-natal care.	4.62	VMC
2. Children 0-5 years old household members availed immunization.	4.58	VMC
3. Children 0-2 years old household members availed monthly weight monitoring and nutrition counseling.	4.45	VMC
4. Children 6-14 years old household members availed deworming twice a year.	3.58	MC
5. Household beneficiaries receive a health grant / FDS grant of 500 per month if they complied with the conditions.	4.36	VMC
6. Household grantees attend a once a month Family Development Session to enhance knowledge and skills in responding parental roles and responsibilities on health and nutrition needs of children.	4.34	VMC
<b>Education</b>		
1. Grantees' Children 3-5 years old household members were enrolled to day care or pre-school program and maintain a class attendance rate of at least 85% per month.	4.26	VMC
2. Grantees' Children 6-18 years old household members were enrolled in elementary and secondary schools and maintain a class attendance rate of at least 85% per month.	4.05	MC
3. Household members with elementary children including day care and pre-school children receive a grant for education of P300 per month while Household members with secondary children receive a grant for education of P500 per month.	4.60	VMC
4. Household grantees attend to once a month Family Development Session to enhance knowledge and skills in responding parental roles and responsibilities on education needs of children.	4.18	MC
<b>Average Weighted Mean</b>	4.30	VMC

Legend: **VMC**-Very Much Complied    **MC**- Much Complied    **WM** -Weighted Mean

Pamilya Program was implemented. There were no cases of maternal complications during pregnancies among Pantawid Pamilya households' members and common illnesses of children were managed immediately. Also, the grant for health was utilized to buy basic health needs like vitamins and nutritious foods for their children; and they availed the free monthly health visits in the RHU.

Education.

As perceived, the educational conditions of the program were much complied. This implies that there are some beneficiaries that are not compliant to the fourth educational requirement of the program.



Despite the differences on the perceptions of the respondents, the table revealed that majority of the educational conditions of the program were very much complied by the beneficiaries.

**Comparison on the Perceptions of the Respondents on the Level of Compliance on the Conditionalities/ Benefits of Pantawid Pamilyang Pilipino Program**

The beneficiaries perceived that all the conditions of the program were very much complied. The result implies that beneficiaries are compliant with all the health and nutritional conditionalities of the program. This result confirmed the compliance report of DSWD SWAD office of Kalinga for the year 2012-2018.

Contrary to the perception of the beneficiaries, the implementers perceived that majority of the health and education conditionalities were much availed except for health and nutrition conditions no. 1 “Pregnant beneficiaries household members availed pre and post-natal care” got the highest response as complied since its weighted is 4.42 which means very much complied, followed by the condition “Children 0-5 years old household members availed immunization” which got a weighted mean of 4.22 indicating a very much complied condition. Also, for education conditions, the condition “Grantees’ Children 3-5 years old

and 6- 18 years old household members were enrolled in elementary and secondary schools and maintain a class attendance rate of at least 85% per month” is the most complied educational condition as evidenced by a weighted mean of 4.24. This implies that Pantawid parents were encouraged and motivated to send their children in the school. While the least complied educational condition was “Household grantees attend to once a month Family Development Session to enhance knowledge and skills in responding parental roles and responsibilities on education needs of children” with a weighted mean of 2.54 which means less complied. This confirms the claims of some parent leaders that there are some non-compliant grantees with FDS due to behavioral reasons and unavoidable situations that they cannot be available during FDS schedule.

Just like the beneficiaries, the neighboring residents (community) of the beneficiaries claimed that majority of the conditions of the program perceived that the conditions are very much complied by the grantees. except for the condition “Children 6-14 years old household members availed deworming twice a year”, the community perceived as moderately complied as evidenced by a weighted mean of 2.78. This implies that as per observation by the grantees’ neighbors, majority of the beneficiaries are compliant with the conditionalities of the program.

*Table 3.1. Comparison on the perceptions of the respondents on the extent of compliance of grantees on the conditionalities of Pantawid Pamilyang Pilipino Program*

P	Beneficiaries		Implementers		Community	
	WM	D	WM	D	WM	D
<b>Health and Nutrition</b>						
1. Pregnant beneficiaries household members availed pre and post-natal care.	4.59	VMC	4.42	VMC	4.67	VMC
2. Children 0-5 years old household members availed immunization.	4.68	VMC	4.22	VMC	4.52	VMC
3. Children 0-2 years old household members availed monthly weight monitoring and nutrition counseling.	4.50	VMC	4.18	MC	4.44	MA
4. Children 6-14 years old household members availed deworming twice a year.	4.33	VMC	3.98	MC	2.78	MoC
5. Household beneficiaries receive a health grant / FDS grant of 500 per month if they complied with the conditions.	4.35	VMC	3.82	MC	4.44	VMC

6. Household grantees attend a once a month Family Development Session to enhance knowledge and skills in responding parental roles and responsibilities on health and nutrition needs of children. 4.55 VMC 3.68 MC 4.21 VMC

**Education**

1. Grantees’ Children 3-5 years old household members were enrolled to day care or pre-school program and maintain a class attendance rate of at least 85% per month. 4.31 VMC 4.24 VMC 4.20 MC

2. Grantees’ Children 6-18 years old household members were enrolled in elementary and secondary schools and maintain a class attendance rate of at least 85% per month. 4.14 MC 4.06 MC 3.96 MC

3. Household members with elementary children including day care and pre-school children receive a grant for education of P300 per month while Household members with secondary children receive a grant for education of P500 per month. 4.66 VMC 3.98 MC 4.62 VMC

4. Household grantees attend to once a month Family Development Session to enhance knowledge and skills in responding parental roles and responsibilities on education needs of children. 4.47 VMC 2.54 LC 4.10 MC

<b>Average Weighted Mean</b>	<b>4.45</b>	<b>VMC</b>	<b>43.91</b>	<b>MC</b>	<b>4.19</b>	<b>MC</b>
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Legend: VMC-Very Much Complied MC– Much Complied WM -Weighted Mean

**Summary of ANOVA on the Extent of Compliance of Beneficiaries on Conditionalities and Benefits of Pantawid Pamilyang Pilipino Program as Perceived by Respondents**

The study hypothesized that there is no difference in the assessment of the three groups of respondents on the extent of compliance of grantees of the Pantawid Pamilya Program since the results analysis of variance indicate that the computed F-Ratio of 91.740 has an associated probability of 0.00. For this reason, the null hypothesis is rejected.

Table 3.2. Summary of ANOVA on the extent compliance of beneficiaries on conditions of Pantawid Pamilyang Pilipino Program.

Source of variance	Sum of squares	Df	Mean of Square	F-Ratio	Sig.
Between Groups	22.244	2	11.122	91.740	.000
Within Groups	102.684	847	.121		
Total	124.928	849			

\* significant at 0.01

As shown in the weighted means of the three groups under table 3.1, the beneficiaries with a weighted mean of 4.45 gave the highest score with a descriptive equivalent of very much complied. The other two groups had a lower weighted means of 3.91 (implementers) and 4.19 (community). The finding is attributed to the fact that beneficiaries recognized that the program is a big financial help to them so they need to comply strictly to the conditions of the program.

**Degree of Seriousness of Problems Encountered in the Implementation of the Pantawid Pamilyang Pilipino Program**

As revealed by the result, among the 14 observable problems of the program, the top four problems which were regarded as moderately serious: “Complaint of individuals or households excluded from the beneficiary list who feel they should be included in the program”; “Discrepancy and inconsistency in the selection and validation of beneficiaries”; “Some beneficiaries are not poor or indigent”; and Some grantees are “Not obeying the parent leader as the leader of the parent group”.

Table 4. Degree of seriousness of problems encountered in the implementation of the Pantawid Pamilyang Pilipino Program.

Problems Encountered	WM	D
1. Complaint of individuals or households excluded from the beneficiary list who feel they should be included in the program.	3.37	MoS
2. Irregular participation of parent beneficiaries during meetings.	2.42	LS
3. Using children’s allowance in buying other things instead of school and nutritional needs.	2.08	LS
4. Not obeying the parent leader as the leader of the parent group.	2.69	MoS
5. Not attending family counseling.	2.29	LS
6. Some beneficiaries are not poor or indigent.	3.04	MoS
7. Parent beneficiaries do not participate in community meeting and school activities.	2.25	LS
8. Pawning of 4P’s ATM cards.	2.13	LS
9. Difficulty in obtaining cash grant.	1.71	NS
10. Reduced cash grant entitlement.	1.82	LS
11. Delayed release of cash grant.	1.95	LS
12. Problems with cash cards or alternative payment systems.	2.03	LS
13. No follow-up or monitoring of children’s performance in school.	2.18	LS
14. Discrepancy and inconsistency in the selection and validation of beneficiaries.	3.12	MoS
<b>Average Weighted Mean</b>	2.36	LS

Legend: MoS – Moderately Serious; LS – Less Serious; WM - Weighted Mean

Despite the moderately serious problems as claimed by the four groups of respondents, majority of the problems were regarded as less serious and the problem which was considered not serious is “Difficulty in obtaining cash grant” with a weighted mean of 1.71. This implies that claiming of cash grant is no longer a problem.

**Comparison on the Perceptions of the Beneficiaries, Implementers and Community on the Degree of Seriousness of Problems Encountered in the Implementation of the Pantawid Pamilyang Pilipino Program**

Comparison result indicate that there are slight differences on the perceptions of respondents on the degree of

seriousness of problems encountered in the implementation of Pantawid Pamilya Program in Tabuk City, Kalinga.

According to the beneficiaries, the most concerned problem in the implementation of the program is the presence of “complaint of individuals/households excluded from the beneficiary list who feel they should be included in the program” which is moderately serious. Other problems were all regarded as less serious to not serious.

While for the implementers, the problems “No follow-up or monitoring of children’s performance in school” and “Discrepancy and inconsistency in the selection and validation of beneficiaries” were considered moderately serious. But other problems were all perceived as less serious. This result affirms the findings of Sagayo in Pasil Kalinga

which explains that there is no strict monitoring of Pantawid Pamilya children’s school performance or the implementers are lenient for checking the attendance of the children of beneficiaries.

For the community, the problems they regarded as very much serious are “Discrepancy and inconsistency in the selection and validation of beneficiaries” and “Complaint of individuals or households excluded from the beneficiary list who feel they should be included in the program” then followed by “some beneficiaries are not poor or indigent”, and “Not obeying the parent leader as the leader of the parent group”. Other problems were considered as less serious to not serious.

*Table 4.1. Comparison on the perceptions of the respondents on the degree of seriousness of problems encountered in the implementation of the Pantawid Pamilyang Pilipino Program*

Problems Encountered	Beneficiaries		Implementers		Community	
	WM	D	WM	D	WM	D
1. Complaint of individuals or households excluded from the beneficiary list who feel they should be included in the program.	2.61	MoS	2.44	LS	4.25	VMS
2. Irregular participation of parent beneficiaries during meetings.	2.37	LS	2.46	LS	2.47	LS
3. Using children’s allowance in buying other things instead of school and nutritional needs.	2.19	LS	2.46	LS	1.93	LS
4. Not obeying the parent leader as the leader of the parent group.	2.28	LS	2.36	LS	3.14	MoS
5. Not attending family counselling.	2.11	LS	2.44	LS	2.45	LS
6. Some beneficiaries are not poor or indigent.	2.07	LS	2.38	LS	4.10	MS
7. Parent beneficiaries do not participate in community meeting and school activities.	2.12	LS	2.40	LS	2.36	LS
8. Pawning of 4P’s ATM cards.	1.96	LS	2.50	LS	2.26	LS
9. Difficulty in obtaining cash grant.	1.58	NS	2.52	LS	1.74	NS
10. Reduced cash grant entitlement.	1.80	NS	2.46	LS	1.77	NS
11. Delayed release of cash grant.	1.99	LS	2.42	LS	1.86	LS
12. Problems with cash cards or alternative payment systems.	1.91	LS	2.42	LS	2.11	LS
13. No follow-up or monitoring of children’s performance in school.	1.95	LS	2.92	MoS	2.32	LS

14. Discrepancy and inconsistency in the selection and validation of beneficiaries.	1.99	LS	2.66	MoS	4.31	VMS
<b>Average Weighted Mean</b>	<b>2.06</b>	<b>LS</b>	<b>2.48</b>	<b>LS</b>	<b>2.64</b>	<b>MoS</b>

Legend: MoS – Moderately Serious; LS – Less Serious; WM - Weighted Mean

To sum up the problems listed in the above table, the two most concerned problems which were regarded as very much serious are “Discrepancy and inconsistency in the selection and validation of beneficiaries” and “Complaint of individuals or households excluded from the beneficiary list who feel they should be included in the program”. These was followed by” Some beneficiaries are not poor or indigent”. Despite those concerns, still majority of the problems encountered are less serious to not serious.

**Summary of ANOVA on the Degree of Seriousness of Problems Encountered in the Implementation of the Pantawid Pamilyang Pilipino**

The study hypothesized that there is no difference in the assessment of the three groups of respondents on the degree of seriousness of problems in the implementation of the Pantawid Pamilya Program. The results analysis of variance shows that the computed F-Ratio of 198.209 has an associated probability of 0.00. For this reason, the null hypothesis is rejected.

Table 4.2. Summary of ANOVA on the degree of seriousness of problems encountered in the implementation of the Pantawid Pamilyang Pilipino Program

Source of variance	Sum of squares	Df	Mean of Square	F-Ratio	Sig.
Between Groups	68.306	2	34.153	198.209	.000
Within Groups	145.944	847	.172		
<b>Total</b>	<b>214.250</b>	<b>849</b>			

\* significant at 0.01

As shown in the weighted means of the three groups of respondents under Table 6.1, the beneficiaries with a weighted mean of 2.06 gave the lowest score with a descriptive equivalent of less serious. The other two groups had a higher weighted means of 2.48 (implementers) and 2.64 (community). The finding is attributed to the fact that beneficiaries were directly benefited from the program so they recognized that the program was well implemented and its problems encountered were manageable and less serious.

**Documentary Analysis on Pantawid Pamilyang Pilipino Program on its Attainment of Objectives and Compliance of Grantees**

**Health and nutrition**

Preventive health care for pregnant household beneficiaries

Table 5 indicate that all pregnant household members complied and completed the required number of

prenatal visits. Based on records, among the pregnant household members for the year 2012-2018, most of them are under the age bracket of 31-40 years old. This was followed by 21-30 years old which consisted of 43 pregnant mothers then 16 mothers for the 20 years old, and 12 mothers for 41years old and above. All the pregnant mothers’ grantees willingly submitted themselves for prenatal check - up at least one visit for first trimester, one visit for 2<sup>nd</sup> trimester, and two visits for 3<sup>rd</sup> trimester.

Other needed healthcare services for pregnancy were given like the tetanus toxoid vaccination, regular vital signs monitoring (BP), vitamins (FeSo4, and Folic acid), family planning counseling, and given mothers book for recording of healthcare services rendered. As claimed by the midwives, most these pregnant mothers give birth to RHUs and lying in clinics in the locality which were attended by healthcare professionals like licensed midwives and obstetrician.

Table 5. Health profile of the Pantawid Pamilya Program pregnant household beneficiaries of three barangays in Tabuk City for the year 2012-2018.

Age	F	%	Pre- Natal Visit			Remarks
			1st Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester	
20 & below	16	100%	Complied	Complied	Complied	Completed
21-30	43	100%	Complied	Complied	Complied	Completed
31-40	60	100%	Complied	Complied	Complied	Completed
41-beyond	12	100%	Complied	Complied	Complied	Completed

Based on the Target Client List record of the barangay midwives, postpartum follow-up care was provided like BP monitoring, distribution of multivitamins, hygiene and nutrition health teaching, and bathing of newborn babies. As per record, no postpartum complications were seen and observed.

As gleaned in table 6, the greatest number of pregnancies among Pantawid households in the three barangays of Tabuk City were happened in 2015 with 27 pregnant mothers, in 2016 with 22 numbers of pregnant

mothers, in 2014 with 20 pregnancies, in 2013 with 19 pregnancies, in 2013 with 16 pregnancies, and in 2018 with 15 pregnancies. The least one is in 2017 with only 12 total pregnancies. According to the midwives, consciousness and compliance for healthcare of pregnant mothers increased when the Pantawid Pamilya Program has started its operation. The data imply that all the pregnant grantees were 100% compliant with all the healthcare conditions set by the program.

Table 6. Yearly compliance of pregnant beneficiaries for the year 2012-2018.

Year	Total Number of Pregnant Beneficiaries		Remarks
	F	%	
2012	16	100%	Compliant
2013	19	100%	Compliant
2014	20	100%	Compliant
2015	27	100%	Compliant
2016	22	100%	Compliant
2017	12	100%	Compliant
2018	15	100%	Compliant

#### National Immunization Services (NIPS) for children

Based on interview and immunization record of the barangay midwife of Bado Dangwa, Bulo, and Cudal, Tabuk City, Kalinga, the children of the Pantawid Pamilyang Pilipino Program were vaccinated except one (1) because the mother refuses to submit her child for immunization despite IEC done. Reaching the purok and the house of the grantee has been done by the RHMs, RNs, and BHWs but unfortunately no member of the family was present during the 3-4 times home visits.

#### Consultation Services

Consultation services were rendered to Pantawid Pamilya Program household grantees. No serious illnesses among Pantawid children and no maternal complications for pregnant household members. For patients with hypertension (HPN), regular blood pressure monitoring was provided.

Also, monthly maintenance medicines like Losartan, Amlodipine, Metoprolol, and vitamin B complex were given.

Regular monthly check-up was implemented like BP monitoring; distribution of maintenance; glucose monitoring; and weight monitoring for malnourished children and age 0 to 24 months children and given multivitamins, FeSO<sub>4</sub> and Micro nutrient provider.

#### **Education**

Table 7 presents the enrolment and attendance data of four elementary schools in Tabuk City, Kalinga. As gleaned from the table, in the school year 2015-2016, the number of Pantawid children enrollees was 1,658 and obtained a 94.25% attendance rate., followed by 1645 Pantawid enrollees in 2016-2017 with 94.5% attendance rate; 1552 enrollees in 2017-2018 with 93.25 attendance rate; and

1505 enrollees in 2018-2019 which obtained the highest attendance rate of 96.25%.

The table indicate that the school year with the most number of enrollees of Pantawid children happened in SY 2015-2016 while the least number of enrollees was in 2018-2019. This implies a successful indicator because every year

there are Pantawid Pamilya children who satisfactory finished their elementary grade. Also, declining of Pantawid children’s grantees shows that the number of indigents/eligible families for the program is lowering down. This is an evidence that in Tabuk City, Kalinga, families are surviving from difficulties of poverty.

*Table 7. Enrolment data of four elementary schools in Tabuk City, Kalinga for school year 2015-2018.*

School Year	Total		
	Number of Enrollees	Pantawid Enrollees	Attendance Rate %
2015-2016	1658	530	94.25
2016-2017	1645	363	94.5
2017-2018	1552	324	93.25
2018-2019	1505	241	96.25

The data also affirm a consistent attendance rate of higher than 85% attendance rate. This implies that grantees were very much complied as to attendance requirement set by the program.

#### IV. CONCLUSION

In line with the findings of the study, the objectives of Pantawid Pamilya Program in Tabuk City, Kalinga are very much attained because most grantees are very much compliant with all the conditionalities of the program. Since the full blast operation of Pantawid Pamilya Program, there are no cases of maternal complications during pregnancies among Pantawid Pamilya households’ pregnant members; almost all grantees’ children are fully immunized; there is an increase of enrollment rate; there is a consistent attendance rate beyond 85%; and no recorded cases of child labor.

The problems encountered in the implementation of the Pantawid Pilipino Program in Tabuk City, Kalinga is less serious. The most concerned problems by the respondents are “Complaint of individuals or households excluded from the beneficiary list who feel they should be included in the program”; “Discrepancy and inconsistency in the selection and validation of beneficiaries”; “Some beneficiaries are not poor or indigent”; and some grantees are “Not obeying the parent leader as the leader of the parent group”. But despite the issues in its implementation, majority of the performance indicators have been achieved which implies a successful outcome of the program.

#### V. RECOMMENDATIONS

Since attainment of the program objectives is evident, continuation of the program is highly recommended.

However, in view of the results of the study, the following were suggested in order to further improve the program.

1. Since child labor is still observable but no one tried to file a case, implementers of the program and other concerned agencies should have a regular and surprise home visitation to monitor child labor in every barangay.
2. Implementers should consider to have a regular and surprise visit to every barangay to validate the health care and education reports of parent leaders, barangay midwives, and teachers. This will give them comparative assessment on the improvement of preventive health care and educational services need of the Pantawid grantees.
3. There should be a community group/representative in every barangay in the monitoring and evaluation team to help the concerned agencies in assessing if there is really an increase on the enrolment and attendance rate of children in the school and to watch out for child labor cases.
4. Implementers should conduct more IEC strategies in the community in order to explain the qualifications in selection of grantees and conditionalities to maintain their membership in the program. They can do this through per barangay symposium/conference, guesting in

the radio or television and distribution of Pantawid Pamilya leaflets and operation manuals in the community.

5. Obedience and respect to parent leaders and other authorities should be included on the needed compliance of grantees.
6. Since there are still claims that some beneficiaries are not really indigents, implementers should consider conducting a comprehensive re-validation of the social status of all beneficiaries. In doing this, there will be no claims of bias and discrimination on the selection of eligible household grantees.

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# Disaster Preparedness of the Residents of Tabuk City: An Assessment

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**Abstract**— *The descriptive survey method was employed and used a set of a questionnaire in gathering needed data in the study. The study revealed that the majority of the respondents who contributed to the study were males, the majority were college level, and the majority were within the age group 41–50. The majority of the respondents claimed that they had enough knowledge of hazards and disasters imparted to them by the concern of non-government organizations and government organizations at the barangay hall, school, and media. Thus, from the findings, respondents were aware and given knowledge on disaster preparedness they acquired at barangay and school through seminars, pieces of training, and drills they participated in. The results of the findings are very much appreciated the best practices to enhance the disaster preparedness of the residents of Tabuk City:*

1. *Residents should religiously apply what they have learned from the pieces of training and simulations imparted to them by the governments and non-government organizations.*
2. *Disaster preparedness practices of the residents of Tabuk City should be followed by other residents.*

**Keywords**— *disaster preparedness, disaster management, manmade disasters, natural disasters.*

## I. INTRODUCTION

A disaster is a disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community to cope using its resources. Although the categories and causes of disasters may differ, therefore, a disaster plan should address disaster impacts. Disaster preparedness is an action that ensures the resources necessary to carry out an effective response are available before the disaster when needed. Disaster preparedness is preparations and adjustments such as storing food and water, preparing a household emergency plan, emergency kit, and other activities that reduce risk or injury and damage. Disaster preparedness is a health-protective behavior, so the behavioral approaches have taken center stage as a means of it.

The Theory of Planned Behavior is a guide for investigating the antecedents of behavior. A central factor in

the Theory of Planned Behavior is the individual's intention to perform a given behavior. These are assumed to capture the motivational factors that influence behavior. There are three motivational factors. First, it is the attitude toward the behavior and refers to the degree to which the individual has a favorable or unfavorable evaluation of the behavior in question. Second, it is the social factor termed subjective norm refers to the perceived behavioral control refers to the perceived ease or difficulty of performing the behavior. As a general rule, the more favorable the attitude and subjective norm toward a behavior, and the greater the perceived behavioral control, the stronger should be a person's intention to perform the behavior under consideration. The intention, in turn, is viewed as one direct antecedent of actual behavior. However, the level of success will depend not only on one's intention but also on such partly non-motivational factors as the availability of requisite opportunities and resources that represent people's actual control over the behavior. The

Theory of Planned Behavior can be directly applied in the domain of disaster risk reduction (Nahafi, 2017).

Protection Motivation Theory was developed by Rogers in 1975 which describes how individuals are motivated to react in a self-protective way towards a perceived health threat. Protective Motivation Theory can be used and expanded to inform and improve public safety strategies in natural hazards (Westcott, 2017).

The Person Relative Event Theory emphasizes the relationship between the level of appraised threat relative to person resources and personal responsibility. The theory uses to investigate the impact of negative threat appeals on preparedness behavior regarding both earthquakes and tornadoes. Person Relative Event Theory predicts differences in coping behavior based on the level of threat under various conditions of personal responsibility (Mullis, 1998).

Another theory that can use in disaster preparedness is the Protective Action Decision Model Theory. The Protective Action Decision Theory integrates the processing of information derived from social and environmental cues with messages that social sources transmit through communication channels to those at risk. The Protective Action Decision Model Theory identifies three critical pre-decision processes (reception, attention, and comprehension of warnings or exposure, attention, and interpretation of environmental/social cues) – that precede all further processing. The revised model identifies three core perceptions – threat perceptions, protective action perceptions, and stakeholder perceptions – that form the basis for decisions about how to respond to an imminent or long-term threat. The outcome of the protective action decision-making process together with situational facilitators and impediments produces a behavioral response (Lindell, 2012).

Theories discussed applied to disaster preparedness there is a need for this study to be conducted to assess the disaster preparedness of the constituents of Tabuk City.

## II. METHODOLOGY

The descriptive –survey method was employed in the study with set of questionnaires as the main instrument in gathering the needed data in the study.

The tool that was used as to the population of this study was random sampling. Random sampling is a technique in which each sample has an equal probability of being

chosen. A sample chosen randomly is meant to be an unbiased representation of the total population (economicstimes.com).

The data were retrieved tabulated, analyzed and evaluated. The results were subjected to descriptive statistical treatment. The Likert Scale and Weighted Mean were used to quantify the responses of the respondents of the identified objectives of the study. The following were used to measure the following; frequency, percentage; and, weighted mean.

## III. RESULTS AND FINDINGS

### Demographic Profile of Respondents

A total of 399 individuals were the population in the study. Thirty-seven (37%) were in the age group 41 -50. Thirty percent (30%) were 51 years and above, another twenty percent (20%) were in the age 30 – 40 age group the remaining thirteen percent (13%) were in the 22- 29 age group.

The gender ratio of the respondents shows that majority of the respondents were sixty-three percent (63%) males and thirty-seven percent (37%) females.

The educational attainment of the respondents revealed that sixty-six percent (66%) were college level while twenty-three percent were (23%) high school, and seven percent (7%) reached elementary level.

Thus, found out that the majority who contributed to the study were male who belongs to the 41 -50 age group who at the same time reached college level.

### Awareness of the Residents about the policies on disaster preparedness

Concerning awareness about disaster sixty-nine percent (69%) of the respondents knew disaster preparedness. Thirty-one percent (31%) of the respondents knew disasters but they do not know what to do in case this disaster will strike their barangays and no idea whom they should call in time of any disaster.

Learning hazards and disasters is part of sustainable development, so it must involve every society, government, non-governmental organizations, and the professional and private sector. Disasters an indicator of underdevelopment reduces disaster risk requires integrating Disaster Risk Reduction Policy and Disaster Risk Management practice into sustainable development goals that hazards and risks information may be used to inform a broad range of activities to reduce risks(preventionweb.net).

### Places Learned About Hazards and Disasters

The figure presents results which show that forty-eight percent (48%) of respondents indicated that they had learned about hazards at the barangay hall. Twenty percent (20%) of respondents learned about hazards at school the remaining twenty-two percent (22%) said they learned about it from home (radio, TV, internet, newspaper).

It shows that the respondents have broadened their knowledge on hazards and disasters in the barangay seminars and pieces of training imparted by the concerned agencies of the city government of Tabuk. The respondents also gained knowledge on hazards and disasters in the school where they attended on hazards and disasters are supplemented through their access to radio, TV, newspaper, and internet they have at home.

Broadening knowledge on hazards and disasters at barangay, school seminars/pieces of training, and at home manifest their importance in disaster preparedness. International Decade For Natural Disaster Reduction (UN-IDNDR) noted that "to get people in a preventive way, and to see the links between disasters, development, and environment, one needs a mind-set that is best developed at an early age. A culture of prevention is something that forms over time (UN-IDNR). Therefore, cultural approaches to disaster preparedness in home, school, and community to have real success.

#### Disaster That Will Affect Tabuk City

Every day, there are news reports about cities stricken by natural or technological disasters. This is likely to continue, and become worse – unless we change our policies and actions on environment and development. Why are cities at risk? First, more people are settling in areas vulnerable to hazards. Second, rapid population growth and migration make it difficult for authorities to protect people from disasters. Finally, urbanization is upsetting balances in ecosystems, with added disasters as a result. What these cities have in common is that they all have been stricken recently by major natural disasters. Disasters have become part of the image and psyche of these places(mona.uwi.edu). Thus, all expect to experience any disasters.

From the results presented, the majority of the respondents constituting thirty-five percent (35%) thought that our country could be affected by floods, twenty-eight percent (28%) thought soil erosion/landslide. Twenty-one percent (21%) regarded storms as a threat in Tabuk City; Fire mentioned as a disaster with eighteen percent (18%). Furthermore, sixteen percent (16%) of the respondents

indicated that technological disasters would ever affect Tabuk City.

The information gathered signifies that floods, soil erosion/landslide, storm, fire, and technological disaster will affect more Tabuk City.

Flood refers to too much water in the wrong place. Causes are both natural and human, including dam failures, blocked drainage systems, burst water mains, and storm. Floods are the most frequent disasters and growing more rapidly than other disasters. Urban concerns: Rapid urbanization is a factor in the increase of floods. Flash floods a growing issue due to concrete/compacted earth absorbs little water, the decline of open spaces, engineering works that divert river flows, and weak city drainage systems. Inappropriate housing on river banks or near deltas (due to construction location) is a concern.

Rocks and soil sliding rapidly downhill are known to be landslides. They varied from mudflows, rock falls, avalanches triggered by earthquakes, volcanic eruptions, storms, waterlogged soil, and heavy construction. Landslides caused by the growing amounts of built housing on/below steep slopes, on cliffs, or at river mouths of mountain valleys and often on illegally occupied land housing ignores planning/building codes.

Fire spreads over large areas and can get out of control. Urban fires stem from industrial explosions or earthquakes. Fire risks are increasing due to heavy building density, new building materials, more high-rise buildings, greater use of energy in concentrated areas.

Technological Disasters are systems failures, chemical accidents, industrial explosions, spillage in the ground, water, or air. Can be a secondary disaster following earthquakes and other natural disasters (natural/ technological compound disasters, or "na-techs") Urban concerns are Na-tech risks are increasing with rapid, uncontrolled urbanization and industrialization (mona.uwi.edu).

Further, Janneck (2015) emphasized that as the world becomes more urban and climate change picks up pace natural disasters remain one of the greatest threats to human health and stability.

Cities are becoming larger, more humans on the planet are becoming urban, and city leaders are turning their attention toward the importance of preparedness and response to natural disasters.

It is anticipated that the majority of the world's population growth in the next several decades will be in the cities of low and middle-income countries. Many of these cities are particularly vulnerable to flooding and extreme weather, located in low-lying coastal zones. Within these cities, slum settlements are built on the most vulnerable lands, prone to landslides, or abutting waterways in flood zones.

Many natural disasters, particularly storms and hurricanes, are thought to be increasing in severity in part due to climate change (Janneck, 2015).

#### Measures Learned on Disaster Preparedness

The types of drills learned by the respondents. Fifty-five percent (55%) of the drills given to the respondents, twenty-five percent (25%) evacuation drill, ten percent (10%) first aid drill, and five percent (5%) rescue drill.

The respondents taught on emergency calls. Wherein when calling for police, ambulance, fire or other emergency services, thus, they are taught: to be prepared; to describe WHAT, WHEN, WHERE, WHAT is happening, WHO you are and how to call you back; do not hang up until told to do so. For personal safety they were taught should program that the numbers of agency/s should be on the phone so that "In Case of Emergency" they can call the concerned agency/s for help.

The respondents claimed that they were taught what fire is all about. They added that if they see a fire they put out small fires with fire extinguishers or cover the source of fuel with a blanket. And for modern fire extinguisher use, religiously taught to the respondents:

1. remember "P.A.S.S." (**P**ull safety pin from handle. **A**im at the base of the flame. **S**queeze the trigger handle. **S**weep from side to side at the base of the flame);
2. shut off the source of fuel if safe to do so (e.g., gas);
3. activate fire alarm;
4. alert others;
5. Call emergency telephone number and report the location of the fire;
6. evacuate building;
7. close doors and windows.
8. if the respondents hear a fire alarm: treat as a real emergency; follow building evacuation procedures; never open a closed door without checking first for heat; do not open a hot door;

9. If the respondents caught in smoke they stated the following drill taught to them: drop down on knees and crawl out; breathe shallowly through your nose; hold breath as long as possible; use a damp cloth over mouth and nose;
10. If trapped in a room by the fire, again the respondents claimed that: block smoke from entering with a damp cloth, under the door; retreat closing as many doors as possible; signal and phone your location;
11. If a person or their clothing is on fire, the respondents emphasized the following drill taught to them; stop where you are; drop to the ground and roll over; and,
12. If another person is on fire, the respondents revealed that they taught to them: push the person who is on fire down, roll him cover with blanket, rug, or coat.

Earthquake to the respondents is an avoidable disaster drill on the earthquake taught to them. The following were the drills:

1. if there is a shaking of the ground somebody should shout and instruct loudly: "Earthquake position: Drop, Cover and Hold On";
  1. after the shaking of the ground is over, evacuate outdoors and stay away from the building;
2. if inside buildings, the door should be opened fully by the person who is closest to the door;
3. the open fire should be extinguished by the person who is near an open flame;
4. the dropdown on knees;
5. cover your head, neck, and face;
6. go under a sturdy desk or table to protect the head and neck and as much the body as possible;
7. hold on to cover;
8. stay away from tall and heavy furniture or heavy equipment, and overhead hazards;
9. do not use elevators;
10. in a wheelchair, lock it and take the "brace position" covering head and neck;
11. follow ushers instructions for orderly evacuation; and,

12. move away from buildings, walls, power lines, trees, light poles, and other hazards.

Flood is also experienced by the respondents in lowland areas and flood-prone areas in Tabuk City. The respondents indicated that the following drills: to safeguard their lives and properties: Follow early-warning instructions. Evacuate to higher ground or shelter-in-place. • Slow rise flooding: Given sufficient notice to evacuate before flooding, protect records and electronic equipment as best as possible. Take normal actions for building evacuation and proceed to a haven. • Sudden severe flooding. Evacuate all affected spaces immediately. Relocate to a safe place on the upper floors of the building, taking Go Bucket or Bag and emer- 32Disaster and Emergency Preparedness: Guidance for Schools agency notebook or clipboard with you. Do NOT try to wade through floodwaters of any depth. Do NOT try to leave the building in a car. If you must evacuate, wear life-jackets or similar flotation devices.

Hazardous Materials Release. Evacuate upwind to haven or shelter-in-place, closing and sealing windows, air-ducts. • Chemical spills or suspicious materials. If possible, limit release at the source and contain the spill. Shut down equipment. Evacuate the immediate area. If danger extends beyond the immediate area, pull the fire alarm, and follow the building evacuation and assembly procedure. The first witness of the hazardous materials leak/spill: call emergency telephone number give details of materials and location, and the number of people in the vicinity. • Gas leak. Do not pull the fire alarm—this could cause an explosion. Leave the area and call the emergency telephone number. Issue alert using public address system or door-to-door. Evacuate the building following building evacuation and assembly procedures. • Explosion. Drop and cover under desk, tables, or other furniture that will protect you against flying glass and debris. When it is safe refer to the Emergency Call Section and immediately report an explosion. Leave doors open to permit exit, if the building is damaged. Stay away from outside walls and areas where there are large pieces of glass and/or heavy suspended light fixtures. Standby for further instructions from your incident commander. “Our disaster preparedness initiatives now involve different barangays in our area. Even students like you are now encouraged to help inform others on disaster preparedness that’s why we are holding this activity. You will serve as our partners in disseminating what we have shared with you so we can at least lessen the effects of any disaster that might come,” Castillo said. He added, “Now, we are not just concerned about disaster response. We now cover

preparation against potential disasters, reducing and managing risks, and more importantly, we also focus on rehabilitation of areas affected by disasters.”(Cajulao2012). It aims to ensure that disaster preparedness and effective response are in place before and after the occurrence of any calamity (Macatangay, 2012).

Practicing, monitoring, and improving Hold simulation drills to practice, reflect upon, and update your plan School drills should be tailored to expected hazards. Every school should conduct at least three (3) fire drills per year and at least one full simulation drill. Schools in earthquake or flood-prone areas should also practice for these hazards. For every drill that you perform with a prior announcement, be sure to perform one without a prior announcement. Try them with different scenarios, at different times of the day. Try them when the school principal is there and when he or she is not there. The purpose of a drill is to prepare for the unexpected, so if you make it too easy, you won’t learn how to adapt to the real situation. Drills should always be treated as “the real thing.” Good drills are a learning process. They begin with preparation by staff, providing an opportunity to train students in classroom groups, remember procedures, and check on provisions. The simulation itself is an experiential learning opportunity. Following 39 School Disaster Management the drill, students can debrief with teachers in the classroom. An “all-school” faculty and staff meeting is an important way to debrief and to discuss ways to improve upon both mitigation measures and response preparedness. The most important part of any drill is the discussion and the updated action plan that comes from the experience. (World Bank Group, 2011).

The NDCC is implementing a five-year (2006-2010) Hazards Mapping and Assessment for Effective Community-Based Disaster Risk Management (dubbed as READY) in partnership with UNDP and AusAid. This project aims to institutionalize and standardize DRM measures and processes at the national level as well as empower the most vulnerable local municipalities and cities in the country. The READY Project targets 27 high-risk provinces and has three main components, namely; • Multi-hazard Identification and Disaster Risk Assessment: Development of multi-hazard mapping for landslide, flood, earthquake, storm surge, and other related hazards • Community-based Disaster Preparedness: Development of Information and Education Campaign strategies and materials for specific target groups and Installation of Community-Based Early Warning Systems (rain/tide/water level gauges and landslide/tsunami signages)

• Mainstreaming/Institutionalization of Risk Reduction into the Local Development Planning Process: Building a platform for efficient donor coordination to facilitate mobilization of resources (financial, capability upgrade, and technical expertise) (Palacio 2007).

#### IV. CONCLUSION

The findings from this study showed that the majority of the respondents who contributed to the study were males. The majority of the respondents were college level, and the majority of the respondents were within the age group 41 – 50.

Regarding hazards and disaster knowledge, the majority of the respondents thought they had enough knowledge imparted to them by the concerned non-government organizations and government organizations at the barangay hall, school, and media.

From the findings, respondents were aware of disaster preparedness with the knowledge they acquired at barangay and school as well as from emergency drills conducted as separate training programs at barangay and school respondents who contributed to the study stated that all emergency taught to them in the barangay. The respondents claimed that they rehearsed emergency drills, first aid, evacuation drills, and rescue drill at schools as a result of workshops.

#### V. RECOMMENDATIONS

The results of the findings are very much appreciable some best practices to enhance the disaster preparedness of the residents of Tabuk City:

1. The residents should be appreciated religiously in applying what they have learned from the pieces of training and simulations imparted to them by the governments and non-government organizations.
2. These appreciable practices on disaster preparedness should be followed.

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# Effectiveness of E-Learning Technology on The Performance of the CSS NC II Trainees (Computer Systems Servicing) of Tesda Accredited Training Centers in TESDA-Kalinga

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**Abstract**— *E-learning is the term given to a method of schooling and learning environment in which students and teachers, or others interested in the exchanging of knowledge, do not interact physically but are separated by time, space, or both. The distance is bridged with the help of communication technology, including the Internet and emergent educational technologies. This study focused on the effectiveness of E-learning technologies on the performance of CSS (Computer Systems Servicing) Students of TESDA accredited training centers in Kalinga Province, Philippines. A quasi-experimental design or the pre-test – post-test equivalent groups design was used to determined E-learning technology's effectiveness in the teaching-learning process. The researcher used moodle platform in conducting online training. It was found out that e-learning is more effective in the learning process than the traditional method. This is supported by the experimental and control group's computed mean score, which is 31.38 and 22.67 respectively. This is similar to the findings of Novo-Corti, Varela-Candamio, and Ramil-Diaz (2013) that there is an increase in students' performance (grades and qualifications) when using the hybrid technology of e-learning.*

**Keywords**— *E-learning, CSS NC II Trainees, Accredited Training Centers, TESDA.*

## I. INTRODUCTION

With the rapid advancement of technology like the Internet, educational institutions are changing their teaching techniques to meet users' demands in providing an ideal learning environment. The use of e-learning approaches includes the opportunity to learn from the knowledge given remotely through mailing, accessing e-mails, online classes, online chat boards, video conferencing, CD Rom, etc. (Cappel 2004).

E-learning is the term given to a method of schooling and learning environment in which students and teachers, or others interested in the exchanging of knowledge, do not interact physically but are separated by time, space, or both. The distance is bridged with the help of communication

technology, including the Internet and emergent educational technologies. E-learning may or may not be in real-time.

A more systematic concept of e-learning is 'the transmission by electronic means of a curriculum of learning, preparation, or education. E-learning requires the use of a computer or electronic device—in any way to offer training, education, or learning resources' (M. M. Maneschijn, 2005, p. 1).

According to Maltz et al. (2005), the term e-learning' is applied from various backgrounds, including distributed learning, online distance learning, and blended learning. E-learning, according to the OECD (2005), is characterized as the use of information and communication technologies in a variety of educational processes to promote and improve

learning in higher education institutions and involves the use of information and communication technology as a supplement to conventional classrooms, online learning or a combination of both besides, according to Wentling et al. (2000), the word "e-learning" refers to the achievement and utilization of information that is primarily enabled and transmitted by electronic means. To them, e-learning depends on computers and networks. However, improvement is likely to be made in networks with diverse platforms, such as wireless and satellite, and mobile phones (Wentling et al., 2000). In their literature review on definitions for e-learning, Liu and Wang (2009) found that the features of the e-learning process are chiefly centered on the internet; global sharing and learning resources; information broadcasts and knowledge flow by way of network courses, and lastly, the flexibility of learning as the computer-generated environment for learning is created to overcome issues of distance and time (Liu and Wang, 2009). Gotschall (2000) argues that e-learning is proposed based on distance learning, thus transmitting lectures to distant locations through video presentations. However, Liu and Wang (2009) claim that the progression of communications technologies, particularly the internet, did transform distance learning into e-learning.

The development of multimedia and information technologies and the use of the internet as a new teaching tool has made radical changes in the traditional teaching process (Wang et al., 2007). According to Yang and Arjomand (1999), development in information technology has generated more choices for today's education. Agenda of schools and educational institutions have recognized e-Learning as having the prospect to transform people, knowledge, skills, and performance (Henry, 2001). According to Love and Fry (2006), colleges and other higher learning institutions are vying to advance online learning potential in a fast-growing cyber-education market. E-learning has been highly influential in higher education systems. The implementation and development of various e-learning technologies have contributed to several changes in higher education institutions, especially regarding their instructional delivery and support processes (Dublin, 2003). Just as there are different types of e-Learning, there are also different ways of employing the education technique. Algahtani (2011) established three distinct models for the use of e-learning in education, including the 'adjunct, integrated e-learning, and web, in its assessment of e-learning efficacy and experience in Saudi Arabia. The three ways of using e-Learning technologies, as discovered by Algahtani (2011), are

described below. The "adjunct e-Learning is the situation in which e-Learning is employed as an assistant in the traditional classroom providing relative independence to the learners or students (Algahtani, 2011).

In the blended e-Learning, Algahtani (2011) and Zeitoun (2008) explained that, in using e-Learning, the delivery of course materials and explanations is shared between traditional learning method and e-learning method in the classroom setting. The third one, which is online, is devoid of traditional learning participation or classroom participation. In this form of usage, the e-Learning is total so that there is maximum independence of the learners or students (Algahtani, 2011; Zeitoun, 2008). Zeitoun (2008) has explained that the online model is divided into individual and collaborative learning, where collaborative learning also consists of synchronous and asynchronous learning (Zeitoun, 2008).

In realization of the potentials of Technology in education, many countries in the developing world, including the least developed countries, are making significant investments in developing their ICT in education plans and bringing various ICT equipment and resources into schools. Even with too constrained financial resources, some educational institutions are purchasing or developing an E-learning system to provide a blended learning environment. ICT holds promise in providing not only anywhere and anytime access to knowledge but also equal opportunities for networking and communications that allow knowledge sharing, participation, and lifelong learning (ZHANG et al. 2016)

Recognizing the challenge of the technological-age, most universities even have ICT classrooms (model classrooms). Some schools, especially in far-flung areas, are not E-learning technology due to the unavailability of electricity, unavailability of materials such as computers, teachers, limited knowledge of technology, and teachers' attitudes. Challenges on technology integration in teaching and learning various researchers have been trying to understand why teachers are less integrating e-learning technology in the teaching-learning process. In the Philippines, e-learning technologies are acquired through purchases using school funds or donations from government or private individuals. Tinio (2002), in his report, shows only half or less had been able to use the computers as an educational tool. Lack of facilities due to economic realities is one of the most significant challenges in the Philippine context. Secondly is the teacher's knowledge skill and attitude



.the use of technology for teaching requires the development of knowledge, skills, behaviors, and appropriate attitude (Kim and Baylor,2008). Lastly is the role of leadership. Most universities have partnered with IT Companies to create a virtual learning environment in which a wide range of levels and disciplines of academic degrees and certificate programs are managed through a consistent user interface standard throughout the institution.

This research study focused on the effectiveness of E-learning Technology on CSS trainees' performance to TESDA-Kalinga accredited training centers. It shall serve as baseline data to improve its currently deployed E-learning system to attain its vision-mission and objectives, mainly providing quality skills to its stakeholder.

## II. DESIGN AND METHODOLOGY

This chapter presented the research method and procedure that will be used in the study. It contains a detailed description of the research process, including the data gathering procedure and the statistical tools for analyzing the data gathered in the study.

### Research Design

The Quasi-experimental design or the pre-test – post-test equivalent groups design was utilized to determine E-learning Technology's effectiveness in the teaching-learning process. This design provided control of whom and when the measurement is applied. This is the pretest-Posttest equivalent groups' design was used in the classroom experiment when experimental and control groups were such naturally assembled groups as intact classes.

This is

$O_1$	X	$O_2$
$O_3$	C	$O_4$

Where:

$O_1$  and  $O_2$  are pre-test observation results

$O_3$  and  $O_4$  are post-test observation results

The difference between the means of the  $O_1$  and  $O_2$  scores and the difference between the  $O_3$  and  $O_4$  will be tested for statistical significance.

### Locale and Population of the Study

The respondents were the 50 CSS trainees enrolled in their core competency subjects in TESDA accredited

schools (Saint Tonis College, Bulanao, Tabuk City, Kalinga, and Saint Louis College of Bulanao) school year 2019-2020. The researcher used systematic sampling in the sub-grouping of the population wherein their names were arranged alphabetically, and all names fall under odd numbers for experimental. In contrast, all names under even numbers were utilized for controlled groups.

### Data Gathering Tool

This study made use of two equivalent groups, one group for experimental and the other is controlled. The lecture was given to the first group using the E-learning system, which was treated as an experimental group, while the second group was lectured using the traditional method. Both groups were subjected to pre-test and post-test in the same subject matter they were taught.

Before implementing the two methods to both experimental and controlled groups, a 50 items multiple-choice test was given to the respondents to determine their performance level and then after which the same test was administered. The content of the 50 multiple-choice tests were all about computer troubleshooting.

### Validity and Reliability of the Instrument

All learning materials that will be posted or delivered to the trainees through the e-learning portal will be subject to the LMS committee's approval. To test the questionnaire's reliability, the researcher printed 40 copies of questionnaires and gave them to 20 randomly selected respondents to answer. The questionnaires are numbered from 1-20. After the respondents answered the questionnaire, the researchers administered the other 20 same questionnaires to the same respondents. The gathered data were analyzed using Pearson-Product Moment Correlation to determine if the data are correlated.

### Data Gathering Procedure

The researcher sought permission from the college president of the two training centers (Saint Louis College of Bulanao and Saint Tonis College) before the conduct of the research. It was followed by a pre-test administered among the CSS trainees (controlled and experimental group) of the two training centers. After the lessons were taught using the two different methods, a post-test was administered.

### Treatment of Data

To determine the level of performance of the students, a standard evaluation scale was used:

Performance Indicator of the Score Interval

Scale	Score	Performance Level
5	41-50	Advance
4	31-40	Proficient
3	21-30	Approaching Proficient
2	11-20	Developing
1	0-10	Beginning

Score interval 1-10 is interpreted as "Beginning," 11-20 as "Developing;" 21-30 as "Approaching Proficiency;" 31-40 as "Proficient;" and 41-50 as "Advanced." It will be used to describe the performance of the CSS trainees on their core competency subjects.

In deciding if the null hypothesis is accepted or rejected, the table below was used.

Condition	Decission
p.value > 0.05	Accept HO
p.value ≤ 0.05	Reject HO

**Statistical Tools Used**

The following statistical tools were used to compute the gathered data:

**Frequency Counts:** This tool was used to determine the number of beginning, developing, approaching proficiency, proficiency, and advance.

**Simple Mean.** This tool was used to determine the average score of the respondents in their pre-test and post-test.

$$X = \frac{\sum X}{N}$$

Where:  $\sum X$  = Total Score                      N = Number of respondents

**Paired Sample T-test:** This tool was used to determine if there is a significant difference in the pre-test and post-test scores of the experimental and control groups. The formula, according to Guerrero et al. (1992).

**Independent T-Test:** This tool was used to determine if there is a significant difference between the experimental and control groups on their pre-test or post-test scores.

The data were analyzed through the use of Statistical Packages for Social Sciences (SPSS).

**III. RESULTS AND DISCUSSION**

*Table 1: Level of performance on the pre-test of the experimental group of CSS trainees of the TESDA accredited schools in their core competency subject*

Scale	Score	Frequency	Performance
1	0-10	4	Beginning
2	11-20	9	Developing
3	21-30	0	Approaching Proficiency
4	31-40	0	Proficient
5	41-50	0	Advance
<b>MEAN</b>	<b>12.92</b>		<b>DEVELOPING</b>

Table 1 shows the performance level on the pre-test of the experimental group of CSS trainees of the TESDA accredited schools in their core competency subject. As shown on the table, 4 respondents scored ranging from 0-10, which is leveled as beginning in performance, while 9 respondents scored ranging from 11-20, which is developing performance. It also shows that there is no student scored higher than 20.

Generally, the table shows that the mean score of the 13 respondents is 12.92, which is developing performance.

*Table 2. Level of performance on the post-test of the experimental group of CSS trainees of the TESDA accredited schools in their core competency subject*

Scale	Score	Frequency	Performance
1	0-10	0	Beginning
2	11-20	1	Developing
3	21-30	5	Approaching Proficiency
4	31-40	5	Proficient
5	41-50	2	Advance
<b>MEAN</b>	<b>31.38</b>		<b>PROFICIENT</b>

Table 2 shows the performance level on the post-test of the experimental group of CSS trainees of the TESDA accredited schools in their core competency subject. As shown on the table, no respondent scored less than 11 or beginning in performance, 1 of the respondents scored ranging from 11-20, which is developing in performance, 5 respondents scored ranging from 21-30 which is approaching

proficiency, 5 also scored ranging from 31-40 which is proficient, and 2 of the respondents scored ranging from 41-50 which is advance.

Generally, the table shows that the mean score of the 13 respondents in their post-test is 31.38, which is proficient in performance.

Table 3: T-test table on the significant difference in the performance level on the pre-test and post-test of the experimental group of CSS trainees of the TESDA accredited schools in their core competency subject.

		Paired Differences					t	df	p.value
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE-TEST - POSTEST	-18.4615	8.17124	2.26630	-23.3994	-13.5237	-8.146	12	.000

Table 3 shows the T-test table on the significant difference in the performance level on the pre-test and post-test of the experimental group of CSS trainees of the TESDA accredited schools in their core competency subject. As shown in the table, the computed t-value is -8.146 with a degree of freedom of 12 and a probability value of 0.000.

Since the p.value is less than the 0.05 margin of error, the null hypothesis is rejected. This means a significant difference in the performance level on the pre-test and post-test of the experimental group of CSS trainees of the TESDA accredited schools in their core competency subject.

Table 4: Level of performance on the pre-test of the control group of CSS trainees of the TESDA accredited schools in their core competency subject.

Scale	Score	Frequency	Performance
1	0-10	2	Beginning
2	11-20	7	Developing
3	21-30	3	Approaching Proficiency
4	31-40	0	Proficient
5	41-50	0	Advance
<b>MEAN</b>	<b>15.08</b>		<b>DEVELOPING</b>

Table 4 shows the performance level on the pre-test of the control group of CSS trainees of the TESDA accredited schools in their core competency subject.

As shown on the table, 2 respondents scored ranging from 0-10, which is a beginning in performance, 7 respondents scored ranging from 11-20, which is developing, 3 respondents scored ranging from 21-30, which is

approaching proficiency in performance. In contrast, no respondents scored higher than 30.

Generally, the mean score of the 12 respondents is 15.08, which is developing in performance.

Table 5: Level of performance on the pre-test of the control group of the CSS trainees in TESDA accredited schools in their core competency subject

Scale	Score	Frequency	Performance
1	0-10	0	Beginning
2	11-20	5	Developing
3	21-30	5	Approaching Proficiency
4	31-40	1	Proficient
5	41-50	1	Advance
<b>MEAN</b>	<b>22.67</b>		<b>APPROACHING PROFICIENCY</b>

Table 5 shows the performance level on the pre-test of the control group of the CSS trainees in TESDA accredited schools in their core competency subject.

. As shown on the table, no respondent scored ranging from 0-10 or beginning performance, 5 respondents scored ranging from 11-20, which is developing in

performance, 5 respondents scored ranging from 21-30 which is approaching proficiency, 1 respondent scored 31-40 which is proficient, and 1 respondent scored ranging from 41-50 which is advance in performance.

Generally, the table shows that the mean score of the 12 respondents is 22.67, which is approaching proficiency.

Table 6: T-test table on the significant difference in the performance level on the pre-test and post-test of the control group of the CSS trainees in TESDA accredited schools on their core competency subject

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE-TEST - POSTC	-7.5833	8.58602	2.47857	-13.0386	-2.1280	-3.060	11	0.011

Table 6 shows the t-test table on the significant difference in the performance level on the pre-test and post-test of the control group of CSS trainees in TESDA accredited schools on their core competency subject.

As shown in the table, the computed t-value is -3.060 with a degree of freedom of 11 and a probability value of 0.011.

Since the probability value is less than the 0.05 margin of error, the null hypothesis is rejected. There is a significant difference in the level of performance on the pre-test and post-test of the control group of the CSS trainees in TESDA accredited schools on their core competency subject.

Table 7: T-test table on the significant difference in the pre-test of the experimental and control groups of the CSS trainees in TESDA accredited schools on their core competency subject

PRETEST		t-test for Equality of Means						
		t	df	p.value	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Experimental-Control	Equal variances assumed	-1.275	23	.215	-2.1603	1.69398	-5.66452	1.34401
	Equal variances not assumed	-1.251	17.918	.227	-2.1603	1.72667	-5.78905	1.46854

Table 7 shows the t-test table on the significant difference on the pre-test of the experimental and control group of CSS trainees of the TESDA accredited schools in their core competency subject.

As shown in the table, the computed t-value on equal variance assumed is -1.275 with a degree of freedom of 23 and a probability value of 0.215.

Since the p.value is more significant than the 0.05 margin of error, the null hypothesis is accepted. It means that there is no significant difference on the pre-test of the experimental and control group of CSS trainees of the TESDA accredited schools on their core competency subject.

Table 8: T-test table on the significant difference in the post-test of the experimental and control group of CSS trainees of the TESDA accredited schools on their core competency subjects.

POSTTEST		t-test for Equality of Means						
		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Experimental-Control	Equal variances assume	2.735	23	.012	8.7179	3.18702	2.12510	15.31080
	Equal variances not assume	2.705	20.505	.013	8.7179	3.22292	2.00564	15.43025

Table 8 shows the T-test table on the significant difference on the post-test of the experimental and control group of CSS trainees of the TESDA accredited schools in their core competency subject.

As shown in the table, the computed t-value on equal variance assumed is 2.735 with a degree of freedom of 23 and a probability value of 0.012.

Since the p.value is less than the 0.05 margin of error; hence, the null hypothesis is rejected. There is a

significant difference in the post-test of the experimental and control group of CSS trainees of the TESDA accredited schools on their core competency subject.

#### IV. CONCLUSION

Based on the computed results of the gathered data, it was found out that there is a significant difference in the post-test of the experimental and control group of CSS trainees of the TESDA accredited schools in their core competency subject. It shows that the e-learning system differs on the result of post-test compared to the traditional method. It is concluded that the e-learning system is more effective in the learning process than the traditional method. This is supported by the computed mean score of the experimental and control group. The experimental group has a mean score of 31.38, which is proficient in performance, while the control group has only a 22.67 mean score, which is approaching proficiency. This is similar to the findings of Novo-Corti, Varela-Candamio, and Ramil-Diaz (2013) that there is an increase in students' performance (grades and qualifications) when using the mixed technology of e-learning.

#### V. RECOMMENDATION

Based on the conclusions, the following recommendations were formulated.

1. The e-learning system should be implemented both in the private and public training institution.
2. Learners should be exposed to the e-learning system.
3. Administrators should provide training to the teachers about the e-learning system.
4. Trainers should utilize the e-learning system positively and facilitate the implementation.
5. Future researchers should continue investigating the impact of e-learning systems.

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# Graduate Students' Acceptance and Readiness for Open Distance Education in Kalinga State University

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**Abstract**— *The study focuses on the graduate students' acceptability and readiness to Open Distance Education offered by Kalinga State University. The study found that the participants moderately accepted and is much familiar with the technologies commonly used in ODL. Also, it was found that there is a positive correlation between familiarity with technology and the acceptance of distance education and its constructs. However, the identified problems in offering ODL are much serious. Hence, if distance education is promoted, the University may need to improve students' perception of online education by educating them about its advantages, disadvantages, and requirements for success. Because the students currently hold that distance education does not improve one's reputation, it may be more useful to have campaigns with alumni or students that are known, respected, and successful. If an image is indeed one of the critical factors in the Kalinga culture, having testimonials from well-respected individuals may increase students' acceptance. Moreover, the University will need to invest in proper technological training and support, especially for online collaborative tools with which students are unfamiliar. The university has to equip computer labs with sufficient computers and reliable Internet for students who do not own computers at home.*

**Keywords**— *Open Distance Education, Graduate Students, Kalinga State University.*

## I. INTRODUCTION

In general, acceptance is defined as a “positive decision to use an innovation” (Simon, 2001). Decision-makers need to know the issues that influence users' decision to use a particular system so they would be able to take them into account during the development phase. It is the common question of both practitioners and researchers that why people accept new technologies. Answering this question may help them better design, evaluate, and predict the users' responses to new technologies (Mathieson, 2011).

Like several developing countries, e-learning and Information Communication Technology (ICT) have become a crucial part of a national effort to improve public education in the Philippines. More and more state universities are venturing into Distance E-learning or Distance Education.

Open and distance learning (ODL) is often used as a general term to cover educational approaches that reach students inconvenient or accessible places. It provides them with learning resources, or allow them to qualify in-person without attending school, or open up new opportunities to stay up-to-date regardless of where or when they want to study.

Distance Education (DE) is a learning experience commonly characterized by independent self-study with a time period to finish. Classes are online with specifically intended materials using electronic communication. There are also learning hubs for occasional class interaction and examinations.

Compared to its Asian neighbors, India, Pakistan, and Thailand, which began in the 1970s and 1980s, distance education in the Philippines is primary (Moore, 2005).

Distance education is an organized, frequently accredited educational program where the learner is at a geographical and/or time distance from the provider of instruction, the educational institution, tutors, and where electronic or print media carry out all or much of the contact between teachers and students. The provider can attempt to use the two-way ability of, for example, mailed assignment markings, emails, mobile, tele-and video-conferencing, call-in radio or TV, as well as pre-recorded video or audio materials to resolve the physical distance and build in interaction. It can also add face-to-face components such as taking dispersed students to a study center or summer school for occasional tutored group meetings.

On the other hand, the central provider can send traveling tutors to the students or enter into contracts for locally-provided funding (e.g., by a formal or community school or university). An instance would be a program, presented by an open national university, providing preliminary teacher training at a distance to unqualified school-based teachers. The program permits the teacher to keep it up in situations and experiment with new practices in their direct classrooms.

The study determined the graduate students' acceptability and readiness to Open Distance Education offered by Kalinga State University, specifically the level of acceptability of the KSU graduate students to open Distance Education, the level of familiarity of graduate students with technologies commonly used in ODL and the degree of seriousness of problems/constraints identified in offering ODL in KSU.

## II. METHODOLOGY

The study was conducted at Kalinga State University main campus, Bulanao, Tabuk City, Kalinga province. It utilized a mixed study design using both quantitative and qualitative techniques. Focus group discussions and interviews were conducted to gain more in-depth insight and validate the respondents' responses.

The study employed Moore and Benbasat's UTAUT models. The UTAUT structure builds on eight theoretical structures and tests the use of technology to predict technology use's purpose and actions. Performance expectation refers to the assumption of individuals that their performance will be improved by using the instrument. The

expectation of effort is defined as the perception of the degree of ease when the tool is used.

The participants were graduate students of the Kalinga State University for the school year 2018 to 2019. The survey was distributed to 200 of the 470 graduate student population on campus. 147 questionnaires were returned. Surveys that were returned incomplete were discarded, leaving a total of 120 usable questionnaires, a 60 % response rate.

A questionnaire was developed, which consisted of four major parts: (1) demographics, (2) acceptance of e-learning, and (3) familiarity with technology, (4) problems with distance education.

In part two, 25 items measure e-learning acceptance on a 5-point scale. Of these, 12 items were adapted from three constructs in the UTAUT(Unified Theory of Acceptance and Use of Technology) model: performance expectancy (4 items), effort expectancy (5 items), attitude toward e-learning ( 3 items),.Another 13 items were adapted from Moore and Benbasat's (1991) constructs of image and compatibility. The researchers selected and modified these items with close consultation with other professors at the campus.

Modified from Son, Robb, and Charismiadji (2011), the second set of queries asked the students to report about their use of technology in frequency (from "never" to "every day"). Text processing, spreadsheets, e-mail, search engines, Google Drive, discussion boards, text chat, voice chat, video chat, photo-based websites, video-based websites, wikis, blogs, sports, and social networking were included in the technologies. As they are mostly used for online learning, these technologies were chosen. The last set of questions determined the problems perceived by the respondents as problems in distance education.

The researchers sought permission from concerned authorities before the conduct of the study. After approval, the survey was administered to the graduate student-participants, and questionnaires were personally retrieved. Focus group discussions and interviews were also conducted to validate the responses from the survey questionnaire.

The data were analyzed thru the statistical software SPSS. To answer the research questions, descriptive statistics were calculated. To identify associations between variables and constructs, the Pearson correlation test was conducted. To explore and validate construct validity, factor analysis, and Cronbach's alpha reliability test were used.



### III. RESULTS AND DISCUSSION

Table 1. Acceptance of Open Distance Education among KSU Graduate Students

Constructs	Items	$\alpha$	Wtd Mean
Performance Expectancy	E-learning would help me improve my academic performance.		3.23
	E-learning would allow me to do more work in less time.		3.54
	E-learning would make it easier to do my school work.		3.13
	E-learning will be useful for my career.		3.65
	Taking online courses increases my productivity (i.e., I spend more time on non-work- related activities and arrange work schedules more effectively).		3.41
	Sub-mean	0.8	3.39
Effort Expectancy	Learning to use e-learning would be easy for me.		3.22
	I would find it easy to use e-learning without much help.		3.42
	It would be easy for me to become skillful at using e-learning.		3.23
	I would find e-learning easy to use.		3.29
	Using online learning is entirely within my control.		3.47
	Sub-mean	0.8	3.23
Attitude	I think e-learning is a good idea for students.		3.63
	I think e-learning is a good idea for universities.		3.62
	I think online learning is enjoyable.		3.64
	I think online learning is enjoyable and fun		3.43
	I think taking online courses is convenient.		3.38
	I am interested in using e-learning.		3.38
	Sub-mean	0.9	3.51
Image	I think that people who use e-learning are getting a better education than those who do not.		2.69
	I think that people who use e-learning have an excellent reputation.		2.84
	Using e-learning is good for my reputation.		2.83
	Using online courses fits well with my lifestyle.		3.24
	Students who use e-learning are known and respected more than others.		2.72
	<b>Sub-mean</b>	<b>0.7</b>	<b>2.86</b>
Compatibility	E-learning would allow me to learn what I want when I want.		3.14
	Taking online courses enables me to finish my degree more quickly than taking traditional courses.		4.20
	Using online courses is compatible with the way I like to learn.		3.39
	I have the resources, knowledge, and ability to use online learning.		2.37

	I feel that e-learning is at least equal quality to classroom learning.		2.52
	<b>Sub-mean</b>	<b>0.74</b>	<b>3.12</b>
<b>TAWM</b>			<b>3.22</b>

This study explored graduate students' level of acceptance for Distance Education. The participants indicate moderate acceptance of distance, as shown by the total average weighted mean of 3.22. It is conceivable that a lower acceptance among the graduate students is due to a lack of information leading to a lower knowledge of and experience with online education.

This study found that attitude has an internal consistency of .9, indicating a strong technology acceptance indicator. This can also be seen in the obtained sub-area mean of 3.51. In other words, students who believe distance learning is beneficial and easy to use appear to have positive attitudes towards distance learning as well.

Moderate levels of acceptance extend to performance expectancy, effort expectancy, image, and compatibility.

It is noteworthy that the lowest mean of 2.86 is along with the image construct. Therefore, it can be said that the respondents tend to believe that distance learning does not enhance the user's reputation. This must be addressed to raise the acceptance of the distance education program of the university. This is because image or reputation is an essential characteristic of Filipino culture in general and Kalinga culture. Enshrined in the Kalinga core value of *Bain* (Amistad, 2002), which deals with relationships with fellowmen, is the preservation of an individual's image and reputation. Hard work is the key to building and maintaining a reputation among Kalingas. The respondents claim that getting a degree without going to school is not hard work. The recurring comment was:

*"Di pay naglaka to gayamen t mangpalpas ti masters ken doctorate."*

- (Getting a master's and doctorate would be very easy)

With this statement, it is evident that the respondents do not consider getting an online degree as contributing positively to their image. It can also be said that the respondents belong to the many people who still think the quality of online courses is lower; that online courses aren't held to the same standards as traditional courses.

Besides, it is also a common misconception about online courses; students enroll in online courses thinking they'll get an easy (York, 2017).

Table 2. Familiarity with Technology

Tools/Technology	Mean
Word processing (e.g., MS Word)	4.49
Spreadsheet (e.g., MS Excel)	3.61
E-mail	4.33
Search Engine (e.g., Google, Yahoo)	4.75
Google Drive	3.64
Text chat (e.g., LINE, Viber, Wechat, WhatsApp)	4.33
Voice chat (e.g., Google Hangout)	3.32
Video chat (e.g., Skype)	3.33
Computer games	3.59
Web Video (e.g., YouTube)	4.49
Photo-focused web (e.g., Instagram)	4.37
Blog (e.g., Blogger, Blogspot)	3.05
Wikis (e.g., Wikipedia, Wikispace)	3.45
Social Media (e.g., Facebook, Twitter)	4.78
TAWM	3.97

The study also shows that the students are much more familiar with technology than the total average weighted mean of 3.97. The respondents are very familiar with social media (Facebook, Instagram), search engines, web-video (e.g., YouTube), and text chat. They are less accustomed to tools such as wiki, video chat, and blogs. These results confirm most literature conducted in developed countries. Students may use simple software tools to use the Internet, mainly for web browsing purposes, communicating via chat or Facebook with friends, and watching YouTube videos.

This study further reveals that all respondents own smartphones and 80% own notebook computers, with only 7% of students own a desktop computer. Moreover, the smartphone is the topmost device the students use to connect to the Internet. These statistics support

prior knowledge that many graduate students do not have computers at home and can only use computers at their workplace. The findings also support us to realize the high ownership rate of mobile devices, even in the province's more rural areas.

Ownership of notebooks and laptops is high among graduate students who are teachers. The teacher-respondents stated that a laptop is essential in delivering instruction and, most notably, in the encoding of school reports using templates and formats from the Department of Education.

Table 3. Correlation of Acceptance Constructs

	PE	EE	A	I	C	FT	ADE
Performance Expectancy	1.000						
Effort Expectancy	.78**	1					
Attitude	.69**	.67**	1				
Image	.76**	.79**	.74**	1			
Compatibility	.71**	.71**	.73**	.83**	1		
Familiarity with Technology	.63**	.62**	.61**	.62**	.60**	1	
Acceptance of Distance Education	.84**	0.90**	0.86**	0.53**	.78**	0.79**	1
**Significant at $p < .01$ , two-tailed							

This study also shows a positive relationship between familiarity with technology and the acceptance of distance education and its constructs. As a result, it is concluded that the students' decision to adopt distance education is contingent upon how accustomed they are to technology. In other words, students who are highly familiar with several types of technology have a positive perception of distance education.

This existing study found that performance expectancy and effort expectancy has a strong positive relationship and strong technology acceptance indicators. The

image also appeared to have a positive relationship to acceptance at .53, where the image is operationalized as reputation. This is remarkable since the interview result revealed that respondents do not consider getting an online degree as contributing positively to their image.

All of the factor results of this research model's items are higher than 0.50; most of them are above 0.70. Every item is loaded significantly ( $p < .01$  in all cases) on its constructs. All six constructs correlated highly with the general acceptance of e-learning.

Table 4. Problems in an Open Distance Education

Problems	$\alpha=.84$	Mean
Lack of face to face interaction between student, teacher, and classmates		4.67
The technology required to participate in a distance-learning class is not readily available and fully functional in the province		4.63
Distance learners will not be able to access the student support services of the university		4.42
Hardware requirement to participate in distance learning may be expensive		3.35
Commitment to learning		4.20
Misuse of Technology		4.14
Faculty indifference and resistance to technology integration		4.47
<b>Total Average Weighted Mean</b>		<b>4.27 VS</b>

The study shows that the identified problems are much serious, as indicated by the total average weighted mean of 4.27, with an alpha of .84, indicating that the problems are valid and consistent, therefore must be addressed by the Kalinga State University.

Of the seven problems, only the *Hardware requirement to participate in distance learning may be expensive* is considered moderately serious. Two problems are deemed much serious. In contrast, the rest of the problems are described as very much serious.

*Lack of face-to-face interaction between students, teachers, and classmates obtained the highest mean of 4.67 and, therefore, considered very serious by the respondents.*

Distance learning implies a physical separation between the student and the teacher by its very meaning. For students who may need or want academic or technological help, this poses a challenge, and it can quickly become a source of frustration. Multiple communication methods, including a phone number and/or email address, along with general availability and response times, will be given by an efficient distance-learning teacher. Occasionally a "Help" discussion thread is involved in an asynchronous environment to allow peers to help each other. Interactive tools, such as discussion boards, wikis and blogs, and synchronous audio or video components. A sense of interaction and teamwork may further encourage community or paired projects. Students can feel alienated and become discouraged by a lack of meaningful interactivity. However, even with these support systems in place, the absence of regular office hours would cause students new to distance learning to adapt (Adams, 2016).

Another very serious problem facing distance education students is "the technology required to participate in a distance-learning class is not readily available and fully functional in the province." The equipment needed to take part in a distance learning class must be readily accessible and fully functional. Besides, to succeed in the course, students must have or obtain a certain degree of technical competency, including hardware, software, and related accessories. For distance learning students, a technology that is inaccessible or unreliable, quickly becomes an obstacle. There is an enormously challenging technology that is difficult to understand or use. For distance learning students, tutorials, user guides and other support structures should be in place to

reduce — if not eliminate — this problem. As one respondent mentioned:

"Umay kamin to met lang ditoy Tabuk gapu ti signal, di ag-enrol kami lattan diay regular class."

(We still have to come to Tabuk to get an excellent signal to enroll in a regular class.)

Students must be committed to their performance in a distance-learning class. There is a certain degree of social pressure in a typical classroom environment: the teacher and other classmates expect each student to come to class every week, complete assignments, answer the teacher's questions, and participate actively in group projects. These habits are often anticipated in a distance-learning class, but the social pressure to comply is absent. Students need to have or learn to build the self-discipline needed to effectively organize their time and actively engage in the learning process. It can be a struggle to remain motivated when participating in online classes. Students can be pushed beyond their zones of comfort. For individual students, obstacles such as procrastination, feelings of loneliness, and lack of encouragement render enrolling online a significant change. Furthermore, some learners find an insufficient degree of technological expertise to exacerbate problems further.

Often, online learners feel lonely because they are unaware of the programs and resources available to them. Some students feel like they are not related and cannot access valuable information because online classes are not held on campus. Online students appear to feel isolated because there are no interactions with individuals face-to-face. Students are forced to be proactive about reaching out to each other by using the online chat options or forming online student groups or class Facebook pages. Likewise, they have to seek out institutional resources, such as the health center, tutoring labs, and the library. Institutional support to distance-learning students is a requirement for all colleges and universities offering distance education. Nevertheless, online students need to know that these services are available.

To complete assignments, online learners are expected to maintain an up-to-date computer and other technology resources. Students should also have a basic technical competence level and feel secure surfing the Internet and using email and chat services. Without a basic technological ability, many students enter online classes, which put them at a disadvantage. Students had to provide

further instructions on taking full advantage of the presentation (Teaster & Blieszner, 1999).

There is the risk, in addition to the expense of the technology, of not using all its capacity. Some of these problems derive from a lack of instruction, others from the teacher's attitudes about using the program, and others from hardware issues. The idea that tutors need to be qualified to use distance education technology seems to be self-evident, but too often, they are not. Once again, it seems that management can believe that the program itself will enhance the path. Technological progress does not contribute to productive distance education. The best practices in distance education rely on innovative, well-informed tutors (Greenberg, 1998); Bates (1995) show that modern technologies are not necessarily better than old ones. Many of the lessons learned from the use of older technologies are also applicable to every new technology. Again, the mentor should be qualified to benefit from their expertise and adapt the experience to the current distance learning environment. "Because teaching a distance education class includes a new role for tutors, then administrators must provide the time, the tools, and the training to meet these new responsibilities" (Innam & Kerwin, 1999). The teachers must be prepared "not only to use technology but also to improve the way material is organized and distributed" (Palloff & Pratt, 2000).

Indeed, changing teachers' pedagogical orientations and approaches require a broadening of the teachers' awareness of the pedagogic opportunities afforded by learning technologies and the development of their knowledge and skills in online learning design through a professional development program that fosters critical reflection on technology use in teaching and learning (Hughes, 2004; Daly & Pachler, 2007).

#### **IV. LIMITATIONS AND FUTURE RESEARCH**

This study had several limits that could be addressed in future studies. First, the results were based on graduate students. They could benefit from comparison with results obtained from the same model aimed at students from a wider variety of educational levels (e.g., undergraduate, senior, and high school students). Second, this study was cross-sectional and conducted within a short period. Students' perceptions of effort expectancy, performance expectancy, image, compatibility, and familiarity with technology toward distance education can change over time as new knowledge and experiences are accumulated. Thus, future studies could

employ a longitudinal design to obtain more accurate findings from a specific group. Finally, other variables such as system quality, trust, and mobile information literacy may also moderate the relationship between acceptance and variables. Therefore, these variables should be considered as moderators in future studies. Finally, this study used a self-reported questionnaire as the research tool. In a questionnaire, interviewees might not express their genuine opinions when answering questions, leading to errors in the results. This problem should be handled cautiously when interpreting research data.

#### **V. SUMMARY**

The study found that the participants moderately accepted and are much familiar with the technologies commonly used in ODL. Also, it was found that there is a positive correlation between familiarity with technology and the acceptance of distance education and its constructs. However, the identified problems in offering ODL are much serious.

#### **VI. CONCLUSIONS**

This study's results provide a few practical implications to Kalinga State University in its plan to offer distance education. In general, KSU's leaders need to recognize the need for strategic policy development and organizational restructuring for distance education to be effectively implemented. Collis & van der Wende (2002) noted that "Policies are crucial for institutions to define what will be their next stage of development and how to get there" (p. 66). Arinto (2016) also recommend in particular that a university intending to implement e-learning "should develop a strategic plan relating to the relative importance to the institution of different types of learners" and "profile itself around several instructional alternatives and develop pedagogical models and templates for its course management system that support those models" with an eye towards "efficiencies and scalability" (Collis & van der Wende, 2002 p. 72). Which pedagogical profiles in distance education should KSU explore, and how should it "optimize flexible delivery of these profiles" (Collis & van der Wende, p. 72) The following questions, which are adapted from Bates (2000), may be used as a guide in the strategic planning required for these more significant questions to be addressed:

1. On which target group(s) should KSU be focused (e.g., high school graduates, working adults, lifelong learners, overseas Filipino workers)?
2. How should the blended approaches vary, depending on the target group?
3. For which teaching and learning goals should asynchronous and synchronous strategies be used?
4. Which particular technologies are needed?
5. How should faculty be supported?

Finally, Distance learning offers vast potential for students who want to take a class but are physically incapable of attending a regular classroom. It offers flexibility that many students find appealing; still, others find this flexibility challenging, daunting, or frustrating. Distance-learning classes can present difficulties for students in support, interactivity, commitment, and technology. Kalinga State University must find solutions to these problems to develop its distance education program effectively.

## VII. RECOMMENDATIONS

1. The University may need to improve students' perception of online education by educating them about its advantages, disadvantages, and requirements for success. Because the students currently hold that distance education does not improve one's reputation, it may be more useful to have campaigns with alumni or students that are known, respected, and successful. If an image is undoubtedly one of the critical factors in the Kalinga culture, having testimonials from well-respected individuals may increase students' acceptance.
2. The University will need to invest in proper technological training and support, especially for online collaborative tools with which students are unfamiliar.
3. The university has to prepare computer labs with adequate computers and reliable Internet for students who do not have computers at home. Likewise, because most students own mobile devices, the e-learning platform may require mobile-friendly to accommodate students who may access online lessons using their smartphones.

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# Level of Satisfaction of Mothers on the Health Services Provided by Midwives in the Different Birthing Centers in Tabuk City

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**Abstract**— *Quality care throughout pregnancy, intrapartum and postpartum period inclined the chances to decrease maternal mortality and morbidity rate mostly for women with complex needs. Midwives often required doing as an obstetrician, nurse and administrator meeting the needs of the pregnant women. The care of mother receives during pregnancy, intrapartum and early postnatal period plays a vital role in safeguarding women remain to be healthy and well-nourished through rendering good obstetrical services with a skilled and competent midwife.*

*The research aimed to study the level of satisfaction of mothers on the health services provided by Midwives in the different Birthing Centers in Tabuk City*

*A descriptive research design was used in the study. Frequency and percentage were applied in summarizing the profile variables of the respondents. Moreover, ANOVA and Chi square were used on the relationship of clients on the level of the satisfaction when grouped according to their profile variables. With the analysis of findings of this study it was concluded that there were significant differences on the level of satisfaction of mothers in terms of maternal health services on postnatal when grouped according to ethnic origin.*

**Keywords**— *Birthing centers, health services, midwives, Tabuk City.*

## I. INTRODUCTION

The United Nations under Millennium Development and World Health Organization 2010 Goal 5 emphasizing on the improvement of Maternal Health Care thus promote maternal health and provide quality services this aim is to reduce maternal mortality and morbidity rate all throughout pregnancy, delivery and postpartum period. As response to this global call, the Department of Health 2011 together with the mandate the Provincial and Rural Health Unit campaign continuously on providing maternal care.

The Department of Health 2011, established a maternal, neonatal and child health approach to develop quality care and increased the proportion of delivery in

birthing centers and hospitals. Maternal satisfaction is one of the most important indicators for determining delivery of care thus patient satisfaction is influenced by a wide variety of aspects, such as accessibility, interpersonal, technical aspects, physical environment, and outcome of care. Hence, high patient satisfaction is associated with greater health awareness and health facility use influences continuity of healthcare utilization. Conversely, patient dissatisfaction with care has negative impacts on decisions to seek, access and receive adequate health care.

Moreover, the Department of Health Office Kalinga 2015 validated 48 GIDAS ( Geographically Isolated and Depressed Areas ) based on the physical factors wherein 25

percent of the Barangay needs more than 60 minutes travel to the nearest birthing center to access their maternal services. The factors include isolation due to distance, weather conditions, transportation difficulties (island, upland, low land, landlocked, hard to reach and unserved). Due to the distance of birthing centers, pregnant mothers have struggling their selves to seek maternal care hence they prefer not to undergo prenatal services.

The City has one (1) Government Hospital, the Kalinga Provincial Hospital supposedly a level 2 health facility is currently licensed as Level I by the Department of Health with a 100 bed capacity hospital, serves as the core referral hospital of the zone and at same time the end referral hospital of the province and nearby provinces like Mountain Province and Isabela.

Tabuk City have three ( 3 ) Rural Health Unit comprises with two lying in or birthing centers and two ( 2 ) active private of which were expanded as birthing clinics . These birthing centers situated in the lower part of the locality. According to the City Health Office, birthing centers complied with the guidelines of Department of Health prenatal, intranatal and postnatal standard in 2017 mandated by the Department of Health to ensure safe pregnancy labor and delivery of mothers. Hence this will reduce the cases of pregnancy and birth related problem especially in the far flung areas during prenatal, intranatal and postnatal period.

This study delved on assessing the level of satisfaction on the health services provided by the midwives to mothers in the different birthing centers in Tabuk City. The result of this study will help improving the quality of care, evaluating the performances of midwives as well as improving midwifery practices in dealing with client.

## II. METHODOLOGY

Collection of data done in different birthing homes within the City of Tabuk. Finalization of the research was carried out in Kalinga State University. It was conducted April 2019 to August 2019. The descriptive research method was used in the study. An interview and use of questionnaire was used to gather primary data for this study. Data collected was compiled, analyzed and interpreted. The respondents of the study were postpartum mothers with legal ages who availed the services of the Birthing Center from the year 2017- 2018. A total of two hundred (220 ).The survey was conducted with 55 women per birthing homes both private and government birthing homes. A lifted questionnaire from

the Department of Health 2009 on Maternal, Newborn and Child Health and Nutrition (MNCHN) was adopted and developed as the tool in gathering the data needed in the study. Questionnaires in the survey tool were translated in their vernacular so that the respondents were able to understand. Prior to conduct of the study a permission letter was given to the birthing homes administrator particularly to the Municipal Health Officer and Owner. Upon approval an informed consent given to the respondents, the researcher personally floated and collected the questionnaires to ensure validity, reliability and as well as confidentiality of answer from the respondents. Face to face interview were conducted in a place comfortable and convenient to the participants was also done. Frequency and Percentage was used in summarizing the profile variables of the respondents while weighted mean was used in analyzing the demographic profile of birthing centers in terms of type of birthing center and employed midwives as to birthing center and the level of satisfaction of mothers in terms on the services offered by the birthing centers in terms of prenatal , postnatal and treatment of respondents when group according to their profile variables. Lastly , Anova and Chi –test Square were used on the a significant relationship on the level of satisfaction of patients on the services offered by the birthing homes when respondents are group according to their profile variables. To determine the level of satisfaction of the respondents, a 5-points Likert scale was adopt and used. It was developed by the American educator and organizational Psychologist Rensis Likert in 1932 this improve the level of measurement in social research through the use of standardized response categories in survey questionnaires.

## III. RESULTS AND DISCUSSION

Table 1. Frequency and Percentage Distribution of the Profile of the Respondents

### 1.1. Age.

Age Bracket	Frequency	Percentage
21 - 25	116	52.72
26 - 30	59	26.81
31 - 35	28	12.72
36 - 40	13	5.90
41 - 45	4	1.81
<b>Total</b>	<b>220</b>	<b>100</b>

Table 1 shows the frequency and percentage distribution of the profile of the respondents. Majority of the respondents were 21- 25 years old with 52.72 %. This explained that between this ages, mothers had utilized the birthing homes with adequate information on maternal health services while ages 41-45 years old had 1.81 % just because this age is high risk stage which can anytime may develop and lead into complications so they prefer to go to primary and secondary level hospital.

### 1.2. Religion

Religion	Frequency	Percentage
Anglican	56	25.45
Iglesia ni Kristo	18	8.18
Jehovas Witnesses	9	4.09
Roman Catholic	132	60
Seven Day Adventist	5	2.27
<b>Total</b>	<b>220</b>	<b>100</b>

As to religion, the highest were Roman Catholic which is 60 % since they were the largest population and believers in the location. The lowest is Seventh day Adventist were relatively new in the locality.

### 1.3. Ethnic Origin

Ethnic Origin	Frequency	Percentage
Bago	12	5.45
Igorot	44	20
Ilocano	42	19
Kalinga	122	55.45
<b>Total</b>	<b>220</b>	<b>100</b>

It is also seen in the table 1.3 that majority of the respondents were Kalinga with 45.33%, it denotes that they were the common settlers in the area in which they were migrated from upper part of Kalinga. The lowest is Bago this composed of the migrants from Cervantes and Mt. Province. Recently, Barangay Casigayan of Dagupan, Tabuk City was occupied by mostly Bago tribe members.

### 1.4 Socio Economic

The economic income of the respondents as seen in the table 1.4, 5,001- 10,000 the highest, since majority of the respondents were housewives, property-less and live on intermittent or seasonal works as rice planters, harvesters or care-takers, while 1.81 % of them have income ranging from 20,001- 25,000, this are the respondents where they have a job and regular income.

Economic Income	Frequency	Percentage
Below 5,000.00	77	35
5,001 - 10,000	99	45
10,001 - 15,000	22	10
15,001 - 20,000	18	8.18
20,001 - 25,000	4	1.81
<b>Total</b>	<b>220</b>	<b>100</b>

### 1.5

Highest Educational Attainment	Frequency	Percentage
Elementary graduate	94	42.72
High school graduate	96	43.63
College level	17	7.72
College Graduate	11	5
Masters' degree	2	0.90
<b>Total</b>	<b>220</b>	<b>100</b>

As to educational attainment, 43.63 % of the respondents were High school graduate which is the highest, while 0.90% of them have master's degree. Majority of the respondents were high school graduate, this implies that majority of this age prefer and utilized the birthing centers in the locality compare to master's degree with 0.09%.

### Table 2. Profile of the Birthing Center

Table 2.1 Frequency and Percentage Distribution of Employed Midwife as to Birthing Homes

Type of Birthing Home	Frequency	Percentage
Government	23	69.69
Private	10	30.31
<b>Total</b>	<b>33</b>	<b>100</b>

Table 2.1 shows the frequency and percentage distribution of employed midwife as to birthing homes, 69.69% of the midwives were working in the government birthing homes while 30.31% of them work in the private birthing homes. This implies that there were adequate midwives working in the government birthing homes they can accommodate more pregnant mothers while in the private birthing homes had a scarcity of employed midwife, adequate midwives working in the government birthing homes and they can accommodate more pregnant mothers while in the private birthing homes had a scarcity of employed midwife

Table 2.2 Frequency and Percentage Distribution of the Study as to Type of Birthing Homes

Type of Birthing Home	Frequency	Percentage
Government	2	50
Private	2	50
<b>Total</b>	<b>4</b>	<b>100</b>

Table 2.2 shows the frequency and percentage distribution of the study as to type of birthing homes, 50% of the birthing home were under the government while 50% a private birthing home. This implies that there were only four active birthing centers in the city to cater the needs of pregnant mothers.

**Table 3. Level of Satisfaction of Mothers in terms of the Services offered by the Birthing Centers**

Table 3.1. Mean distribution on the Level of Satisfaction of Mothers Offered by the Midwife during Prenatal

Prenatal	Ave . Mean	Description
1. Midwife follows the scheduled prenatal check-up.	3.55	Moderately Satisfied
2. Poor health teaching regarding the diet intake during pregnancy.	2.15	Unsatisfied
3. Conduct home of visit of midwife if I cannot come for checkup to birthing home.	2.03	Unsatisfied

4. Midwife discuss the importance of prenatal check-up	3.52	Moderately Satisfied
5. Provide instruction regarding schedule of my next prenatal care.	3.47	Moderately Satisfied
<b>Categorical Mean</b>	<b>2.94</b>	<b>Somehow Satisfied</b>

Table 3.1. The table shows the respondents were unsatisfied in terms of poor health teaching regarding the diet intake during pregnancy and conduct of home visit if the pregnant mother cannot go for checkup to birthing home the reason that midwives cannot do home visitation often because of the number of walk-in patient. Majority of the respondents are farming and house-hold works, pregnant mothers somehow made it secondary to their health, they forget the scheduled made and failed to visit the birthing home on such schedule. The overall categorical mean is 2.94, clients were somehow satisfied because the maximum expected services to be delivered is not fully met because the mother also failed to proceed in the follow up check-up.

Table 3.2. Mean Distribution on the level of Satisfaction of mothers in terms of Postnatal Services

Postnatal	Ave. Mean	Description
1. Encourage immediate exclusive breastfeeding	3.41	Moderately Satisfied
2. Proper personal hygiene/douching to postpartum mothers	3.73	Moderately Satisfied
3. Good counseling on the importance of breastfeeding	3.54	Moderately Satisfied
4. Observe aseptic technique during the cleaning of my perineal wound.	3.46	Moderately Satisfied
5. Provide counseling on a range of option for Family Planning	1.95	Unsatisfied
Categorical Mean	3.15	Somehow Satisfied

Table 3.2 The table shows that the respondents were moderately satisfied in terms of encouraging immediate exclusive breastfeeding with 3.73. This implies that

information education regarding breastfeeding is explained well to the respondents.

Providing counseling on the range of option for family planning were unsatisfied. This implies that the midwives did not properly discussed the different method of contraceptives before the discharge of patient. The general outlook shows that the postnatal services are rated by the respondents as somehow satisfied.

Table 3.3. Mean Distribution on the level of Satisfaction of mothers in terms of treatment.

Treatment /Medicine	Ave. Mean	Description
1. Explain the taking in of medicines like vitamins.	3.46	Moderately Satisfied
2. Explain the side effects of the medicines/vitamins.	3.45	Moderately Satisfied
3. Midwives administered maternal immunization as scheduled.	3.57	Moderately Satisfied

4. Explain the use and importance of folic acid to me and to my baby.	2.52	Unsatisfied
5. All needed medicine /Vitamins are available in birthing center.	3.43	Moderately Satisfied
<b>Categorical Mean</b>	<b>3.28</b>	<b>Somehow Satisfied</b>

As gleaned in the table 3.3 it implies the midwives were able to administer maternal immunization as scheduled with an average mean of 3.57, it denotes that they follow the interval of the immunization given to pregnant mother. As to explain the use and importance of folic acid to me and to my baby with an average mean of 2.52 which is the lowest, this means that they did not explain very well the benefits of the vitamins to both mother and baby thus it has to be given more attention for the mothers to fully understand the significance of the medicine /vitamins for their babies

Table 4. Relationship on the Level of Satisfaction of Mothers on the services offered by the Birthing Homes and their Profile Variables.

Profile /Variables	Chi squared test	Probability	Decision
<b>Prenatal</b>			
Age	2.851	0.5830	Not Significant
Religion	10.826	0.0939	Not Significant
Ethic Origin	1.020	0.7965	Not Significant
Economic Income	1.714	0.7881	Not Significant
Highest Educational Attainment	1.550	0.8177	Not Significant
<b>Postnatal</b>			
Age	2.639	0.6199	Not Significant
Religion	3.855	0.6963	Not Significant
Ethic Origin	13.614	0.0035 *	Significant
Economic Income	1.714	0.7881	Not Significant
Highest Educational Attainment	1.550	0.8177	Not Significant
<b>Treatment</b>			
Age	3.758	0.4398	Not Significant
Religion	7.095	0.3121	Not Significant

Ethic Origin	0.8746	0.6072	Not Significant
Economic Income	1.836	0.3740	Not Significant
Highest Educational Attainment	1.958	0.7434	Not Significant

Table 4 shows the relationship on the level of satisfaction of mothers on the services offered by the birthing homes and their profile variables. A Chi-Square was employed with 0.05 level of significance. It was found to be significant under ethic origin in the postpartum with probability value of 0.0035 on postpartum services. This implies that there is a significant difference on the level of satisfaction of mothers in term of maternal health services on postnatal services when grouped according to ethnic origin. This is because the residents in Tabuk City came from different tribe with dissimilar cultural background and perception. In addition, indigenous people like Kalinga or the “Binodngan “and Igorot which mostly reside in Tabuk City were not ostentatious. They usually resume their normal household activities and they don’t want to be served because they believed that giving birth is just a normal phenomenon. The ethnic origin of Ilocano and Bago is likely obedience to their beliefs and practices since they were particular on the health practices of newly gave birth thus postpartum self-discipline just after delivery is being practiced. The woman will only resume her household work only after she rest for a couple of months. Results shows that pre natal and post natal treatment have negative relationship on the level of satisfaction of patients from the services given by the birthing homes.

#### IV. CONCLUSION

Based on the summary of findings, the researcher conclude that there were scarcity of employed midwives in the private birthing homes. There were also insufficient government birthing centers especially on the upper part of the locality. These can an attributed factors that affect the delivery of quality health services of midwives among their clients. Moreover, the chosen variables of the respondents are contributing aspect on the level of satisfaction of their client.

#### V. RECOMMENDATION

Based on the result of the study, it is recommended that administrators and owners of birthing homes of private birthing homes should employ more midwives to provide the

needs of the community to ensure the maximum satisfaction and quality of services offered. Establish additional government birthing home to cater the needs of the community especially pregnant women.

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# Reflection of Spiritualism: An Interpretation of Vedanta by Max Mueller and Aurobindo

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**Abstract**— *The present proposal is an account of the lives of two men who were scholars and thinkers at the same time. I do not think that a man is entitled to such titles only on the strength of his position and fame in his own age, unless in addition he played so important and significant a role in history that he remains an element to be reckoned with in understanding the continuing evolution of a particular people or humanity in general. Max Mueller's position was very impressive in its geographical range, extending from the United States to Japan. When he died, a message came from an Indian Social reformer, Malabari, "All India mourns with you" and that embodied the feelings of all educated Indians. Similarly, Sri Aurobindo was not just a poet or a singer of songs, he was as well a dramatist, a critic and a thinker of great distinction. He is remembered in modern times, more as a great philosopher than as an artist. Sri Aurobindo was a highly educated person, he was a great scholar of such classical languages as Latin and Greek. It is in respect of his scholarship and poetic craftsmanship that he is often compared with John Milton. In the present paper, I plan to explore the mystery and suggestive quality of both these writers which stand for the betterment of human race. And I also propose the techniques by which they have opened the gate of spirituality for everyone. I really appreciate their scholarships that would be exemplary for the contemporary world and for the coming generation.*

**Keywords**— *Spirituality, morality, scholarship, Vedanta, Knowledge, God, Mythology, Language.*

## INTRODUCTION

The Vedantic tradition is concerned with the self-realization by which one understands the ultimate nature of reality, called God or The Supreme Power. Vedanta or Uttara Mimamsa is one of the six orthodox schools of Hindu Philosophy. The term Veda means 'Knowledge' and Anta means 'End', and originally referred to the Upanishads, a collection of fundamental texts in Hinduism. Vedanta is the most prominent and philosophically advanced of the orthodox schools and the term Vedanta may also be used to refer to Indian Philosophy more generally. It is also said that, "Vedanta means the purpose or goal of the Vedas." Max Mueller's specialty was the knowledge of Sanskrit which, though a pioneering study when he was young, had hardened into a narrow academic discipline when he died. His relations with India and Indians were a major element in his life and an essential part of his vocation. On the other hand, it was during his detention in the Alipur Jail that Sri Aurobindo had the ineffable mystic experience of "Narayan Darshan", and this episode brought about a radical change

in his earlier outlook. He leads us to a twofold discovery which we urgently need if we want not only to find a way out of our suffocating chaos, but also to transform our world. Both these scholars have their own interpretations of the mysticism of life that could be viewed in context with their relationship with the world as well as with the transcendental world.

## EXPOSITION

MAX MULLER:-

One of the greatest of modern Indians, Swami Vivekananda, the preacher of Neo-Hinduism, once said, "There are a number of great souls in the West who undoubtedly are well-wishers of India, but I am not aware of one in Europe who is a greater well-wisher. He is not only a well-wisher, but also a deep believer in Indian Philosophy and religion." Max Mueller had established that the Indian and the European languages belonged to the same family; that our words, 'pita, mata, duhita' etc. were the same as the English words, 'father, mother, daughter' etc. Max Mueller put

forward his ideas as explanations of some of the deepest facts of life: religion, mythology and language. It took him five years of continuous labor to complete the editing and printing of only the first volume of his edition of the Rig Veda. He proclaimed the larger purpose of Sanskrit philosophy quite emphatically in the introduction to the first book he wrote on Sanskrit philology: "A History of Ancient Sanskrit Literature", published in 1859. He wrote, "The object and aim of Philology, in its highest sense, is but one, to learn what man is, by learning what man has been. With this principle, we shall never lose ourselves, though engaged in the most minute and abstruse inquiries."

The primary object of Mueller's Sanskrit studies was thus neither philology nor literature as such, but the evolution of religious and philosophical thought. Therefore, he was bound to specialize in Vedic Literature. Mentioning the fact that all later Sanskrit books on religion, law and philosophy refer back to one early and unique authority called by the comprehensive name of the Veda, he wrote: "It is with the Veda, therefore, that Indian philosophy ought to begin if it is to follow a natural and historical course. So great an influence has the Vedanta exercised upon all succeeding periods of Indian history, so closely in every branch of literature connected with Vedic traditions, that it is impossible to find the right point of view for judging of Indian religion, morals and literature without having the knowledge of the Vedanta." His first work in Sanskrit scholarship was a translation of the Hitopadesa. But from the very beginning his main interest was in ideas, and therefore he had been drawn towards the Upanishads, though he had also read Rig Veda.

To Max Muller the Rig Veda which kept him occupied fully or partly for many years was only a means to an end. In fact, his work on Rig Veda could be compared to the experiment carried out by a theoretical physicist. Actually, he would have nothing to do with the 'dis-idealization' of religion. In fact, he led to idealize the ancient religions on account of his respect and love for mankind. Some of his sayings illustrate this strikingly. 'Human nature is divine nature modified.' 'God comes to us in the likeness of man – there is no other God.' So, all his interpretations of religion and mythology, based on his love for man, can be called his Canticles, for in spite of their scientific and philosophical form there is a fervor and vocal exultation in them which come only from spirituality.

### **SRI AUROBINDO**

As Max Muller represented Europe so gloriously in the field of Vedantic studies, in the same manner, Sri Aurobindo represented India with his much acclaimed works on

Vedanta. It is the glorious tradition of India that sacred scriptures are continually being studied and pondered over. They are often elaborated upon, criticized or confirmed in conjunction with one's own experiences. Sri Aurobindo belongs to this tradition. His technique, based upon his mystical experience is confirmed by the sacred lore of India – the Vedas and the Upanishads. He had studied Western Philosophy and the systems of Plato and Aristotle. He also thoroughly studied the systems of Indian Philosophy. Many a Philosopher seeks to define the nature of the Reality but few can see the light. To Sri Aurobindo, the secret of human existence and of Divinity was unfolded through his mystical experiences. Frequent and forceful revelations had a great impact on his interpretation of Vedanta. He says, "The intellect can only catch fragmentary representation of the truth and not the entire thing itself." His theory is known as Integral Monism. It is different from the Absolute Monism established by Sri Sankaracharya who denies existence on empirical level I relation to the Ultimate Reality whereas Sri Aurobindo accepts existence of life on material level as a device to the life Divine.

Sri Aurobindo says that we should not forget that everything is truly within us, within man's heart. The altar, offering and the rise, the seer, mantra and deity, Brahmana's chanting the Veda, all are within us. The perception or the vision of limitations of all human thought and endeavor to perfect humanity is the beginning of spiritual evolution. Each man then follows a particular line or path according to his capacity with a view to making spiritual emergence possible in him. In fact, according to him, Veda, the treasure house of spiritual knowledge is the heritage of mankind. His interpretation of the Vadas was altogether a new approach, aimed at presenting its positive and constructive spiritual aspect. Actually, he had tried to give a new meaning to Hindu Dharma by arriving at the essential unity of matter, mundane life through a deeper understanding of the super consciousness resulting into divine life. He continued his superhuman effort to make people aware of it till he breathed his last. He was sure of the human cycle leading a divine life.

There is Sri Aurobindo the philosopher, Sri Aurobindo the poet—which he was in essence--- and the visionary of evolution. Sri Aurobindo the explorer—who was also a Yogi and according to him, Yoga is the art of conscious self-finding. It is this exploration of consciousness that he guides us with his philosophical writings. He experienced the presence of the Great Divine in his internal yoga that perhaps has the power to change the meaning of human existence. Thus, after exploring the outermost frontiers of worlds not unknown to ancient wisdom, Sri Aurobindo discovered another world, as yet unmapped, which he called



Super mind or Super mental. He requests all the Super minds to bring a decisive change in the evolution of the earth consciousness that will have the power to transform our material world into a world of meaning and matter.

### CONCLUSION

No one can deny the gifts given by these two eminent scholars in the field of Vedantic studies and its influence on spiritualism. It is quite surprising that even in his early career, Max Muller several times expressed the view that a “reformation within Hinduism needed to occur comparable to the Christian Reformation.” In his view, “if there is one thing which a comparative study of religious places in the clearest light, it is the inevitable decay to which every decay to which every religion is exposed.” He used his connections with the Brahma Samaj to encourage such a reformation on the lines pioneered by Ram Mohan Roy. He once wrote, “The translation of the Veda will hereafter tell to a great extent on the fate of India, and on the growth of millions of souls in that country. It is the root of their religion, and to show them what the root is, is the only way of uprooting all that has sprung from it during the last 3,000 years.” We also find a trace of the same understanding of religion in Sri Aurobindo too. While describing the Vedic Philosophy, his synthesis was not a philosophic construct, but a realisation stemming from direct spiritual experience. The great originality of Sri Aurobindo is to have fused the modern scientific concept of evolution with the perennial gnostic experience of an all-pervading divine consciousness supporting all phenomenal spiritual existence.

Friedrich Max Muller was a man of letters. During his lifetime, he translated not only Rig Veda and Upanishad, but also translated a collection of Hitopadesha. He believed that it was very important for the Indian Society to be educated and education could only bring the upliftment in India. He also supported Brahma Samaj for their progressive thoughts and revolutionary ideas. There is a big controversy regarding the contribution of Max Muller towards Sanskrit language and literature. There are scholars who believe that his translated versions of Rig Veda, Upanishads and some other Sanskrit works are not the true representations of the original texts; on the contrary, he tries to establish the supremacy of Christianity by presenting the orthodox and superstitious preachings of these scriptures of Hinduism. But whatever would be the reality no one can deny his interest and offerings in the field of Sanskrit Literature. Likewise, Sri Aurobindo’s prose and poetic writings project him as a great YOGI, a philosopher and a prophetic engineer of the life Divine. His most popular philosophical work with the same title is a treatise on metaphysics. In this book, he has answered some of the

frequently asked questions related to the human existence and the life after death. It is noticed that the basic theme of Sri Aurobindo’s poems is the relationship between illusion and reality, moment and eternity and the human life and life Divine. Finally, on the basis of the assessment of the writings of both these scholars—from the East and the West—we can say that both of them belong to a school of writing that may be called the reflective meditative philosophical school of writing. They do have their own contribution to the field of human actuality and religious studies.

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# Performance of Male Midwives in the different Hospitals and Clinics in Kalinga

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**Abstract**— *This study was conducted to assess male midwives' performance in the different hospitals and clinics in Kalinga. Purposive sampling technique was used in this study because only male midwives, a graduate of a two-year diploma course of midwifery, registered and employed in the six health care facilities in Kalinga were the respondents. Predisposing factors such as demographic profiles, including the respondent's Age, Civil Status, Employment Status, Length of Service, Number of Training, Hospital or Clinic Affiliation, and Classification, were considered the use of a Close and Open-Ended Questionnaire.*

*From the results gathered, the respondents show that their performances were excellently on the five categories, which include Ante-natal care, Intra-natal care, Post-natal care, Immunization, and Family planning. Likewise, the nine factors enumerated in the study could not affect delivering quality maternal and child care.*

*Therefore, it is recommended that the government, the health administrators, should work jointly to create harmonious healthcare provider-patient relationship for better health and healthy babies.*

**Keywords**— *Male Midwives, Hospitals, Clinics.*

## I. INTRODUCTION

Many women worldwide give birth when the period around birth constitutes a severe gap of opportunity to prevent and manage maternal and new-born complications. It was estimated that in 2015, pregnancy-related deaths and diseases remain unacceptably high. It also estimated that 303,000 women died from pregnancy-related causes, 2.7 million babies died during the first 28 days of life and 2.6 million babies were stillborn. However, globally, only 64% of women receive antenatal care four or more times throughout their pregnancy (World Health Organization, 2015).

Relative to it, the availability and accessibility of skilled birth attendants like midwives can help prevent complications and postnatal mortality. Without medical assistance, there could be a massively increased risk of complications or death.

Midwives are specialists in normal pregnancy and birth. Their role is to look after a pregnant woman and her

baby throughout a phase of antenatal care, during labor and delivery, and up to 28 days after the baby was born. They provide all necessary professional care and services during normal pregnancy and childbirth.

The midwife's professional role has evolved to keep pace with the changing needs of society. The philosophy of the midwife's role sits within the paradigm of standard midwifery care during the antenatal, intra-natal, and postnatal periods.

According to late Ms. Alice Dela Gente, former president of the Integrated Midwives Association of the Philippines (IMAP), in early 2008, there were 50,722 registered midwives as of June 2007, and there were 3,498 newly registered midwives in 2007. Midwives work in the private or public sector in hospitals, birthing clinics, barangay (village) health stations, or rural health units--or they work abroad. They comprise 65% of the public health workforce. In rural areas, they are the first point of contact for patients coming into the health system. In 2005, 16,967 government midwives

delivered frontline services in 15,436 barangay health stations and 2266 rural health units (Philippines House Bill Number 2673).

The performance of midwives needs to be assessed because skilled birth attendants are widely recognized as critical factors in reducing maternal and newborn mortality. The competence of maternal healthcare providers directly affects the quality of care and health outcomes.

Over time, nursing and midwifery evolved to include males. It was found out in the study of Evans 2002 that men gradually began challenging the notion that they were inappropriate in caregiving roles or incapable of providing sensitive and compassionate care. Gender stereotyping created complex situations of acceptance, rejection, and suspicion of men as nurturers and caregivers.

In connection to this, clinics and hospitals in Kalinga, where male midwives were employed, experienced job discrimination. Instead of practicing their profession, the male midwives could not exercise their job due to negative notions from the people around them that female midwives perform well..

Concerning this, the study aimed to determine male midwives' performance in the different hospitals and clinics in Kalinga. This study's results would be an instrument as an eye-opener to the public that an individual's biological sex cannot affect one's performance in delivering quality services.

## **II. METHODOLOGY**

The researcher used the descriptive survey method as the most appropriate method for the study. According to Adanza, Bermundo, and Rasonabe (2010), it is designed to gather information about the present conditions, status or trend, and dealing with what is prevailing. The study's main objective is to describe the nature of a situation as it exists at the time of the research and to explore the causes of a particular phenomenon. The study was conducted in the different hospitals and clinics in Kalinga, namely Juan M. Duyan Memorial Hospital, Saint Peter Claver Hospital, JVA Hospital, RHU 1-Tabuk, RHU-Tanudan, and PSALMS 91 Birthing Clinic. Furthermore, the study was conducted during June 1-December 2019. The descriptive method is appropriate for the study because it needs to determine male midwives' performance in the hospitals/clinics in Kalinga. A purposive sampling design was used in the study. Only 21 male midwives, a graduate of 2-years Diploma in Midwifery, registered, and employed will be the respondents.

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Participation in the survey was voluntary, and the respondents informed about the objectives of the study. The six supervisors of the six health care facilities will also be included as the supervisor's response to the factors that affect the male midwives' performance in their hospital/clinic will be gathered from them. The demographic profiles of the supervisors were not included in the study. To assess the respondents' performance in the different hospitals and clinics in Kalinga, a 5-point Likert scale was adapted; interpretation was included in the instrument. In this study, the researcher refers to some questions in the World Health Organization. Since some of the questionnaire's parameters were not appropriate or relevant to the study's locale and respondents, the researcher chose to alter and eliminate some of the questions.

A permission letter was given to the hospital/clinic administrators, particularly to the Labor and Delivery Department of hospitals and Rural Health Units. Upon approval, the researcher personally administered and collected the questionnaires to ensure the respondents' validity, reliability, and confidentiality. The face-to-face interview also conducted in a place comfortable and convenient for the participants. After retrieval of the questionnaire, the data encoded and computed in Microsoft excel. Then the results of the respondents' demographic profiles were expressed in frequency and percentage. Lastly, the mean also computed to assess male midwives' performance in the different hospitals and clinics in Kalinga and the factors that affect male midwives' performance as perceived by their immediate supervisors.

## **III. RESULTS AND DISCUSSION**

Table 1 shows that most of the respondents' age range falls under 28-32, with a percentage of 38.10%. Most of the respondents were single, having a rate of 80.95%; this shows that male midwives do not like earlier settlement because of their young age and employment stability. Most of them were under casual or contractual employees, with a percentage of 52.38%. When it comes to the length of service, most of them stayed in hospitals or clinics within 2-6 years, representing 47.61%. Furthermore, most of the respondents have attended more than five training, with a percentage of 66.67%. This implies that male midwives are equipping with enough knowledge when it comes to their profession.

Additionally, most of the respondents were affiliated with RHU Tabuk, representing 38.10%. In connection to this, most

of them connected in the government with a percentage of 61.90%. Thus, the male midwives prefer to work in government institution due to the benefits they receive, and another reason is the lack of birthing facilities that is why RHU prefer to hire more midwives to cater the needs of the pregnant women and to reduce the neonatal-maternal mortality.

Table 1: Frequency and Percentage Distribution of the Respondents Demographic Profile

DEMOGRAPHIC PROFILE	FREQUENCY	PERCENTAGE
<u>Age</u>		
18-22	2	9.52%
23-27	6	28.57%
28-32	8	38.10%
33-37	2	9.52%
38-42	3	14.28%
<u>Civil Status</u>		
Married	3	14.27%
Single	17	80.95%
Separated	1	4.76%
Widowed	0	0%4
<u>Employment Status</u>		
Permanent	10	47.62%
Casual/Contractual	11	52.38%
<u>Length of Service</u>		
Less than 2 years	5	23.81%
2-5 years	10	47.62%
6-10 years	3	14.29%
11 and above	3	14.29%
<u>Number of Training</u>		
No training	0	0%
1-2 training	2	9.52%
3-4 training	4	19.02%
More than 5	14	66.67%
<u>Hospital/Clinic Affiliation</u>		

SPCH	4	19.05%
JVA	3	14.29%
JMDMDH	2	9.52%
RHU Tanudan	2	9.52%
RHU Tabuk	8	38.10%
Psalm 91	1	4.76%
<u>Hospital/Clinic Classification</u>	8	38.10%
Private	13	61.90%
Government		

Table 2.1 shows that most of the respondents performed excellently on antenatal care with the highest mean score of 4.75 on recognizing and managing pregnancy-related complications. Followed by preventive measures, including tetanus toxoid immunization, deworming, iron, folic acid, intermittent preventive treatment of malaria in pregnancy (IPTp), insecticide-treated bed nets (ITN) with a mean score of 4.65. Then, the pregnant woman's identification and surveillance and her expected child garnered a third highest mean score of 4.60. Both indicators with the same mean score of 4.50 were recognizing and treating underlying or concurrent illness and screening for conditions and diseases such as anemia, STIs (particularly syphilis), HIV infection, mental health problems, or symptoms of stress or domestic violence. Furthermore, the lowest mean score of 4.30 was the advice and support to the woman and her family for developing healthy home behaviors and a birth and emergency preparedness plan.

Generally, it could be seen that male midwives' performance on antenatal care was excellent, with a categorical mean of 4.55. Therefore, this shows that the male midwives considered these very important to give pregnant mothers and their babies the right care. According to the World Health Organization (2016), pregnant women should receive good quality care throughout their pregnancy. The study of Hijazi (2018) suggests that the degree to which women feel respected, informed, and engaged in their care has potentially favorable antenatal care implications. Its goal is to provide regular check-ups that allow doctors or midwives to treat and prevent potential problems throughout the pregnancy and promote healthy lifestyles and benefit both mother and child.

Table 2: Mean of the Performance of Male Midwives in the Different Hospitals and Clinics in Kalinga

<b>2.1 Indicators on Antenatal Care</b>	<b>Mean</b>	<b>Description</b>	<b>Interpretation</b>
1. Identifying and surveying a pregnant woman and her expected child.	4.60	Excellent	Very Important
2. Recognizing and managing pregnancy-related complications	4.75	Excellent	Very Important
3. Recognizing and treating underlying or concurrent illness.	4.50	Excellent	Very Important
4. Screening for conditions and diseases such as anemia, STIs (particularly syphilis), HIV infection, mental health problems, or symptoms of stress or domestic violence.	4.50	Excellent	Very Important
5. Administer preventive measures, including tetanus toxoid immunization, deworming, iron, folic acid, intermittent preventive treatment of malaria in pregnancy (IPTp), insecticide-treated bed nets (ITN).	4.65	Excellent	Very Important
6. Advise and support the woman and her family for developing healthy home behaviors and birth and emergency preparedness plan.	4.30	Excellent	Very Important
<b>Categorical Mean</b>	<b>4.55</b>	<b>Excellent</b>	<b>Very Important</b>

Table 2.2 shows that most of the respondents' performed excellently on all intra-natal care indicators with the highest mean score of 4.90 regarding ensuring that the delivery room is readied. The next second-highest mean score was 4.70 derived from indicators on conduct a routine examination and measure or estimate and record blood loss. Furthermore, the third has the highest mean score of 4.65, where the indicators check the contents of the delivery pack and inspect the placenta and membranes for completeness. The fourth highest means scores of 4.60 garnered from the indicators on review notes to identify any significant points in the history and repair episiotomy or lacerations. The fifth highest mean score derived on the indicator inspect the vagina and cervix for lacerations. The six highest mean score representing 4.50 were indicators of keeping accurate and up to date record, Watching for signs of placental separation, and cleaning perineum. The seven highest mean score of 4.45 was

indicator to assist the mother in expelling the placenta. Lastly, the lowest mean score of 4.35 is on assessing the general condition and ensure that client is in labor.

Male midwives' overall performance on intra-natal care with a categorical mean of 4.43 was also an excellent job. This shows that intra-natal care is very important primarily to bring the mother into the prevention care cycle as early as possible. Highly intra-natal care is a crucial way to reduce the maternal and mortality rate of child and mothers. This means that care should be taken during delivery, not only the mother but also the newborn at the time of childbirth. This validates the findings of Bhimani (2017) that appropriate delivery care is crucial for both maternal and perinatal health. Increasing skilled attendance at birth is a central goal of the safe motherhood and child survival mission.

<b>2.2 Indicators on Intra-natal Care</b>	<b>Mean</b>	<b>Description</b>	<b>Interpretation</b>
1. Assess the general condition and ensure that client is in labor.	4.35	Excellent	Very Important
2. Review notes to identify any significant points in history.	4.60	Excellent	Very Important

3. Conduct a routine examination.	4.70	Excellent	Very Important
4. Keep an accurate and up-to-date record.	4.50	Excellent	Very Important
5. Ensure that the delivery room is readied.	4.90	Excellent	Very Important
6. Check the contents of the delivery pack.	4.65	Excellent	Very Important
7. Watch for signs of placental separation.	4.5	Excellent	Very Important
8. Assist mother to expel the placenta.	4.45	Excellent	Very Important
9. Inspect placenta and membranes for completeness.	4.65	Excellent	Very Important
10. Measure or estimate and record blood loss.	4.7	Excellent	Very Important
11. Inspect the vagina and cervix for lacerations.	4.55	Excellent	Very Important
12. Repair episiotomy or lacerations.	4.6	Excellent	Very Important
13. Clean perineum.	4.5	Excellent	Very Important
<b>Categorical Mean</b>	<b>4.59</b>	<b>Excellent</b>	<b>Very Important</b>

Table 2.3 shows that most of the respondents' responses on the postnatal indicators were excellent with highest mean scores of 4.75 to both indicators 3 and 4 in providing information on postnatal care and danger signs in the new mother and baby and tailoring the specific needs of the depressed postnatal woman and followed by a mean score of 4.45 in the indicator on facilitating family and group support of women—the lowest mean score of 4.35 in the indicators on postnatal care respects women's concerns.

The categorical mean score of postnatal male midwives' indicators was 4.57, meaning it also yields

excellent performance. Thus, postnatal care was also indeed very important to maternal healthcare. Based on the World Health Organization, the post natal period is a critical phase in mothers and newborn babies' lives. Most maternal and infant deaths occur during this time. Yet, this is the most neglected period for the provision of quality care. Because some women will give birth in the home with a skilled attendant, others may not; that is why WHO recommends that a woman not be discharged before 24 hours after delivery. Regardless of birth, someone must accompany the woman and newborn due to possible complications that occur in the first 24 hours.

<b>2.3 Indicators on Postnatal Care</b>	<b>Mean</b>	<b>Description</b>	<b>Interpretation</b>
1. Facilitate family and group support of women	4.45	Excellent	Very Important
2. Respects the concerns of women	4.35	Excellent	Very Important
3. Provide information on postnatal care and danger signs in the new mother and baby	4.75	Excellent	Very Important
4. Tailor the specific needs of the depressed postnatal woman.	4.75	Excellent	Very Important
<b>Categorical Mean</b>	<b>4.57</b>	<b>Excellent</b>	<b>Very Important</b>

As shown in table 2.4, most of the respondents' performance on immunization was also excellent, with the highest mean scores of 4.60 to both indicators on dosage measurement and chart monitoring. Indicator with the lowest

mean score on immunization derives a 4.55 on weighing babies.

Thus, the categorical mean score of 4.58 was also excellent, giving the impression that immunization is

essential. Therefore, immunization is very important to protect babies against different diseases especially from birth. That is why immunization especially children matters. According to the World Health Organization, immunization is a proven way to prevent and eliminate life-threatening infectious diseases worldwide. A person that has been vaccinated becomes immune or resistant to infectious disease because vaccines stimulate the body's immune system to give optimal protection against infections.

As it prevents disease, disability, and deaths, immunization also contributes to economic growth. During

outbreaks, the public health system spends time tracing potential contacts, collecting and testing blood samples, engaging the public for awareness and dissemination of information, and organizing outbreak response and money for hospital treatments. Immunization helps remove the health system's burden and, most significantly, from families' most impoverished.

Infants are particularly vulnerable to infectious disease; that's why it's critical to protect them through immunization to give a healthy start into life.

<b>2.4 Indicators on Immunization</b>	<b>Mean</b>	<b>Description</b>	<b>Interpretation</b>
1. Dosage measurement.	4.60	Excellent	Very Important
2. Weighing Babies.	4.55	Excellent	Very Important
3. Chart Monitoring.	4.60	Excellent	Very Important
<b>Categorical Mean</b>	<b>4.58</b>	<b>Excellent</b>	<b>Very Important</b>

Table 2.5 shows male midwives' performance on family planning with only two indicators having the highest mean score of 4.45 on contraceptives and lowest with a mean score of 4.40 on menstrual monitoring.

The categorical mean of the two indicators was 4.43, showing excellent family planning performance; thus, this implies that family planning is essential for couples. According to the Philippine Statistics Authority, women in low households are less likely to practice family planning, and

half of the Filipino women practicing family planning. In connection to this, the World Health Organization emphasizes that family planning is essential and widely available, and easily accessible through midwives and other trained health workers. Midwives are trained to provide locally available and culturally acceptable contraceptive methods. Family planning enables people to make informed choices about their sexual and reproductive health and reduce neonatal-maternal morbidity and mortality.

<b>2.5 Indicators on Family Planning</b>	<b>Mean</b>	<b>Description</b>	<b>Interpretation</b>
1. Use of Contraceptives.	4.45	Excellent	Very Important
2. Menstrual Monitoring.	4.40	Excellent	Very Important
<b>Categorical Mean</b>	<b>4.43</b>	<b>Excellent</b>	<b>Very Important</b>

Table 2.6 shows the summary of the five categories' categorical mean on male midwives' performance in the different clinics and hospitals in Kalinga, such as antenatal care, intra-natal care, postnatal care, immunization, and family planning. The intra-natal care indicators derived the highest categorical mean score of 4.59 among the rest of the categories. The second highest categorical mean score of 4.58 was the immunization indicators. The postnatal indicators with the third-highest categorical mean score of 4.57 and the fourth highest with a categorical mean score of 4.55 were the

antenatal care indicators. Lastly, a categorical mean score of 4.43 on family planning was gathered with the lowest score.

Generally, the overall categorical mean score of the five categories on male midwives' performance was 4.54. Therefore, this shows that the male midwives' performance performed excellently because handling a child and mother's needs is very important in delivering quality health care. This finding validated the study conducted by Goshu 2018 that improved performances were associated with midwives' competence in the provision of care during labor, childbirth, and the immediate postpartum period.

<b>2.6 Summary of the five Categorical Mean of the Performance Indicators</b>	<b>Mean</b>	<b>Description</b>	<b>Interpretation</b>
1. Categorical Mean of Antenatal Care Indicators	4.55	Excellent	Very Important
2. Categorical Mean of Intra-natal Care Indicators	4.59	Excellent	Very Important
3. Categorical Mean of Postnatal Care Indicators	4.57	Excellent	Very Important
4. Categorical Mean of Immunization Indicators	4.58	Excellent	Very Important
5. Categorical Mean of Family Planning Indicators	4.43	Excellent	Very Important
<b>Overall Categorical Mean</b>	<b>4.54</b>	<b>Excellent</b>	<b>Very Important</b>

Table 3.0 shows the nine factors that affect male midwives' performance as perceived by their immediate supervisors. Most of the respondents answered that they were strongly disagreed that the relationship of employee and supervisor/ employer (1.05), salary and benefits (1.40), the preference among expectant mothers (1.40), tools and equipment (1.65), and burnout (1.25) affects the performance of male midwives. Thus, this is very untrue that these factors can't affect their excellent performance in delivering quality child and maternal health care services. These attitudes should always be sustaining to give the best quality maternal services among expectant mothers and reduce the rate of neonatal and maternal morbidity and mortality.

Furthermore, the rest of the response of most respondents was that they disagreed that suspicion on men's motive (1.95), technical training (2.0), job satisfaction (1.95), and client feedback (2.05) couldn't affect their performance. So, it is somewhat untrue that these factors hamper their outstanding performance on bringing quality maternal healthcare services to both child and mother health.

Overall, the categorical mean is derived from a score of 1.63. They were strongly disagreeing that these nine factors had a significant impact on their job performance on delivering quality neonatal-maternal care.

In contrast to the results of this study, job performance is the general attitude people have about their jobs. Job factors such as the pay, the employment itself, promotion opportunities, support from supervisors, and relationships with co-workers can affect employee satisfaction. (Ahmad et al., 2002). According to a recent JobStreet.com survey conducted in September 2012 on Employee Job Satisfaction in Malaysia, 78% of the respondents claimed that they were unhappy with their current job. Dissatisfaction with their work scope was the top reason many felt unhappy at work (Daily Express, 2012). Job dissatisfied employee is most likely to show poor performance at work which indirectly affects the organization's productivity. Organizational commitment and employee job involvement will also be a question mark if the employee is not satisfied with his job.

Table 3: Mean of the Factors that Affect the Performance of Male Midwives as Perceived by their Immediate Supervisors

<b>Factors</b>	<b>Mean</b>	<b>Description</b>	<b>Interpretation</b>
1. Relationship of employee and supervisor/ employer.	1.05	Strongly Disagree	Very Untrue
2. Salary and benefits.	1.4	Strongly Disagree	Very Untrue
3. Preference among expectant mothers.	1.4	Strongly Disagree	Very Untrue
4. Suspicion of men's motive.	1.95	Disagree	Somewhat Untrue
5. Technical training.	2.0	Disagree	Somewhat Untrue
6. Tools and equipment.	1.65	Strongly Disagree	Very Untrue
7. Job satisfaction.	1.95	Disagree	Somewhat Untrue
8. Client feedback.	2.05	Disagree	Somewhat Untrue
9. Burnout	1.25	Strongly Disagree	Very Untrue
Categorical Mean	1.63	Strongly Disagree	Very Untrue



#### IV. CONCLUSION

This study shows that male midwives' performance in different hospitals and clinics in Kalinga was excellent because they excel in the five categories of neonatal-maternal care. Likewise, the male midwives prove that despite their biological sex, this couldn't affect their performance to deliver the best quality services concerning neonatal-maternal healthcare.

#### V. RECOMMENDATIONS

Based on the findings and conclusions presented, the researcher had arrived at the following recommendations:

1. The head of the health care facilities should begin basic policies on sex discrimination and include it in their advocacy on the Gender Equality Plan.
2. Health Administrators should focus on achieving goals, monitoring performance, and evaluating outcomes through engaging them, enhance their social responsibility goals and increase productivity by sending them training suited to them.
3. Head of Human Resources should observe proper hiring male applicants, especially midwives, that their job description and job specification should be practiced and aligned with their field of expertise.
4. Competence-based in-service training, on-the-job mentoring, availability of up-to-date standard job aids, and recognition of high-performing midwives are recommended to improve maternity care quality in the public health facilities region.
5. It is recommended that health education activities on midwifery be developed to promote, improve, and sustain midwives' excellent performance to deliver quality child care and maternal care and reduce the problems of maternal issues.

Generally, it is recommended that the healthcare facilities' government head work jointly to create harmonious healthcare provider-patient relationships for better health and healthy babies.

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# Physicochemical Properties of Macaranga (Gamau) used in Kalinga Basi (Bayas) Production

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**Abstract**— This study focused on assessing the physico-chemical properties of Gamau used in Kalinga basi/bayas production. Specifically, this study covers the ethnobotanical profile of the binuwa tree. The fruit of the binuwa tree is the gamau used as yeast to ferment in the production of bayas. Some of the chemical components of this fruit are also analyzed in this study. The physical and chemical characteristic of the bayas was also studied. This study's ultimate goal was to assess the physicochemical properties of gamau fruit used in basi/bayas production. Phytochemical analysis was used to get data on the chemical properties of the gamau and bayas. Survey methods and photo-documentation were applied to gather data on the physical characteristics of the local wines. The study found out that the binuwa tree is naturally grown in thick forests in the province and that its dried fruit, which is the gamau, is used as a starter to ferment basi/bayas. This fruit contains flavonoids and tannins responsible for antimicrobial activity and astringency of the wine, respectively. The basi/bayas have an alcohol content of 9.79%v/v, Reducing Sugars 4.7%w/w, pH of 3 – 4, and a total acid of 0.64g/100g of bayas. With these findings, it is recommended that interventions be done to assess the proper propagation of gamau to increase its supply.

**Keywords**— Physicochemical, Gamau, Bayas.

## I. INTRODUCTION

People have been making and consuming wine from time immemorial. Fruits other than grapes are also used to make wine. Winemaking has developed by hit and trial (<https://doi.org/>).

Sugarcane is one of the most popular materials used in producing local wine. It is one of the tallest members of the grass family, with the potential to grow up to 14 ft high under tropical conditions.

Gamau is a wild plant. Basi/ bayas producers use the fruit as a starter for the fermentation process. It is called binunga or biluan in Tagalog, himindang in Bicol, and kuyonon in Bisaya. It is scientifically named *Macaranga tanarius* (L) ([wikipedia.org/wiki/](http://wikipedia.org/wiki/))

Gamau is a fruit that is used as a starter for the fermentation of bayas. This fruit is unknown, and even the tree that bears this is also familiar to most people in Kalinga. Only

those who are producing bayas see the fruit and the tree. This tree is essential for bayas production. This study's primary aim is to explore important information that would help understand the plant's ethnobotanical profile and the physical and chemical properties of the gamau fruit.

Basi/bayas are the local wine of Kalinga. Basi/ bayas are produced by fermenting boiled sugar cane juice. The juice is boiled in vats and stored in an ammoto ( earthen jar ). Once it has been cooled, dried gamau fruit is mixed with the liquid used to start the fermentation process. The mixture is left for at least three months to ferment and up to at least a year to be ready for drinking. The final product is a brown color and has a sweet and sour flavor. It is called bayas in Kalinga.

Bayas is an essential cultural product in Kalinga, but it is observed that few people are engaged in bayas production. There is a low supply of bayas in the locality, but the demand is high, especially during celebrations, rituals, and other cultural activities.

The foremost factor they consider to affect the supply is the gamu fruit availability used as a starter for fermentation. Gamu is the fruit of the wild plant called binuwa, that is found in natural forest. This plant is growing naturally in the woods. The bayas producers patiently wait for the tree to bear fruit, then they will harvest it when it is matured. The availability and supply of the gamu fruit are beyond the basi producers' control because it depends on nature's provision. It is the significant factor that controls production, according to them.

With the above observations, the researcher intends to conduct a preliminary study on gamu fruit to have a baseline in formulating programs and projects that would help address the problems. There should be increased production of bayas to have increase family income.

An understanding of the physicochemical properties of gamu may define specific influences on process efficiency and wine quality. The analysis may also be used to assess if the basi/bayas will be well accepted by the regular wine consumers and can be an exciting product in the market.

This study aimed to present the physicochemical components of gamu fruit and some of the chemical properties of Kalinga Basi/ bayas. Investigation of some of the chemical elements and the wild plant's role ( Gamu) in basi processing was also included in this study.

Specifically, it aimed to undertake the following: to document the ethnobotanical profile of the binuwa plant; to determine the chemical components of the Gamu fruit; to explore the function of each chemical component of the gamu fruit in bayas production; to present the procedure in the production of Kalinga basi /bayas; and to assess the Physicochemical Properties of the Kalinga basi/bayas as to ingredients and materials used, processing, storage and materials used, packaging, and chemical properties as to alcohol content, reducing sugar, and total acid.

## II. MATERIALS AND METHODS

The materials that were investigated in this study were the basi/ bayas and gamu fruit. The bayas were taken from Lower Tanudan. It was taken from the producers who have been engaged in basi production for almost ten (10) years. The bayas used was a one-year-old wine. Another material was the dried gamu fruit. It was taken from the same basi/ bayas producer. The sample was brought to the Department of Science and Technology, Tuguegarao City Branch, for chemical analysis.

## Photo documentation

The binuwa tree was documented from its natural habitat. Pictures were taken last May 2018.

## Chemical Analysis

The gamu fruit and the basi/ bayas were collected and subjected to chemical analysis. The experimental research design 75% actual laboratory set up was utilized in the study. The testing process was following the laboratory procedure and quality control of the DOST, Tuguegarao City.

Another sample of Kalinga basi was brought to DOST, CAR.

## Phytochemical Screening (Stated in the Report Analysis )

Procedure: The extract was evaporated to incipient dryness and tested for the presence of the stated phytochemicals following Guevara et al. ( 2005 ). A Guide book to Plant Screening: Phytochemicals and Biological.

## III. RESULTS AND DISCUSSION

### 1. Ethnobotanical Profile of Binuwa Plant



*Fig. 1. BINUWA TREE*



Fig. 2. BINUWA LEAVES



Fig. 3. BINUWA FLOWERS

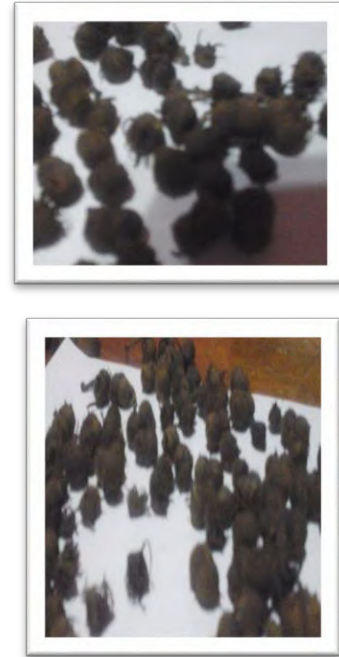


Fig. 4. DRIED BINUWA FRUIT/ GAMU

#### Taxonomy/ Nomenclature

Kingdom: Plantae

Family: Euphorbiaceae

Genus: Macaranga

Species: tanarius

Scientific Name: *Macaranga tanarius*

Common Names:            Binuwa - Kalinga  
                                      Binunga - Ilokano  
                                      Binonga - Tagalog ( Bis )  
                                      Binungan - Tagalog

#### Botany

Binuñga/ binuwa is a small, dioecious tree, growing to a height of 4 to 8 meters (Fig. 1 ). The leaves are peltate, ovate to oblong-ovate, with entire or toothed margins, with a rounded base and pointed apex (Fig. 2). Male flowers are small and slender, branched peduncles. Female flowers are in simple paniced spikes. Capsules are 10 to 12 millimeters in diameter, of 2 or 3 cocci, covered with pale, waxy glands and soft, scattered, elongated spinelike processes (Fig. 3). The fresh fruits are green, with a spinelike process. (Stuart, G. Jr. M.D.) If the fruit is dried, it has a hard covering capsule colored black and a challenging spine-like process (Fig. 4 ). It is called gamu in the local dialect.

**Distribution**

It is found in thickets and secondary forests, at low and medium altitudes in Kalinga's woods; specifically, it is naturally growing in the woods of Upper Kalinga.

**Folkloric Use**

In Kalinga, the dried fruit or gamu is used as a starter for local wine/bayas fermentation. It is the only use of gamu, according to the folks who served as the interviewee.

**2. Chemical components of the gamu fruit**

Sample Code	Sample Description	Parameter	Result	Method Used	Date of Analysis
CHE-0718	Dried gamu fruit	Phytochemical Screening		Guevara et al. (2005)	July 16, 2018
		Flavonoids	+	Test Tube Method	
		Tannins	+	Spot Test for Tannins	
		Saponnins	-	Froth Test	

Test Report No. : 2018-465

Laboratory Reference No.: R2-072018-CHE-0491

From the result of the Phytochemical screening of dried gamu fruit, it was found out that the extract contains flavonoids and tannins as reflected on the positive reaction to the test undergone. Further, the section negatively reacted to the Saponin test, thus preventing this chemical on the gamu fruit.

**3. Role of each chemical component of the gamu fruit**

CHEMICAL	ROLE/FUNCTION
Flavonoids	antimicrobial characteristics having properties of antifungal, antiviral, and antibacterial activity; preservative; antioxidant; as co-pigments with anthocyanins to increase the color of red wines
Tannins	responsible for the aroma, flavors, astringency, and mouthfeel of the wine; color; aging ability and texture of the wine ( bitterness ), natural preservative of the wine,

Acids, sugars, and tannins are the most prominent contributors to wine flavor. Tannins, or phenol compounds, give the wine an astringent mouth feel, and sugars determine the wine's sweetness. Yet to make things even more complicated, these chemicals' interaction seems to depend on growing conditions and fermentation practices (Coomb's).

One of the reasons that tannins are essential in wine is that they affect the mouthfeel of the wine. The way we sense is by a mixture of taste and also touch. Tannins can have a bitter taste, especially when they are smaller. But the primary way we feel them is by touch: they are astringent. They bind to proteins in our saliva, and then the tannin-protein complexes precipitate, giving a drying sensation in the mouth (wineanorak.com).

The astringent nature of tannins can be moderated by the presence of sugar or other wine components. Interestingly,

tannins are more astringent with lower pH (that is, wines with higher acidity taste more astringent, even with the same tannin content) and less astringent with increasing alcohol. However, the bitterness of tannins rises with alcohol level and is unchanged by pH changes (wineanorak.com).

**Effects of tannins on the drinkability and aging potential of wine**

Tannins are a natural preservative in wine. Un-aged wines with high tannin content can be less palatable than wines with a lower level of tannins. Tannins can be described as leaving a dry and puckered feeling with "furriness" in the mouth that can be compared to a stewed tea, which is also very tannic. This effect is particularly profound when drinking tannic wines without the benefit of food (wikipedia.org).

Many [wine lovers](#) see natural tannins as a sign of potential longevity and [age ability](#). Tannins impart a mouth-

puckering astringency when the wine is young but "resolve" into delicious and complex elements of "bottle bouquet" when the wine is cellared under appropriate temperature conditions, preferably in the range of a constant 55 to 60 °F (13 to 16 °C). Such wines mellow and improve with age, with the tannic "backbone" helping the wine survive for as long as 40 years or more (wikipedia.org).

Li & Xu have reported that quercetin extracted from lotus leaves may be a promising antibacterial agent for periodontitis, detoxifying agents, and antimicrobial defensive compounds. Flavonoids have roles against frost hardiness, drought resistance and may play a functional role in plant heat acclimatization and freezing tolerance (ncbi.nlm.nih.gov).

#### 4. The production process of bayas

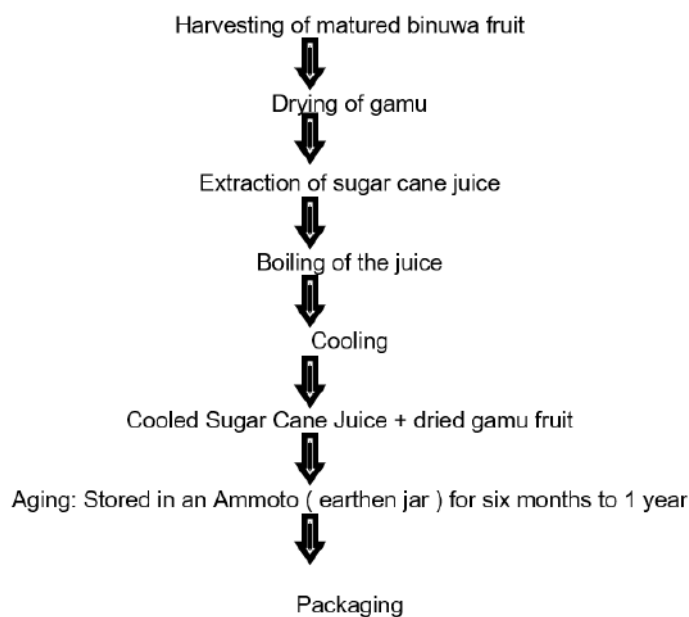


Fig.5: Process in making basi/bayas

The procedures involved in producing basi include the sugar cane, dried gamu fruit, and the volume of basi being made. Recipes for the basi require the winemaker to monitor and regulate the amount of fermenter/yeast, the fermentation process, and other steps of the process. The basi production process still uses the traditional procedure, from sugar cane juice extraction; boiling; cooling; mixing of the fermentation starter, storing, then finally aging (Fig. 5 ).

The matured sugar cane stems are crushed using the dapil to extract the juice. The extracted juice is boiled. After which, it is brought to cooling. Once this is cooled, the dried gamu fruit is mixed. Two kilos of dried gamu is mixed with one full "ammotto" (earthen jar) of cooled juice. Then, the

mixture is fixed for storage in the darkroom. It will take six (6) months to ferment and one year to age. The aged local wine is called bayas in Kalinga.

Other local wine procedures include packaging and quality control. But, in the basi/bayas production, there is no proper packaging and quality control since it is not supervised and monitored by the authorities concerned.

#### 5. Physicochemical Properties of Kalinga basi

##### A. Ingredients and materials used for basi/bayas production

Sugar cane juice + dried gamu fruit = bayas



Fig. 6. Bayas stored in an Ammotto ( earthen jar )

The basi is aged in an "ammotto" ( earthen jar ) for six months to 1 year. The minimum age of the basi is three months, but according to the elders who are basi drinkers, the taste is not good if it's only three months fermentation. The age of the basi affects the like because the fermentation process depends on the amount of sugar present in the juice extract. The sugar takes time to be fermented to alcohol. If the basi is young, the taste is too sweet.

It shows how the basi is being stored in the "ammotto." The wine is placed in the "ammotto," and it is covered with banana leaves or clean cloth. It is stored there for almost a year. But it can be prolonged to age. The more years it is stored, the better the taste. The older the bayas, the better the like, according to the owner of these bayas, Mr. Alinduwat.



Fig. 7. Packaging of the basi/ bayas sold in the market

If the basi is aged already, it is now ready to be transferred in a gallon. The wine is stored in the galloon if it is prepared for drinking and selling if there are buyers. Then, the second seller will place it in a bottle for sale.



Fig. 8. Kalinga basi / bayas

The Kalinga basi that is ready for drinking is colored light brown to dark brown.

#### B. Chemical Properties of basi/bayas

PROPERTIES	BASI/BAYAS
Alcohol content, %v/v	9.79*
Reducing sugar, %w/w	4.7*
pH	3 - 4
% Total acid	0.64 g/100g

**Test Report No. : 2018-482**      **Laboratory Reference No.:** R2-072018-CHE-0508      **\*Req. Ref. No.** CAR – 062019-CHE-0557

The bayas sample was brought to the DOST, Tuguegarao City Branch, for chemical analysis. The pH and % total acid was analyzed by expert personnel from the authorized unit of the DOST following the specific procedure as stated on the Result Analysis given:

a. Aliquot portion of sample is diluted with recently boiled and cooled water until it appears slightly colored.

b. The solution from (a) is titrated with 0.5 M standard sodium hydroxide solution using phenolphthalein indicator.

Another sample was brought to DOST, CAR, Regional Standard and Testing Laboratory for Alcohol content and Reducing Sugar content analysis ( Refer to the table).

#### IV. CONCLUSIONS

From the above findings, it is concluded that:

- Binuwa tree is naturally grown in Kalinga's thick forests, particularly in the upper part of the province.
- There are many folkloric uses of binuwa, but in Kalinga, they only use the dried gamu fruit as a yeast agent in producing basi/bayas.
- The dried gamu fruit contains flavonoids and tannins. These chemicals serve as natural preservatives of the basi/bayas. Flavonoids have antimicrobial characteristics having properties of antifungal, antiviral, and antibacterial activity. Tannins are also responsible for the aroma, flavors, astringency, and mouthfeel of the wine.
- As to the chemical properties, bayas has an alcohol content of 9.79% v/v, Reducing Sugars 4.7%w/w, pH of 3 – 4, and with titratable acidity of 0.64g/100ml

#### V. RECOMMENDATIONS

Interventions should be done to assess the proper propagation of gamu to increase its supply.

The new challenge is to enhance the appeal and value of bayas by traditional technology, which should be achieved to strengthen the regional identity of bayas. Outstanding features should be performed, such as quality and flavor compared to other good quality wines.

An understanding of the physicochemical properties of bayas may define specific influences on process efficiency and wine quality. The analysis may also be used to assess if the basi/bayas will be well accepted by the regular wine consumers and can be an exciting product in the market.

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# Process Configuration Plan of Sales and Distribution for Kalinga State University

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**Abstract**— Enterprise Resource Planning System is considered a vital organizational tool that integrates various organizational systems and facilitates error-free transactions and production. ERP packages, if chosen correctly, implemented judiciously, and used efficiently, can raise productivity and profits dramatically. The market for ERP systems is very competitive. The SAP SD module is one of the prime ERP modules produced by SAP. SAP Sales and distribution deals with better control of sales and consumer distribution data and processes in companies. It works closely towards functional process work with other SAP modules. Kalinga State University is among the universities that never stop recognizing innovations to develop services for its clientele. With the benefits above of integrating an SD module in a Higher Education Institution, this study was conducted to help the University internalize the possible solutions in achieving the best sales and distribution services that cater to all its constituent needs. Furthermore, an evaluation of the University's sales and distribution conducted suggests that the University needs the implementation of such a module.

**Keywords**— Sales and Distribution, Master Data, Configuration Requirements, SAP Configuration and Implementation, Accelerated SAP, Enterprise Resource Planning.

## I. INTRODUCTION

Modern business is a complex multi-component system, and one of the primary elements of which is Information and Communication Technology (ICT). Although every enterprise is unique in its financial and economic activities, several problems are common to all enterprises. These include the management of material, financial and human resources, procurement, marketing, and business processes. It is essential to have a fair business process. A business process is a compilation of connected responsibilities that find their end in releasing a client's service or product. Moreover, a business process is also a set of activities and tasks that, once accomplished, shall complete an organization's goal (Malakooti, 2013).

According to Ledlum (2010), an ERP system is an integrated set of programs supporting core organizational activities such as manufacturing, logistics, finance, accounting, sales, marketing, and human resources. Different departments can use an ERP system to share data and

knowledge, reduce costs, and improve business processes management. Furthermore, Busanda (2013) claims that organizations regard the ERP system as an essential organizational tool because it incorporates various organizational structures and promotes error-free transactions and development. ERP systems run on various computer hardware and network configurations, typically using a database as an information repository.

Abugabah and Sanzogni (2010) discussed in a study that there were numerous studies on ERP implementation and several related issues such as implementation procedures, business processes, and outcomes. According to their research, the introduction of the ERP in higher education in Australia has resulted in a further layer of change in universities to replace old administrative and management systems with new ones. However, one of the reasons universities have adopted ERP systems is to improve organizational performance and learning services and improve efficiency in the operation. Consequently, to upgrade

old and obsolete systems with more effective ones, universities started to adopt ERP systems.

Busanda(2013) enumerated various advantages of implementing an ERP system in an organization. These include (a) It allows you to integrate every process of your organization while simultaneously improving the quality of many areas, such areas such as human resources, accounting, and operations; (b) it helps to raise your production volume and to control your costs more efficiently, and this means that you shall be able to control the whole enterprise more efficiently; (c) ERP systems improve the efficiency of information, allowing organizations to provide real-time information to make decisions and reliable predictions for the enterprise.; and, (d) it improves the commercial activity development in the short and long term.

Protiviti (2015) presented common risk areas for ERP projects, including project management and executive sponsorship, lack of communication, and slow decision-making among critical stakeholders, including executive management, business process owners, the IT organization, and compliance. One reason for stakeholders' lack of engagement is that an ERP implementation is simply an IT project. Quite often, core business process owners assign responsibilities for managing all aspects of the process, from overseeing system design to go-live, even if they have little or no experience as project managers or understanding of ERP systems.

In terms of business and technical points of view, SAP benefits for universities include campus-wide incorporation into a standard system; improving internal communications; reducing or eliminating manual processes; enhancing strategic decision-making and planning capabilities; developing a self-service environment for students and faculty; enabling administrative systems to be more available; promoting sophisticated systems; analysis for use in decision-making; integrated workflow, industry best practices, and reduced dependence on paper, (Sabauetal, 2011).

The Sales and Distribution module, which the main focus of the study, manages the selling, shipping, and billing of products and services for an organization. It is a part of the Logistics Area in SAP that supports customer activities. The main areas covered by the SD module includes Pre-sales activities, Sales Order Processing, and Shipping Billing (Sasi, 2014).

Furthermore, HEIs have considered SAP SD module adaption to integrate their management system better to

manage increasingly complex operations. From decreasing government funding to stakeholders' increasing expectations, universities are currently under pressure to deliver higher quality educational services for lower costs. For these reasons, the SAP SD module can be very appealing to HEIs as a potential route to meeting standards (Frantz, 2012).

Many reasons attract universities to implement the SD module of SAP systems, including global trends, growth in student numbers, competitive education environment, and quality and performance requirements. These require the Higher Education sector to evolve and replace the existing management and administration systems with SD module of SAP systems, which provide many management tools and facilities that guarantee the efficiency and accessibility for all users (Rabaai & Abugabah 2011)

Kalinga State University is among the universities that never stop recognizing innovations to develop services for its clientele. With the benefits above of integrating an SD module in Higher Education Institutions, the researcher proposes for the configuration of an SAP SD module for the Kalinga State University, which shall enable the University to improve and provide better services to its clientele.

Generally, this study intended to configure processes using SAP ECC 6.0 sales and distribution module for Kalinga State University. Specifically, the study identified the configuration requirements that shall be considered in the sales and distribution and the areas on processes and sales and distribution data; discussed the issues and challenges related to the ERP implementation; and identified the appropriate ICT infrastructure that shall support the ERP implementation.

## II. METHODOLOGY

### Development Methodology

Before embarking on implementing SAP, one needs to have a well-planned approach and a project-specific methodology to guide every stage of the process (Pillai, 2012). There are numerous project methodologies available to carry out SAP Project implementation. However, the researcher shall utilize Accelerated SAP (ASAP) software development methodology for this study, for it is a comprehensive solution for efficiently implementing and continuously optimizing SAP software.

The goal of ASAP is to help project management design SAP implementation in the most efficient manner possible by effectively optimizing people, time, quality, and other resources. Using the ASAP approach, project

management includes the blueprint for optimizing and integrating SAP programs in business processes. This solution was created to ensure a successful, cost-effective, and on-time implementation of all project solutions. Developed by SAP (System Applications and Products) to optimize business suites, this framework streamlines the use of methods, tools, accelerators, and templates developed initially for SAP projects.

The ASAP Roadmap divides the implementation process into five phases shown in Figure 1. Recommendations

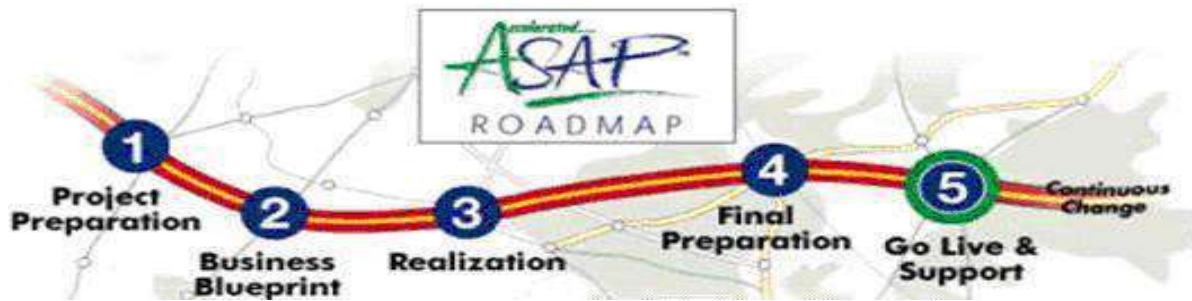


Fig.1: ASAP Roadmap

In this phase, the researcher planned the project and laid the foundations for successful implementation. It is at this stage that the researcher defined strategic decisions needed for this study. This includes defined project goals and objectives, a simplified scope of implementation, and a well-defined project schedule.

**Business Blueprint.** Blueprint is a comprehensive documentation of the school's requirements, establishing how the business processes and organizational structure are represented in the SAP System. During this phase, the researcher created the AS-Is- and To-Be documents of the organizational structure, processes, and master data.

In this phase, the researcher created a business blueprint and identified the requirements needed. The researcher documented the conceptualized plan through different modeling tools such as swim lane and flow charts that act as the blueprint associated with the study and write all pertinent and analyzed documents.

**Realization.** The actual work of customizing the SAP software to be in sync with the organization's business processes is done in this phase. It includes customizing existing SAP packages and solutions and developing new objects based on the requirement.

In this phase, the researcher configured the business blueprint requirements using the SAP front end application,

on applying the SAP program and connections to helpful tools and accelerators are provided in the documents held at each stage of the Roadmap framework.

**Project Preparation.** As an implementation of SAP aims to map the corporate processes to those identified by SAP, the implementation needs to full awareness of the business processes on-board persons. Amongst other aspects, the project planning process helps to identify this team.

the SAP GUI 7.20 version, to access the application accounts.

Baseline configuration follows the final configuration, which consists of up to four cycles. Other key focal areas of this phase conduct integration tests and drawing up end-user documentation.

**Final Preparation.** Using the improvements from the processes of realization and research, the output method is prepared. Some things need to be performed immediately in the manufacturing system. During the final planning process, these events take place.

In this phase, the researcher completed the preparations, including testing, system management, and cutover activities. At this stage, the researcher ensured all the prerequisites for the system to go live and be fulfilled.

**Go-live & Sustain / Support.** The final product is released to the end-users at this point. The go-live can be achieved in a Big Bang (all components at one go or step-by-phase fashion ). The project is now progressing into the "sustain and support" phase, where the end-users' concerns will be addressed, and the device will be taken care of for continuous maintenance.

The study does not cover this phase due to the limited available data set needed for the system. Optimizing the system shall not also be covered in this study.

Sources of Data

The primary source of data in the study's documentation was derived from the researcher's interview with the Business Affairs Officer and the staff. The researcher had created interview guide questions to provide the respondents with a guide in responding to queries. Another data source was the observation of the current Sales and Distribution process, which is being conducted by the sales and distribution staff and clients. Documents were also analyzed to understand the requirements of KSU further. The documents included in this study are the university general ledger, inspection, billing form, product prices, and purchase forms.

**III. RESULTS AND DISCUSSION**

**Configuration Requirement for Sales and Distribution Module**

This section discusses the current set-up sales and distribution and the areas of the process, and master data, and the proposed configuration plan of Kalinga State University.

**On Process.** The processes of selling products at the University are different from that of selling services. This section explains the current process of sales and distribution

of KSU followed by the To-be configuration process.

a. Sales of livestock. The University has been producing livestock for 20 years, and it has been one of the most significant income-generating projects of the research and development center. The as-is process in selling livestock is as follows the client must secure first a request for sell form from the Business Affairs (BA) Office of the University. The livestock shall be delivered at the university compound's inspection area for inspection to be headed by the Agricultural Product Income Generating Chairman. If the livestock does not pass the inspection, it shall be returned to the farm. After which, payment is made at the BA offices. An official receipt and a gate pass shall be handed to the clients. The BAO Administrative Aide deposits the collection to BAO accounts at the Land Bank of the Philippines. See appendix C for sell form, Inspection form, and Inspection Report form.

In configuring the to-be process of selling livestock, selling livestock starts when a customer orders, as seen in figure 3. A Sales and distribution staff creates a sales order in the SAP systems using the SAP transaction code VA01. The sales order is filled with customer number, purchase order number, date, delivery plant, material name, price, and quantity of the products the customer wants to buy.

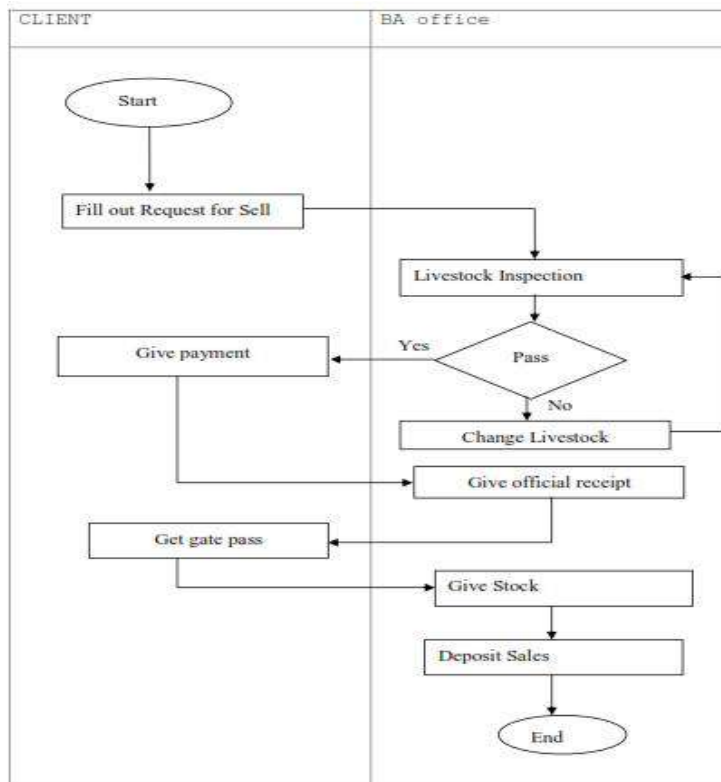


Fig.2: AS-IS Process of Selling Livestock

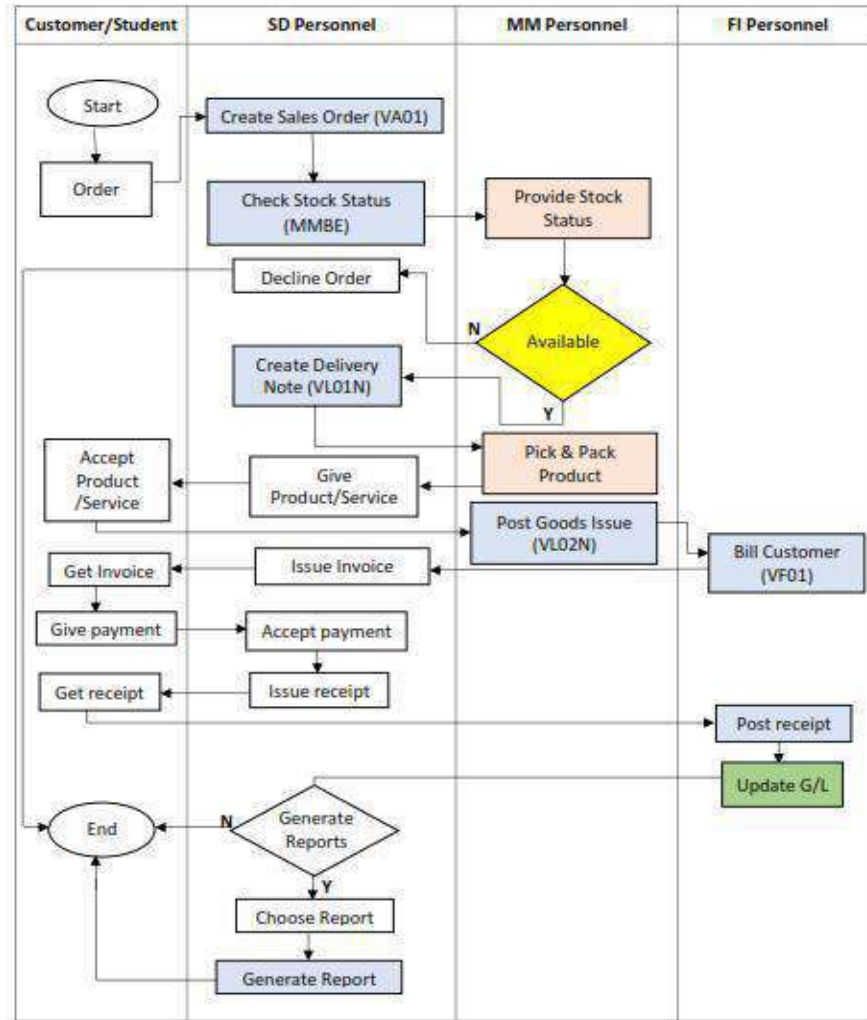


Fig.3: To-be Process of Selling Livestock

c. Dormitory. The University offers male and female dormitories where a faculty is assigned as a dorm matron or patron. Female and male dormitories are located 1 kilometer away from each other.

The as-is process in selling dormitories is as follows: the student must secure a dormitory slot at the Business Affairs Office under the Auxiliary Products and Service office if there is an available bed. The student must initially pay the

dorm fee at the cashier's office. After the payment, the student shall be receiving the dorm building and room key.

The to-be process in selling dormitory starts when a customer orders. A Sales and distribution staff creates a sales order in the SAP systems using the SAP transaction code VA01. The sales order is filled with customer number, purchase order number, date, delivery plant, material name, price, and quantity of the products the customer wants to buy.

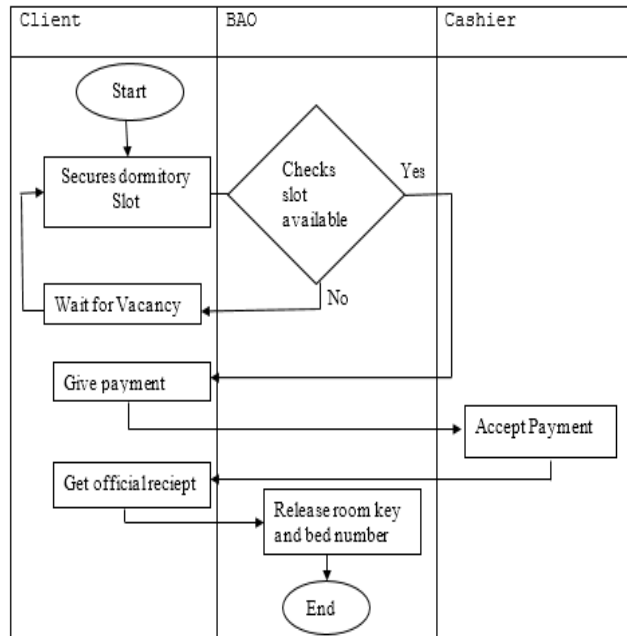


Fig.4: AS-IS Process in Acquiring Dormitory Room

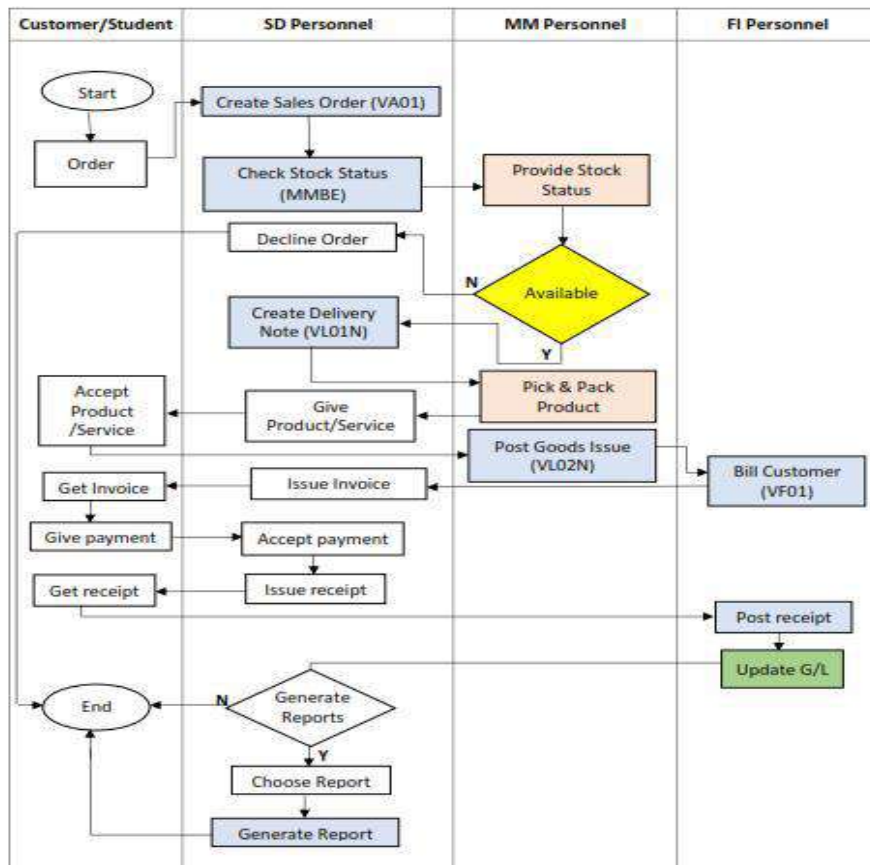


Fig.5: To-be Process of Acquiring Dormitory

**On Master Data.** The Master data for SD Module that is used in this study are materials master data, customer master data, and pricing master data.

a. Materials master data. The materials master data are created in the MM module but are extended in the SD module. New views for material masters are created to include the sales view to make the materials available for sale. Materials considered in this paper are dormitory and livestock.

b. Customer master data. Customer master data is the information about the customers that an organization uses to do business with them. Data of client who buys products are created in the system as customers. Information captured in the system includes complete name, address, and contact details. A customer is generated internally by the system upon creation.

### **Issues and challenges related to ERP implementation**

This section discusses the issues and challenges concerning the implementation of an ERP system in KSU.

**Manpower.** Change in organizational structure and job descriptions: Employees should undergo a series of training to be familiarized with the ERP SD Module set-up. Some of the employees do not like to undergo a series of training. Moreover, training shall cost the agency much. If not, the other strategy is to hire applicants who have backgrounds in ERP implementation. Another is an unidentified job description sometimes leads to either overlapping or non-assignment of the job description. Another is the equity of employee where in some division needs more manpower than the other division.

**Process.** Unidentified job leads to procedural protocols that some staff neglect in the process of sales and distribution. For the reason that some protocols were not well established by the office in-charge.

**Material.** The organization also lack ICT infrastructure, considering the hardware and software requirements in the implementations of ERP. This improvement shall cost the company. Since it is a government-owned and managed agency, budgeting should undergo a series of discussions and consultations, specifically sourcing and aligning budget. Hereto, the justification for

such cost should be well organized, and consultation of the different aligned agency should be appropriately considered for budget approval. In this regard, the ERP's full implementation shall take a long and shall depend on the allotted budget by the DMB.

**Machine.** Problems with the existing equipment include slow processing of computers and slow internet connectivity. Slow processing due to old computer devices and the RAM capacity cannot handle multitasking, and the hard disk is almost full. Some on the computers need to be condemned, reaching the life span of the computers. Slow Internet Connectivity, all the offices use the internet connection, and it reduces the bandwidth.

### **ICT Infrastructure**

This section discusses the needed ICT infrastructure for the implementation of ERP at KSU. At present, the devices in KSU are not enough for the implementation of SAP.

The ICT Infrastructure for the installation of SAP ERP implements the SAP 3-tier architecture. The three-tier architecture three-tier architecture is Presentation Tier: Occupies the top level and displays information relating to the website's services. By submitting results to the browser and other network levels, this tier interacts with other tiers. Application Tier: This tier is pulled from the presentation tier, called the middle tier, logic tier, business logic, or logic tier. By doing extensive processing, it monitors device functionality. Data Tier: Houses of database servers that store and retrieve information. Data is kept independent of application servers or business logic in this tier.

**Software Requirement.** The integration of ERP requires the least possible software specification in order for the SAP ECC 6.0 SD Module to run successfully. It is not lower than the company's said software specification to still the software when SAP updates are released. Other application software may be installed, such as office suites and browsers, which are higher than the most recommended.

Table 1 provides the details of the needed software requirements.

Table 1: Software Requirements

Software Requirement	Minimum	Recommended
Windows operating system	Windows Server 2003 Windows Server 2003 Standard Edition Windows Server 2003 Enterprise Edition Windows Server 2003 Datacenter Edition	Windows Server 2008 Windows Server 2008 Standard Edition Windows Server 2008 Enterprise Edition Windows Server 2008 Datacenter Edition Windows Server 2008 for Itanium-Based Systems Edition The Latest supported service pack

Hardware Requirements. Hardware components in implementing SAP include servers, disk storage systems, and devices to connect to the network like routers, switches, and security firewalls. Back up should also be considered as the availability of a method for the data.

Table 2: Minimum and Recommended Hardware Requirements for the client

Hardware Component	Minimum	Recommended
Processor	Intel/AMD 2.6 GHz processor	1x intel core i3
RAM	2 GB RAM	4 GB RAM
Hard Disk	50 GB for data And system partition	100 GB for data and system partition
Monitor	1024 x 768 with 240bit color or higher	1024 x 768 with 240bit color or higher

Tables 2 and 3 show the minimum and recommended hardware requirements for the client and server. The company should not go below the recommended requirements for it may cause them problems in the later part due to the upgrade of the software that may demand a higher version of the hardware. These recommended requirements can accommodate updates that are requiring higher hardware specifications.

Table 3: Minimum and Recommended Hardware Requirements for the Server

Hardware Component	Minimum	Recommended
Processor	Intel Processor (or similar) Core 2 Duo (2.4 GHz with a 1066 MHz front-side bus or higher	1x Intel Xeon E3 (or equivalent)
RAM	4 GB RAM or higher	8 GB RAM or higher
Hard Disk	250 GB for data and system partition	500 GB for data and system partition
Monitor	1024 x 768 with 240bit color or higher	1024 x 768 with 240bit color or higher



Network Infrastructure Requirements. The school offices where sales and distribution are performed must have at least three computer units each meeting, the hardware and software minimum requirements to run SAP ECC 6.0. Computers are also required to be installed for the offices that hold material management and financial accounting. These computers are connected to the KSU local area network and shall be

provided with an internet connection to access the SAP Server and Database.

Figure 6 shows the proposed network infrastructure for KSU. Computer units shall be connected to the internet for access to the SAP server and database.

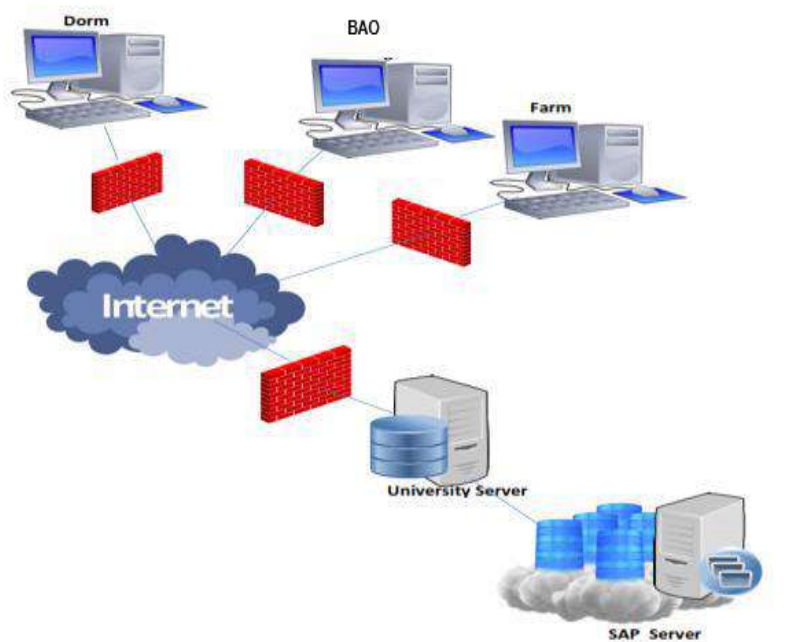


Fig.6: Proposed Network Infrastructure

#### IV. CONCLUSIONS

Based on the finding of the study, the following conclusions were derived:

1. The thorough gathering and identification of suited and appropriate configuration requirements revealed that the To-be organization structure created in this study increases working efficiency and decreases administrative cost due to centralized sales and distribution.

As to data needed by the sales and distribution, only the following are required: (a) the management of the personal record of the clients through the customer master data; and (b) the necessity of the material master data, which serves as a list of the livestock & dormitory as they serve as the products of the University.

2. Issues and challenges cannot be avoided. However, with the help of the process configuration that was done, it will be able to decrease through a thorough study and mapping of organizational structure, process, and master data

the corresponding issues and difficulties that were significant in coming up with the ideal To-be adaptations.

3. The sales and Distribution module is appropriate for use in KSU along with the different areas. However, it is also inherent that ICT infrastructure should conform to the minimum hardware and software requirements in the implementation of ERP SAC ECC 6.0. With this, the designed ICT infrastructure will (1) improves the level of coordination between divisions/departments, (2) facilitates the better flow of information, ensuring timely delivery of services, and (3) assures better data management.

#### V. RECOMMENDATIONS

In line with the study's conclusions, since the study covers only the SD module, the researcher highly recommends configuring the needed other modules such as Materials Management, Financial Accounting, Production Planning, Quality Management, and Controlling to obtain its

full functionality towards achieving organizational goals. Conduct a thorough study on implementing SAP ECC 6.0 in the organization for better role definition within the employees and organizational structure mapping. Enhance the ICT facilities and infrastructure, especially internet connection, security, and purchase of additional equipment and license software, which are needed to implement the SAP configuration successfully. Recommend personnel in Enterprise Resource Planning.

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# Recruitment and Hiring Process Configuration Plan for Kalinga State University

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**Abstract** — *In an age of pervasive machine presence, the existence of Information and Communication Technology is embedded in this fact (ICT). The academic community today is conscious of the benefits of ICT, too. This is not only from the point of view of education and research activities, but also from the point of view of industry, which uses ICT to support other business functions, such as administrative, operational, human resources, accounting, etc. The module SAP Human Resources Management (HRM) improves the work process and data management within the enterprise HR department. Using this module, the right to employ an individual to assess one's performance, administer promotions, rewards, handle payroll, and other related HR activities is processed. This SAP ERP HRM module is used to handle the task of managing the information and task flow of the most valuable resource, i.e. human resources. The purpose of this research was to establish a plan for the configuration of human resources for the implementation of the Kalinga State University ERP system.*

**Keywords**— *Human Resources, Human Resources Management, HCM, Accelerated SAP, Enterprise Resource Planning.*

## I. INTRODUCTION

In an age of pervasive machine presence, the existence of Information and Communication Technology is embedded in this fact (ICT). The academic community today is conscious of the benefits of ICT, too. This is not only from the viewpoint of education and research activities, but also from the business side, which uses ICT to facilitate other business functions, such as administrative, operational, human resources, accounting, etc.

In its business functional areas such as management, manufacturing/operations, marketing, finance/accounting, research & development (R&D), and management information system (MIS), each company often seeks to implement creative techniques and processes to achieve and retain competitive advantage in the modern business environment. Tan & Nasuridin (2011) said that corporate creativity is a critical tool for businesses to retain their competitive place in the market world.

Higher education has been heavily affected by technology in recent years and is required by governments to enhance performance and productivity. With increased

demands and expectations from students, faculty, administrative staff and governments, along with reduced government funding, highly competitive education environments have overstretched universities worldwide to implement new strategies to boost their performance. Consequently, in order to help them cope with this changing climate, the higher education sector has switched to Enterprise Resource Planning (ERP) systems.

The ERP System is a software solution that incorporates business processes and information into a single system to be shared within an enterprise. Although ERP originated from manufacturing and production planning frameworks used in the manufacturing industry, ERP extended its reach to other 'back-office' functions in the 1990s, such as human resources, finance and production planning (Nieuwenhuys, et.al, 2011).

The extension of ERP into the functions of Human Resources played a critical role in the feasibility of the academic component of Human Capital Management (HCM). Human Capital Management or Management of Resources (HRM) is the organizational role that deals with employee-

related problems such as compensation, recruiting, performance management, organizational growth, engagement of employees, communication, administration, and training.

A well-known and effective ERP solution is SAP-ERP program. It is an interconnected framework where information is exchanged by all the SAP modules. In this method, transactions are performed automatically based on the processes specified. In data processing, SAP stands for Structures, software and products. SAP offers financial, manufacturing, logistics, distribution, and other solutions. SAP, as a method, is a product of the SAP AG. (Bharne and Gulhane, 2012)

Higher education ERP programs are being developed in the direction of supporting key administrative and academic resources. Minimal student administration (enrolment procedures and student enrolment, student financial support, student data), human resource management (employee monitoring) and finance are generally supported at the center of such a system (accounting, payments, investments, budget). Any additional software add-ons may be included, such as asset management (contracts, loans, grants, etc or tracking of student and institutional development services (Rani, 2016).

Universities' key reasons for implementing ERP solutions are replacing outdated systems, enhancing customer service and changing business processes, modernizing information systems, improving management, retaining competitiveness, increasing operational performance, and complying with regulatory enforcement. The advantages of ERP solutions are that it is good for one's career to be part of an ERP project; the new systems provide better facilities for faculty, things, and students; streamlined administrative, academic, and student data; internationally accessible university data over the Internet; and less expense and risk than legacy systems are involved in the new systems (Edgar Fleisch, et.al, 2004).

According to King (2002), the key benefits of ERP in HEIs are (1) enhanced access to knowledge for institution

planning and management, (2) improved facilities for professors, students and employees, (3) reduced business risks, and (4) increased revenue and reduced costs due to improved performance (Sabau, et.al, 2009).

Through implementing advanced Human Resource Management Programs, academics started electronically automating many of these procedures to eliminate manual tasks. In order to build and sustain an integrated HRMS, HR executives rely on internal or external IT professionals. Human Resource Management Systems have made it possible to improve administrative control of such systems more and more.

One of the universities that never stops acknowledging new technologies for the advancement of services for its clients is Kalinga State University.

## II. METHODOLOGY

This chapter discusses the system development methodology, scope and delimitation of the study, data gathering techniques, and sources of data.

### Software Development Methodology

The proponent suggested configuration as a software development technique using the Accelerated SAP (ASAP).

For the implementation of the SAP project, there are various project methodologies available, but the researcher used the methodology of accelerated SAP (ASAP) software creation for this analysis. It is a systematic approach for the deployment and continuous optimization of SAP applications efficiently. It is a comprehensive, business-oriented framework which enables one to flexibly plan implementation projects. This kit consists of three components: ASAP Roadmap, Instruments, and Training and R/3 Services.

The ASAP Roadmap breaks the method of implementation into the five stages shown in Figure 1. At each stage of the Roadmap structure, the documentation stores include recommendations on the implementation of SAP software and links to helpful resources and accelerators.

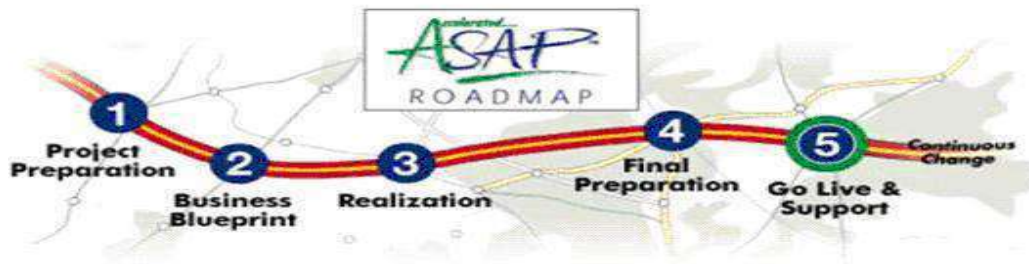


Fig.1: ASAP Roadmap

**Data Gathering Techniques**

In collecting data needed for the proposed study and its reporting, this analysis used the following techniques:

With an interview. The researcher conducted a series of interviews with the staff of Kalinga State University - Human Resources to obtain the appropriate information to understand the University's current human resources management processes. This approach was used because it was the most reliable way to collect data from KSU employees and management.

Analysis Paper. The researcher reviewed and examined the current documentation relating to the human resources of KSU in order to expand the researcher's knowledge of ERP and HR processes. Observation. Note. This was done as part of the study of the current procedures involved in the human resource unit's human resources processes.

**Sources of Data**

The primary data sources in this analysis were the data collected from the interview with employees of the Human Resources Unit, MIS employees and findings on current business practices, policies, company protocols related to the field of Human Resources.

Document analysis on the records and forms produced by Human Resources workers, such as Personal Data Sheet, BC-CSC form, KSS form, PDS form and SALN form, was the secondary source of data.

In the Human Resources Department, the observation conducted transactions involved

**III. RESULTS AND DISCUSSION**

This chapter presents the results of this study regarding the configuration plan of the Kalinga State University SAP Human Resources Module (KSU). It also addresses the existing KSU-Human Resources Department structure, problems, issues, and configuration specifications.

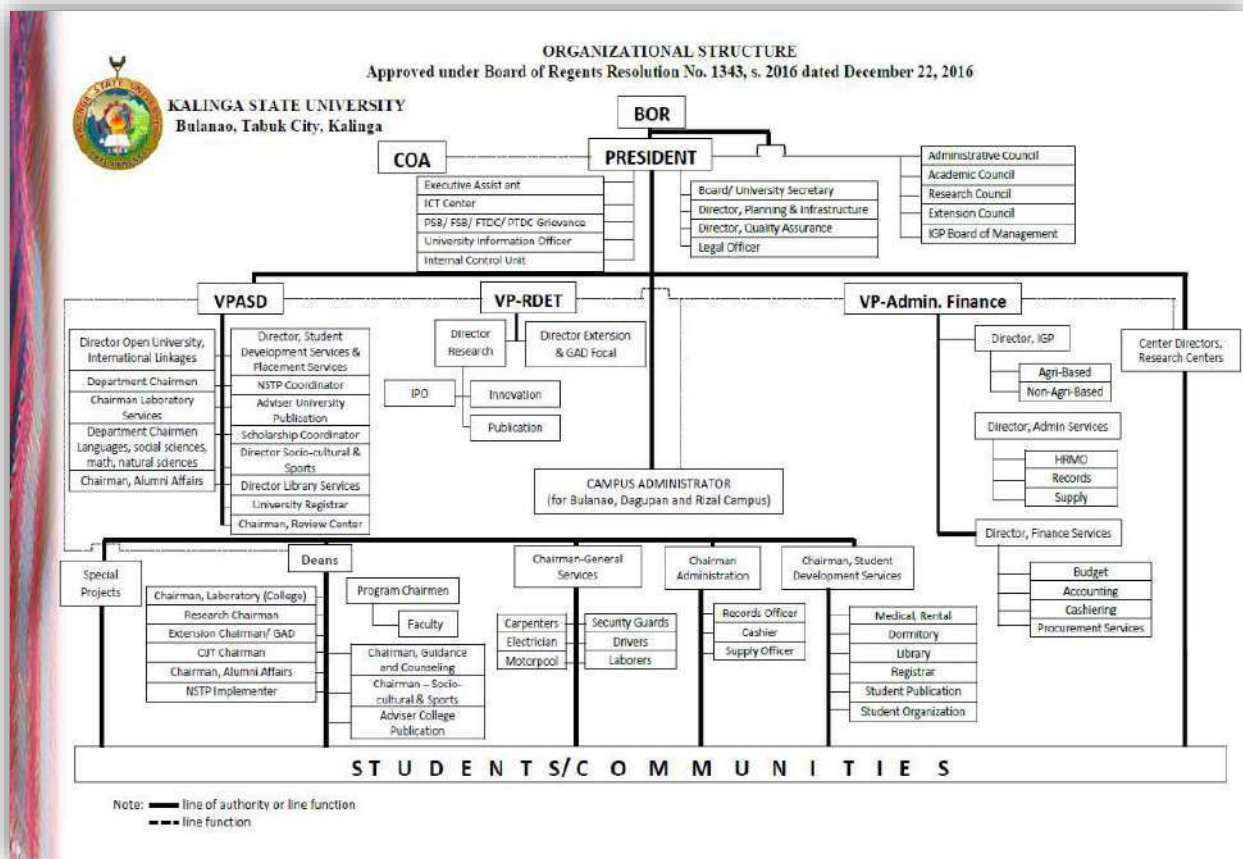


Fig.2: KSU As-Is Organizational Chart

### Configuration Requirements of SAP HR at KSU

Kalinga State University (KSU) consists of three (3) campuses, namely the Bulanao Campus, the Dagupan Campus and the Rizal Campus. The Office of Human Resources Management (HRMO) is situated on the main campus in Bulanao. All documents in the HRMO are as practiced, manually sorted, put in a folder and filed in a cabinet of the filing system. At present, no human resource application framework is being used at KSU to meet the existing needs of the HRMO.

On Structure of Organization. The key focus of this analysis is the Human Resource Management Office (HRMO). As seen in Figure 2, it comes under the Vice-President for Administration and Finance department. Rosalinda B. Soriano heads the HRMO. The HRMO Clerk is under her stewardship, in the person of Rizalyn Valdez. These two workers

Working hand in hand to provide all KSU staff with the best human resources support. For the HRMO organizational structure at KSU, please refer to figure 3.

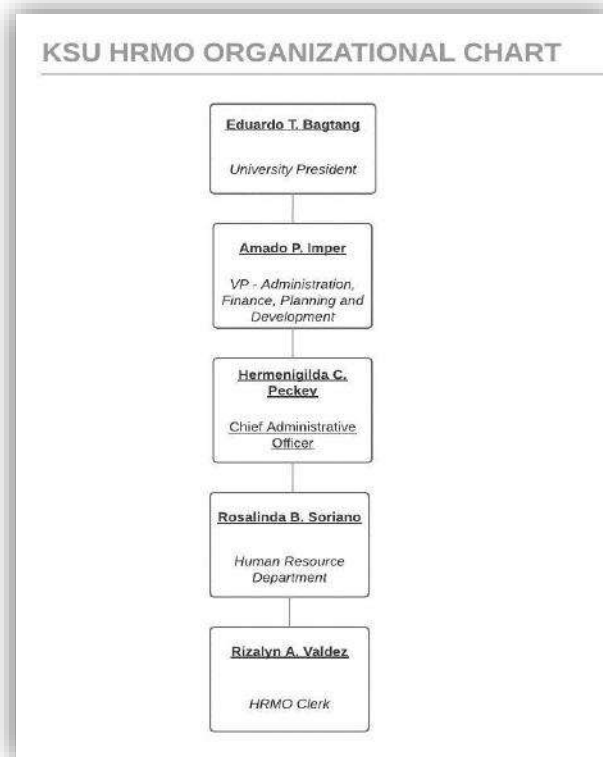


Fig.3: HRMO Organizational Chart

The duties of the Human Resource Management Office are as follows:

**Recruiting.** This role includes the request for new staff; the disclosure of vacancies and the recruiting of staff to fill the vacancy; the screening process; and the recruitment of new staff.

**Promotion and Place.** This duty includes the development of promotion and selection criteria and guidelines and the recommendation of the best eligible candidate (s).

**Accounting for Staff.** The aim of this role was to generate reports and updates on the talent population; to track

employee participation; and to prescribe disciplinary action whenever appropriate.

In addition, KSU's Human Resource Management Office has 3 main procedures, the following are: manpower planning; managing staff; and managing time. A visual representation of the core processes is shown in Figure 4.



Fig.4: KSU HRMO Core Processes

Manpower preparation is the first of the core processes. Manpower planning, also known as human resources planning, consists of putting the right number of people in the right place and time to meet KSU objectives and goals, with the right skills and experiences.

The requisitioning department or office recognizes the appropriate workers in its respective department at KSU as a standard and sends a request form to notify the HRMO. Then, depending on the request of the requesting agency or office, the HRMO advertises the work vacancies.

The preparation for personnel starts once the position is identified. For potential candidates, a review of the latest workforce backup pool is also inevitable, particularly for urgent resource requirements. HRMO opens the vacancy to external outlets such as walk-ins, and or referrals if there are no eligible applicants from the pool. Similarly, the same process is followed by internal and external applicants.

KSU-HRMO includes the following documents from its internal and external applicants: Application Letter; CV; Diploma; Official Transcript of Records (OTR); Certificate of Eligibility or License; Training Certificates; and other required documents to be sent to the Office of Human Resource Management as requested.

The following steps will be facilitated by HRMO staff upon receipt of the requested documents from the applicants; initial interview; encoding of applicant(s)

information; short listing of qualified interviewee(s); filing of applicant documentation.

The initial panel interview and assessment will be performed by the Director of Human Resource Management Office with the Deans of various colleges until all records are reviewed.

If the applicant has successfully passed the panel interview, the President's interview is scheduled. Following an interview with the President of the University, the HRMO Clerk encodes the applicants' personal data in the Personal Data Sheet (PDS) form, updates the applicants' shortlists and files the applicants' shortlists according to priority, depending on the applicant's qualifications and KSU needs. The Chief Administrative Officer and the KSU President evaluate and authorize the final list of applicants for a job/position.

In order to complete the following steps, paperwork and new recruit criteria, the successful applicant is then advised: 201 File; Registration of biometrics and safe company ID. The Records Officer will plan and issue the employment contract or appointment to the newly hired employee after the first three measures have been completed.

The final process of his/her application is to receive a confirmation of the teaching load from the dean or supervisor of the department where he/she is assigned if the newly hired is a teaching staff. He/she will also be introduced to key stakeholders and will. For the description of the manpower pooling process, refer to figure 5.

Personnel Management is the second HR core process at KSU. Personnel Management is often characterized as the acquisition, use and maintenance of a happy workforce. It is a vital field in the management of human resources that is mainly concerned with the health of workers at work and their working relationship within the company.

Recordkeeping is a central feature of Personnel Management. In KSU, the personal records and mandatory transactions of all employees are properly and religiously registered while still in operation. Updated information and records of employees are crucial to effectively controlling the movement of employees; thus, personnel management is an important HR core process



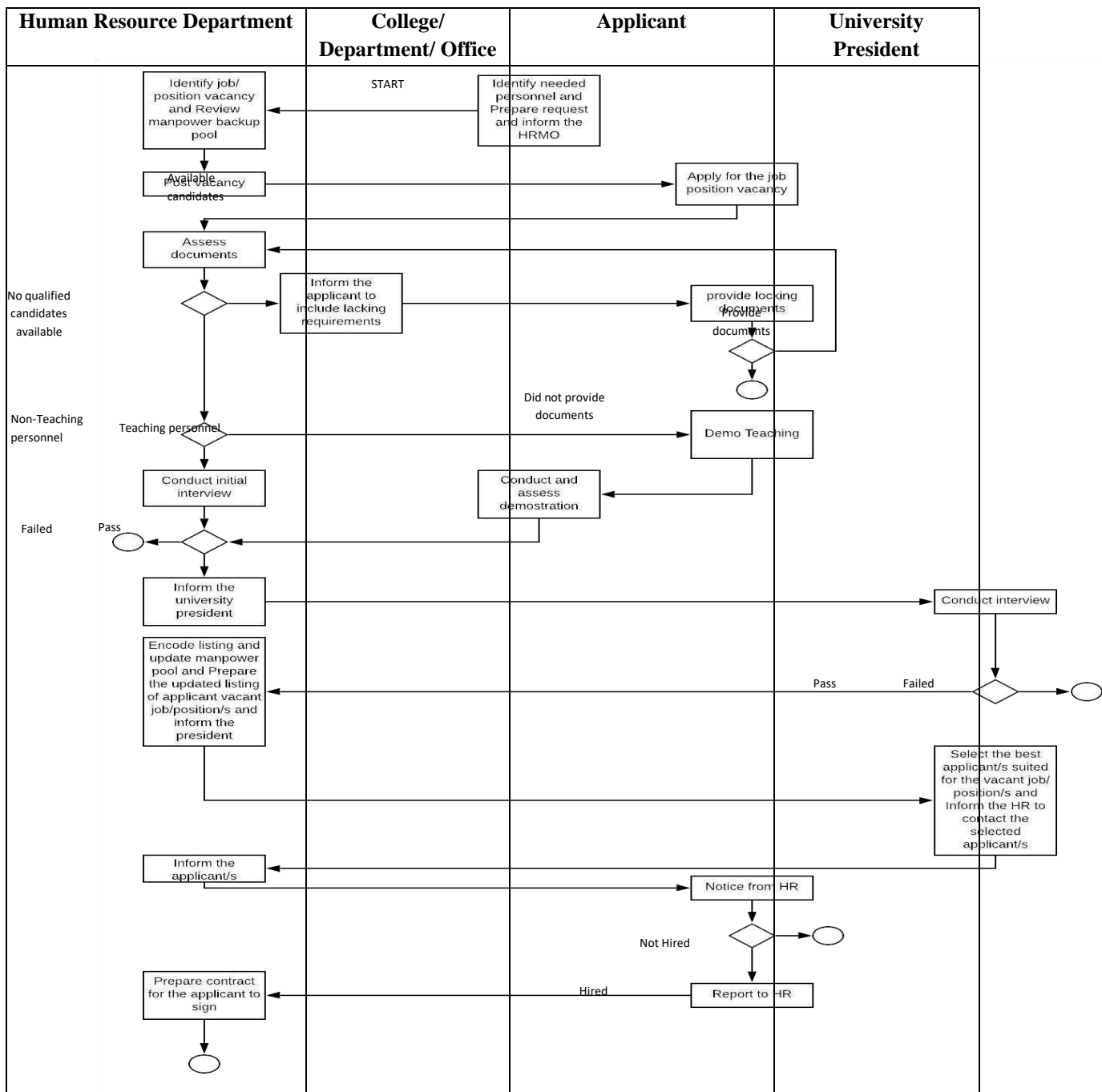


Fig.5: Manpower Planning of KSU (As-Is)

KSU does not currently have any system or program that handles its personnel records. All documents are manually transmitted, such as preserving the personal details of the employee, hiring dates, and other information relevant to the employee.

Other procedures, such as leaf filing, are apparently handled manually and maintained by the department of the record division. Also, employee clearance needs to be achieved manually by the employee when leaving the company via the clearance form available at the office of HRMO. By physically collecting the signatures, as shown in Figure 6, all appropriate signatories are obtained.

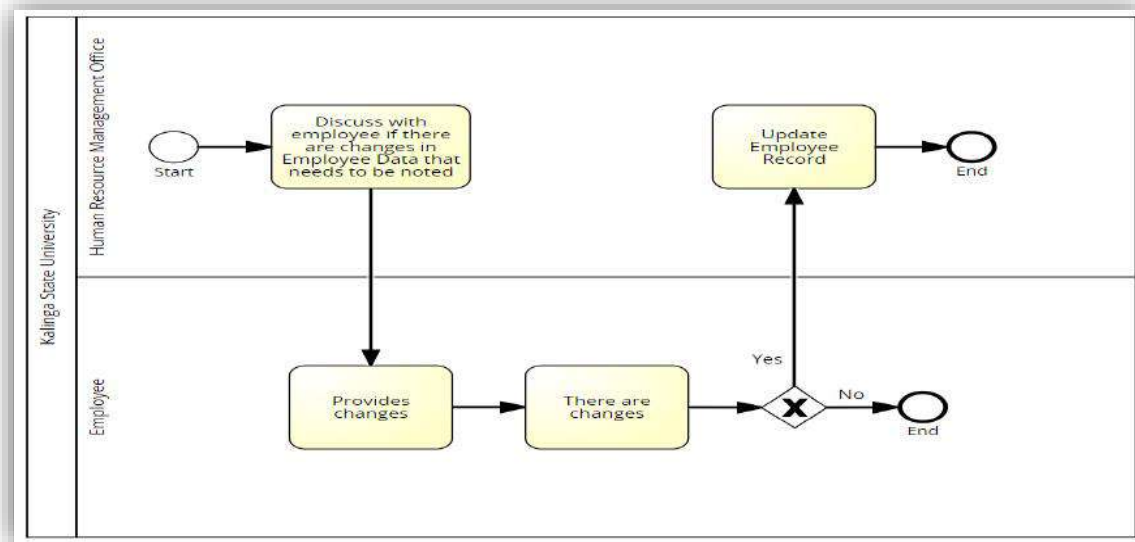


Fig.6: KSU Personnel Management (As-Is)

Time Management is the third HR core operation. Time management is one of the key components of any enterprise because, along with the work done, it is important to preserve time. This helps a company in a project to assess profit and loss, human expense, and track time reservations, etc.

When an employee, such as a teaching fellow, is employed, a workload is provided by his or her immediate boss, the Dean. The workload includes the subject he/she will teach, the assignment of rooms and the day and time planned. For KSU staff, the daily working hours are 8 hours a day from 8:00 a.m. to 5:00 p.m. with 5 days of work from Monday to Friday.

Both workers are supplied with the biometrics system to log-in and log-out from work. It is expected that all KSU employees will arrive on time. If the biometrics failed for whatever reason to ensure that workers work within the mandated hours, each college or department is required to maintain a log book where employees log-in and log-out.

At the start of regular work hours, all workers are supposed to be present and ready to work. At the end of their allocated working hours, they are supposed to finish their respective work as well.

KSU only allows a grace period of a maximum of 15 minutes until an employee is deemed tardy. It manually

performs the measurement of working hours. The HR clerk measures and cross-checks the biometrics scheme and the logbook from each department and college in order to obtain the actual working hours rendered by an employee. She will forward the time sheet reports to the Chief Administrative Officer for payroll processing after the HR clerk has manually reviewed and computed the made work hours. The overview of KSU's time management is shown in figure 7.

At the start of regular work hours, all workers are supposed to be present and ready to work. At the end of their allocated working hours, they are supposed to finish their respective work as well.

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Both staff are expected to be available and ready to work at the beginning of normal work hours. They are also expected to finish their respective work at the end of their allotted working hours.

KSU only provides a maximum grace period of 15 minutes before an employee is found to be tardy. It conducts the estimation of working hours manually. In order to obtain the actual working hours offered by an employee, the HR clerk tests and cross-checks the biometrics scheme and the

logbook from each department and college. After the HR clerk has manually checked and measured the work hours generated, she will forward the time sheet reports to the Chief Administrative Officer for payroll processing. Figure 7 illustrates the summary of KSU's time management.



*Fig.8: Filing Storage of KSU*

Most of their HR processes would be faster if Kalinga State University (KSU) adapts SAP ERP to their system. Retrieving, reviewing, and upgrading applicant(s)

records would become simpler in terms of manpower preparation shown in Figure 9.

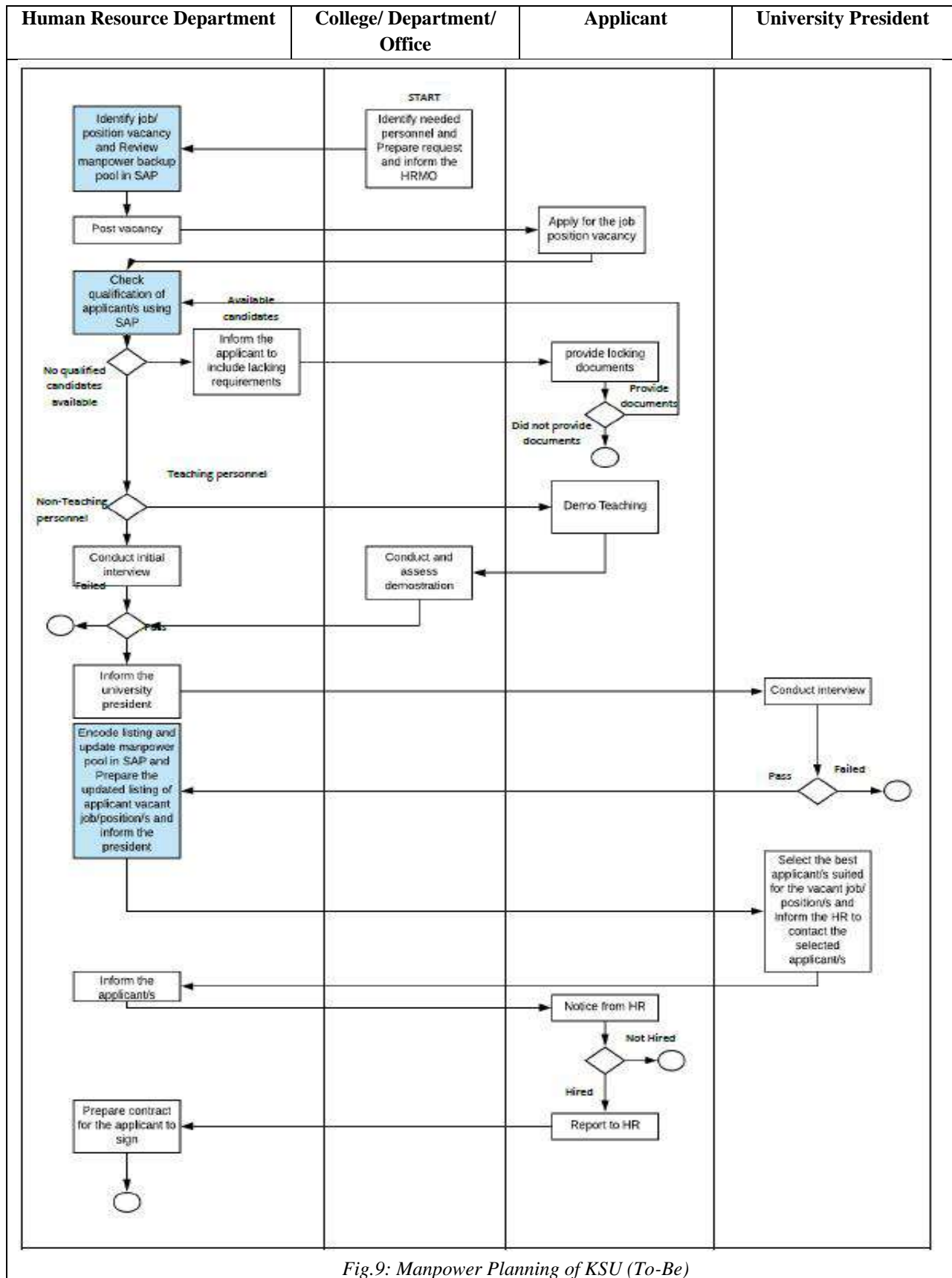


Fig.9: Manpower Planning of KSU (To-Be)

In Personnel Management, if an upgrade to their records as shown in figure 10 is needed, there will be no more hustle in locating or editing employee data.

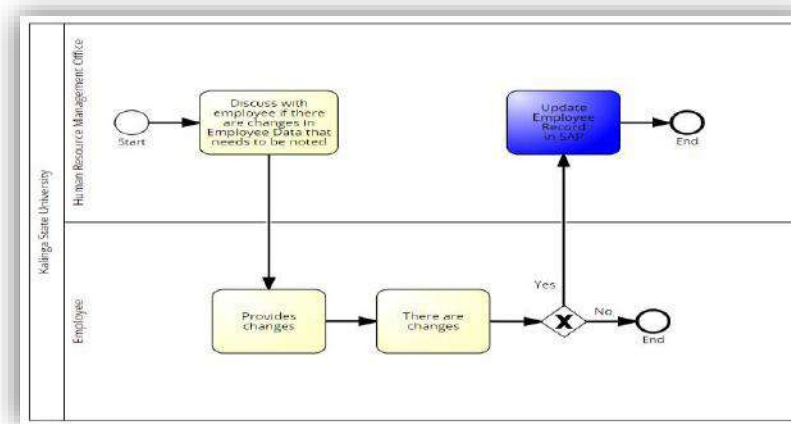


Fig.10: KSU Personnel Management (To-Be)

Upon SAP ERP introduction, manual counting of tardiness, absences and leaves shown in figure 11 will also be eradicated. All you need to do is insert the data into the system and the system will immediately and correctly produce the appropriate reports automatically.

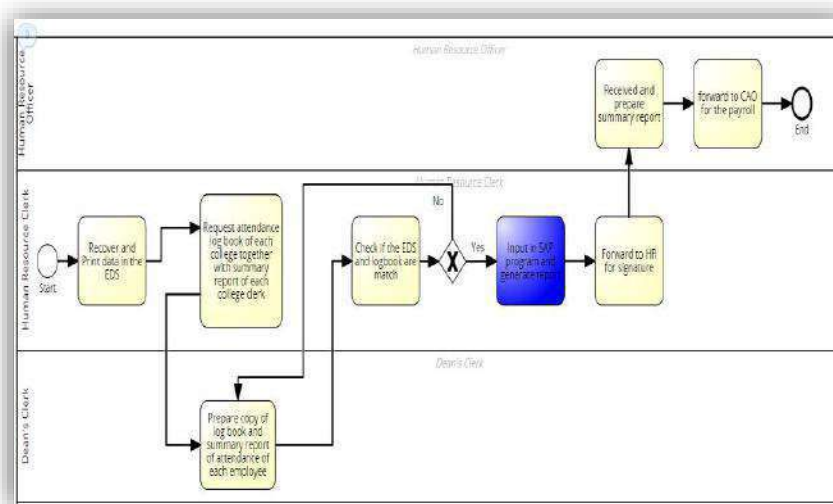


Fig.11: KSU Time Management (To-Be)

The purpose of this paper is to configure and apply the SAP HR module specific to these two components: management of organizations and management of workers. Due to the complexity and the incorporation of FICO modules, the fields of personnel planning and development, time management and payroll accounting are not included in this report.

Structure for Organization. The HR frameworks that reflect the organizational situation within the business must be considered in order to be able to configure the defined HR modules. This means that the three primary structures should start by establishing the HR configuration. The key structures consist of the organizational structure, the structure of the company and the structure of the workers. These structures are important to the success of the work of SAP HR systems ('SAP HCM Master Data Structures', n.d.).

The foundations of the processing of human capital are these systems. They are often used logically to better organize workers in order to treat others with identical payroll, time management, reporting, and authorization characteristics. Because of that rationale, maintaining suitable control, keenness and vigilance over the use of the said frameworks is crucial and essential for a business.

A full-blown organizational structure includes the company and staff systems to be set up effectively.

An organizational structure should have been up and running and essentially defined before the staff master data of the employees can be entered. This suggests that the data of workers should have been incorporated into the structure. In a corporation, the enterprise structure reflects structured and financial structures and is essentially composed of the company code, the staff area, and the staff sub-area. The personnel structure, on the other hand, shows the relationship between employees and assigns them to certain groups and subgroups of employees.

The organizational chart would be the basis for the three HR systems being configured.

Setup for Enterprise Structure. The structure of the organization consists of the customer, company code, staff area, and sub-area of personnel. The staff region is a particular staff administration body and a subdivision of the company code. On the other hand, the personnel sub-area is a subdivision of the personnel area.

The To-Be business structure of KSU is presented in Figure 12. It shows KSU as the customer and the code of the business. The staff area of KSU includes VPASD, Vice President for Administration, Finance, Planning and Growth, and Vice President for Academic and Student Development (VPASD) (VPAFPD). Management Information System (MIS), Human Resources (HR), Faculties, Finance, Supply, General Services Office (GSO), Registrar's Office, Research and Development (RND), Office of the University President, Legal Counsel and Student Development Services are provided by the Staff sub-area (SDS).

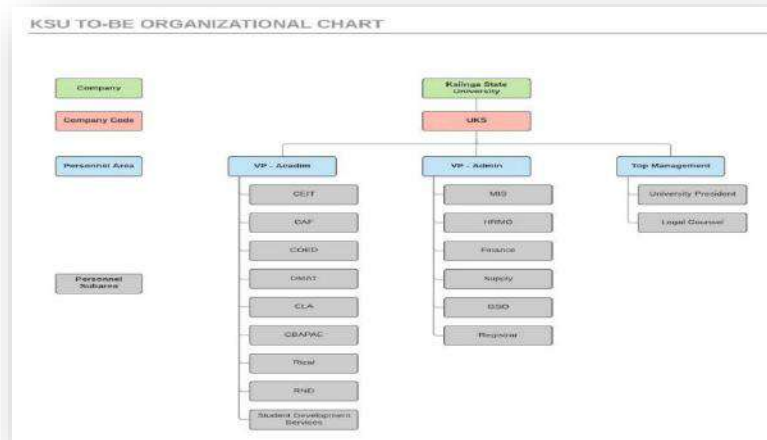


Fig.12: KSU To-Be Organizational Chart

Matchup for Profile. The required and current expertise of each qualification is often considered in order to compare the qualifications and conditions of subjects (persons, candidates, occupations, roles, etc.) against each other. For example, this means that the consumer may

compare the credentials of an employee with the requirements of the position an employee holds in order to see how suitable the employee is for this position. In a profile matchup, the user may include an infinite number of items, as shown in figure 13.

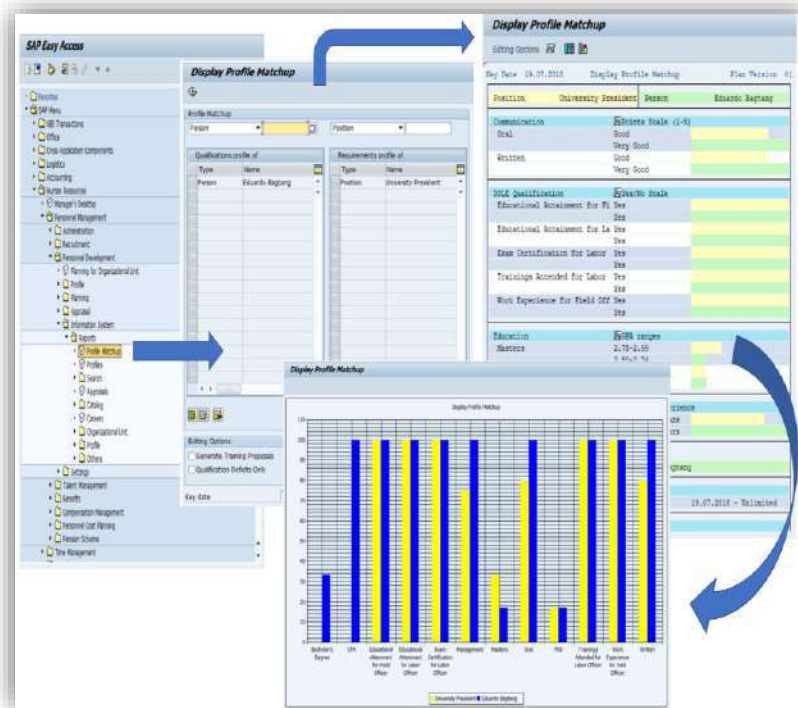


Fig.13: Profile Matchup

Figure 14 shows the result of profile matchup for the IT Program Head position.

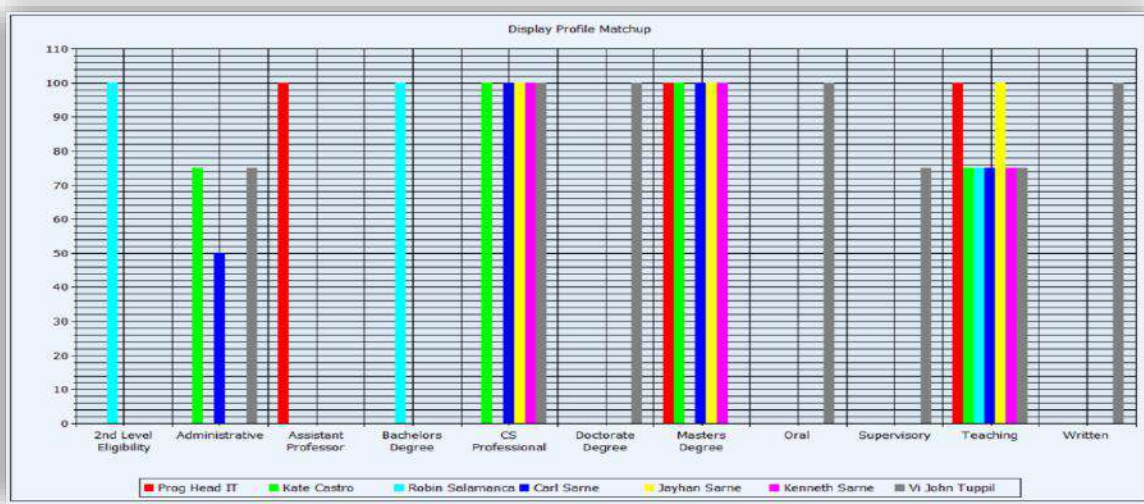


Fig.14: Profile Matchup result for Program Head IT

Succession Preparation is structured to ensure that the supply of trained staff is continuous. Succession planning focuses on the roles that need to be filled (or need to be filled in the future) in an organization since current positions have become vacant or new positions have been established. In

addition, succession planning chooses appropriate potential successors for these posts, carefully trains these successors for these posts so that if a vacancy occurs, they can be moved immediately.

The user may also search for people, candidates, etc that fit the profiles of activity-related items in succession planning.

For each position, potential successors are determined to display a summary of the succession scenarios for all an organizational unit's roles. Choose the organizational unit on the "succession overview" screen, then

click on the desired planning criteria. The Succession Overview screen appears after these steps, which also shows the number of potential successors identified for each role.

The displayed information is broken down by the planning requirements. This framework provides an overview of the succession scenarios described as shown in Figure 15, for each position within the organizational unit.

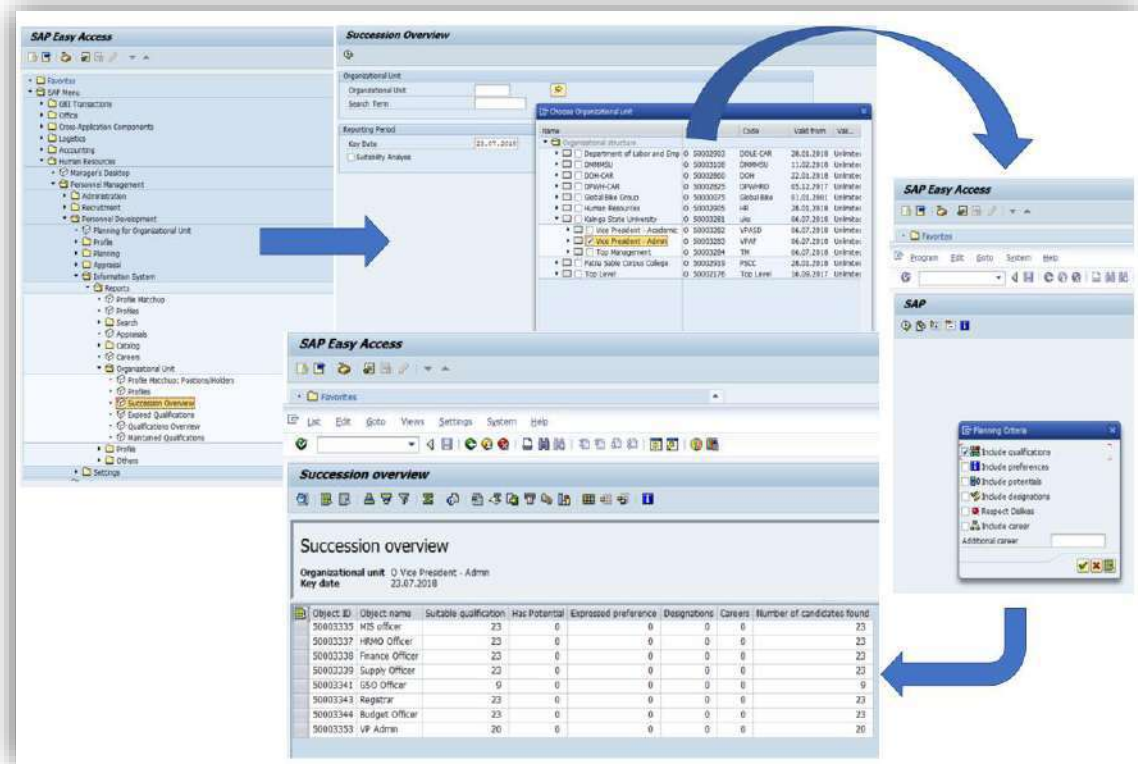


Fig.15: Succession Overview

#### IV. CONCLUSIONS

Based on the study's findings, the following conclusions were drawn.

The current set-up of the human resources of KSU is as follows: the HR department of KSU has two (2) employees and there are three (3) main processes, and each of these processes has current ways of facilitating the management of HR data. The College currently has standard procedures for human resources, but they are not yet fully automated and most master data is manually managed and not regularly updated. The university's common issue and difficulty, due to the lack of a centralized tool for handling human resources data, is the accuracy of data that usually results in inefficient reports.

#### V. RECOMMENDATIONS

The researcher suggests, in accordance with the study's findings, the following:

The proposed HR organizational framework should be used to provide an efficient means of handling human data and processes; the implementation of SAP ERP ECC 6.0 should be taken into account by Kalinga State University; financial budgeting and preparation should take place whether or not to adapt SAP ERP ECC 6.0 to ensure that the benefits received equate to the costs to be incurred; In scoping, it is recommended to be extra cautious and maintain an extensive understanding of FI (Financial) and CO (Controlling); A further analysis is recommended for the time management module and accounting payroll modules due to time constraint and complexity; the results on the profile matchup should



produce top 3 or top 5 if there are multiple qualified candidates in the role and the following considerations should be considered in selecting the top 3 or top 5: length of service and academic achievement; and because the position is multiple qualified candidates and in selecting the top 3 or top 5

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# The Kalinga State University Human Resources Training Needs: An Analysis

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**Abstract**— This study looked into the training/seminar needs of the human resources or Kalinga State University employees. Data were collected from the one hundred ninety-five (195) employees who represented the university's three campuses: the Bulanao Campus/ the main campus, the Dagupan Campus, and the Rizal Campus. The study made use of frequency and ranking. It was found that there are various needs of the teaching group and non-teaching staff. Their needs varied since they have different functions. However, there are needs identified which are the same though at a different level. It is an indication that they, both groups of respondents, need training/seminars for updates and performance improvement. Finally, these identified training needs were used to prepare the design for future implementation, which is expected to improve employees' performance that will level up the university's status.

**Keywords**— training needs, human resource, KSU.

## I. INTRODUCTION

Confucius had left humanity his wisdom, "Give a person a fish, and you feed him for a day, teach a person to fish, and you feed him for a lifetime." In today's climate in the academic institutions and the growth in technology with its effect on the economy and global society, the need for training to upgrade and upskill employees is more pronounced for better and efficient services.

Kalinga State University is a young and fast-growing higher education institution where its human resources need to be updated with the trends of quality education and services to be at par with other Higher Education Institutions in the Association of Southeast Asian Nations (ASEAN). However, it entails enough funds to fulfill and offer it to all employees in a different arena.

In such a case, it is impossible for KSU, with its large number of employees, to send all concerned faculty and staff to attend training and seminars in different venues considering its limited resources, which may be depleted if employees' sending is unlimited. So, to maximize the fund extended by

the government, it sends only one or two in each invitation to represent the whole university. It may be international, national even in local settings if necessary for the growth of the employees and the institution. In this case, the university can earn savings that can be used to serve other purposes. The participants are asked to re-echo for others to be also updated on what they have learned. Thus, it is more economical on the university's part to ensure that workers are armed with quality output tools.

As Kalinga State University continuously grows with its population, it follows that it should also grow in terms of other facilities. The human resources should also be armed with what they use to produce clients that can be globally competitive. Hence, offering them training and seminars could help a lot in their development. Offering them training and seminars helps boost their morale and revive their enthusiasm in performing their job.

In his study, Beesley (2011) mentioned that today's work environment requires employees to perform complex tasks efficiently, cost-effective, and safe. Training is needed

when employees do not perform up to a certain standard or at an expected performance level. The discrepancy between the actual level of job performance and the expected level of job performance indicates a need for training. Determining training needs is the first step in a uniform method of instructional design.

He added that successful training needs analysis would determine employees who need training and what kind of training is needed. It is counter-productive to offer training to employees who do not need it or offer the wrong training. Thus, training needs analysis helps to put the training resources to fair use.

An agency offering seminars and training to its human resources is investing because the prime goal is to become more effective or more productive workers. Other goals may also be making good relationships between and among workers, so employees know they are valued and feel more importance and satisfaction in their jobs. Offering such to employees gives them opportunities to revive, refresh, add their knowledge, and upskill them to work with new and different tasks without coaching them and even without their supervisors.

Relevant Trainings and seminars to be offered to employees make them independent and motivated and uplift the office's status when they perform their work efficiently and effectively.

In such a case, as one of the state colleges and universities, KSU will be seen as one that develops and retains faculty and staff if it has the correct, healthy, and consistent policy in training and seminar offerings. Hence, the Human Resource Development functions in organizations must pay enough attention and think about the process. Only where there is a comprehensive plan to train employees according to their needs and align these needs with organizational goals would ensure real progress for the organizations ([managementstudyguide.com](http://managementstudyguide.com)).

In Kalinga State University, an office is created to look into its human resources training and professional development. It is then necessary to look into the employees' training/seminars needs since the administration believes that this training needs assessment and analysis works best in organizations. It will give a quick assessment of employees' [training needs](#) to ensure that all employees have the upgraded skills needed to perform the job efficiently and effectively.

The researchers aimed to determine the training needs of KSU employees so that in the future, the university has a basis of what will be strengthened and what trainings be offered, and who will be given training/seminars among its

human resources. There is a record to run to, which will speak on the employees' needs.

## II. METHODOLOGY

A descriptive type of research was used in this study conducted in Kalinga State University with the employees from the three campuses as the respondents. A questionnaire was used to gather data. The researchers conducted personal interviews to validate the results of the survey and to augment the discussions. An online survey was also used. The data were tabulated and analyzed.

## III. RESULTS AND DISCUSSIONS

The following tables below reveal the results of the training needs of the Kalinga State University training needs.

Table 1. Training/seminar Needs/Preferences of the KSU Faculty

Needs	Teaching	Rank
1. Strategic Planning/Org'l skills	182	1
2. Stress Management	181	2
3. Supervisory Skills	181	3.5
4. Presentation Skills	164	3.5
5. Solid Waste Management	163	5
6. Compensation	161	6
7. Employee Performance Management	160	7
8. Climate change & its risk to the environment	138	8
9. Health and wellness for teachers	105	9
10. Orientation	96	10
11. Instructional Materials Development	91	11
12. Gender and Development	90	12
13. 4.0 Industrial Technology	89	13
14. Grievance Procedure	84	14
15. Costumer Service Skills	82	15
16. Workplace Ethics	78	16
17. Research and Extension	70	17

18. Conflict Management	64	18
19. Cultural Diversity	43	19
20. Workplace violence	24	20
21. Hiring & firing Procedures	23	21
22. Recruitment and retention	20	22
23. Sexual Harassment	12	23

Most of the faculty members want to have training in strategic planning, as disclosed on the table. In KSU, every college or unit plans for their own college's activities basing on that which was given by the higher echelon. In this case, the faculty wishes to have enough planning skills to plan for their college's best. According to Greenberg, employees moving up the ladder need to be trained on managerial skills and leadership skills. All this means that each employee has a real need to train on either technical skills or soft skills.

In an interview conducted on why they want strategic or organizational planning, one answered that he wants to plan for the university. Another said he wants to be aware of what will happen next to the university in the future. Another said that he could also give his inputs in the plans since more heads are better than a few. Related answers were given. A reading made by the researchers says that strategic planning is "a structured approach to establishing an organization's direction and anticipating the future. It means that the employees interested in joining this kind of seminar or training have a point.

Next to the highest preferred topic to be attended is stress management. This finding means that the employees are suffering stress in performing their job to know how to handle it. An individual should accept that he cannot control all events to happen, but it could also be managed. In this case, the faculty should be educated on handling stresses they encounter in their jobs([webmd.com](http://webmd.com)).

Equally preferred with stress management is a seminar on supervisory skills. While it is true that faculty are trained to supervise because it is a part of their work managing their students, they still believe that they lack the skill, according to the results of this survey. An interview was answered of information that today's young generation is different, so there is a need to be updated to handle them in the way it should be. An aiming leader also

Another most preferred topic is presentation skills. Since the respondents are teachers, they need to be updated in

presenting lessons for their clients to learn the lessons they give. Today, learners have different styles that the teachers have to consider. They have to be skilled in

With the growing population of the university, and the community as a whole, the respondents were concerned about solid waste management, so they need to be upskilled with managing garbage properly to help maintain the environment's cleanliness. Making surroundings of the university conducive to learning and integrating some for their learners to be aware of solid waste management.

Compensation is also one that attracted the interest of the KSU faculty. An interview was done since it is also a knowledge that faculty or teachers (CHED) receive higher than others. One said it is not the figure that counts. It is how they were deducted of tax and other things that are removed from their salaries. Meaning they want to be knowledgeable as to the computation of their deductions.

Employee performance management is next. It is essential to manage and maintain the teachers' performance because once this is not given attention, many will be affected by their students' performance in class and even in the board examinations. If this is so, then the status of the university will also be affected. That when this is not given attention, a chain reaction will take place.

Learners have more hours in school than at home, so the teachers need to attend seminars related to climate change and its risk to the environment to be disseminated to learners. The learners will be aware of climate change and its risk to the environment, and that they will also help in disseminating to their family members about it. In a study conducted in South Africa by [Averchenkova](#) et al. (2019), they found that in this place, limited public sector capacity and dedicated financial resources are hampering climate change governance. If learners help in this endeavor, at least it will be a help to the government. Hence, most of the faculty members of KSU are wise and concern about their environment for selecting this as one of the top ten seminars in the university.

Health and wellness are the top nine among the choices of the teachers on seminars. Teachers work in the classroom and work with papers after. It gives the possibility of acquiring different illnesses, so it is also good to attend seminars like this to balance work and health and anticipate such a kind. A study on health and wellness (Alber, 2019) stressed that When Teachers Experience Empathic Distress, mindfulness and compassion are effective self-care strategies

for teachers who work with students who routinely experience trauma.

Besides, Lee (2019) cited in her study that a new survey by Education Week Research Center shows that teachers feel their schools do not have adequate support for their students' social and emotional needs.

Orientation. It needs to be offered primarily to the newly hired faculty to be correctly oriented on the university's policies. In an interview made for this purpose, they want to attend because they want to be oriented toward the university's policies. The do's and don'ts of an employee so that they will be appropriately guided. A reading from an article (<https://oregonstate.edu/> copyright) states that, without orientation, a new employee sometimes feels uncomfortable in his/her new position and takes longer to reach his/her full potential.

The twelfth preferred by the faculty is gender and development. Today's trend is to integrate GAD in curricula or lessons where it could be, so this is very important to attend. It implies that many of the faculty are not yet aware of gender and development's supposed integration to possible lessons.

The other seminars stated on the table are not so important to the teachers, but some also need them to perform their jobs well.

Table 2. Training/seminar Needs/Preferences of the KSU Non-Teaching Employees

Needs/Topics	Non-Teaching	Rank
1. Solid Waste Management	56	1
2. Costumer Service Skills	55	2
3. Stress Management	53	3
4. Compensation	52	4
5. Employee Performance Management	49	5
6. Climate change & its risk to the environment	47	6
7. Health and wellness for teachers	45	7
8. Hiring & firing Procedures	46	8
9. Recruitment and retention	41	9
10. Conflict Management	28	10
11. Workplace Ethics	25	11.5
12. Gender and Development	25	11.5

13. Workplace violence	24	13
14. Orientation	22	14
15. 4.0 Industrial Technology	21	15
16. Supervisory Skills	19	16
17. Cultural Diversity	17	17
18. Strategic Planning/Org'l skills	16	18
19. Sexual Harassment	15	19
20. Grievance Procedure	11	20
21. Presentation Skills	9	21
22. Research and Extension	5	22
23. Instructional Materials Development	2	23

Solid waste management is the topmost preferred to be attended by the non-teaching staff. It is the concern of all. The result implies that most of the employees are concerned with the university's cleanliness and orderliness. In this group, where the utility personnel come from, they need this kind of seminar to handle garbage properly, especially with the institution's fast-growing population. An article (school today) shared that millions of great teens appreciate the magnitude of the waste problem and do the right things to help. But we can do more and get others who are not doing well to do better.

Service customer skills are the second rank seminar in which most of the non-teaching staff preferred. It means that because most of the paper transactions are their primary concern, they need to be refreshed of this kind of seminar to serve clients with service excellence. A blog from customer service (2015) mentioned that, in most cases, customer service representatives must be able to assist various personalities and characters. At the same time, they must reflect the organization's core values and adhere to the company culture.

Stress Management is the third in rank. Daily routine in an office facing different personalities with different cultures destroys employees' moods most of the time. It is mentioned during a conversation with one of the employees of the university. That is why this was chosen to be offered thru a seminar.

Compensation. It is always nice for employees to know how they are compensated, especially those hired on a contractual basis, to know what they receive when it is time to be paid. It is the right of the employees to be informed of their compensation.

Employee performance management is 5<sup>th</sup>. Through an interview, they need to attend such a seminar because they need to know and understand what is to be achieved in their work field. And so that they will also understand what they are rating in their performance rating.

As citizens, they are aware of their responsibility to their environment, Climate change & its risk to the environment. The university's non-teaching staff should also be aware of climate change and its risk to the environment to minimize mother earth destruction.

Health and wellness. It is the seventh most preferred seminar by the non-teaching. While sitting in their offices working on their daily routine, they need to know what they should do to maintain their health. Mental illness affects each person differently. All individuals in the workplace need to be aware of potential contributing factors to mental health issues and strategies to maintain a positive pathway to mental health and encourage early reporting of symptoms(<http://www.bodycare.com.au/>).

Hiring & firing Procedures and Recruitment and retention are the next preferences of the non-teaching staff are on hiring and firing procedures. The researchers interviewed a group of non-teaching staff about this particular topic because, seemingly, the expected to prefer this are only those in the administration's key positions. Here are some of their answers: to anticipate those that may put them to disqualifications for promotion; to be aware of how and why an employee is fired; when an employee is fired, are there claims to be received?

Conflict Management. In any organization, conflict among and between employees can't be

avoided, and if this is not given immediate attention, it may create disturbances and waste of time, money, and effort. Interviews were also done with some staffs, and they mentioned about: so that when there are cases in the future, they know what to do when employees attend to such seminar, so that when employees will be assigned to do the task, at least they know how to handle it.

Workplace behavior leads to happy and satisfied employees who enjoy coming to work rather than treating it as a mere source of burden ([managementstudyguide.com](http://managementstudyguide.com)).

The three least priority of the non-teaching staff is presentation skills, research and extension, and instructional materials development. These imply that these are not that needed in their daily work. Like the presentation skills, there are still those who considered this to be attended because some are given teaching loads that they need to have this skill to perform better. Some are heads of units that need to be upskilled on this endeavor because sometimes they are asked to present their offices' reports.

Non-teaching staff is not banned in the university to research; however, the findings imply that very few are interested, and so with instructional materials development where only two were interested. It was found that these two are education graduates and have plans to go to teaching in the future which made them choose Instructional Materials Development seminar to attend to.

The findings imply that some of the KSU employees are not interested to join seminars that are not inclined to their works or line of specialization. This is in contrast with the results of an interview made to an employee who mentioned that it is more exciting to join seminars which are not in line with her specialization because according to her, she will be exploring new things and learn new endeavor aside from routine. This will make one broadminded and flexible.

Table 3. Proposed Trainings/seminars for KSU Employees for 2020-2021

Needs/Topics	Date/Mo. of Implementation	Persons involved	Participants	# of Days
1. Strategic Planning/Org'l skills	January	CTPD	Faculty & head of units	2
2. Stress Management/Mental Health and Wellness	January	CTPD, HRMO	Faculty & staff	2
3. Supervisory Skills	February		Faculty & heads of units	1
4. Presentation Skills	February		Faculty & heads of Units	1
5. Solid Waste Management	March		All	1
6. Risk Reduction Management	March		All	1
7. Compensation	April		All	1
8. Employee Performance Management	April		All	1
9. Climate change & its risk to environment	March		All	1
10. Health and wellness	April		All	1
11. 4.0 Industrial Technology	July			2
12. Research and Extension	May			2
13. Instructional Materials Development	June			2
14. Orientation	July			2
15. Grievance Procedure	July			1
16. Customer Service Skills	January		All Non-teaching staff	1
17. Workplace Ethics	September			1
18. Conflict Management	August			1
19. Cultural Diversity	August			1
20. Workplace violence	September			1
21. Hiring & firing Procedures	October			1
22. Recruitment and retention	November			1
23. Sexual Harassment	December			1

Based from the results of the study, the office of the Center for Training and Professional Development propose the following seminars to be implemented for the benefit of the Kalinga State University and the employees as well. When employees work safe and sound, they are more productive and

at the end, the university and the community benefit with the outputs of these.



#### IV. SUMMARY

From the twenty-three training/seminars identified, the following are the top ten training needs: Strategic Planning/Org'l skills (182), Stress Management & Supervisory Skills(181), Presentation Skills(164), Solid Waste Management(163), compensation (161), Employee Performance Management(160), Climate change & its risk to the environment (138), Health and wellness for teachers(105), orientation (96), Instructional Materials Development(91), and Gender and Development(90). The less priority of employees was given schedules so that financial and time opportunities will also be considered and implemented.

#### V. CONCLUSIONS

Based from the findings of the study, the employees have various training needs. The faculty have different training needs compared to the non-teaching staff.

#### VI. RECOMMENDATIONS

The following recommendations are: The administration is suggested to implement the employees' identified training needs through the office of the CTPD and the administration may consider a training center that can accommodate several participants for IGP and other purposes.

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# Multiple Intelligences Strategies in Teaching Araling Panlipunan among Public Secondary Schools in the City Division of Tabuk, Kalinga

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**Abstract**— *The descriptive research looked into the multiple intelligences strategies in teaching Araling Panlipunan among public secondary schools in the City Division of Tabuk, Kalinga.*

*Specifically, it sought responses on the extent of use of multiple intelligences strategies, the level of effectiveness on the use of multiple intelligences strategies, and the degree of seriousness of problems encountered in using multiple intelligences strategies in teaching Araling Panlipunan. The data needed were gathered through a questionnaire administered to forty (40) Araling Panlipunan teachers within the City Division of Tabuk, Kalinga. The data were quantified through a three-point scale.*

*The weighted mean was used to determine the statistical meaning of the responses and the One-Way Analysis of Variance (ANOVA) also used to determine the significant differences along variables.*

*It was found that the extent of use of multiple intelligences strategies by Araling Panlipunan teachers is moderate; the use of multiple intelligences strategies is moderately effective; and that the degree of seriousness of problems encountered in using multiple intelligences moderately serious.*

*It was recommended that the Araling Panlipunan teachers should find time to upgrade themselves professionally by going to master's or doctorate degree not only by themselves but primarily for their learners especially on how to develop good study habits and improve comprehension abilities of the learners, they should be given special trainings and workshops especially on how to properly identify the intelligences of each students and on how to go about applying differentiated instruction in teaching their lessons, and The Department of Education and school should strengthen more their ties between the parents and the community so that parents would be involved in the learning journey of their children.*

**Keywords**— *Multiple Intelligences, Strategies, Araling Panlipunan, Teachers, Students.*

## I. INTRODUCTION

Through Araling Panlipunan, students develop their understanding of the world. They learn about other people and their values in different times, places and conditions. They also develop the perspective of their environment and the process of its advancement. As they mature, their experiences expand using wider contexts for learning, while maintaining a focal point on the historical, social, geographical, political and economic changes that have shaped the country. Students discover about human achievements and about how to make sense of changes in

society in the light of conflicts and several ecological issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Teachers on the other hand, employ varying methods, strategies, techniques and approaches in their effort to impart the best of what each lesson requires. However, time challenges the ability of teacher to explore from traditional strategies to the ones which could cope with changes. From teacher-centered instruction, teaching in the classroom has now become learner-centered. It is no

longer how the teacher teaches but it is how the learner learns that must be considered; hence, is more important in the process.

This change in the educational system was backed up by Howard Gardner's theory of multiple intelligences. Gardner's theory says that instead of one kind of general intelligence, there are at least nine different kinds which include verbal intelligence, musical intelligence, logical-mathematical intelligence, visual-spatial intelligence, body movement intelligence, naturalistic intelligence, interpersonal intelligence, intrapersonal intelligence and existential intelligence (Gardner, 1983). Dr. Madhumita of Patna Women's College, Patna, India said, "Even though his (Gardner's) work is exploratory, his theory is appreciated by teachers in development of their subtle frame away from the traditional boundaries of skilling, curriculum and testing. Kirk (2003) as cited by Dr. Madhumita posited that multiple intelligence theory has been projected to consider new training methods.

Recognizing the theory therefore, teachers should have become aware that each student in each of the classes they attend has his or her unique abilities and intelligences. For this reason, he or she has to find ways to cater to these multiple intelligences of the learners. Black (1994) as cited by Lambert (1997) said that teachers can play a significant role in empowering young people to effectively use their intelligences.

Saban and Bal (2012) as cited by Kennedy-Murray (2016) conducted a descriptive survey study using a questionnaire based on the eight areas of intelligence and they found that all of the 215 teachers used strategies based on MI even though they did not use it in every class. The regular elementary teachers used MI more often, but Saban and Bal recommended that instead of teachers focusing on what to teach, teachers should focus on how to teach the content. Saban and Bal concluded that teachers must be aware of how students think, rather than focusing solely on how they solve problems.

The question is, 'How well have teachers made themselves abreast to this change in their line of endeavor. Al-Assaf and Samawi (2012) found out in their study that the level of awareness of Social Studies teachers in Jordan on the multiple intelligences theory is average.

Another study conducted by Al-Wadi (2011) as cited by Kennedy-Murray (2016), to investigate 22 teachers' perceptions of the theory of MI as part of understanding how MI theory affects students' achievement. The findings indicated that teachers on average tended to be familiar with the MI theory. More specifically, the results of the

study showed that teachers were familiar with the theory of MI, but they did not have formal education about it, either in a teacher education program or through professional development how to use the theory in their classrooms.

Kennedy-Murray (2016) also found out in her study that the responses of middle school teachers ranged from 'somewhat familiar' to 'unfamiliar'.

While Kennedy conducted such study, she backed up Al-Wadi's (2011) statement that there are numerous researches on MI but studies regarding teachers' awareness of it and their perception of its effectiveness were very limited.

As a result, in addition to looking into researches, the researcher gathered information from selected Araling Panlipunan teachers if they were aware of multiple intelligences and how they cater these through differentiated strategies and approaches. Mr. Creedence Munar, an AP teacher for less than 10 years, stressed that subject matter and strategy must go together in order to determine the proper application of strategies and avoid complexity. He was aware to some of the multiple intelligences and believed to be effective when used in teaching Araling Panlipunan. Another teacher, who had been teaching AP for more than ten years, in the person of Mrs. Jonalyn Egalan emphasized that there are differentiated approaches, strategies, and methods in teaching Araling Panlipunan but the problem is how to match them with multiple intelligences of the students. She added that there must be a related seminar for the proper information and to determine suitable strategies to cater to students' needs.

Finally, Mr. Edgar Tolentino, an AP teacher for more than fifteen years, denoted that to teach Araling Panlipunan effectively, a teacher must adapt varied approaches and strategies like socialized classroom discussion, integrative approach, inquiry, experiential teaching approach, and others. Sometimes he used lecture method to emphasize certain topic and for proper understanding. He honestly admitted that he lacks knowledge on multiple intelligences.

Generalizing from their statements, not all Araling Panlipunan teachers are well-aware of the theory multiple intelligences. While there are very limited studies on the perception of teachers on the effectiveness of using MI strategies, Kennedy-Murray posited that one of the MI theory's implications is that when teachers use MI approach, they are providing student learning experiences and curricular offerings that can result in positive educational experiences for both students and teachers,

which will ultimately enhance the effectiveness of their teaching practices. Not only students but also teachers are unique such that their applications of teaching strategies differ. This is the reason why the researcher ventured into considering age, gender, educational attainment, and years in teaching as moderator variables in this study.

## II. LITERATURE REVIEW

Al-Assaf and Samawi (2012) found out in his study that there were significant differences on the level of awareness of Social Studies teachers as to gender, teaching experience but no significant differences as to educational attainment. However, while numerous studies discussed the differences that exist between the male and female genders in personal and professional preferences, Bautista (2016) posited that individual uniqueness overshadows the impact of any possible gender differences. Faculty and students' natural interests, skills and aspiration are likely to exert a far greater influence on the academic achievement of their gender. On the other hand, teachers as human beings would naturally teach according to their own strengths and weaknesses.

Loori (2005) as cited by Khonbi (2015) investigated the differences in intelligences preferences among international male and female ESL students at three American universities. The results revealed significant differences between males' and females' intelligence tendencies. While males preferred learning logical and mathematical intelligences activities, female students preferred activities dealing with intrapersonal intelligence.

Many educators in local and abroad encourage teachers and parents to explore and employ multiple intelligences strategies in teaching students. However, Chipongian (2000) emphasized that the theory of multiple intelligences does not point to a single, approved educational approach. She pointed out that even Gardner claims that educators are the ones who are "in the best position to determine whether and to what extent MI theory should guide their practice." She added that in case a teacher decides to implement the theory of multiple intelligences in everyday classroom life, he must begin by trying to determine the "intelligences" with which different children learn.

Irrespective of the different abilities, backgrounds and interests of students, they are expected to learn the same set of standards. However, according to research and educators' experiences, a good number of students are unable to learn the prescribed knowledge and skills unless focused attention is paid to their individual instructional needs. This has made it necessary for teachers to adopt

new measures, such as differentiated teaching which stemmed from the MI theory.

However, differentiated instruction entails the reorganization of classroom instruction and learning strategies to afford learners different options of accessing information. Different methods of accessing content, processing ideas, formulating meaningful comprehension, and developing outcomes are afforded to the learner so effective learning can take place. It is teaching through various methods that are student-centered, as well as in tune with the diversities of learners.

As a result, an awareness of students' cognitive strengths and weaknesses, along with an understanding of the multiple ways in which one can represent the world based on Gardner's theory of multiple intelligences, is a crucial beginning of the series of problems that a teacher would encounter in using multiple intelligences strategies in teaching.

Lora, Nancy, and Jerita (2014) as cited by Siam and Al-Natour (2016) looked into teachers' tendencies, classroom application and the effectiveness of differentiated instruction. They found that to be successful, differentiated instruction takes time to apply, and there is a need for professional development of teachers so they can manage a class and apply effective strategies of differentiated instruction to cater for the needs of every learner within a comprehensive environment.

Dixon, Yssel, McConnell, and Hardin (2014) as cited by Siam and Al-Natour (2016) carried out a study entitled "Differentiated Instruction, Professional Teachers Training and Effectiveness of Teachers" and found a positive and proportional relationship between teachers' qualifications and their effectiveness in implementing differentiated instruction.

In the case of teaching Araling Panlipunan, the students' lack of interest to the subject, difficulty to enrich activities to suit the needs of the students, the lack of opportunity to attend trainings and seminars from updated approaches, methods and techniques, and the lack of supplementary references as well as appropriate materials were just few of the problem's teachers encounter.

Besides, students frequently are not positive about their social studies experiences. Even more alarming is that studies show young people do not feel social studies as a particularly valuable or interesting part of our curriculum. Conrad (1996) stressed that if social studies are perceived by young people as not being valuable, then learning Social Studies is adversely affected. He further stated that it is increasingly urgent that social studies educators pay attention to what young people as well as others might be

able to ask what ways to improve the social studies program.

These concerns made the researcher draw the study on multiple intelligences strategies in relation to teaching Araling Panlipunan.

When looking to students from the moral and social standpoint, they have different drives and responses to stimuli from their environment. Such, may serve as individual awakening or developing a degree of self-consciousness either or may create disequilibrium in their environment. Whenever and whatever pattern of learning, it is the business of teachers to unfold inner thoughts and emotions of students. Schools are institutions which transmit certain kind of knowledge, skills, attitude and ethics without prejudice to any student. This defines the responsibility and accountability of every teacher to accurately discriminate individual skills and talents to respond to the said individuality.

On the other side, teachers are also obliged to upgrade their methods of teaching, enrich their activities, use to the fullest extent of community resources, and involve the classroom activities in the classroom situation to the society's demand and most of all use maximum exploration of appropriate materials. Teachers who realize the multiple intelligences of students would feel fulfillment in their work when they manifest flexibility of the strategies and approaches to suit the learners' needs. It is then the prerogative of every school to accommodate individual needs, motives, and aspiration of man.

### III. METHODOLOGY

**Research design:** The descriptive research method was used in the study with the questionnaire as the data gathering instrument.

**Data collection tool:** The data were gathered through a questionnaire on five parts. Part I gathered the respondents' age, gender, educational attainment, and number of years in teaching. Part 2 gathered the responses on the extent of use on multiple intelligences strategies by Araling Panlipunan teachers. Part 3 gathered the responses on the level of effectiveness of the use of multiple intelligences strategies in teaching by Araling Panlipunan teachers, and part 4 gathered the degree of seriousness of problems encountered in using multiple intelligences strategies in teaching by Araling Panlipunan teachers.

The items in the questionnaire were patterned from the research of Reyes (2013) entitled "Multiple Intelligences of the Intermediate Pupils in the Public Elementary School

in Northern Tabuk District, Division of Kalinga". Thus, the questionnaire is valid and reliable.

**Sample:** The study was conducted among seventeen (17) public secondary schools in the City Division of Tabuk, Kalinga. The study focuses on the multiple intelligences strategies of Araling Panlipunan teachers among public secondary schools in the City Division of Tabuk, Kalinga for the school year 2017-2018.

### IV. RESULTS

It was found that the extent of use of multiple intelligences strategies by Araling Panlipunan teachers is moderate; the use of multiple intelligences strategies is moderately effective; and that the degree of seriousness of problems encountered in using multiple intelligences moderately serious.

### V. CONCLUSION

Based from the foregoing discussions, the following conclusions were drawn:

#### ***Extent of Use of Multiple Intelligences Strategies of Araling Panlipunan Teachers***

Multiple intelligences strategies are moderately used by Araling Panlipunan public school teachers in the city division of Tabuk.

There were significant differences on the extent of use of multiple intelligences strategies in teaching by Araling Panlipunan public school teachers as to age, educational attainment, and years of teaching but not as to age.

#### ***Level of Effectiveness of the Use of Multiple Intelligences Strategies in Teaching by Araling Panlipunan Teachers***

The use of multiple intelligences strategies in teaching by Araling Panlipunan teachers is moderately effective.

There were significant differences on the level of effectiveness of the use of multiple intelligences strategies by AP teachers as to age, educational attainment, and years in teaching but not as to gender.

#### ***Degree of Seriousness of Problems Encountered in Using Multiple Intelligences Strategies in Teaching by Araling Panlipunan Teachers***

The degree of seriousness of problems encountered in using multiple intelligences strategies in teaching by Araling Panlipunan teachers is moderately serious. Problems were attributable to poor study habits, poor comprehension ability and poor parental knowledge on the MI theory.

There are significant differences in the level of seriousness of problems encountered in using multiple intelligences strategies in teaching by Araling Panlipunan teachers as to gender and years in teaching. However, there were no significant differences in the level of seriousness of problems encountered in using multiple intelligences strategies in teaching by Araling Panlipunan teachers as to age and educational attainment.

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# Analysis of Infiltration Rate in Kalinga State University (KSU) using Mathematical Models

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**Abstract**— The study determined the soil infiltration rate of crop production area of Kalinga State University, Tabuk City, Kalinga. Field testing at three different locations of the production area was performed using double ring infiltrometer having a diameter of 24 in and 12 in for the outer ring and inner ring respectively. The soil was characterize as clayey. Three infiltration models: Hortons, Kostiakov and Philips were used to simulate infiltration rates and compared with actual field measurements. Result showed that the infiltration rate models in KSU were  $i = 239.5t^{0.072}$ ,  $i = 5383.7t^{-\frac{1}{2}} - 137.5t$  and  $i = 0.9525t + 51.58(1 - e^{1.3423t})$  for Philips, Lewis Kostiakov and Hortons. Across models, statistical analysis showed that, the model and observed values having an NSE of 0.59, 0.63 and 0.73 for Philip, Lewis Kostiakov and Hortons models. It demonstrated that the models generated is in agreement with the actual field experiments and can be used for characterizing soil infiltration rate.

**Keywords**— infiltration rate, crop production, infiltrometer, mathematical models, Kalinga State University.

## I. INTRODUCTION

Infiltration is the passage of water into the soil surface. In general, infiltration has a high initial rate that diminishes with time. The infiltration rate varies from very low to very high due to changes in the soil characteristics within a field. The rate depends on soil type, water, biological, cultural practices and topography. Infiltration rate varies from very low to very high due to changes

In agricultural production, infiltration plays a very important role particularly in plants growth and development. On the other hand, the criteria for quality irrigation design and operations such as water use efficiency and uniformity of water distribution also needs infiltration rate data.

Infiltration is of particular interest to hydrologists, soil and water conservationist, farmers and water resources engineers. It is a key to successful irrigation and water conservation in rainfed agriculture. It is also an important hydrologic process that must be considered in drainage and

flood control work. Also, effective water management and conservation require data on infiltration rates.

In the university, it has been observed that water supply has become insufficient for the institution particularly during dry days. The scarcity of water supply is attributed to the increase of water requirements of the university due to its increasing population, livestock and crop production. With the same quantity of water supply and conventional water use and management of the institution, the likelihood of problem on water scarcity will become more serious. Problem on water supply can be minimized if not totally solved through the adoption of water saving technologies both in agricultural and non - agricultural sectors.

In crop production, determining when to irrigate and how much water to apply in rapidly changing systems of soils is a strategy for an efficient utilization and management of this natural resource. The efficient water use, infiltration rate of soil is very important parameter that must be considered and studied. Meek et al. (1992) Settling and trafficking of a soil after tillage causes rapid changes in the soil physical condition

until a new equilibrium is reached. In the soil studied, a Wasco (coarse-loamy, mixed, nonacid, thermic Typic Torriorthent) sandy loam, soil compaction reduces infiltration rates, which under grower conditions could result in inadequate infiltration of irrigation water to supply crop requirements. They also found out that Tillage between crops increased the infiltration rate during the first part of the season in trafficked soils but decreased or had no effect on non traffic ked soil. Alfalfa (*Medicago sativa* L.) increased the infiltration rate fourfold during a 2-yr period in a heavily compacted soil. Likewise, an increase in bulk density from 1.6 to 1.8 Mg m<sup>-3</sup> decreased infiltration rate 54% in the field. Hydraulic conductivity of undisturbed cores was at least seven times larger than that measured in columns of disturbed soil (same bulk density). This difference is believed to be the result of natural channels in the undisturbed soil that are destroyed when the soil is disturbed.

On the other hand, the researchers revealed that under controlled traffic, when surface seal is not a problem, tillage will not be necessary to obtain adequate infiltration rates except in the wheel paths. Kironchi *et al.* (1992) revealed that effective water management and conservation require data on infiltration rate in different soils. Yimer *et al* (2008) Infiltration capacity is an important variable for understanding and predicting a range of soil processes. Giertz *et al.* (2005) found out that Land use is a key parameter in the hydrologic cycle and reduced activity of the macrofauna the infiltration capacity is significantly lower in cultivated soils than in savannah and forest. Shukla *et al* (2003) Soil structural and water transmission properties, as influenced by land use and soil management, affect the coefficients of infiltration predictive models. Wood *et al* (1987) found that factors such as *soil texture, soil organic matter, soil bulk density, plant cover, biomass production, time to runoff and time to ponding were important and of all the variables studied, total ground cover was considered to be the most important single variable influencing infiltration and sediment production.* ACerdà (1997) found out that under simulated rainfall it was found that the soils with lower infiltration rates have greater seasonal infiltration changes.

Many researchers recognize the importance of characterizing soil infiltration rate. Soil infiltration rate determination is considered tedious. The data which is a result of the simulation provide additional knowledge and empirical evidence as a basis in water management and conservation

planning, used for designing an efficient irrigation and drainage systems, and flood control works.

Thus, the study simulated and analyzed the infiltration rate of KSU using mathematical models. Specifically, it: a) assesses the infiltration rate of the agricultural production area of the university; b) simulates the infiltration rate using Mathematical models; and, c) analyzes the different infiltration rate models in terms of their predictive power, and strength of relationship between the observed and the model output.

## II. METHODOLOGY

### Location of the Study

The site of the study is situated at the crop production area of Kalinga State University, Bulanao, Campus.

### Site characterization

Soil physical properties such as soil texture, porosity, bulk density, will be characterized. Other factors that affects the infiltration rate like cultural practices and topography will also be determined.

### Infiltration Measurement

The method to be used in measuring the infiltration rate of the crop production laboratory area of KSU is the double ring infiltrometer. The open-ended cylinders made of G.I. sheets are carefully embedded into the soil. A constant head will be maintained inside the inner ring where measurement is being made. To minimize errors due to lateral flow of water from the soil below the inner ring, the buffer zone in between the inner and outer rings is also kept flooded at about the same depth as that maintained in the inner ring. Water entering into the soil surface over sets of time interval will be recorded. The experiment will be continuously observed until such time that the amount of water entering into the surface over time will become constant.

### Simulation Method

Simulation will be performed using the Lewis-Kostiakov, Hortons and Philip models:

- a. **Lewis-Kostiakov equation:** Kostiakov and Lewis proposed the empirical equation  $i = ct^\alpha$ , where:  $c$  and  $\alpha$  are constants.



The steps in performing the simulation of infiltration rate using Lewis-Kostiakov equation were the following:

- i. The cumulative form of the equation will be plotted as straight line on log-log paper.
  - ii. Determine the logarithmic values of the cumulative infiltration rate.
  - iii. The logarithmic values of the cumulative infiltration rate will be plotted versus the cumulative infiltration time.
  - iv. From the best fitting straight line, choose two points  $(f_1, t_1)$  and  $(f_2, t_2)$  and get the value of  $c$  and  $\alpha$ .
  - v. Simulate the infiltration rate
- b. **The Hortons equation** is express as  $f=fc + (fo-fc)e^{-kt}$ . The equation contains three parameters such as initial infiltration rate ( $f_0$ ), final infiltration rate ( $f_c$ ) and soil factor ( $k$ ) that have to be evaluated experimentally. The sequence of steps for evaluating  $f_c$ ,  $f_0$  and  $k$  are as follows:
- i. Determine  $f_c$  directly from the result of actual infiltration test
  - ii. The infiltration rate data obtained from actual infiltration rate will be plotted on arithmetic cross section paper and draw the curve connecting most or all data points.
  - iii. From the curve select two points with the pair of values  $(f_1, t_1)$  and  $(f_2, t_2)$ .
  - iv. Set two equations using the pair of coordinates
 
$$f_1=f_c + (f_0-f_c)e^{-kt_1}$$

$$f_2=f_c + (f_0-f_c)e^{-kt_2}$$
 Transposing
 
$$f_0 - f_c = (f_1-f_c)e^{-kt_1} = (f_2-f_c)e^{-kt_2}$$
  - v. Assume various values of  $k$  and plot the two curves of  $(f_0-f_c)$  vs  $k$ . The point of intersection gives the value of  $k$ .
  - vi. Simulation will be performed using the obtained values of the constants.
- c. **Philip Equation:** The model is given by the expression  $f = \frac{S}{2}t^{-1/2} + a$ , where  $S$  and  $A$  are

constants.  $S$  is a measure of capillary uptake while  $A$  is index of the gravitational term.

To perform the simulation of infiltration using the Philip equation, the following steps will be done:

- i. Plot the infiltration rate versus time as in Hortons equation.
- ii. Select two points  $(f_1, t_1)$  and  $(f_2, t_2)$ .
- iii. Set the two equations corresponding to these points as follows:
 
$$f_1 = \frac{S}{2}t_1^{-1/2}$$

$$f_2 = \frac{S}{2}t_2^{-1/2}$$
- iv. Solve for  $S$  and substitute the value of  $S$  into either of the two equations to determine  $A$ .
- v. Perform simulation of infiltration rate

### Statistical analysis

The different infiltration rate models will be analyzed as to their strength of relationship, predictive power and difference between the observed infiltration rate and model output. This will be done by using the following statistical tools;

- a. **Root Mean Square Ratio (RSR).** The RSR will be used to assess the predictive performance of the model. The formula uses to determine RMSE is given by the equation:

$$RSR = \frac{RMSE}{Sd}$$

in which

$$RMSE = \sqrt{\frac{\sum_{i=1}^n (X_{obs,i} - X_{model,i})^2}{n}}$$

where:

RSR = Root Mean Square Ratio

RMSE = Root Mean Square Error

$X_{obs i}$  = the observed infiltration rate values

$X_{model i}$  = the modelled infiltration rate values at time/place

- b. **Pearson correlation coefficient (r).** Correlation often measured as a correlation coefficient indicates the strength and direction of a linear

relationship between the simulated and observed infiltration rate and calculated as;

$$r = \frac{\sum_{i=1}^n (X_i - X_{mean}) \cdot (Y_i - Y_{mean})}{\sqrt{\sum_{i=1}^n (X_i - X_{mean})^2 \cdot \sum_{i=1}^n (Y_i - Y_{mean})^2}}$$

- c. Nash-Sutcliffe coefficient (NSE). The Nash-Sutcliffe model efficiency coefficient E is commonly used to assess the predictive power and quantitatively describe the accuracy of the model output. The formula used to determine NSE is given by the equation;

$$NSE = 1 - \frac{\sum_{i=1}^n (X_{obs,i} - X_{model})^2}{\sum_{i=1}^n (X_{obs,i} - \bar{X}_{obs})^2}$$

where:

$X_{obs\ i}$  = the observe values of infiltration rate

$X_{model\ i}$  = the observe is modeled values of infiltration rate at time/place

### III. RESULT AND DISCUSSION

#### Site Characterization

The textural classification of the KSU crop production laboratory area is clayey with pH of 6.7 which is nearly neutral. The Bulk density is 1.4 and porosity 47%. The soil moisture during the conduct of the experiment is under Field Capacity.

#### Model Calibration

The infiltration models were calibrated using the infiltration data gathered from the use double ring infiltrometer method. Results of model calibration are shown in Table 1.

Table 1. Constant value of the models from model calibration

INFILTRATION MODELS	CUMULATIVE INFILTRATION RATE (i mm/hr)	CONSTANT
Philips	$i = St^{-\frac{1}{2}} - At$	S = 383.7 A = 137.5
Lewis Kostiaikov	$i = Ct^\alpha$	C=239.5 $\alpha = 0.072$
Hortons	$i = fct + \frac{fo - fc}{k} (1 - e^{-kt})$	fo=70.1887 fc = 0.9525 k = 1.342

#### Model Validation

The infiltration models were then validated using the observed data. Regardless of the infiltration model, there is a

satisfactory agreement between simulated and observed values with NSE of 0.59, 0.63 and 0.73 for Philip, Lewis Kostiaikov and Hortons models respectively. The results of model validation are shown in Table 2.

Table 2. Value of the statistical parameters

INFILTRATION MODELS	MODEL VALIDATION			
	NSE	RMSE	RSR	R <sup>2</sup>
Philips	0.59	0.8	0.63	0.78
Lewis Kostiaikov	0.63	0.79	0.59	0.71
Hortons	0.73	0.81	0.60	0.65

#### Model Simulation

Results of the simulation of cumulative infiltration rate is shown in Table 3. Figure 4, shows that cumulative

infiltration rate of Hortons, Lewis and Philip's almost match the cumulative infiltration rates of the observed data. This indicates that the model simulation is in agreement to the

observed data. Hence, these equations can possibly use for estimating infiltration capacity in the observation site.

Table 3. Simulation of cumulative infiltration rate

TIME (min)	CUMULATIVE INFILTRATION RATE (i in mm/hr)			
	Observed	Hortons	Lewis	Philip's
9	106.68	57.56556	208.9141076	127.9859
15	157.48	108.3682	216.7409028	157.4825
23	186.06	151.1582	223.5150195	184.8669
34	199.91	184.9902	229.8946101	210.9392
52	208.38	208.1093	237.0361301	238.0646
79	219.66	221.3321	244.2819949	259.2786
87	229.19	232.5826	245.9844725	262.7045
112	250.53	239.4908	250.4990049	267.6233
133	257.78	244.2032	253.6177384	267.6233
157	260.96	247.3783	256.6652553	267.6233
185	263.68	249.5345	259.7159799	267.6233
242	266.35	250.8323	264.7872162	267.6233
275	268.66	251.9525	267.2355685	267.6233
317	272.29	252.9718	269.9843399	267.6233
405	274.89	253.934	274.7888263	267.6233
490	277.58	254.888	278.5841638	267.6233
760	278.42	255.8405	287.5284916	267.6233
920	279.38	256.793	291.5110562	267.6233

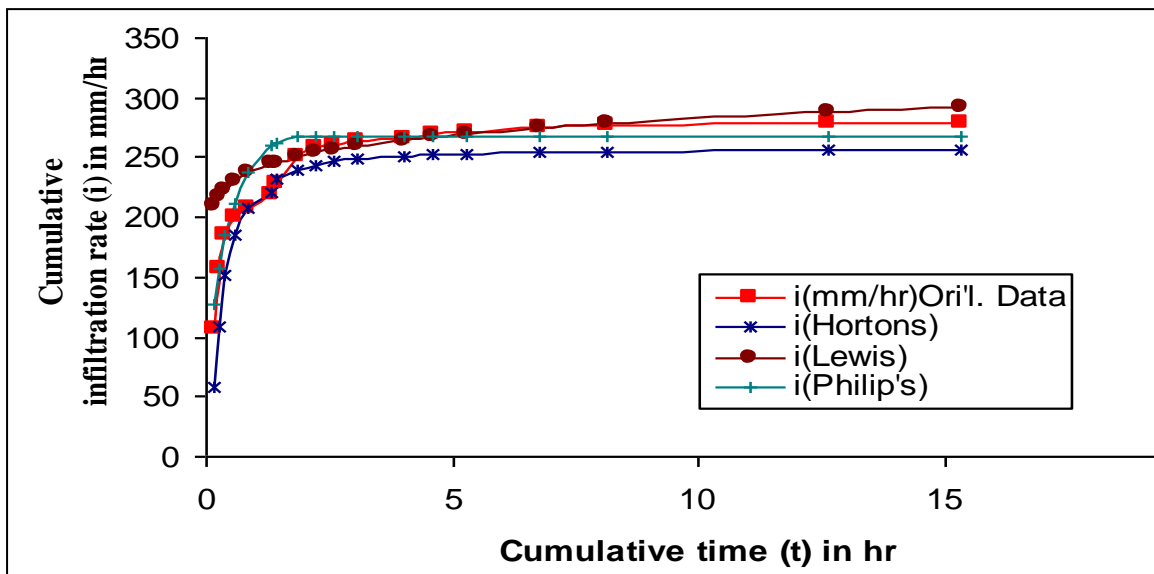


Fig.1: Simulated Cumulative infiltration rate of the three infiltration models

#### IV. CONCLUSIONS AND RECOMMENDATIONS

A double ring infiltrometer with a diameter of 24” and 12” for outer and inner ring respectively was used in the soil infiltration test. Three mathematical models such as

Hortons, Kostiakov and Philip's were used in the study. The infiltration models were  $i = 239.5t^{0.072}$ ,  $i = 5383.7t^{-\frac{1}{2}} - 137.5t$  and  $i = 0.9525t + 51.58(1 - e^{-1.3423t})$  for Philip's, Lewis Kostiakov and Hortons. Statistical analyses showed

that, there is a satisfactory agreement between simulated and observed values across models . with NSE of 0.59, 0.63 and 0.73 for Philip, Lewis Kostiakov and Hortons models. Overall, of the three models, Horton model gave the best fit to the observed data.

The three infiltration models proved to be applicable in performing simulations of soil infiltration rate that can be used for planning and designing irrigation methods and scheduling.

### RECOMMENDATIONS

There should be a further research to clarify impacts of other land uses on infiltration rate; simulation and analysis of infiltration rate under other soil classification; and further study on the reactions of cultural practices on soil infiltration.

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# Anti – Bullying Programs in Review

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**Abstract**— *Bullying was undoubtedly one of the challenging problems faced by schools and even communities worldwide because of its adverse effect to the victim and also to the bully. This study assessed the compliance of the stakeholders of elementary schools of Tabuk City to their roles and responsibilities stipulated in the Implementing Rules and Regulations of the Anti – Bullying Act of 2013. Also, it presented the anti – bullying programs adopted and crafted by schools and their effectiveness in diminishing bullying incidents in schools. A structured survey questionnaire was utilized to solicit responses to the problems. The recommendations made encourage the collaborative efforts of the Department of Education and stakeholders to prevent and stop bullying in schools.*

*The administrators, principals, or school heads of the elementary schools in the city have complied with the 11 main responsibilities mandated in implementing the RA 1062. In addressing bullying in schools approaches are classified as preventive and responsive. The schools practiced the inclusion of topics on bullying in the different subject areas. Home visitation is also one of the roles of the school. Therefore, it recommended that there should be establishment of monitoring and evaluation tools to closely monitor the stakeholders on their roles. There should also be formulation of student alliances to empower anti-bullying program. Allocation of budget is also needed and schools may consider going over the mechanics of Olweus Bullying Prevention Program (OBPP).*

**Keywords**— *Anti-bullying Programs, review, Tabuk City, Kalinga.*

## I. INTRODUCTION

Children have the right to enjoy life to the fullest and a right to live and learn in a happy and peaceful society. However, how can a society address this right if it is the venue of violence and harm? How could children enjoy living and learning if they are bombarded with fear from being teased, being maltreated, and being out casted? The provision of quality education would be worthless if children experience bullying at school or in his/ her community.

Because of its effect, bullying became one of the most significant challenge faced by schools nowadays (Centre for Education Statistics and Evaluation). Bullying causes dramatic changes to the victims as well as to the bully. A child who is confident and active could adversely act after suffering from any form of bullying. It is indeed very important for schools to craft anti – bullying policies and for all stakeholders to be well- oriented on the preventive and intervention

programs in order to successfully prevent and address bullying among children.

The programs or policies set by the school are influenced by how they understand bullying (Safe and Supportive School Communities Working Group 2015). The Implementing Rules and Regulation of the RA 10627 (Anti – Bullying Act of 2013) defined bullying as:

*any severe, or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school for the other student; infringing on the rights of another student at school; or materially and substantially disrupting the education process or the orderly operation of a school; such as, but not limited to, the following: 1. Any unwanted physical contact between the bully and the victim*

like punching, pushing, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting and the use of available objects as weapons; 2. Any act that causes damage to a victim's psyche and/or emotional well-being; 3. Any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting and commenting negatively on victim's looks, clothes and body; 4. "Cyber-bullying" or any bullying done through the use of technology or any electronic means. The term shall also include any conduct resulting to harassment, intimidation, or humiliation, through the use of other forms of technology, such as, but not limited to texting, email, instant messaging, chatting, internet, social media, online games, or other platforms or formats as defined in DepED Order No. 40, s. 2012; and 5. Any other form of bullying as may be provided in the school's child protection or anti-bullying policy, consistent with the Act and this IRR.

As it was defined by the above – cited law, bullying also encompasses 'social bullying' which refers to any deliberate, repetitive and aggressive social behaviour intended to hurt others or to belittle another individual or group and 'gender – based bullying' which refers to any act that humiliates or excludes a person on the basis of perceived or actual sexual orientation and gender identity.

In North Carolina, USA, a study showed that the occurrence of bullying differs according to the type of bullying: 20.8% of students surveyed were involved in physical bullying, 53.6% in verbal bullying, 51.4% in relational bullying, and 13.6% in cyber bullying (Paul R. Smokowski et al, 2013).

In a survey conducted in 2012 at Virginia, USA, 9 % of the 3, 387 grades 6 – 8 students reported that they experienced being bullied at least once a week with verbal bullying as the most usually committed type of bullying (Safe Schools/Healthy Students Albermale/ Charlottesville Project). The American Institute for Research reported that about 28% of students between the ages of 12 – 18 in 2011 have been bullied at school during the said school year and 9% reported having been cyber – bullied. It is showed in the Stop A Bully School Reports from 2011 – 2012 that 41% of the students reported having bullied for months while 11% said that they are being bullied for years.

According to the Kandersteg Declaration Against Bullying in Children and Youth, at around 200 million children and youth in the world are being bullied by their peers (Kidspot.com.au, n.d.).

In the Philippines, DepEd reported that in school year 2012 – 2013, 80% of the 1, 456 child abuse cases involved bullying (Malipot, 2013). This is despite the passing of the RA 10627 and the creation of DepEd's Child Protection Policy. Citing a DepEd report, Cebu Representative Gerald Anthony Gullas Jr. said that a total of 6, 363 bullying cases in public and private elementary and secondary schools were recorded. With the total number of class days (201), this number of recorded cases transpires to 31 incidents of bullying every day (PhilStar.com).

Researches made in 1970s conducted by Dan Olweus, a researcher from Norway, emphasized the characteristics and harmful effects of school bullying. School bullying, when not addressed immediately and carefully, could lead to more serious harm to both bully and victim. The bully are more likely to develop more aggressive actions leading to criminal records while the victim could be traumatized when interventions are not made (Sampson, Rana, 2002).

In this regard, bullying is becoming a barrier to the fulfilment of the roles of the school as an avenue for a child-friendly learning environment and provider of education that caters not only to mental aspect of the students but also to their physical, social, and emotional well – beings.

With the extensive body of researches of the different countries on the nature and effects of bullying, each country have tried to exert efforts to prevent and intervene through the development of anti – bullying programs. Anti – bullying refers to any effort from the government, schools, organizations and/ or individuals aimed at preventing or stopping the act of bullying. This could be in the form of laws, policies, movements, programs and / or projects (*Cheprasov, Artem*).

The literature review conducted by the Centre for Education Statistics and Evaluation classified the anti – bullying programs into preventive and responsive approaches. Preventive approaches include actions that try to avoid bullying from happening while responsive approaches are taken to solve bullying incidents which have occurred in the school.

The purpose of this research is threefold as it tried to find out the extent of compliance of the elementary schools in the provisions of the Implementing Rules and Regulations of the Anti- Bullying Act (RA 10627) regarding the intervention programs in addressing bullying in schools and community. Once compliance to these provisions was proven, this research identified the intervention programs set in these

schools and further tested their effectiveness in reducing bullying incidents in schools.

This study was focused on the intervention programs of the elementary schools in Tabuk City in addressing bullying. Specifically, it determined the extent of compliance of the elementary schools in Tabuk City; and identified the prevention and intervention program(s) formulated by the elementary schools of the city to combat bullying.

## II. METHODOLOGY

The study used mixture of quantitative and qualitative approaches. Among the different descriptive design methods, case study was considered to be the most appropriate to extract reliable results. In research studies, it is a most widely used method to investigate a contemporary phenomena within its real life context especially when the boundaries between phenomenon and context are not clearly evident (Yin, 1994). Hence, it is the most appropriate method to use in determining the extent of compliance of the elementary schools of the city to the IRR of RA 10627. Qualitative approach was used with regards to the identification of the prevention and intervention programs of the school. The respondents of the study were the guidance counsellor of the eight selected elementary schools situated in

rural and urban barangays of Tabuk City. In the absence of a guidance counsellor, the Child Protection Coordinator of the schools served as respondents of the study.

A survey questionnaire was used to gather necessary data for the completion of the study. The instrument was lifted from the provisions of the IRR of RA 10627. Moreover, the researcher conducted an informal interview to teachers to verify the collected data especially on the prevention and intervention programs established by the school to address the problem on bullying.

To attain the objectives set in this study, needed data were collected through a survey questionnaire backed up an interview. The data collected were tallied for proper presentation. No statistical tool was used to treat the collected data.

## III. RESULTS AND DISCUSSION

### A. COMPLIANCE OF SCHOOLS TO THE PROVISIONS OF THE IMPLEMENTING RULES AND REGULATIONS OF THE ANTI – BULLYING ACT

Figure 1 shows the compliance of the administrators, principals, and school heads of elementary schools in Tabuk City to the mandates stipulated in the IRR of RA 10627.

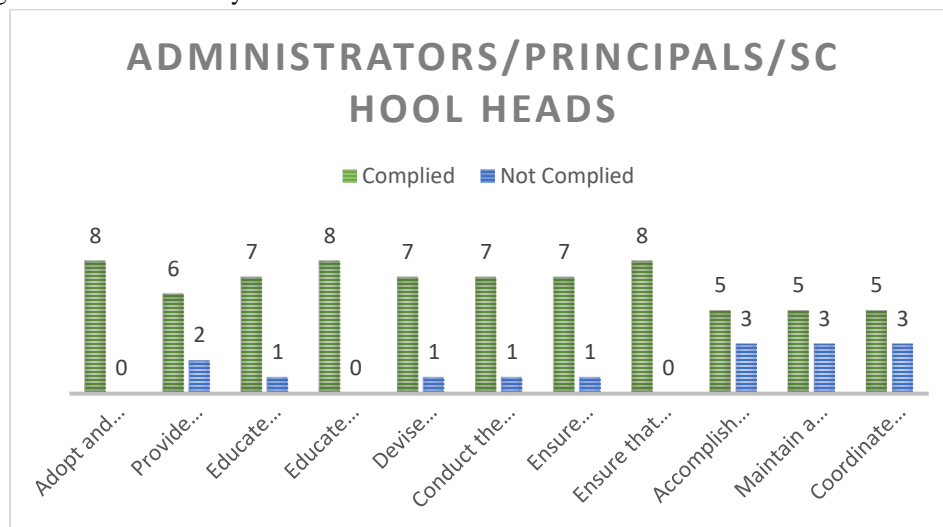


Fig.1: Compliance of Administrators/ principals/ school heads to the mandate of the IRR of RA 10627

As a general perception of the respondents, the administrators, principals, or school heads of the elementary schools in the city have complied with the 11 main responsibilities mandated in the Implementing Rules and Regulations of RA 10627 in combatting bullying in schools. This implies that school leaders are aware of these

responsibilities and the possible consequences of non – compliance.

Among the provisions, the adoption of school bullying programs, educating the children and their parents about the dynamics of these programs, and ensuring to uphold the rights of all parties involved in the act of bullying during

investigation were highly complied by the school heads. This means that school heads give importance to making the school environment truly a child – friendly zone.

In contrary, the accomplishment of the Intake Sheet prescribed in Annex “B”, whenever there is an incident of bullying, maintain a record of all proceedings related to bullying, and submit reports prescribed in “Annex A,” of DepED Order No. 40, s. 2012, to the Division Office; maintenance of a public record or statistics of incidents of bullying and retaliation; and, coordination with appropriate offices and other agencies or instrumentalities for appropriate assistance and intervention, as required by the circumstances

were not being practiced by some of the school heads in the city. According to the respondents, cases of bullying in the school were recorded individually by their respective advisers. When cases of bullying occurs, the school heads together with the teachers and the parents could settle the situation that’s they don’t seek help from other agencies concerned. To some schools, when bullying occurs in the school and it was being settled, the case was not recorded anymore.

Figure 2 shows the compliance of the teachers and other personnel in the elementary schools of Tabuk City with the mandates of the IRR of RA 10627.

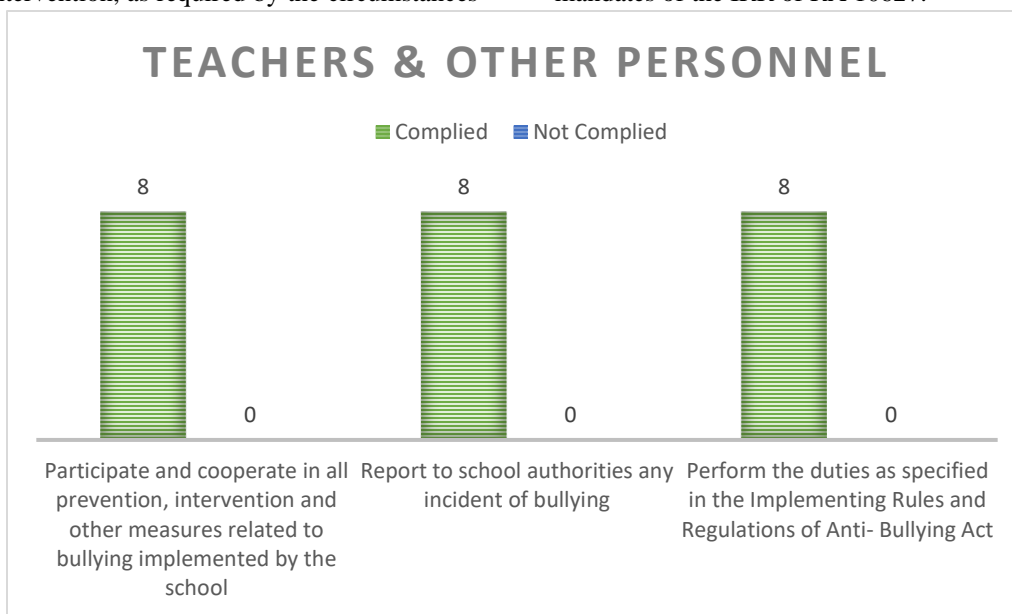


Fig.2: Compliance of the teachers and other personnel to the mandate stipulated in the IRR of RA 10627

It is note – worthy that the teachers and other personnel of the selected elementary schools of the city have fully complied and/ or are religiously complying with their mandated responsibilities as specified in the IRR of the Anti – bullying Act. This could be rooted from the fact that teachers imbibed their role as second parents to the children

hence, everything which concerns the welfare of the children also concerns them.

Figure 3 shows the compliance of the students of the elementary schools in Tabuk City to the mandates stipulated in the IRR of RA 10627.



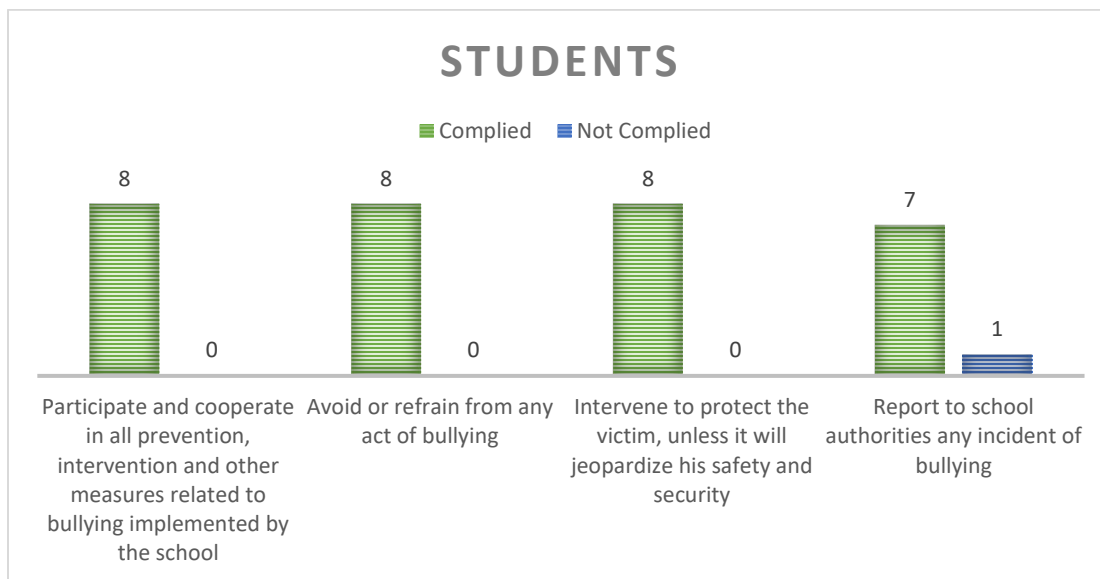


Fig.3: Compliance of the students to the mandate stipulated in the IRR of RA 10627

The study revealed that students as observed by the respondents have complied with the provisions of the Anti – bullying Act. This observation however, is contrary to the fact that students still bully others even when they know about that bullying is not good. This is supported by a statement of one of the students being interviewed informally that her male classmate always bully her even after being reprimanded by the teacher and being taught that what he’s doing could affect the children he is bullying.

Also, the observation of the counsellor/ Child protection coordinator on the compliance of the students to the third

indicator is not true to all the students since one of the interviewed students said that he chose not to intervene when he saw a group bullying someone because of his fear of getting bullied too. Other students as testified, only watched when there is bullying incident in the school.

It is also found out that some students who have witnessed bullying did not report to the authorities. This is due to their fear of being a victim of the act.

Figure 4 shows the compliance of the child protection coordinator of the elementary schools in Tabuk City to the mandates stipulated in the IRR of RA 10627.

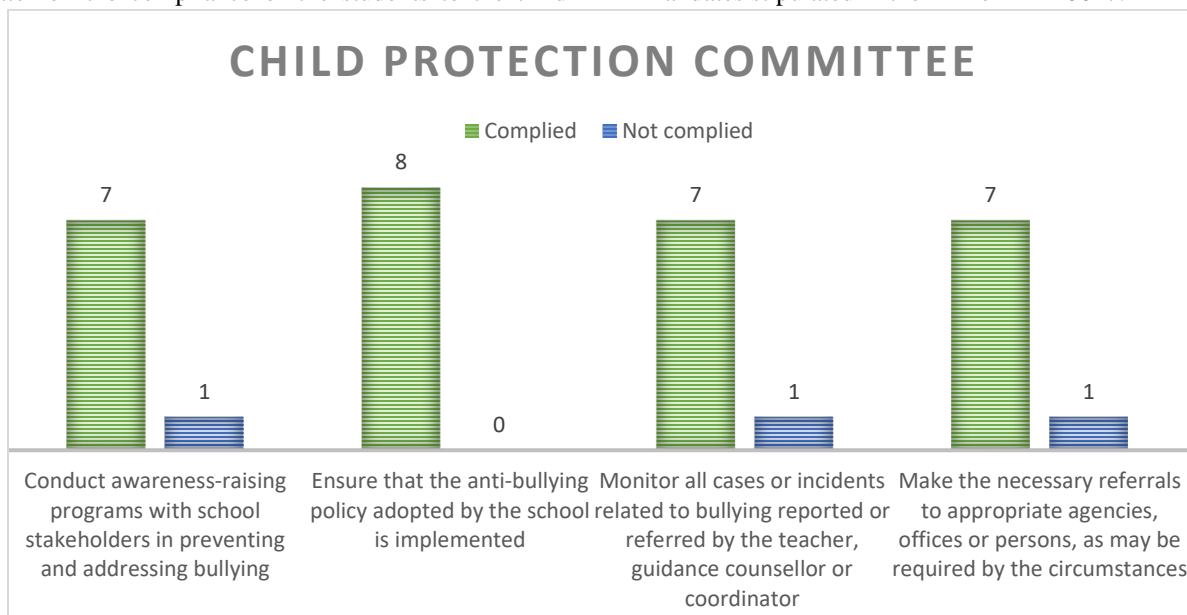


Fig.4: Compliance of the Child Protection Coordinators to the mandate stipulated in the IRR of RA 10627

In response to the alarming bullying statistics recorded and to ensure that cases of bullying are closely monitored in school level, DepEd issued order No. 40, series of 2012 known as the DepEd child Protection Policy which requires all public and private elementary and secondary schools to create their own child protection committees. The figure shows that the child protection committee in the schools have complied with the provisions mandated in the IRR of the Anti – bullying Act. Among the mandated responsibilities, the CPCs of elementary schools in the city have fully complied with their role to ensure that the anti – bullying policy adopted by the school is implemented. The compliance shows that the collaborative effort of the school and community in combatting bullying is evident.

## **B. PREVENTION AND INTERVENTION PROGRAMS OF ELEMENTARY SCHOOLS**

In addressing bullying in schools, approaches are classified as preventative and responsive. The first aims to prevent bullying from occurring while the second aims to stop bullying from re – occurring.

### Preventive Approaches of Elementary Schools in Tabuk City

As mandated by the Anti – bullying Act, schools involved in the study crafted, if not, adopted an anti – bullying policy. Said policy commonly consist the dynamics of bullying, the consequences of committing such act, and the different ways of handling bullying cases in the school. This manifests the seriousness of these schools in combatting any form of bullying in the school. In the literature review conducted by the Centre for Education Statistics and Evaluation, the establishment of a school – wide anti – bullying policy is one of the four key strategies for a successful whole – school approach which is one of the preventative anti- bullying approaches discussed. A meta – analysis conducted by Lee, Kim and Kim (2015) found out that establishing anti – bullying policies have greater effect to the bully victimization than those programs which does not include the establishment of the said policies.

Some of the schools involved in the study practice the inclusion of topics on bullying in the different subject areas. The purpose of such strategy is to teach students on the adverse effect of bullying not only to the bullied but also to the bully. Similarly, majority of schools in England used classroom – based anti – bullying content to prevent bullying (Thompsons and Smith's, 2011) and such strategy was described helpful in stopping bullying in Australia (Rigby and Johnson, 2016). This is also one of the strategies of the KiVa Anti – bullying Program of Finland.

Another preventive strategy commonly practiced by elementary schools is the conduct of school symposium on bullying. This is one of the information dissemination techniques of schools to orient students on the “must – know” about bullying. One of the strategy is inviting agencies concerned like the Philippine National Police to lecture on the topics related to bullying. Also, bullying and the punishment of doing such the act are discussed during orientation programs of some schools.

### Responsive Approach of Elementary Schools in Tabuk City

As to the intervention/ responsive approach, home visitation is the most commonly used strategy when bullying occurred. The teacher accompanied by the guidance counsellor or Child Protection coordinator visit the bully and victim for an amiable investigation.

When bullying occurs in the school, one of the intervention strategy done by the school authorities is to have a meeting with the bully, victim, and sometimes with some by- standers. In this way, the bully and the victim are given counselling and for the case to be settled immediately. A letter reporting the incident and asking for help in giving pieces of advice to the involved students will then be forwarded to the parents of the students.

If after the above – cited intervention strategies were done and the bully is still committing such misbehaviour for third or more time, the bully will be subjected to suspension/ expulsion policy. However, this strategy was practiced by only few elementary schools in the city.

## **IV. CONCLUSION**

The determination of the different stakeholders of the schools in addressing bullying in schools is evident through their efforts of complying with their responsibilities as mandated by the Implementing Rules of RA 10627. The students, however, are still hesitant to intervene when bullying is taking place and even afraid to report the incident to their teachers and other school authorities. Hence, not all bullying cases occurring in the school are settled with the teacher and simply continues.

It is also worth – noting that most of the strategies in the anti – bullying programs crafted by schools are more on intervention than prevention.

## **RECOMMENDATIONS**

Establishment of monitoring and evaluation tools to closely monitor and evaluate the compliance of different stakeholders to their roles and responsibilities as provided in

the IRR of RA 10627 is needed. The formulation student alliances (may be called KAMI KONTRA PAMBUBULLY) among schools which shall be led by the Child Protection Coordinator. This group of students shall be trained and empowered to take part in preventing or stopping bullying in school and shall take the lead to inform and empower their fellow students. Allocation of budget for the crafting an anti – bullying software or computer application where teachers, students and other stakeholder could report incidents of bullying. Schools may consider going over the mechanics of Olweus Bullying Prevention Program (OBPP) of Norway from which they could adopt and contextualize preventive ways in obviate bullying. The higher education institutions offering criminal justice education courses may include anti – bullying seminars and trainings to different schools and even in communities as part of their extension project.

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# Error Analysis in the Operations of Algebraic Expressions of Grade 8 Students at Kalinga State University Laboratory High School

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**Abstract**— *The study analyzed the errors committed by the grade 8 students when working with the operations of Algebraic Expressions at KSU - LHS for*

*SY (2018-2019). The study used the qualitative descriptive type research method which consisted of 135 students. The data were gathered through a series of tests and were properly analyzed. The common errors committed by the respondents when working with algebraic expressions were improper combination of terms, improper distribution, and cancellation, removing symbols of inclusions and sign errors. The students commonly commit errors on the following operations: Division, Addition and Subtraction and Multiplication.*

*When working on algebraic expressions, the respondents find improper combining of similar terms and improper distribution as the most difficult and sign errors as the least. The students recognized division as the most difficult operation to handle when manipulating algebraic expressions. Adjacent to division are subtraction and addition respectively. The students consider multiplication as the easiest operation to perform when dealing with algebraic expressions.*

*Thus, homework should be given to students to supplement and extend learning from the classroom to their home. Motivations should be given to students to utilize the library as an extension of the classroom. Mathematics teachers must develop the habit of giving a diagnostic test before a topic to determine the weak points of the students.*

**Keywords**— *Error analysis, operations of algebraic expressions, grade 8 students, KSU-Laboratory High School.*

## I. INTRODUCTION

Education has been considered as one of the most basic concerns in the survival of the nation. Changes of curriculum are being done to keep up with the changing time (Agustin 2009). In the Philippine Educational System, the Department of Education is continuously working on the quality of education in the country today. Teachers are greatly challenged to innovate teaching – learning resources and integrate evidence – based strategies in order to enrich the curriculum. The Department of Education gives its best effort

in developing and improving its program as well as conducting trainings, seminars and workshops to all educators nationwide to update and equip them with skills and knowledge needed to fill in the present needs of the declining quality of education. Despite the efforts to improve the quality of education, several changes are still being encountered in the teaching – learning process. One problem is the teacher is left thinking on the ways on how to handle the needs of the different kinds of learners.

The central goal of education is to help a person develops critical thinking, reasoning and problem – solving skills (RA 10533 Enhanced Education Act of 2013). Hence, education prepares a person for life. One subject that helps people for life is Mathematics.

What is Mathematics? Most students would say it has something to do with numbers but numbers are just the type of mathematical structures. Math is used by everyone. It can be used anytime and anywhere. It is part of our life from cooking to eating, we used mathematical concepts.

The concept of Mathematics is used by scientists and programmers in creating and running high technology products. Wade and Taylor (1966) claimed that the fundamental principles of Physics, Biology and other basic sciences are the result of many measurements and many computations. Furthermore, (Layson 1988) postulates that Mathematics should aim equipping the child with Mathematical skills necessary for daily life.

Mathematics is the science of numbers and their operations, interrelations, combinations, generalizations, and abstractions and of space configurations and their structure, measurement, transformations and generalizations. (*Merriam – Webster Dictionary*) It is concerned chiefly on how ideas, processes and analyses are applied to create useful and meaningful knowledge. Mathematics also forms the basis of all discoveries and inventories and it has played a very important role in building up our civilization by perfecting all the Sciences. It gives a workable symbolism for the brief and precise expression of ideas to all Sciences. In the report of the Education Commission (1964 – 66), it is recommended that Sciences and Mathematics should be taught on the compulsory basis to all students as a part of general education during the first ten years of education. A difficulty in learning Mathematics is not generally a number based one but can be concept based or competency based. Some children learn to solve problems by mastery of steps in a procedure with a fixed order and errors appear when the problem is presented in a different format or when the test is made up of a variety of problems (Chamundeswari, S. 2014). *Conceptual Errors Encountered in Mathematics Operations in Algebra among students at the secondary level (International Journal of Innovative Science, Engineering & Technology, Vol. 1 Issue 8, October 2014)*

Basically, the students' first encounter in the study of Mathematics involves simple counting then they are exposed to the four fundamental operations of Arithmetic. Usually,

following the Philippine Educational System, when students reach grade seven, they start to study Algebra (Johnson and Johnson 2004).

Valderama (2000) as cited by Gapasin (2010) stated that Algebra is the language through which most Mathematics is communicated. Generally, Algebra is a branch of Mathematics concerning the study of the rules of operations and relations, and the constructions and concepts arising from them, including terms, polynomials, equations and algebraic structures (*Merriam – Webster Dictionary*).

Algebra is regarded as the foundation of higher Mathematics branches such as Geometry, Trigonometry, Calculus and even Statistics. However, many attempts to better prepare students for Algebra have not resulted in greater achievement in first year Algebra. Students in grade 8 and grade 9 are still struggling with algebraic concepts and skills (Greens and Rubentein, 2008). Many are discontinuing their study of higher level Mathematics because of their lack of success in Algebra. The demand for Algebra at more levels of education is increasing (Wikianswers (2010), What is the importance of Algebra in today's world?) One of the world's lending questions and answers websites lists some of the uses of Algebra in today's world. Algebra is used in companies to figure out their annual budget which involves their annual expenditures. Various stores used Algebra to predict the demand of a particular product and subsequently place their orders. Algebra also has individual applications in the form of calculations of annual taxable income, bank interest, instalment and loans ([http://wiki.answers.com/Q/What\\_is\\_the\\_importance\\_of\\_algebra\\_in\\_today's\\_world.](http://wiki.answers.com/Q/What_is_the_importance_of_algebra_in_today's_world.)).

Algebraic Expressions and Equations serve as models for interpreting and making inferences about data. Further, Algebraic reasoning and symbolic notation also serve as the basic for the design and used of consults, spreadsheets models. Therefore, Mathematical reasoning developed through Algebra if necessary all through life, affecting decisions we make in many areas such as personal finance, travel, cooking and real state. Thus, it can be argued that a better understanding in Algebra improves decision making capabilities in society. More analysis is necessary in order to develop a clear understanding of what factors help students to be successful in Algebra and how schools and other system can assist in achieving this goal. We already know that even very basic concept such as addition of whole numbers involves complicated cognitive process.

Although there are many causes of student difficulties in Mathematics, the lack of support from research for teaching and learning is noticeable. If research could characterize students' errors and misconceptions, it would be possible to design effective instruction to avoid those situations. Research on students' errors and misconceptions is a way to promote such support for both teachers and students.

If researches can identify students' difficulties collectively in more than one area, it will be easier to identify the systematic patterns of errors (if there are any) that spread through the areas and make suggestions for remediation. In this context, this study is significant because it addresses the errors made by grade 8 students.

The researcher wants to expose the common weaknesses of grade 8 students at Kalinga State University Laboratory High School in terms of evaluating Algebraic Expressions. Awareness of such errors will benefit both the students and the teachers. The researcher wants to find out some factors that may contribute to such weaknesses. Consciousness of the different factors contributing to the commission of errors in evaluating algebraic expressions will alleviate the attempt of the student in eliminating such factors.

Tinggangay (2003), mentioned that to solve the common errors of students is to determine them and define the contributory factors to such errors, then conceptualized necessary measures and actions to eliminate the identified factors. Imson (2002) defined that the error analysis is a careful study of errors committed by learners. It described and explained the causes and references of errors. Analysis of errors provides feedback in the learning and teaching process because the process goes beyond error collecting to relevant assessing, explaining and predicting.

Gunawardena Egodawatte (2009) underlined the importance for teachers to have a deeper knowledge of Mathematical content as well as insights into student thinking. Teachers must identify the fundamental ideas that need to be taught, and must understand the difficulties and misunderstanding that are likely to occur. Problems that can be solved using Algebra have different structures and processes. Using the same method to teach every student may not always work. Some diagnostic teaching is sometimes necessary. Classroom teachers should focus their attention on students who lack the capabilities of transition from Arithmetic to Algebra and also on students who use algebraic methods to solve problems that could have been solved using simple Arithmetic. Errors can be a powerful tool to diagnose

learning difficulties and consequently direct remediation. Research using these interpretations of the role of errors has provided valuable contribution to mathematics education, such as an increased awareness of individual differences and difficulties in learning mathematics. An analysis of the variety of degree of wrongness among mathematical errors can help clarify the nature of truth in mathematics. (Borasi R. 1987. Exploring Mathematics through analysis of errors. FLM Publishing Association Montreal, Quebec, Canada. FLM-journal. Org. accessed on July 6, 2016).

This study looked into the weaknesses of the students by analyzing the errors committed on the operations of Algebraic Expressions. The researcher analyzed the common errors committed on the operations involving Algebraic Expressions of the grade 8 students at Kalinga State University Laboratory High School; and, analyzed in which operation do the students usually commit errors when working with Algebraic Expressions.

## II. METHODOLOGY

This research used the qualitative descriptive type research method which intends to observe, describe, analyze and document the needed data for the study. The data were generated through series of tests which were properly analyzed. There were four sets of tests that were administered by the subject teacher. The tests covered the four fundamental operations on Algebraic Expressions. The study was conducted at KSU – Laboratory High School in Bulanao, Tabuk City, Kalinga. The population of the study was composed of three sections namely Narra, Molave and Melina with a total of 135 students.

An assessment test was used to gather data on the errors committed. The results of the tests administered will be analyzed. There were four sets of tests. First is on addition and subtraction of Algebraic Expressions, second is on multiplication, third is on division then the last is the combination of the four operations to ensure accurate data. An interview was also used to gather information regarding the analysis of errors. The researcher randomly selected 10 students from each section and their responses were recorded and analysed.

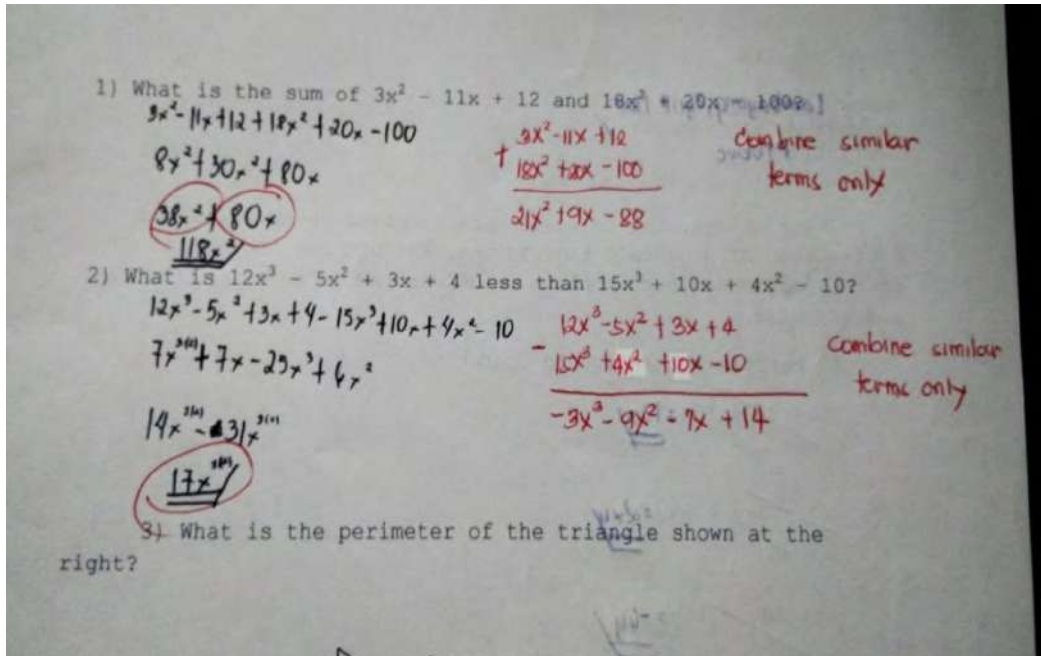
The data were gathered by administering the tests and analyzed. Since this study is qualitative, the analyzed results of the study were presented in tables and graphs. The figures presented discussed the errors committed and the operations where the respondents usually committed errors.

The table below is the schedule of administering the questionnaires.

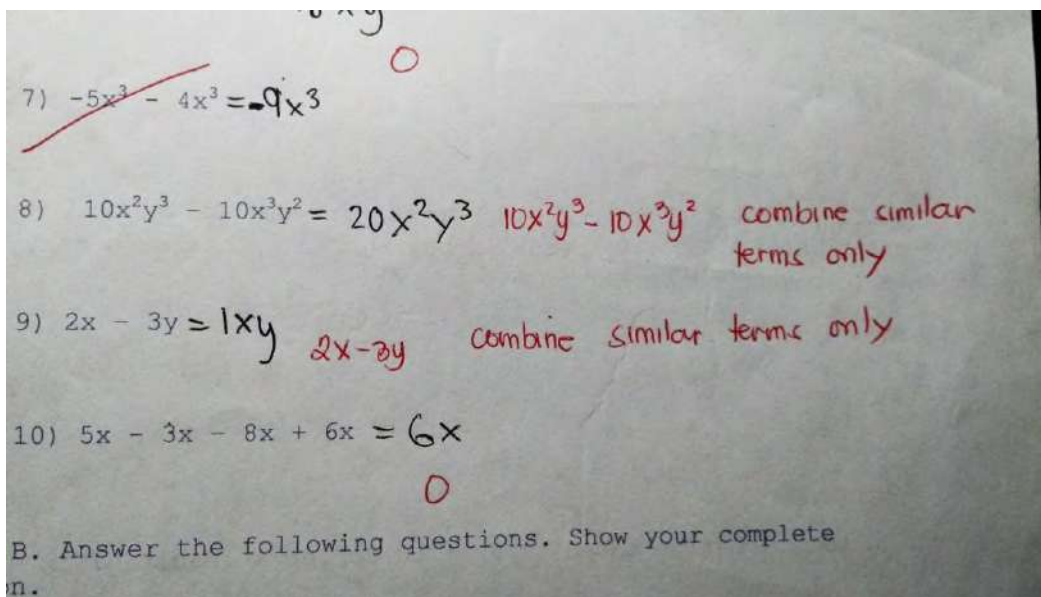
### III. RESULTS AND DISCUSSION

This study sought to analyze the common errors committed by the grade 8 students at Kalinga State University Laboratory High School.

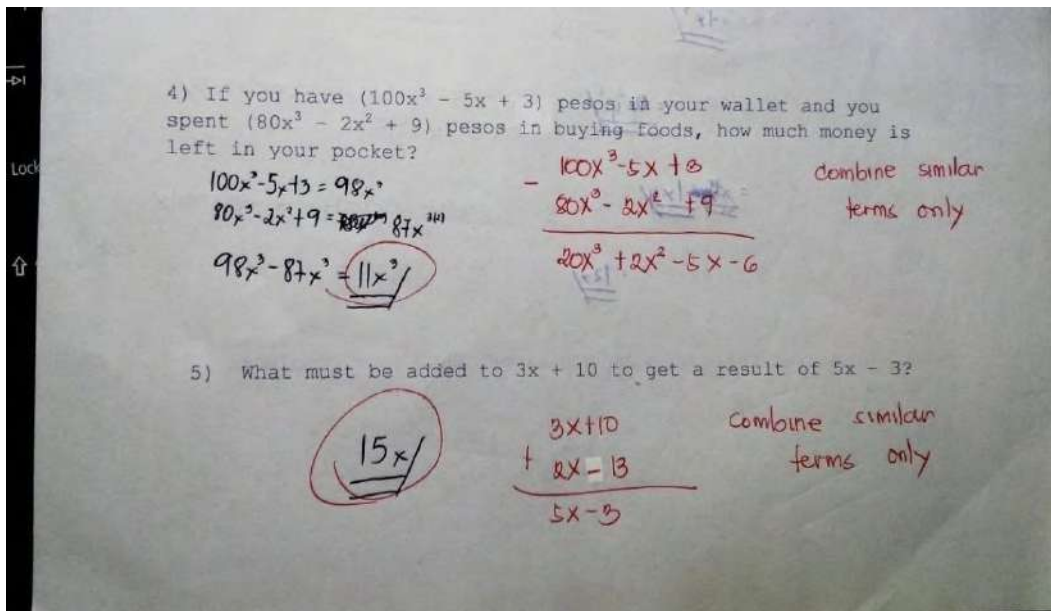
#### A. ERRORS IN COMBINATION OF TERMS



The picture shows an error on improper combination of terms. In problem number 1, the student combined these terms  $38x^2 + 80x$ , which should not be. The students forgot the rule on addition of Algebraic Expressions which is to combine similar terms only. The terms  $38x^2 + 80x$  are not similar terms, thus it cannot be combined.



The picture shows errors on improper combination of terms. In problem number 8,  $10x^2y^3 - 10x^3y^2$  were combined which should not be. The two terms have the same numerical coefficients and the same variables but different exponents to corresponding variables; thus, the two terms are not similar terms.

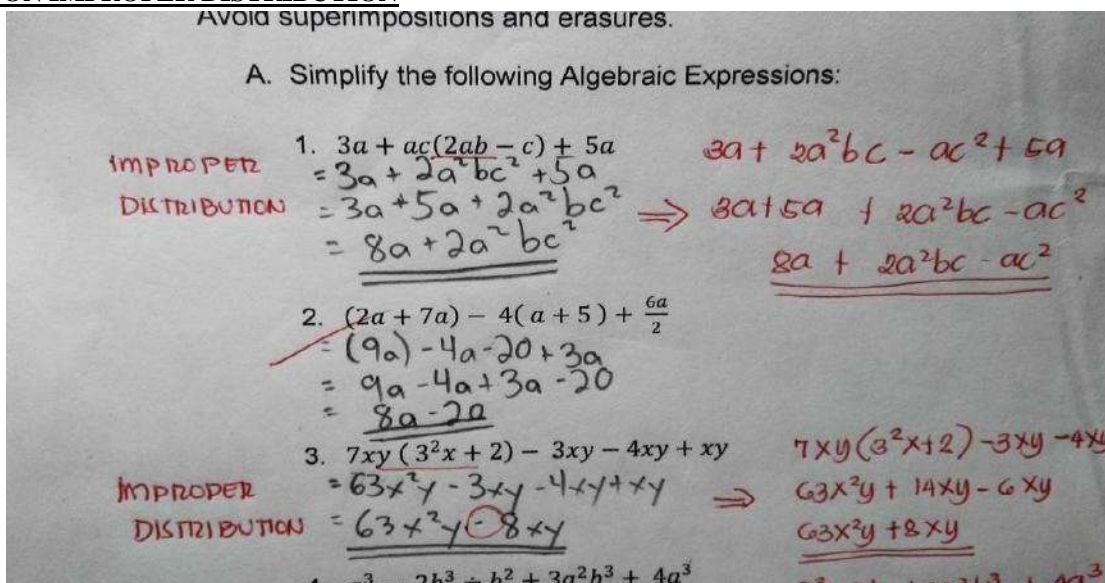


The pictures show the error on improper combination of terms. Students usually commit this error because they tend to forget the law/rule of addition and subtraction of algebraic expression as evident in the picture above. In problem number 4 above, the students combined  $100x^3 - 5x + 93 = 98x^3$ . This expression cannot be combined because the terms are not similar. Students usually considered  $x^3$  and  $x$  as similar terms, they forgot that it contains different exponents; thus, dissimilar terms.

According to some students when the researcher asked them why they combined terms that are not similar, they responded, “*Nakakalito kasi ang alam ko kapag pareho ang variable puwedeng mag combine*” (It is confusing, what I know that if the terms have the same variables, it can be combined).

From their response, students were confused in determining which are similar terms.

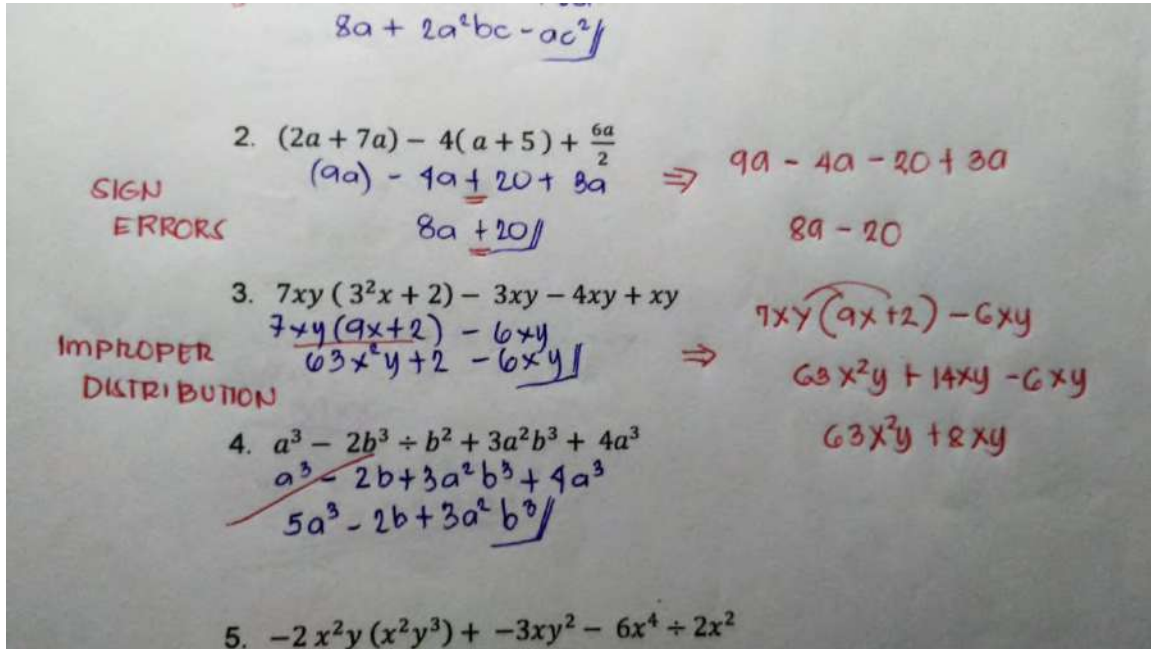
**B. ERROR ON IMPROPER DISTRIBUTION**



The picture shows an error on improper distribution of terms. In question number 1,  $3a + ac(2ab - c) + 5a$ ,  $ac$  should be distributed to the terms inside the parenthesis however, students distributed  $ac$  to the first term inside the parenthesis only which is wrong. Students just multiply the first term by the coefficient and ignore the second term. In problem number 1 in the picture



clearly showed improper distribution, the expression  $ac(2ab - c)$ ,  $ac$  was properly distributed to the first term  $2ab$  and it became  $2a^2bc$  but it was not distributed to the second term  $-c$ .



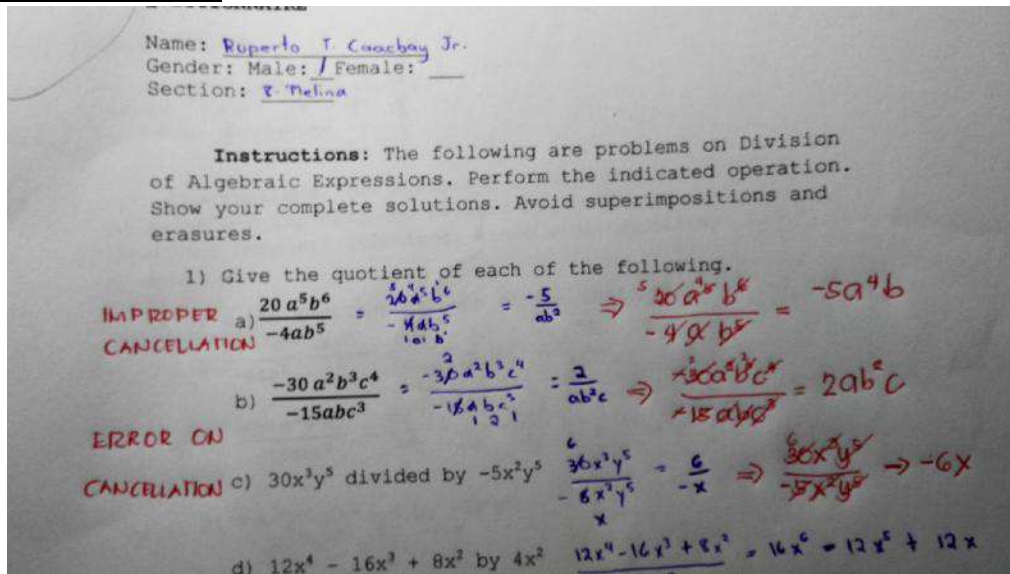
The picture shows an error on improper distribution. In number three problem above is the expression  $7xy(3^2 + 2)$  of which  $7xy$  was distributed to the first term  $3^2$  but failed to distribute it to the second term  $2$ . This is especially true when the second term is just a number.

The researcher interviewed some students regarding this error, the students responded, “*Hindi ko maintindihan ang*

*expression, kaya hindi ko alam sagutin*” ( I don’t understand the expression that’s why I don’t know how to answer). Another response from the students, “*pugpugto ti answer mi*” (Our answers were just mere presumptions.)

This implies that students did not understand the problem.

**C. ERROR ON CANCELLATION**



The picture shows errors on cancellation that students often make in solving algebraic expressions. Any

quantity to be cancelled must be a common factor of the entire numerator and the entire denominator. If the numerator and

the denominator have no common factor then the expression cannot be simplified. In example 1a, b and c in the pictures are examples of an improper cancellation or a violation of the quotient rule that states when simplifying fractions involving variables, subtract the smaller exponent from the greater exponent. Place the resulting variable in the same position (numerator or denominator) as the variable with the greater exponent. In the expression  $\frac{20a^5b^6}{-4ab^5}$  of problem number 1 above, if we subtract the exponents, the variables will stay in the numerator part because the exponents in the numerators are bigger than the exponents in the denominator. So the final answer is  $-5a^4b$  as shown in the picture.

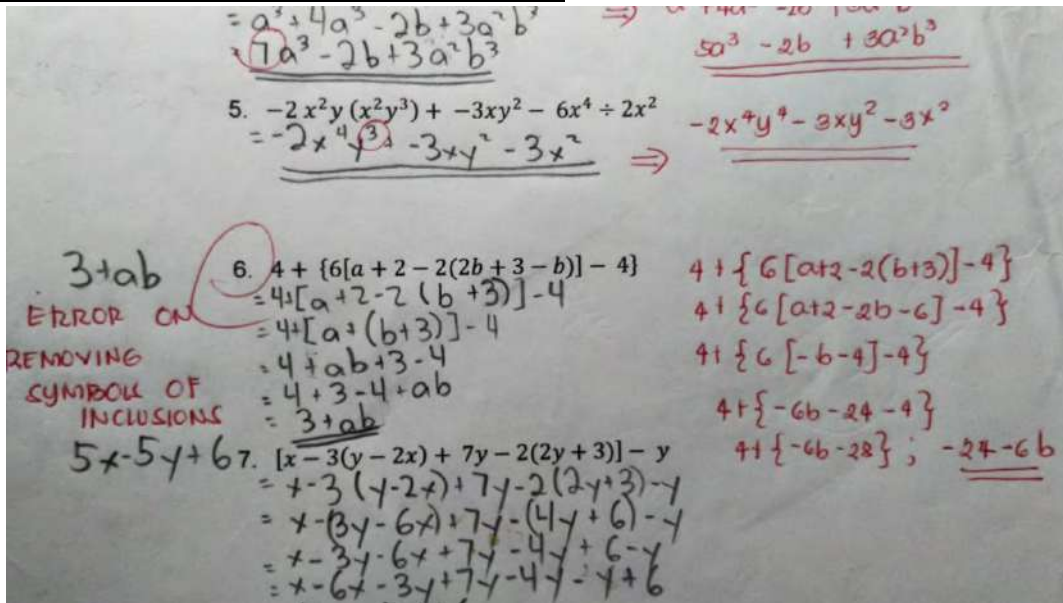
The researcher interviewed some students why did they commit errors on cancellation. They responded:

Student A: I am confused whether to add or subtract the exponents.

Student B: “*Basta nu agpada ket macancel*” (If it is the same, it will be cancelled.)

The responses of the students show that they really need to be oriented and to be taught on the rules of the simplification of algebraic expressions. Student B neglected the use of the variables both in the numerator or denominator. Even if the variables are the same if it is used as minuend or addend; it cannot be cancelled unless the use is factors.

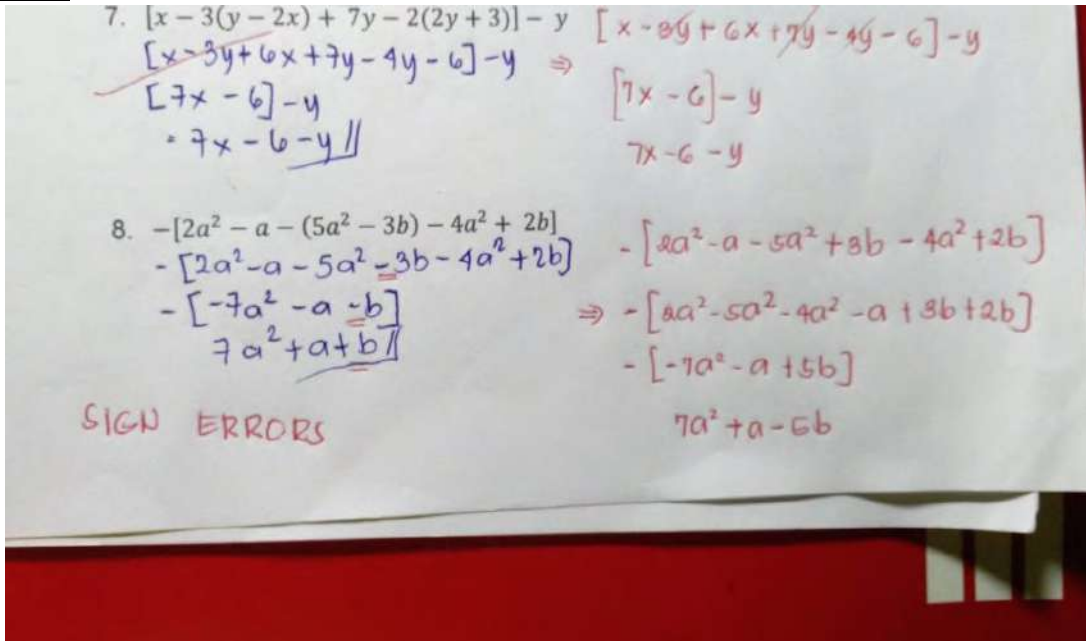
**D. ERROR ON REMOVAL OF SYMBOLS OF INCLUSIONS**



The picture shows an error on improper removal of symbols of inclusions. In problem number 6 above,  $-2$  was supposed to be distributed to all the terms inside the parenthesis. In the expression,  $6[a + 2 - 2(2b + 3 - b)]$ ,  $6$  is not properly distributed to the terms inside the bracket; thus, the student failed to remove the bracket in the problem. The red ink showed the proper way of solving the problem.

The reason for this is some students do not follow the **PEMDAS** rule that says “always solve and remove the numbers inside the parenthesis or symbols before proceeding on to simplifying” and intend to solve first the number outside the symbol before including the numbers inside the symbol.

**E. SIGN ERRORS**



The picture shows an error involving signs. In question 8, the expression inside the bracket is preceded by a negative sign. In the example above, the student failed to distribute the negative sign inside the bracket and it's a common error they usually commit. The correct step in answering is shown in the picture above. Some students forget the rule that every time we multiply a positive integer and negative integer, the product will always be a negative integer.

The researcher asked some students what is confusing when simplifying algebraic expressions with different signs, and they responded that they are confused when the bracket or parenthesis is preceded by a negative sign. From the response of the students, it is clear that they find difficulty in simplifying algebraic expressions that involves different signs. Other students just neglect the negative sign that's why they usually commit errors.

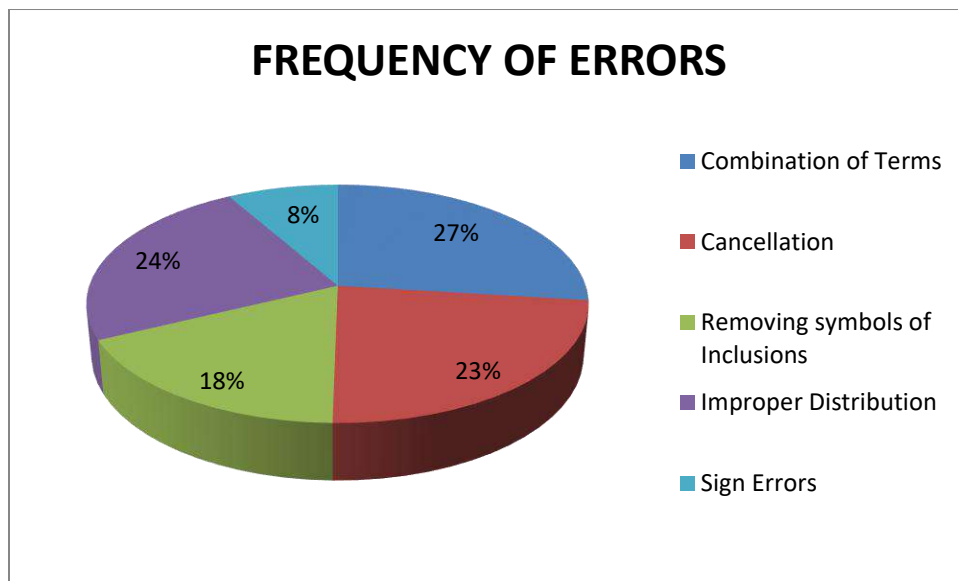


Fig.3: Frequency of Errors Committed

Figure 3 shows that combination of terms is ranked first among the five errors committed with 27%. This can be premised from the students' incompetency in determining similar and dissimilar terms as perceived from the solutions of the test questions. Improper distribution ranks second with 24%, this implies that the respondents are not knowledgeable enough when asked to distribute terms to a group of terms inside the parenthesis or bracket or on braces. The respondents tend to neglect to distribute a monomial to all the terms of a polynomial when asked to multiply such expressions. An example can further elaborate this interpretation:

Algebraic Expressions	Wrong Procedure	Correct Procedure
$7x(9x + 2)$	$63x^2 + 2$	$63x^2 + 14x$

Cancellation ranks third with 23%, this only means that the respondents do not actually know when to cancel algebraic terms. They are not equipped of the basic rules of cancellation like when dividing terms; terms that are used as

factors in the numerator part can be cancelled if they have similar terms in the denominator part. Removing symbols of inclusions ranks fourth with 18%, students simply remove symbols of inclusions without taking into consideration the sign or any term preceding or succeeding the symbols of inclusions. Sign errors rank fifth with 8% which signify that the respondents have not yet mastered the basic rules concerning signs. They often forget to carry the signs of the term with it.

The five common errors presented in this study play a significant role towards the success of every student in learning higher mathematics especially Algebra. This result agrees with the claim of Gapasin (2010) in his findings in which he found out that the common errors on Operations of Algebraic Expressions are the same as the findings in this study. Furthermore, the rank of the number of frequency of errors is the same as the rank of the number of frequency of errors in this study.

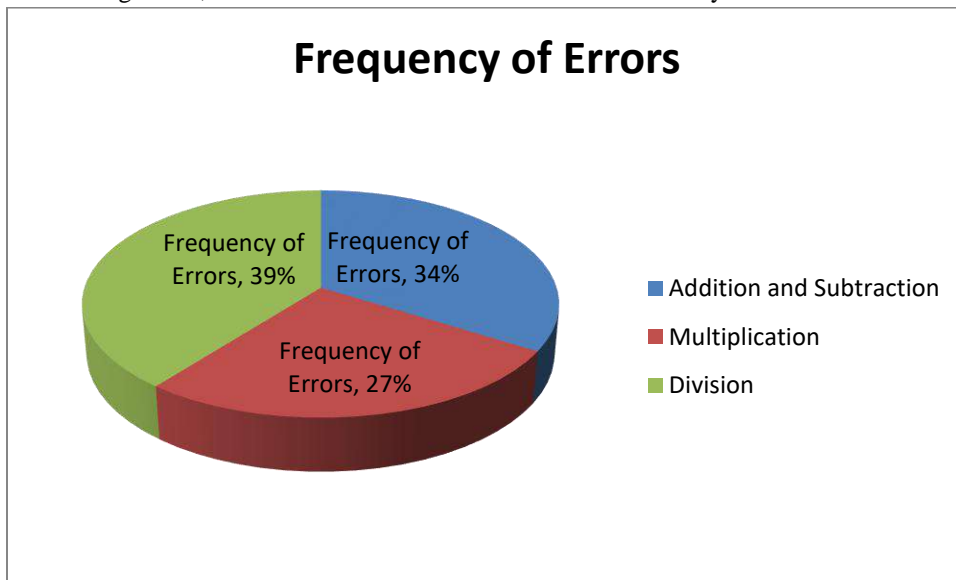


Fig.4: Frequency of Errors of the four operations

Division is ranked first (1) with 39.39% for the frequency of the number of errors committed, this implies that students found division to be the most difficult operation of Algebraic Expressions. It is evident from Table 7 that the respondents find Division as the most difficult when operating on Algebraic Expressions. This result agrees with the claim of Dongbo (1989) as cited by Gapasin (2010) findings in which he found out that elementary children do not have a good mastery of Division. Deducing from the test papers of the

respondents, they often fail to carry out the proper procedure especially concerning exponents and variables.

Ranked second (2) is addition and subtraction, discerning from the output of the respondents, they are confused on how to deal with the variables and exponents. This falls back to determining similar terms. Another is they do not know how to employ the properties of integers under subtraction and addition. This error regresses to sign errors. This indicates that several of the respondents are not yet masters of this operation. Addition of algebraic expression is supposed to be

an easy task. However the inability to recognize similar terms deters the students from successfully carrying out operation in addition. Furthermore, the students' inadequacies in combining terms and in signed numbers contribute to faulty addition and subtraction of algebraic expressions. The process of multiplication of algebraic expressions is ranked third of the total errors committed on all the four fundamental operations. Obviously, it still presents a large quantity of errors. This only shows that even though multiplication has the least errors committed comparing to the other fundamental operations, it is still disturbing that a large committed under such simply and direct operation. This result is relatively similar to the result of Gapasin (2010), in his study showed division, subtraction, multiplication and addition in that order of descending difficulty, but Rimban's (1986) as stated by Gapasin, the result showed that addition is the easiest among the four fundamental operations where as in this study; multiplication came out to be the easiest.

#### IV. CONCLUSION

When working on Algebraic Expressions, the respondents found combining of similar terms and improper distribution as the most difficult and sign errors as the least committed. Also, the students recognized division as the most difficult operation to handle when manipulating algebraic expressions. Adjacent to division are subtraction and addition respectively. The students consider multiplication as the easiest operation to perform when dealing with algebraic expressions.

#### V. RECOMMENDATIONS

Mathematics teachers must develop the habit of giving a pre - assessment test before a topic to determine the weak points of the students thus, allotting more time to the teacher to determine if the students have really developed a solid understanding of the previous lessons. Homework should be given to students to supplement and extend learning from the classroom to their home. Teachers should also motivate the students to utilize the library as an extension of the classroom. A similar study may be conducted on a wider scope to determine particular mathematics topics where students usually find difficulty. Upon which, the higher and proper authorities can devise learning plans and textbooks to address such difficulties.

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# Lechon Data Recovery of the Yookah Native Pigs of KSU Native Pig R&D Project

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**Abstract**— This study was conducted to determine the lechon data recovery of the YOOKAH native pigs of KSU Native Pig R&D Project. This study is part of data gathering tool of the on-going Native Pig R&D Program entitled “Conservation, Improvement and Profitable Utilization of the Phil. Native Pigs”, funded by DOST-PCAARRD. Morphometric measurements of the thirty three (33) lechon animals weighing 15-20 kg were gathered and recorded, of which are 18 castrated males and 15 females. Data gathering covered a period of three (3) years from June 2015 to July 2018.

Data gathering was done during the pre-slaughter at the KSU native pig station, post-slaughter and lechon data were taken at Daliyong’s lechonan. The researchers only used one lechonan to maintain the consistency of the procedure during the slaughter, evisceration and pit roasting. A tape measure and digital weighing scale was used during the data gathering.

The total shrinkage of head length from live to lechon is recorded at 3.22 cm, the body length is recorded at 6.54 cm and the heart girth was recorded at 8.91 cm. The total shrinkage in body weight is recorded at 49.7% or a total of 8.98 kilograms. Most of the loss occurred during the evisceration process, the loss occurred during the pit roasting is due to the loss of water from the carcass of the animal. Leaner animals such as native pigs have leaner body with less fat thus loss during the roasting procedure is lesser.

Recommendation for further studies should focus on the comparison between the morphometric measurements and organoleptic comparison between the native pig lechon and commercial lechon to support these findings.

**Keywords**— Lechon pig, Philippine native pig, Native Lechon, Yookah native pig, Yookah native lechon.

## I. INTRODUCTION

As a popular pork dish, *lechon* is derived from a Spanish term meaning leche (milk); thus it refers to the suckling pig meat (2-6 weeks old) which is skewered over the charcoal until roasted. According to Monleon, 2018, there is no better indicator of a seriously good party than a whole lechon (roast pig). For centuries, lechon has been the hallmark of the no-hold barred celebration. Nowadays, native pigs as *lechon* are becoming more popular especially for occasions and festivities because of their tastier and leaner meat value compared to the commercial pig meat. Additionally, the meat has more nutritional value as it has higher protein content and

lower fat and cholesterol content as compared to the commercial pig meat (Lesaca, 2012).

It can be noted that Cordillera Administrative Region is one of the sources of native pigs that reach the market in Manila and Bulacan which are known to produce native pig lechon. In Cordillera, native pigs are important sources of income, and food for rituals and occasions for backyard raisers or small farms. These pigs are considered sturdy and are more resistant to various diseases. They can survive on kitchen wastes and farm-grown feeds or farm by-products. Although native pigs may have long been the source of livelihood in smallholder production system, their numbers

are perceived to be declining at an alarming rate as the commercial sector continues to grow, thereby making them more expensive if at all available (e.g., Bondoc et al. 2017).

This study aims to gather data on native pig lechon recovery that may benefit the local native pig farmers and lechon processors and future researches.

The study determined the morphometric measurements of the carcass and lechon Yookah native pigs of the Kalinga State University Station.

## II. MATERIALS AND METHODS

The data were gathered from the period three years from June 2015 to July 2018 in Kalinga State University Native pig station.

A total of 33 *lechon*-size native pigs (15-20 kgs), composing of 15 females and 18 castrated males, was used in the study.

Experimental animals were transported from the farm a day before slaughter and fasted for at least 12 h prior

to slaughter at the Daliyong's lechon in Purok Datu, Bulanao, Tabuk City, Kalinga. The pre-slaughter data consisted of live weight at purchase, head length, body length, and heart girth. The weight was taken using a digital weighing scale; using a measuring tape, the head length was taken from the tip of the snout to the base of the tail; the body length was taken from the base of the skull to the base of the tail; and the heart girth was taken by getting the circumference of the body behind the forelimb along the line of the heart.

Animals were slaughtered according to standard slaughtering practice (Ibarra 1983). Pigs were then scalded by dipping in hot water vat and dehaired manually. Evisceration followed thereafter.

Carcass data consisted of carcass/slaughter weight, and external body measurements consisted of the head length, body length, and heart girth was also collected. The internal organs such as the heart, lungs, liver, kidney, spleen, stomach, small intestines, large intestines, visceral fats, reproductive organs and blood was removed prior to carcass data collection.

Picture showing gathering of body length and heart girth





Processing (dehairing and evisceration)  
Data gathering of lechon



Yookah Native Lechon

**Data gathered for sample analysis:**

1. Age and sex of the sample native animals
2. Pre-slaughter data – The animals were weighed. The external body measurements consisted of the head length, body length, and heart girth was gathered.
3. Carcass/Slaughter data – The animals were weighed (internal organs were removed and was not included in the weight data). The external body measurements consisted of the head length, body length, and heart girth was gathered.
3. Lechon Recovery Data – The animals were weighed. The external body measurements consisted of the head length, body length, and heart girth was gathered.

Table 2. The mean live weight, carcass weight and lechon weight of the Yookah native pigs.

Weight of animal	Male (n=18)	Female (n=15)	Total
Live weight (kg)	17.57	18.67	18.12
Carcass weight (kg)	12.34	13.03	12.65
Lechon weight (kg)	8.46	9.92	9.12

The mean weight of the animals before slaughter is 18.07 kilograms, the mean carcass weight is 12.65 kilograms and the mean lechon weight is 9.12 kilograms.

Table 3. The percentage loss of the Yookah native pig

Percent loss (%)	Male (n=18)	Female (n=15)	Total
Live to carcass weight (%)	30.07	30.60	30.34
Carcass to lechon weight (%)	31.45	24.23	27.84
Live to lechon weight (%)	52.03	47.36	49.7

The table shows the percentage loss of Yookah native pig from live to finished product. With the removal of the internal organs and the hair, there is a loss of 30.34% or 5.48 kilograms from the live weight. The total loss or shrinkage from carcass to lechon is 27.84% or 3.51 kilograms of moisture. The total percentage loss from live to lechon is 49.7% or 8.98 kilograms.

From these figures, we can conclude that almost half of the body weight is lost from the live weight to the finished product (lechon) through the processing. Most of the loss occurred during evisceration where in the organs are removed.

**III. RESULTS AND DISCUSSION**

**Morphometric measurements during pre-slaughter, post-slaughter and lechon data**

Table 1. Mean linear measurement of the Yookah native pigs

n=33	Head length (cm)	Body Length (cm)	Heart girth (cm)
	22.64	60.09	59.27
	21.82	59.00	57.67
	19.42	53.55	50.36

The mean head length of the live animal is 22.64 cm and after processing, the carcass head length is 21.82 cm, a total of 0.82 cm was lost during the scalding and dehairing. This shrinkage is due to the skin retraction when the animal was placed in the hot water. The lechon head length is 19.42 cm, a shrinkage from the carcass of 2.40 cm. A total shrinkage of 3.22 cm from the live measurement to the lechon recovery data, this shrinkage is from the moisture evaporation and contraction of the tissues of the head.

The mean body length of the live animal is 60.09 cm and after processing, the carcass length was measured to be 59.00 cm, a total of 1.09 cm shrinkage during scalding and dehairing. The lechon body length was recorded at 53.55 cm with a total shrinkage of 6.54 cm from the live measurement. This shrinkage is from the contraction of tissues particularly on the tissues of the vertebral column during the pit roasting

The mean heart girth of the live animal is 59.27 cm in diameter. The carcass heart girth is 57.67 cm with a shrinkage of 1.60 cm during the processing. The lechon heart girth is 50.36 cm with a shrinkage of 8.91 cm from the live measurement. This shrinkage is due to removal of the organs during the evisceration process and contraction of the rib muscles during roasting.

The recorded biggest shrinkage is the heart girth, followed by the body length and lastly the head length.

**IV. CONCLUSIONS**

We can conclude that the greatest loss in lechon processing is through the evisceration process. With regards to the total loss during the roasting process, less water was lost due to the fact that native pigs have leaner meat and less fat.

**RECOMMENDATIONS**

The researchers recommend study on the comparison between the morphometric measurement and organoleptic study between the commercial lechon and native lechon. This studies will support if not strengthen the findings of the researchers.

**ACKNOWLEDGMENTS**

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# Demand and Consumption Pattern Analysis of commercial drinking water among selected barangays of Tabuk City

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**Abstract**— *The study analyzed the demand and consumption pattern of commercial drinking water in 4 barangays of Tabuk city namely; Dagupan, Dagupan Centro, Bulanao, and Bulanao Norte from April 2018 to August 2018.*

*Five hundred thirty seven (537) households and fifty (50) from the business sector were the respondents. Qualitative and Quantitative data were gathered from the respondents through the use of structured questionnaire. Descriptive statistics and inferential statistical tool specifically Pearson-Product-Moment Correlation is the tool in determining the significant correlation between demand and consumption pattern of commercial drinking water and the motivational factors affecting consumption was used. . It was found out that majority of the household respondents consumed commercial drinking water anytime after food intake that includes meals and snacks either at home or at work and frequency of use was based on weather conditions; this pattern accounts for a high demand of commercial drinking water. Advertisement was the major source of information about commercial drinking water followed by parent's friends and environmental science seminars.*

*Commercial drinking water operators and suppliers employed marketing strategies and production strategies. Arranged delivery schedule, market information, local penetration and media advertisement which is described as relationship marketing or transactional marketing. The operators further noted training of workers, transparent production and quality control in the production process.*

**Keywords**— *Demand, Consumption pattern, commercial drinking water, Tabuk City.*

## I. INTRODUCTION

Water has always been an important and life sustaining drink to humans and is essential to the survival of most other organisms. Excluding fat, water composes approximately 70% of the human body mass. It is a crucial component of metabolic processes and serve as a solvent for many bodily solutes that is why bottled water is sold for public consumption in most habituated parts of the world (USEPA, 2006).

Rauf, S. (2015) reported that water and sources are critical factor of sustainable development so it is a concern of policy makers because the gradual increase of population has a corresponding increase of demand ,

increases water scarcity hence pricing policy is the concern of policymakers.

Water is an indispensable input for industrial production and human existence. Currently, people concerned about their health, and their interest in the safety of drinking water have increased. Some people prefer purchasing bottled water and using water-treatment equipment to drinking tap water. These actions can be interpreted as preventive behavior against the decline in tap water quality. Since such behavior entails defensive expenses and deteriorates the level of welfare by diminishing real income, the government attempts to provide a policy to improve the quality of tap water (So-

Yoon Kwak 1, Seung-Hoon Yoo 2, and Chang-Seob Kim 3, 2013).

The Philippine National Standards for Drinking Water (2017) is the result of a DOH directive (Administrative Order No. 2017-0010) seeking to update the existing standards of drinking water. Its objective is to address a number of new health issues and concerns that have emerged since the last update a decade ago contained in the handbook are experiences of water service providers, the new scope and definition from the Sustainable Development Goal (SDG) about water supply indicators, need for water quality standards during emergency, and newly-crafted guidelines by the World Health Organization (2011) on the safety of drinking water.

In a competitive economy market; penetration of basic goods that sustain life like bottled drinking water or commercial drinking water increasing in Tabuk City in spite of the presence of Tabuk Water Services that provided tap water level 3 service connection.

In Kalinga, the LGU's potable water sources is one of the priorities through the development of water facilities infrastructure. The gradual progress of a semi-urban municipality like Tabuk City has a gradual increasing rate of population that needs potable water. The use of water, food consumption pattern and hygiene behaviors shall be taken into account to reduce the consequences of health. Local water sources are present from dug wells, spring water, and private operated submersible pumps and public tube wells. According to the UNICEF report (2009); while progress has been made in terms of sanitation and water services, numerous issues still exist like the amount of water available household and the quality of this water, is a major issue. Hence, this study determined the available water facilities and the consumption pattern of households in terms of sale drinking water.

Water is inevitable in sustaining the life stamina of man and animals. Potable water consumption analysis is vital to find out the sources and practices of the households of the highly populated barangays of Tabuk City Kalinga. Healthy living is accounted by the safe water that is consumed by the people. Individuals are at risk especially children who experience diseases that is related to water and sanitation practices.

Tabuk City is the capital of Kalinga province in the northern part of the Philippines, 5th class city and formally established as City under RA 9404, February 15,

2011. According to a census made in 2015, it has a population of 110, 642 people out of 42 Barangays. The population of Tabuk City is a mixture of different Kalinga cultures and languages. The two barangays of Bulanao and Dagupan are the centers of commerce and trade for Tabuk City, and the focus of economic activity for most areas of Kalinga. Merchants from Ilocos, Pangasinan, Cagayan and other nearby provinces go to Bulanao and Dagupan to purchase rice, which is the major agricultural product of Kalinga. These merchants sell other commodities, especially seafoods, clothing, fabric, metal and plastic manufactured products and commercial drinking water. The language in the area is predominantly Ilocano (Tabuk City Files, 2015).

For a decade, the source of potable water of the households of Tabuk City are deep wells, tap water from pumping station, commercial drinking water (bottled water and refilling station). Based on the reports of DOH CAR (2017), that Kalinga has high incidence of diarrhea and typhoid fever which are both water-related diseases. As of June 30, 2011, Tabuk Water served 8 out of 42 barangay with 2,809 to 532 households. There was a 16.25% increase (TAWA Report, 2017) and it was found out to be safe because latest bacteriological and chemical/physical examination was conducted by Cagayan Valley Medical Center. It indicates that all of the water supplied by Calapan Waterworks to its clients in Tabuk City conform to the Philippine National Standards for Drinking Water (PNSDW, 2017).

As embodied in Clean Water Act No. 9275 of 2004, which is a Law on Comprehensive Water Quality Management (CWQM) that abate and control of pollution from land-based sources implemented by DENR under Administrative order No. 2005-10 (Aquino, A. & Bellisa, 2004) and supported by the latest Philippine National Standard of Drinking Water of 2017 (PNSDW) implemented by Department of Health (DOH) under Administrative Order no. 10 s.2017 which prescribes the standards and procedures of drinking water quality to protect public health and consumers.

Kalinga has a reported incidence of waterborne diseases such as diarrhea at 14% and typhoid fever at 17% increase particularly in Bulanao (DOH CAR, 2016). Quarterly monitoring of drinking water facilities were undertaken by the Office of the Provincial sanitary Engineer and registered a total of 35 refilling stations in Tabuk City as of November 2018.

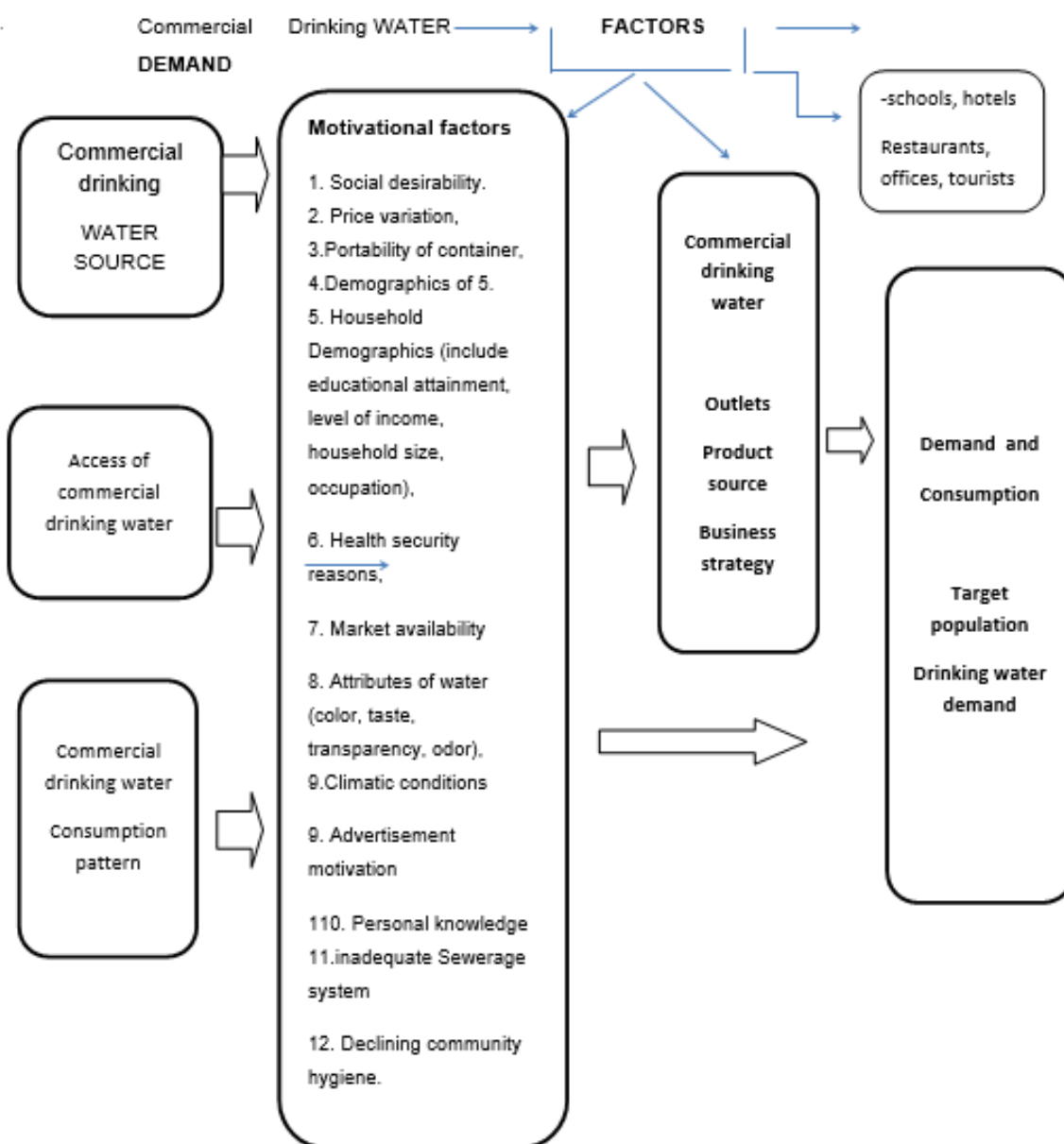


Fig.1: Analytical Framework of the study

Based on the foregoing literature, business prospect on commercial drinking water in Tabuk city could be a lucrative business. This study was conducted to find out the motivational factors that affected the demand and consumption pattern of households.

The study specifically (1) determine the socio-economic profile of the respondents in the area; (2) find out the demand and consumption pattern of commercial drinking water; (3) find out the source and storage practices of drinking water of the respondents; (3) determine the motivational factors associated with demand and consumption of commercial drinking water; (4) find out the

relationship between demand and consumption pattern and motivational factors affecting consumption of commercial drinking water; (5) determine the business strategies employed by the commercial drinking water operators; and (6) the sources of information of the environmental issues associated with commercial drinking water.

## II. METHODOLOGY

After making a preliminary documentary analysis of the data of Tabuk City it was found to that the target barangays particularly Bulanao and Dagupan has the greatest number of household with a high number of refilling stations and

many market outlets of bottled drinking water. As the core barangays of Tabuk city it has a population of 5,372 households found to have full service connections of the Tabuk water works .which is commercially operated. The 4 Barangays has 26 refilling stations operating sporadically; 16 refilling stations at Bulanao with 2,886 households, 3 refilling stations at Bulanao Norte with 1,035 households, 4 refilling stations at Dagupan Weste of 902 household while only 3 at Dagupan Centro with 569 household.

The study employed a descriptive design. Both the qualitative and quantitative research methods were used to extract data from the respondents.

Respondents of the study were household heads drawn of the 4 Barangays. A total of 537 were randomly selected using Gay (1976) selection method of respondents in large population while 26 refilling stations operators and 24 outlets of commercial drinking water were included as respondents to represent the business sector distributed

#### Instrumentation

Based on the objectives of the study, structured questionnaire was the main data gathering instrument. Both open and close ended questions were used to support the qualitative data needed in the analysis of the gathered quantitative data gathered.

#### Data Gathering

In the primary survey technique the researcher conducted direct observation by visiting the target barangays for 4 times to establish rapport with the commercial drinking water suppliers and some of the respondents. Data gathering was done from April 2018 to August 2018.

Moreover, in order to facilitate and obtain the relevant data, other data collection methods were done.

Review of Secondary data.

Key informant approach. This approach was done during the preliminary investigation and during the data collection method. Questionnaire distribution was done simultaneously to minimize time and effort

Among the key informants are the following:

1. Barangay officials;
2. Barangay teachers who reside in the area;
3. City Planning Officer
4. Department of Health Tabuk City ;
5. Department of Health Kalinga
6. Other line agencies like, Department of Trade and Industry and Department of Environment and Natural Resources.

Survey Method. The use of structured and questionnaire were used. They were delivered personally and the aid of 4 enumerators. During the collection of questionnaires, supplementary interviews with the respondents was done to ascertain and clear up some information gaps.

Direct observation. This technique used actual observation of product distribution and consumption.

Triangulation. This technique was used to facilitate validation of data through cross verification from two or more sources like households and suppliers.

#### Data Analysis

Data were analyzed using the descriptive and inferential statistics. Methods used is based on the data and the hypothesis tested. Percentages, means and ranking and ranges were used to describe the socio-economic characteristics of the respondents. The Likert Scale was used in capturing the opinions of respondents.

Pearson- Moment Correlation Coefficient (r) was used to determine the relationship between the dependent and independent variable. Multiple regression Analysis was used to determine the degree of contribution and variation between each two variables. Analysis of Variance was used to determine the demand and consumption pattern of commercial drinking water as affected by the motivational factors. The SPSS was used to obtain correlation and regression values.

### III. RESULTS AND DISCUSSIONS

Table 1. Socio-economic profile of respondents. \* n=537

A. Socio-economic profile			
Educational attainment			
Elementary	1	10	1.86%
High School	2	16	2.98%
College graduate-	3	511	95.16%

Total		537	
Household size			
1-3	1	11	2.05%
4-6	2	509	94.79%
6-7	3	17	3.17%
Total		537	
Income			
below250, 000	1	26	4.84%
Above 250,000-500,000	2	348	64.80%
Above 500,000- 1,000,000	3	105	19.55%
Above 1,000,000	4	58	10.80%
Total		537	
Occupation (PSOC, 2012)			
1. Managers		71	13.22%
2. Professionals		287	53.45%
3. Technicians		18	3.35%
4. Clerical jobs		20	3.72%
5. Service and sale workers		35	6.52%
6. Skilled Agriculture, forestry &fisher producers		63	11.73%
7. Craft related trades workers		9	1.68%
8. Plant machines operators		3	0.56%
9. Elementary Occupations		16	2.98%
10. Military		15	2.79%
Total		537	
B. Home Physical Environment			
Sewerage system		537	100%
Toilet facilities		537	100%
Solid waste management ( scheduled garbage Collection)		514	96%
c. Source of drinking water			
Tap water		23	4.28%
Commercial Drinking Water		514	96%
Total		537	
D. Drinking water Storage practices			
Earthen jars		10	1.86%
Aluminium containers		0	
Plastic Containers ( jugs)		527	98.14%
Total		537	

\*Multiple Response



Table 1 shows the socio-demographic characteristics of the respondent households in Dagupan, Dagupan Centro, Bulanao, and Bulanao Norte as to educational attainment, household size. Level of income and occupation, home physical environment, source of drinking water and home environment. As reflected on the table, majority (95. of the respondents were College graduates so most of them are professional with high income that can support of 4-6 members of the household. This findings confirm the study of Rauf, S. Et al. (2015) that households are willing to pay for an improved water supply system provided by the public sector, and a willingness to pay is significantly determined by awareness, levels of education, social capital, and household income. Educated respondents have access to information regarding quality drinking water and such individuals are more concerned about the health impacts of using water derived from a hand pump or tap water. So education has a significant impact on a household’s likelihood of drinking quality water, i.e. bottled water.

Table 2 further reveals that majority (100%) of the respondents have good home environment as accounted by the presence of sewerage system( 100%) which is currently widened , toilet facilities was found to be for improvement

to abate fecal contamination especially households of Dagupan area and Bulanao area that are adjacent to schools, hotels and eateries while solid management practices( 96% ) it’s quite good due to the scheduled garbage collection and implementation of Solid Waste Management Act which coincides WHO (2017 ) statements that climate change caused changing water temperature and rainfall patterns, severe and prolonged drought or increased flooding, its implications for water quality and water scarcity, and recognizing the importance of managing these impacts as part of water management strategies . Tabuk City has private drinking water sources like Tabuk Water Corporation that produces more than 100 liters per second that can sustain enough treated water to the identified Barangays that that are populated wherein majority (96%) of the respondents had been connected, in spite of the services of Tabuk Water there were 23 (4%) respondents who still consumed tap water from dug wells due to the distance of these residents from the service connection drop. It was found out that majority (98 %) of the respondent’s stored drinking water in plastic containers from a refilling station.

Table 2. Accessibility of Commercial drinking water.

Indicators	Frequency	Percentage
Very accessible( good price, available source, less than 3 km market distance )	537	98.88 %
Accessible( good price, available source, more than 3 km market distance )	6	1.12 %
Less accessible( good price, available source, more than 10 km market distance )	0	0
Total	537	100 %

As indicated in Table 2 majority (98.88%) of the respondents are very accessible with the source of commercial drinking water including affordable price at P25.00 per gallon which is less than 3 kilometres from the established refilling stations. Tabuk city report files (2015) further described that the connections of treated water

supply of the residents are classified as Level 111. Residents further stated that after strong typhoons or storms wherein there no electricity, the residents used tap water from the protected dugwells or from the refilling stations. Some respondents have their own personal filtration facility tapped at the water works connection.

Table 3. Consumption pattern of commercial drinking water among the respondents.\*

Indicator	frequency	rank
1. Time pattern		
1. Every hour	426	3

2. 2-3 hr interval	329	5
3. 4-6 interval		
4. 8-10 hrs interval starting at 0600 hour		
5. After food intake (meals and snacks)	504	2
6. Drink Water anytime based on weather	537	1
2. Place of Consumption		
2.1 Home	537	1
2.2. work	397	4
2.3.Other location	261	6

\*Multiple response

Table 3 presents the consumption pattern of the respondents based on time of use and place. It was found out that majority of the household respondents consume commercial drinking water after food intake that includes meals and snacks either at home or at work and frequency of use was based on weather conditions. According to the

respondents higher water intake was observed during hot/warm conditions to normalize body temperature. Other locations that were identified by the respondents who are mostly professionals are when they are on travel, hospitals, and restaurants and during leisure time commercial bottled water is a part of their baggage for health reasons.

Table 4. Motivational factors associated with the commercial drinking water.

Indicators	Frequency	RANK
1. Social desirability ( status symbol )	301	6
2. Price variation	412	5
3. Portability of container	124	9
4. Demographics of Household ( include educational attainment , level of income , household size, occupation	537	1
5. Health security reasons	502	2
6. Market availability	537	1
7. Attributes of water ( color, taste ,transparency, odor)	139	8
8. Climatic conditions	102	10
9. Advertisement motivation	438	3
10. Personal knowledge	98	11
11. Sewerage system conditions	278	7
12. Declining community hygiene	336	4

\*Multiple response

Table 4 shows the ranked multiple responses extracted from the respondents regarding the motivational factors that affected their demand and consumption pattern of commercial drinking water, it is interesting to note that high level of responses is on market availability ranked number 1 (100 %) which implies that respondents are accessible to the source of commercial drinking water which is less than 3 kilometres as reflected from previous tables. This finding is supported by DOH Kalinga(2018) that as of November 2018 they have total of 40 recorded registered refilling stations of commercial drinking water sporadically established among the almost 10 barangays out of 42. It is further noted that 26 refilling stations were duly registered in the identified barangays as reflected in table 1 where Bulanao has 16 refilling stations found out serving 2,886 households. This finding also accounts the findings of Iftikhar Ahmad (2010) that the magnitude of willing to Pay (WTP) and demand of households on improved water quality because of its availability.

The table 4 further reveals that the demand and consumption pattern of respondents were due to health security reasons being the second rank . This finding is supported by the report of the Department of health Cordillera Administrative Region (2017) that there were recorded cases of diarrhea and typhoid fever which are water-related diseases. The disease incidence record encouraged the DOH Kalinga and DOH Tabuk City the strict implementation of the guidelines of Philippine Standard for Drinking Water (PNSDW , 2017)as a result of a DOH directive (Administrative Order No. 2017-0010)

seeking to update the existing standards of drinking water. Its objective is to address a number of new health issues and concerns. Based on interview of the Provincial Sanitary Engineer quarterly monitoring program is being conducted to monitor the commercial drinking water outlets to ensure safety of the consumers. Similarly, Kwak (2013) stated that water is an indispensable input for industrial production and human existence. Currently, people are increasingly concerned about their health, and their interest in the safety of drinking water has increased, hence there is a need to impose water quality management. Kwak et al( 2013) described the economic benefits of tap water supply services in some urban areas of Korea, they cited that the economic benefit of water consumed is the sum of the actual water price and the additional willingness to pay (WTP) for the consumption. Their information can be beneficially utilized in conducting an economic feasibility study for a new project related to tap water supply service.

Based on the obtained ranks, third in rank that motivated the demand and consumption commercial drinking water is on advertisement motivation where information is typically from the mass media like television commercials, brochures, pamphlets and flyers. The finding of this study confirms the statements of Macclinis ( 2009) ; Sindhya (2013) that advertisement of a product as part of marketing strategy motivated consumers because effective advertising clutter , captures and persuade consumers not only on affordable pricing , packaging or brand stability but also due the personality of models used in advertisements.

Table 5. Pearson –Product Moment Correlation Coefficients of Demand and Consumption and motivational Factors

Variable	r	t- value
1.Educational Attainment	.2548	2.675**
2.House Hold size	.1392	1.016*
3.Level of Income	.2388	2.413**
4.Occupation	.1837	1.129*
5.Accessibility of commercial drinking water	.2548	2.675**
6.Social desirability	.1320	1.057*
7.Price variation	.0192	.1950*
8.Health security reasons	.1420	1.257*
9.Climate conditions	.1352	1.045*
10.Advertisement motivation	.1461	1.242*
11.Personal knowledge	.0671	.683 <sup>ns</sup>
12.Sewerage system	.0197	.200 <sup>ns</sup>
13.Community hygiene	.1302	1.012*

Table 6. Analysis of Variance for the considering the motivating factors of consumption and Demand and Consumption Pattern of Commercial Drinking Water .n=537

Source of variation	DF	Sum of squares	Mean squares	t-value
Regression	13	1197.679	92.129	2.092*
Error	524	4007.083	44.034	
Total	537	5204.762		

\*significant at 0, 05 R<sup>2</sup>=73.01%

Table 6 shows the analysis of variance that gives an r-value of 2.092 which is significant at 0.05 level. This means that the variations in the demand and consumption of commercial drinking water is due to the above mentioned variables.

Table 7. Values of variables of the multiple regression model.

Variables	r	t- value
1.Educational Attainment	.2548	2.675**
2.House Hold size	.1392	1.016*
3.Level of Income	.2388	2.413*
4.Occupation	.1837	1.129*
5.Accessibility of commercial drinking water	.2548	2.675**
6.Social desirability	.1320	1.057*
7.Price variation	.0192	.1950*
8.Health security reasons	.1420	1.257*
9.Climate conditions	.1352	1.045*
10.Advertisement motivation	.1461	1.242*
11.Personal knowledge	.0671	.683 <sup>ns</sup>
12.Sewerage system	.0197	.200 <sup>ns</sup>
13.Community hygiene	.1302	1.012

ns- Not significant

\*Significant

Table 7 shows the values of the multiple linear regression model, the estimated values of the parameters (intercept) b1...b13 as shown on table 7. The demand and consumption after intercept value of 3.506 is far from zero. The 11 values are noticeably significant at 0.05 level.

The above result implies that the 11 variables directly affected the consumption pattern of commercial drinking water. This means that education, income, household size, occupation and accessibility of drinking water, Social desirability, price variation, health security reasons, climate conditions, advertisement and community

hygiene motivation has a great effect on the consumption pattern of the respondents. This findings of this study confirms the findings of Delina, P.Ja and Dasinaa (2016) that income is related with the consumption of commercial drinking water. Their willingness to pay water is not only because of high income but also due to household size, occupation. And accessibility of commercial drinking water source. Personal knowledge and Sewerage system found to be not significant because sewerage system is improving in Tabuk City and personal knowledge is low because most respondents do not have enough knowledge on the scientific testing and chemicals to be tested in drinking water.

Table 8. Sources of information about the issues on commercial drinking water. \*n=537

Sources	Frequency	Percentage
1. Government pamphlet	40	7 %
2. Environmental science or any environment related class/seminar in college	65	12 %

3. Advertisement (TV, magazine, internet, etc.)	537	100 %
4. Parents/family members	423	79 %
5. Friends	283	53 %
6. Books/articles	22	4 %

\*Multiple response

Table 8 presents the sources of information of commercial drinking water. Data show that advertisement (100%) from mass media has provided information about commercial drinking water. This implies that there was effective advertisement done by the bottled water companies in the promotion of their products. Data shows that parents and family members (79 %) are the sources of information because the households purchased branded commercial drinking water. With the more or less 15,000 student population of schools in Tabuk city demand for

commercial drinking water either from refilling station or portable bottled water in increasing. Friends and peers (53 %) was found to be a part of source information. It was found out that seminars (12%) were also a part of the source of information wherein filter business agents provide information about the quality of drinking water. Data shows further that there was an effort done by the government agencies like Philippine Information Agency, Department of Health and schools in their environmental science classes.

Table 9. Business practices employed by commercial drinking water suppliers and outlets. n=50

Indicators	Frequency	Percent
<b>A. Marketing strategy</b>		
a.1. Media advertisement (promotion mix)	50	100 %
a.2. consignment	15	30%
a.3. Arranged delivery schedule	50	100%
a.4. penetration pricing (lowering of price)	45	90 %
a.5. Market information ( mass media, leaflets and brochures)	50	100 %
a.6. local penetration ( retail stores & delivery	50	100 %
a.7. Outlet selection	40	80 %
<b>B. Production Strategy</b>		
b.1. Production process(training of workers)	50	100 %
b.2. Production technology ( upgrading of facilities )	34	68%
b.3. Contract production	10	20 %
b.4. Transparent production process	50	100 %
b. 5. Quality control ( vey quarter water test )	50	100 %

Table 9 shows the business strategies employed by the 50 commercial drinking water operators and outlets. Data shows that in marketing strategy a 100% responses along arranged delivery schedule, market information (mass media, leaflets and brochures), local penetration (retail stores & delivery) and Media advertisement (promotion mix while this finding indicates that majority of the commercial drinking water had established relationship marketing or transactional marketing where the delivery is scheduled as

well as through advertisement their product has been known to the public. Semantic advertising that affected the mood of consumers while watching and listening to the language used. Local penetration through the delivery to retail stores. Penetration pricing was observed where prices differs Outlet selection was done but low consignment (30%). Based on the interviews conducted to the commercial drinking water outlets like schools, hotels % restaurants, hospitals, cooperative stores. Refilling station stations

deliver within a radius of 1 kilometer depending on the volume of purchase.

In the production aspect the commercial drinking water operators, 100% responses were recorded along production process (training of workers), transparent production and Quality control (vey quarter water test). This implies that the commercial water they are producing are safe .Likewise , production technology (80%) that include cost of upgrading the facilities , according to the operators quarterly test and monitoring activities were undertaken by DOH Kalinga.

#### IV. CONCLUSION

Based on the findings conclusions are drawn:

Demand and consumption pattern of commercial drinking water is associated with time and place. Based on statistics the 11 motivational factors are significantly affected the demand consumption pattern of commercial drinking water namely; education , income, household size , occupation , accessibility of drinking water, social desirability ,price variation , health security reasons, climate conditions ,advertisement motivation and community hygiene.

It is further noted that information sources about the issues on commercial drinking water like advertisement from mass media, parents and family members, friends and peers and seminars were also a part of the source of information.

The growing population (6.2%) in study area concomitantly increase the demand and consumption of commercial drinking water so there is a high business opportunity.

The business sector has employed marketing and production strategies not only to attract buyers but also for public service.

#### V. RECOMMENDATIONS

Suppliers are encouraged to invest and expand commercial drinking water in Dagupan Centro and Bulanao Norte to cater the needs of the increasing household size per year. Commercial drinking water is suggested to be established also in other Barangays specially the areas that has no service connection of Tabuk Water Works. Consumers are encouraged to use commercial drinking water not only for health reasons but also in support to the local entrepreneurs. Commercial drinking water is suggested to be established also in other barangays specially the areas that has no service connection of Tabuk water

Works. The information can be beneficially utilized in conducting an economic feasibility study for a new project related to tap water supply service. Similar study shall be conducted that will focus on the awareness of the microbiological context of drinking water to control water-related diseases especially to the barangays not connected with public service water connections.

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# Level of Awareness on the Procurement Law (Ra9184) and its IRR by the Provincial Government of Kalinga Employees

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**Abstract**— *The research is conducted to measure the level of awareness on the Procurement Law RA9184 and its IRR by the Provincial Government of Kalinga by seeking to determine the level of awareness on the provision of R.A. 9184 and its IRR as perceived by the two groups of respondents. The researcher used the descriptive survey type of research to gather the data.*

*The instrument was lifted from the 2014 Extent of Implementation of Government Procurement Reform Act of 2003(R.A.9184) and its IRR in state colleges in the Cordillera Administrative Region by John John Venus and form the “Online Procurement Performance and Compliance Indicators System”. Weighted Mean and Ranking is used to determine the obtain level of awareness on the policies and provisions of R.A 9184 and its IRR. The results*

*Showed that the respondents are very much aware on all areas of the provision of R.A. 9184 and its IRR. The respondents have the highest level of awareness on Procurement by Electronic Means and lowest mean level of awareness on Preparation of Bid Documents. It is then the researcher’s recommendation to reinforce the knowledge of the respondents in the provision of R.A. 9184 and its IRR. Researches should also conduct the respondents’ best practices for it to serve as basis for other procuring entities in the Province of Kalinga.*

**Keywords**— *Level of awareness, Procurement Law (RA 9184), IRR, Provincial Government, Kalinga Employees.*

## I. INTRODUCTION

The Revised Implementing Rules and Regulations, hereinafter called the IRR, is promulgated pursuant to Section 75 of Republic Act No. (R.A.) 9184, otherwise known as the “Government Procurement Reform Act”, was enacted on August 3, 2009 for the purpose of prescribing the necessary rules and regulations for the modernization, standardization, and regulation of the procurement activities of the Government of the Philippines (GOP).(RIRR of Republic Act No. (R.A. 9184).

The provisions of this IRR are in line with the commitment of the GOP to promote good governance and its

effort to adhere to the principle of transparency, accountability, equity, efficiency, and economy in its procurement process. It is the policy of the GOP that procurement of infrastructure projects, goods and consulting services shall be competitive and transparent, and therefore shall go through public bidding, except as otherwise provided in this IRR under the Alternative modes of procurement.(RIRR of Republic Act No. (R.A.) 9184)

The Legal and regulatory framework is generally the starting point for development of sound governance system. For procurement, such a framework sets the rules and procedures to be observed, and provides the legal

responsibilities of various participants in the process. It links the procurement process to the overall governance structure and defines the obligations of the government in complying with such requirements. (Asian Development Bank. Philippines Country Procurement Assessment Report. 2012)

The research is conducted to measure the level of awareness on the Procurement Law RA9184 and its IRR by the Provincial Government of Kalinga by seeking to determine the level of awareness on the provision of R.A. 9184 and its IRR as perceived by the two groups of respondents.

The results of this study would guide Administrators/Superiors to undertake constructive measures to solve problems related to the procurement process which will help *the employees* understand better the procurement process how it works and how it benefits them and their institution; hence, improving their performances, work habits and quality of work which will ultimately lead to a better public services and savings for the government.

The research is focused on the level of awareness on the Procurement Law RA9184 and its IRR by the Provincial Government of Kalinga. It specifically determined the level of awareness on the provision of R.A. 9184 and its IRR as perceived by the respondents.

The result of this study would guide Administrators/Superiors to undertake constructive measures to solve problems related to the procurement process.

### **Scope and delimitation of the study**

The research is conducted to measure the level of awareness on the Procurement Law RA9184 and its IRR in the Provincial Government of Kalinga by seeking to determine the level of awareness on the provision of R.A. 9184 and its IRR as perceived by the respondents. However it is further delimited to the level of awareness of the Elected officials, BAC Members which includes the Provincial Governor, Vice Governor, 8 provincial Board members, 5 BAC Members, 1 BAC Secretariat and 6 Technical Working Groups and the Chief of Offices and End User.

## **II. METHODOLOGY**

The study will be conducted in Provincial Government of Kalinga for the year 2018. The researcher used the descriptive survey type of research to gather data which will describe the level of awareness on the procurement law RA 9184 and its IRR by the provincial government of Kalinga. The respondents are comprise of 22 Elected officials, BAC Members (with BAC Secretariat and Technical Working Group) of the Provincial Government of Kalinga and 35 Chief of Offices/ End Users. The researcher however was only able to retrieve 57 questionnaires out of the 79 floated because most of the respondents are either on official business or personal leave.

### **Instrumentation**

The questionnaire will be the main data gathering instrument. Secondary sources was reviewed, and interviews was conducted to cross-check responses. The questionnaire is made up of two parts namely: A – Personal profile of the respondents; B – Questionnaire proper: measuring the Level of awareness of respondents on the provision of R.A. 9184 and its IRR. The A and B part I of instrument was lifted from the 2014 Extent of Implementation of Government Procurement Reform Act of 2003(R.A.9184) and its IRR in state colleges in the Cordillera Administrative Region a research conducted by John John Venus and B part II was lifted from the “Online Procurement Performance and Compliance Indicators System” hence it is deemed valid and reliable.

### **Data Analysis**

The data was gathered, the researchers tabulated, analyzed and interpreted them. In order for the researchers to give full meaning of the gathered data, the following statistical treatments were utilizing the SPSS were used. The weighted Mean and Ranking. It is used to determine the obtain level of awareness on the policies and provisions of R.A 9184 and its IRR. The Three-Point Likert Scale was used in the interpretation of the result of the study:



### III. RESULT AND DISCUSSION

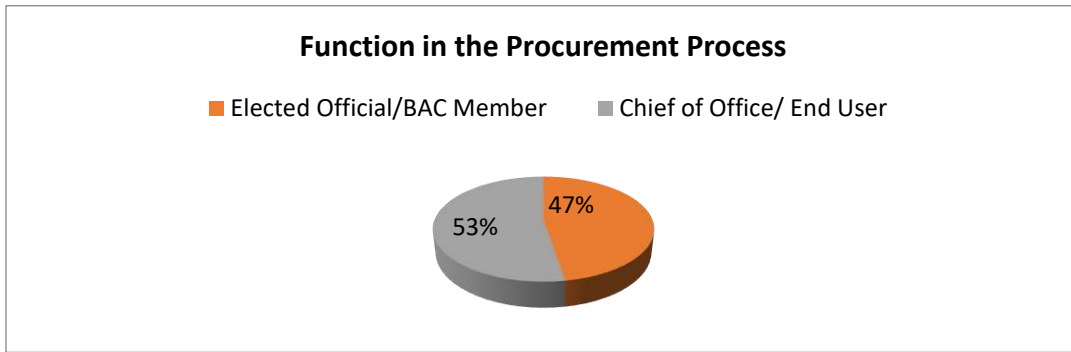


Fig.1: Function of Respondents in the Procurement Process

The figure shows that 53% of the respondents are elected officials/ BAC members and 47% are either Chief of Office or end users.

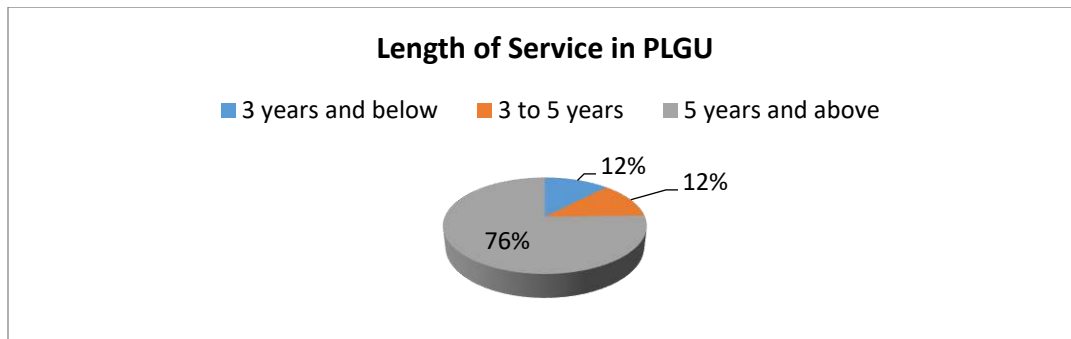


Fig.2: Respondents' Length of Service in the Provincial Local Government Unit of Kalinga

The length of service of the 57 respondents in the Provincial Local Government Unit of Kalinga as shown in Figure 2 reflects that majority or 76% have been in service for 5 years and more.

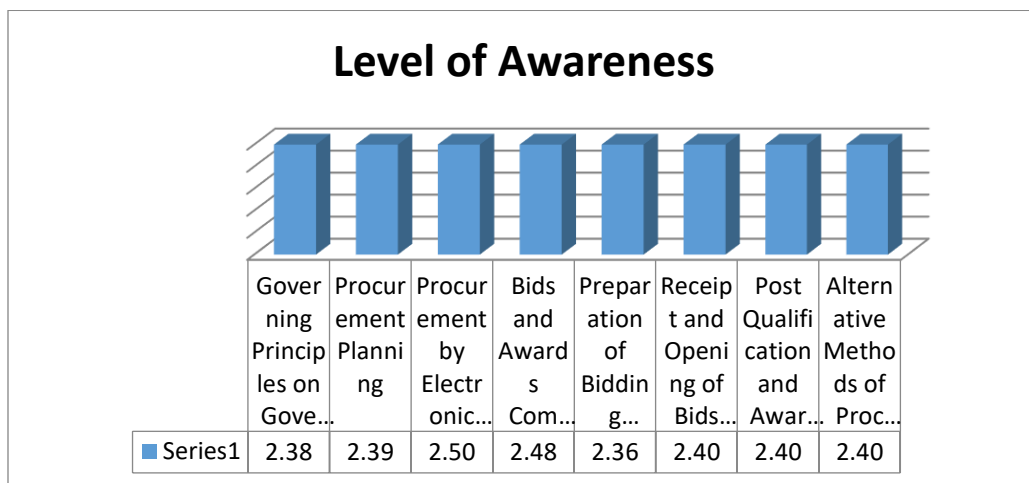


Fig.3: Respondents' Level of Awareness on the awareness on the Procurement Law RA9184 and its IRR of the PLGU Kalinga Employees

Figure 3 is the mean results on the level of awareness of the respondents. It was found out that they are very much aware on all areas of the provision of R.A. 9184 and its IRR. The respondents have the highest level of awareness on Procurement by Electronic Means with a mean score of 2.5 followed by their awareness on the composition and function of the BIDS and Awards Committee, Receipt and Opening of Bids and Evaluation, Post Qualification and Awards and Alternative Methods of Procurement all have mean score of 2.40. The respondents' 2.39 mean in level of awareness on the Procurement Planning and 2.38 on the Governing Principles on Government Procurement still signify that they are very much aware on the provisions of law and its IRR. The respondents have the lowest mean level of awareness on Preparation of Bid Documents.

**Figures 4 to 11 are the detailed discussion of the major areas in the provision of R.A. 9184 and its IRR.**

Governing Principles on Government Procurement include the respondents' awareness that:

1. The BAC maintains transparency in the procurement process.
2. The BAC extends equal opportunity to enable private contracting parties who are eligible and qualified to participate in public bidding.
3. The BAC adopts a system of accountability in the procurement contracts.
4. The BAC streamlines procurement process and in the implementation of awarded contracts to winning bidders.
5. The BAC monitors the procurement process and in the implementation of awarded contracts to winning bidders.

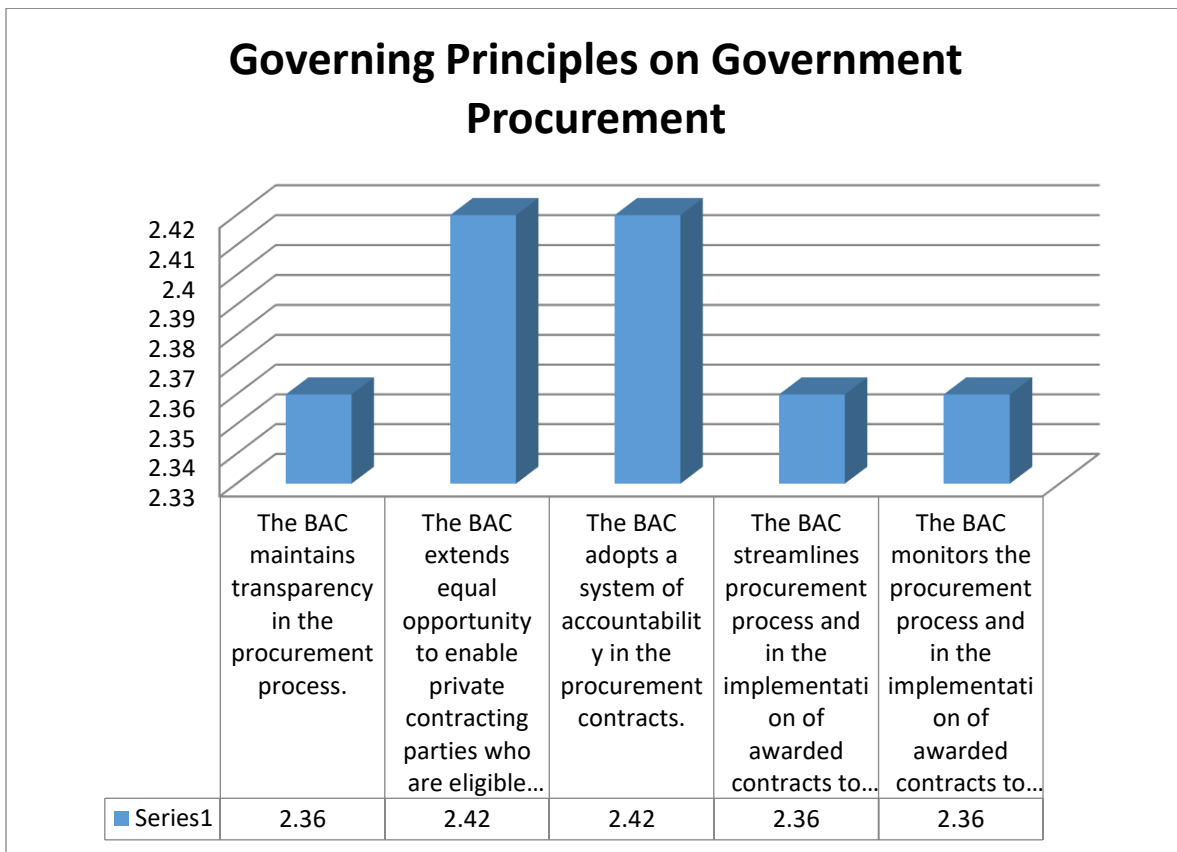


Fig.4: Level of Awareness of the respondents on Governing Principles on Government Procurement

Figure 4 reflects the means of level of awareness on Procurement law by the respondents in terms of the Governing Principles on Government Procurement which

exhibits that they are very much aware in all the areas. The graph show that the respondents have highest level of awareness on extending equal opportunity to enable private

contracting parties to participate in bidding and on adopting accountability in the procurement contracts.

The agencies are now mandated to invite observers in all stages of procurement and observers may report factual anomalies to the proper officials. Also, all procurement opportunities of government are required to be posted in the Government Electronic Procurement System (G-EPS)

The respondent's mean score of 2.36 on maintaining transparency, streamlining of the procurement process and in monitoring the procurement process indicates that they are very much aware of this mandate.

The area of Procurement Planning includes the respondents' awareness that:

1. Procurement is within the approved budget of the Province.
2. Procurement is undertaken in accordance with the approved APP of the provincial government.
3. The end-user units prepare their respective Project Procurement Management Plan (PPMP)for:
  - a. Different programs and activities
  - b. Different projects intended for state colleges
4. Updates the individual PPMPs and consolidates APP for each procuring entity, is undertaken every six (6) months or as often as may be required.
5. The ABC must be consistent with the appropriation for the project as authorized in the GAA.

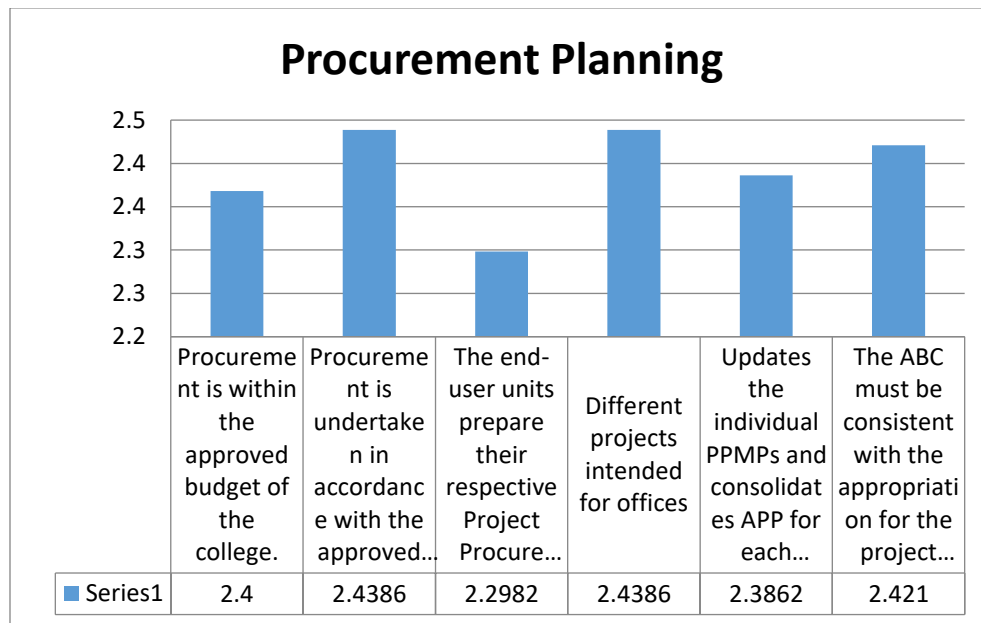


Fig.5: Level of Awareness of the respondents on Procurement Planning

As seen in Figure 5 the respondents are very much aware in all areas of Procurement Planning. Their mean score of 2.43 shows that the respondents are very much aware that procurement should be undertaken in accordance with the approved APP of the provincial government and that The end user should prepare the PPMP for different projects intended for the office. They however got the lowest awareness on the fact that the end user should prepare the PPMP for different programs and activities with only 2.29 mean score or much aware.

**The aspect of Procurement by Electronic Means include the respondents' awareness that:**

1. Procuring institution is duly registered with the PhilGEPS
2. Procuring Entities shall post in the PhilGEPS bulletin board all:
  - a. Procurement opportunities
  - b. Results of bidding
  - c. Related information
3. The PhilGEPS shall have a centralized electronic database of stakeholders.
4. Stakeholders are issued with a digital certificate from the government-accredited certification authority to participate in the procurement activities of the PhilGEPS.

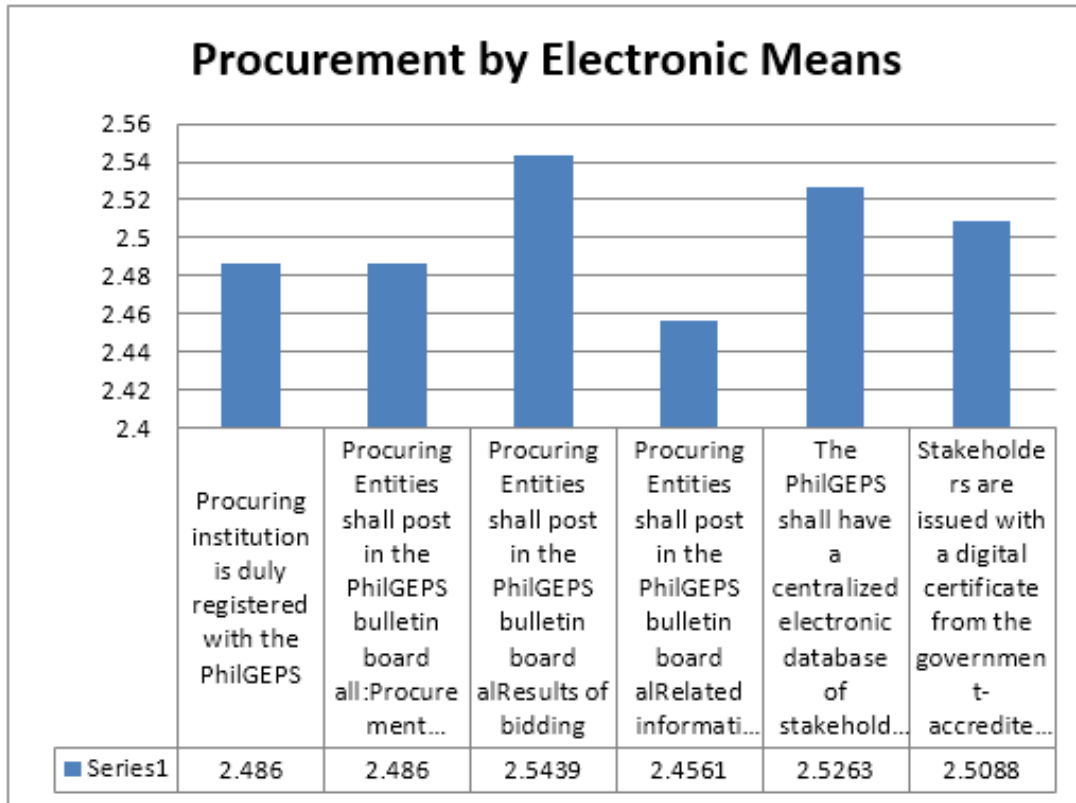


Fig.6: Level of Awareness of the respondents on Procurement by Electronic Means

In terms of the respondents’ awareness on procurement by electronic means, the respondents’ awareness level on posting in the PhilGeps bulletin, all the results of bidding got the highest mean of 2.54 and the lowest mean score of 2.4562 on posting in the PhilGeps of all related information. When asked why, some of the respondents reasoned out that they thought only the procurement opportunities and results are being required.

Sections 23.4 and 24.4.3 allows the BAC of a procuring entity to “maintain a registry system using the PhilGEPs or its own manual or electronic system that allows submission and/or recording of eligibility requirements simultaneously with registration.” However, Prospective bidders not included in the registry system should not be precluded from participating in any procurement opportunity. To find out the depth of their awareness on this, the researcher asked some of the respondents follow up questions and their answer are as follows:

**The aspect of Bids and Awards Committee include the respondents’ awareness that:**

1. Procuring entities has a single BAC composition.
2. Procuring institution designates at least five (5) but not more than seven (7) members to the BAC
3. Procuring institution has a Secretariat which serves as the main support unit of the BAC.
4. The BAC during procurement process invites a representative from the COA and at least two observers.
5. The BAC during procurement process invites a representative from the COA and at least two observers.
6. The BAC during procurement process invites a representative from the COA and at least two observers.

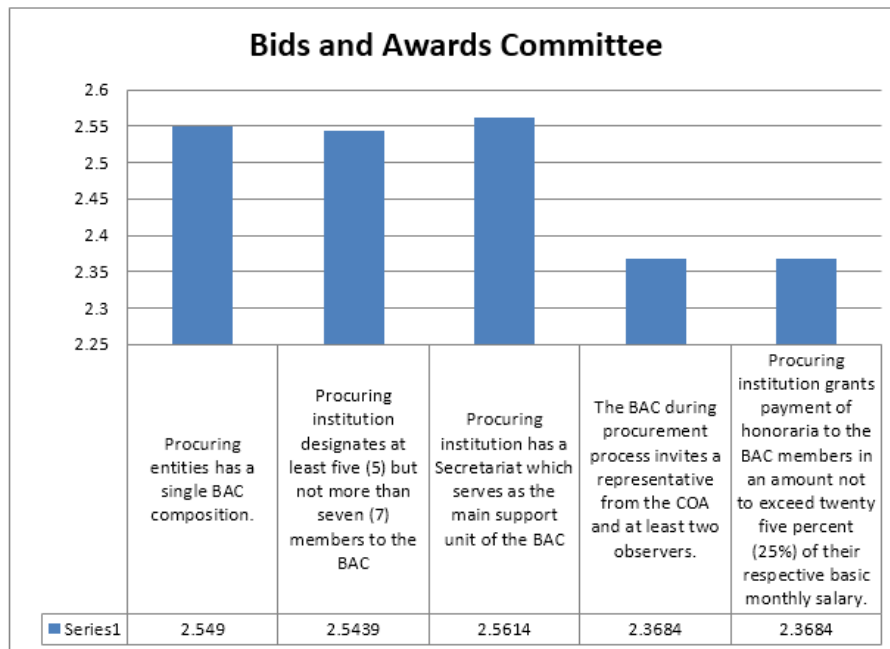


Fig.7: Level of Awareness of the respondents on Bids and Awards Committee

Figure 7 shows that the respondents have the highest mean score of 2.56 or an equivalent of very much aware awareness on the rule that procurer institution should have a secretariat that serves as the main support of BAC

They got the lowest mean score of 2.3684 but still very much aware both on their awareness that BAC during procurement process should invite a representative from COA and at least two observers and on their awareness that they can grant honoraria to members in an amount not to exceed 25% of their basic monthly salary.

The law provides that the BAC shall, in all stages of the procurement process, invite observers to sit in its proceedings.

It also provides that the BAC shall, in all stages of the procurement process, invite observers to sit in its proceedings.

**The aspect on Preparation of Bidding Documents And invitation To Bid include the respondents' awareness that:**

Bidding Documents prepared by the procurer entity following the Government Procurement Policy Board(GPPB)

1. Brand names is not allowed
2. Bid/Request for Expression of Interest is:
  - a. Advertised at least once in one (1) newspaper of general nationwide circulation.
  - b. Posted continuously in the PhilGEPS.
3. Contracts to be bid with an approved budget of One Million Pesos (P1,000,000.00) or more, the BAC shall convene at least one (1) pre-bid conference

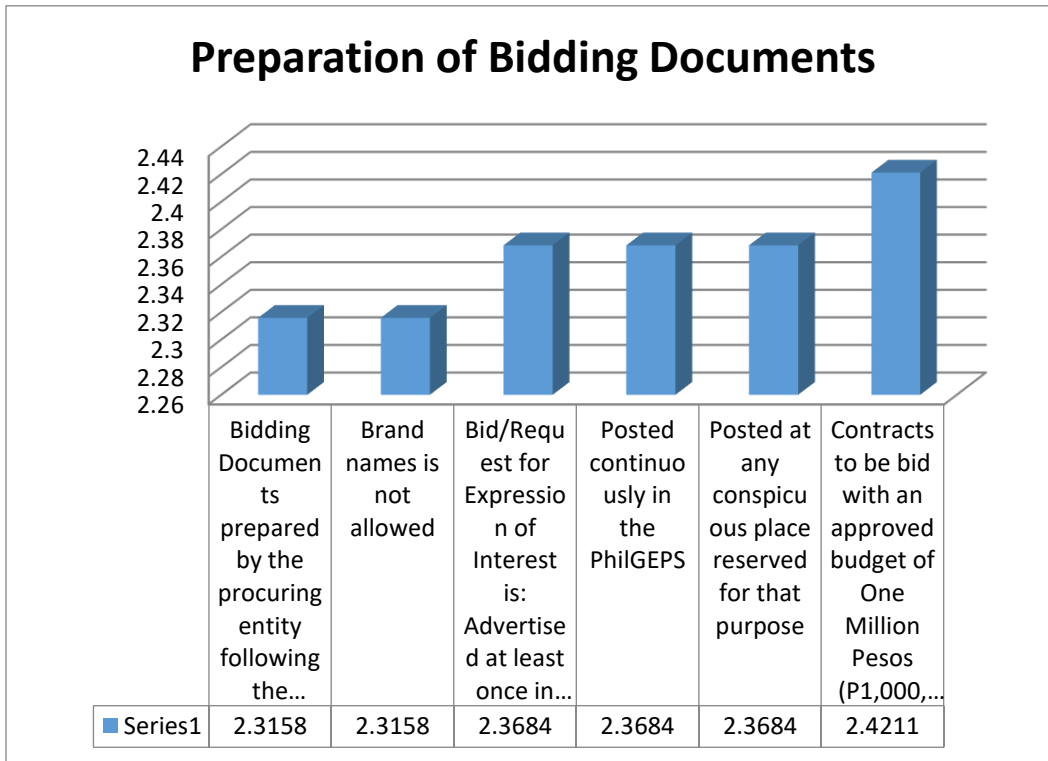


Fig.8: Level of Awareness of the respondents on Preparation of Bidding Documents And invitation To Bid

It is reflected in Figure 8 that the respondents are very much aware that brand names are not allowed during the preparation of bidding documents and invitation. When asked, Should reference to brand names still not be allowed even if such brand name provides for a lower cost and/or better quality? One of the respondent answered, the IRR provides that specifications for the procurement of goods shall be based on relevant characteristics and/or performance requirements. Reference to brand names shall not be allowed even if the cost is lower. The specifications should be properly prepared by the agency in order to get the desired quality and avoid obtaining materials of inferior quality.

**The aspect on Receipt and Opening of Bids And Bid Evaluation include the respondents' awareness that:**

Bids, including the eligibility requirements, submitted after the deadline shall not be accepted by the BAC.

1. All bids shall be accompanied by a bid security.
2. Bidders submits their bids in two (2) separate envelopes which includes:
  - a. Technical component of the bid.
  - b. The financial component of the bid.
3. The BAC opens the bids immediately after the deadline for the submission and receipt of bids.
4. Approve Budget of the Contract must be the upper limit or ceiling for acceptable bid prices

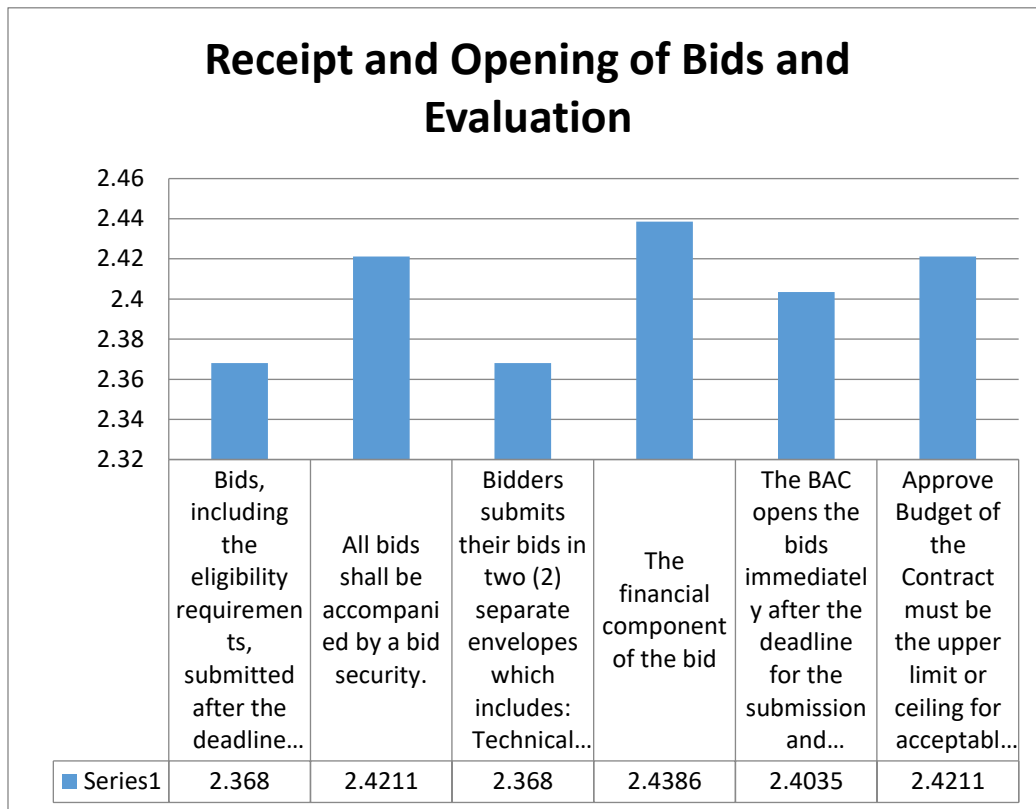


Fig.9: Level of Awareness of the respondents on Receipt and Opening of Bids and Bid Evaluation

In the Receipt and opening of Bids and Evaluation, as shown in Figure 9, the respondents got the highest mean score of 2.4386 or very much aware which means that they are very much aware that bidders are required to submit their bid in 2 separate envelope which include the financial component of bids. They are very much aware also that it should also include the technical component of the bid but in the mean score they only got 2.368.

**The aspect on Post-Qualification and award, Implementation And Termination of The Contract include the respondents' awareness that:**

1. The Lowest Calculated Bid undergo post-qualification:
  - a. To determine whether the bidder concerned complies with the bid requirements.
  - b. Is responsive to all bid requirements and conditions
2. BAC declares the bidding a failure when no bids are received.

3. A single calculated/rated and responsive bid shall be considered for award if it falls under any of the following circumstances:
  - a. If after advertisement, only one prospective bidder submits an LOI and it meets the eligibility requirement
  - b. If after advertisement, more than one prospective bidder submits an LOI but only one bidder meets the eligibility requirements.
  - c. If after the eligibility check, more than one bidder meets the eligibility requirements, but only one bidder submits to bid, and its bid is found to be responsive to the bidding requirement.
4. Procuring Entity reserves the right to reject any and all bids, declare a failure of bidding.

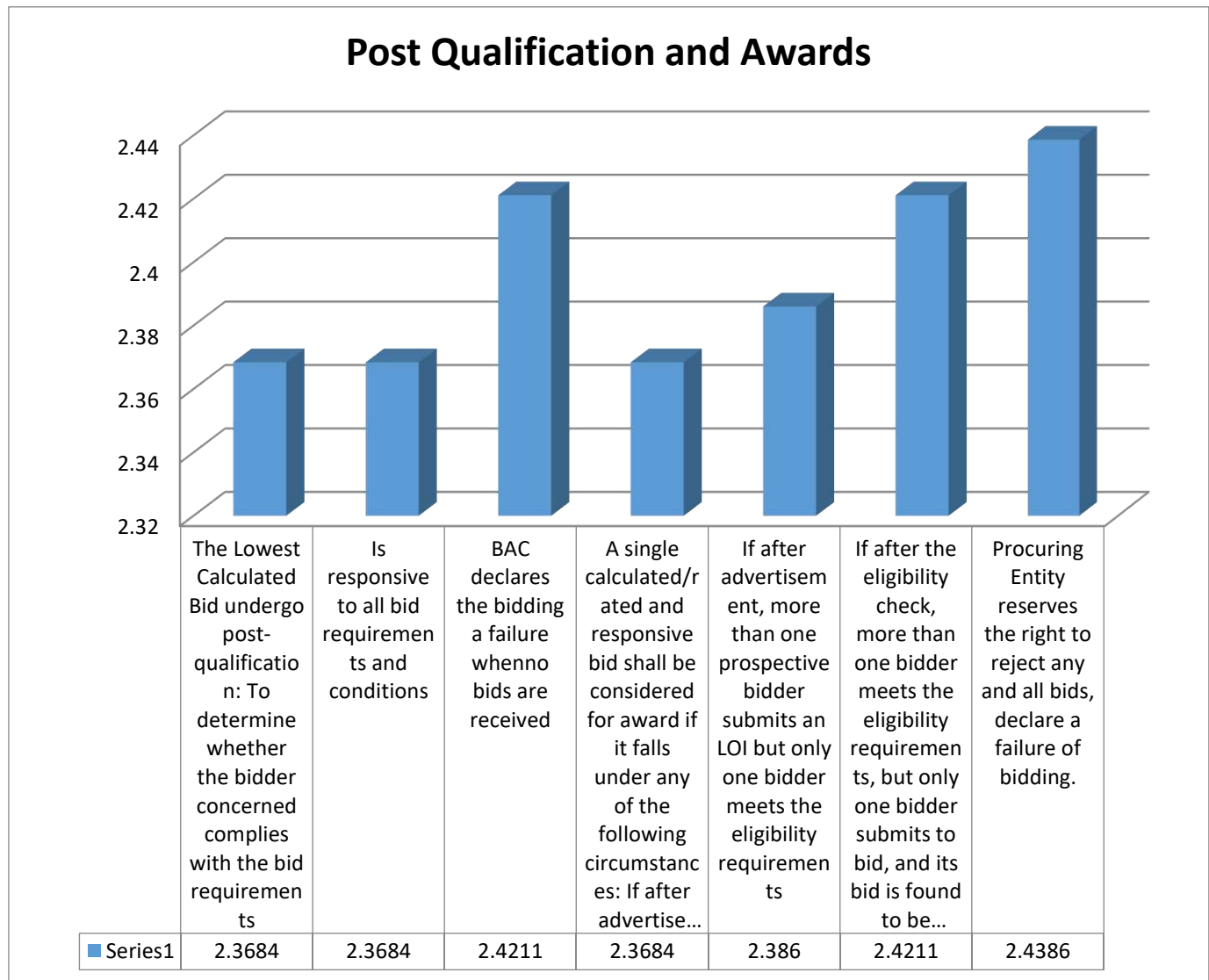


Fig.10: Level of Awareness of the respondents on Post-Qualification and award, Implementation and Termination of the Contract

Figure 10 shows that the respondents are very much aware with a mean score of 2.421 that BAC declares a bidding failure when no bids are received. This level of awareness is evidenced by an interview with one of the Chief office who said that In case there is a failure of bidding, an agency can undertake the works by administration only if there is imminent danger to life or property or when time is of the essence or when immediate action is necessary to restore vital public services.

**The aspect on Alternative Methods Of Procurement include the respondents' awareness that:**

1. Procuring institution resorts to alternative methods in order to promote economy and efficiency.
2. Limited Source Bidding involves direct invitation to bid of goods and consulting services.
3. Direct Contracting is allowed when the supplier is asked to submit a price quotation or a pro-forma invoice together with the conditions of sale.
4. Repeat Order is used to replenish goods procured under a contract previously awarded through Competitive Bidding



5. Repeat Order is used to replenish goods procured under a contract previously awarded through Competitive Bidding
6. Shopping is allowed the procuring institution simply requests for the submission of price quotations suppliers of known qualifications
7. Negotiated Procurement is allowed when the procuring entity directly negotiates a contract with a technically, legally and financially capable supplier, contractor or consultant

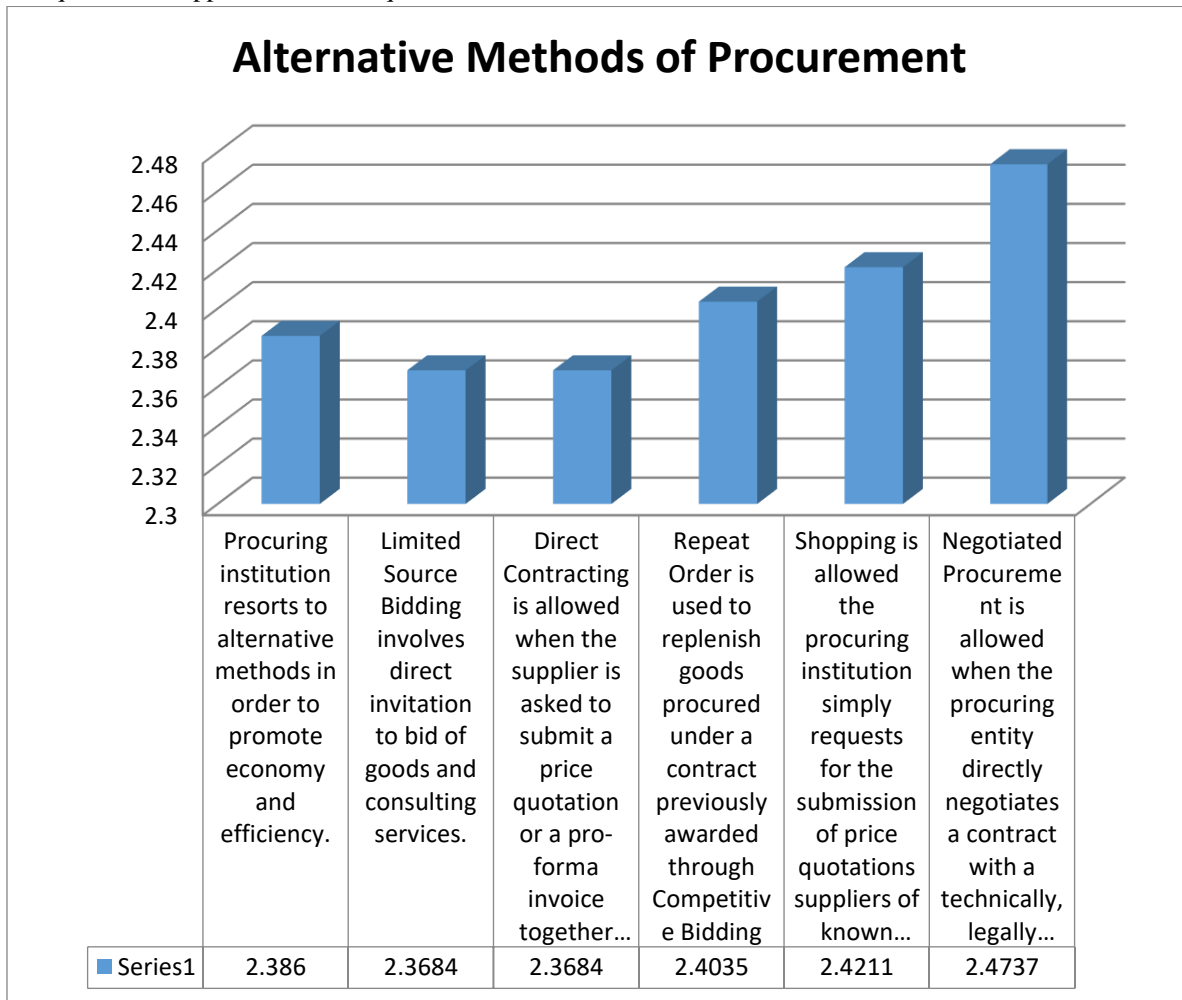


Fig.11: Level of Awareness of the respondents Alternative Methods of Procurement

The awareness of the respondents that allowance of negotiated procurement is allowed when the procuring entity directly negotiates a contract with a technically, legally and financially capable supplier, contractor or consultant got the highest mean of 2.473 or very much aware. The law mandates agencies to procure common used supplies and materials in the Procurement Service (PS). To test their knowledge on this, the researcher asked one of the respondents a scenario and how are they able to address it.

Researcher: Is it a violation of the law if the agency or PLGU procure from a supplier, which offers the item at a lower cost than what the PS has?

Respondent: In case like us in Kalinga, which is far from Manila, if we could buy their items at a lower price than what it prescribed in the PS, then it is justified. And a supplier that can offer a lower cost than what is prescribed by the PS is encouraged to participate in the bidding conducted by the PS for that particular item.

Researcher: On negotiated contracts for LGUs, even if all requirements are satisfied, is the Sangguniang Panlalawigan/ Panglungsod's approval still required? Or is the approval of the procuring entity enough?

Respondent: Even if there is a resolution of the PLGU, but there is a requirement that the Saggunian needs to approve then we have to follow it.

Researcher: Some say that negotiated procurements may expose the members to corruption in procurement process, what do you think is the solution to prevent it?

Respondent: Negotiated procurements are allowed to be conducted but approval of the head of the procuring entity if there are justifiable reasons which you can find in the IRR/R.A. 9184.

#### **IV. CONCLUSION**

The mean results on the level of awareness of the respondents shows that the respondents are very much aware on all areas of the provision of R.A. 9184 and its IRR. The respondents have the highest level of awareness on Procurement by Electronic Means with a mean score of 2.5 followed by their awareness on the composition and function of the BIDS and Awards Committee, Receipt and Opening of Bids and Evaluation, Post Qualification and Awards and Alternative Methods of Procurement all have mean score of 2.40. The respondents' 2.39 mean in level of awareness on the Procurement Planning and 2.38 on the Governing Principles on Government Procurement still signify that they are very much aware on the provisions of law and its IRR. The respondents have the lowest mean level of awareness on Preparation of Bid Documents.

#### **V. RECOMMENDATIONS**

It is the researcher's recommendation to reinforce the knowledge of the respondents in the provision of R.A. 9184 and its IRR. Further researches on Provincial Local Government of Kalinga should be conducted to find out their best practices and to serve as basis for other procuring entities in the Province of Kalinga.

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# Loneliness and Anxiousness as Predictors of Facebook use among College Students

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**Abstract**— *Social Networking Sites (SNS), such as Facebook, have been attracting so many users worldwide by offering virtual communications to its users. Thus, the study examined if loneliness and anxiousness would predict Facebook use among college students. A survey of 365 participants who are active Facebook users was conducted at Kalinga State University. The study examined the predictor variables: loneliness and anxiousness in relation to the Facebook Intensity Scale (Ellison et al. 2007). The two predictor variables were examined using a linear regression model and results showed that college students have moderate levels of loneliness, anxiousness and Facebook use. Furthermore, loneliness has a weak positive relationship with Facebook use while anxiousness has no relationship with Facebook use. Lastly, it was also found that loneliness contributes to Facebook use among college students. The study adds to the increasing body of literature investigating why individuals develop an emotional attachment to Facebook and the precursors of why people are drawn to connect in Facebook.*

**Keywords**— *loneliness, anxiousness, facebook use, college students.*

## I. INTRODUCTION

During the last decade, the use of social media and social networking sites (SNSs) has increased enormously facilitated by the rising availability of mobile Internet and smartphones. This innovation has made a great impact in the lifestyle of people especially in the aspect of communication. People can already converse with others even if they are miles away just by pressing their phones or using any other gadgets that connects to the Internet. With the convenience that these social networking sites are providing the public, people are immersed tremendously with the use of it.

The most popular of the Social Networking Sites (SNSs), Facebook, has now more than 1 billion active users. Like other SNSs, Facebook enables users to create visible profiles. According to Ellison et al. (2007), Facebook enables its users to present themselves in an online virtual profile, accumulate friends with whom they can chat online, post comments on each other's pages, create and join virtual social groups, and view others' profiles. When viewing others'

Facebook profiles, users can learn about others' personal information and other private knowledge the account owner has chosen to share like hobbies, interests, and romantic relationship statuses. With more than 2 billion monthly active users, Facebook is considered the most popular social network worldwide. It is ranked as the most used site among university students to the point that it would be difficult to find students who were not Facebook users (Lenhart et al., 2010). The more interesting fact is that 78% of the Facebook users, between the age group of 18-34 check Facebook every time they woke up or got out of bed (Statistics Brain).

Along with those, Keenan and Shiri (2009) found that voyeurism can also explain the Facebook usage of students. This concept explains that use of Facebook is mostly in watching videos and photos of other users. Moradabadi, et al., (2012) also found that the main motivating factors for using Facebook was to share information, freedom of communication, free flow of information, control of

information, principles of equality and the need for information and entertainment.

These features of SNS specially Facebook are the main reasons why people are very drawn in using it. In Kalinga State University, students are observed to be engaged in different social media platforms and one of those is Facebook. With their mobile phones constantly with them, students are able to connect to others virtually, they are able to get information online, and they are able to update themselves with the trends of society. With the constant use of students of Facebook, it is interesting to find out the reasons for their engagement. Many studies have reported that SNS can be a useful resource of students to cope with feelings of alienation and anxiety which are commonly experienced by adolescents specially during their college years.

Loneliness and anxiousness are two common feelings people experience which may have contributed to the feeling of attachment of people to Facebook. According to Masi, et. al. (2011), Feeling of loneliness is subjective. It is the interpretation that an individual gives to his own reality. This means that a person can feel lonely even if she is surrounded by people or can feel satisfied even if she is with a smaller number of social ties. A feeling of loneliness directs us to seek gratifying social interactions and avoid unsatisfying social interactions.

Prior researches have produced mixed findings regarding the impact of technology, especially online social networks and social media, on feelings of loneliness. Lemieux, Lajoie, & Trainor (2013) found that college students who posted more status updates than they normally did felt less lonely over the course of a week. And a drop in loneliness was linked to an increase in feeling more socially connected, which the researchers believe is the cause behind the positive effects of status updating. Pempek et al.'s (2009) findings suggest that students may use Facebook as a source of communication with only friends or family members who are not in their new environment in order to continue to feel connected with others so as to eliminate their feelings of loneliness. Lou (2010) found similar results, which suggest that time spent on Facebook helps aids in reducing feelings of loneliness when in new environments. Individuals who are experiencing feelings of loneliness are drawn to the interpersonal advantages offered by online social networks, which in turn can lead to problematic outcomes (Kim, LaRose, & Weng, 2009).

**Anxiety, on the other hand**, is an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure. People with anxiety disorders usually have recurring intrusive thoughts or concerns. They may avoid certain situations out of worry (American Psychological Association, 2008). Studies have also shown the relationship between anxiety feelings and Facebook use. Kalpidou, Costin, and Morris (2011) found that students who were observed to be socially anxious were also observed being on Facebook more often than other students in the program. Those who were observed as being socially anxious were quick to add fellow classmates on Facebook. However, those who did not appear to be socially anxious were not eager to become friends with classmates on the networking site.

In a common scenario, college students may be likely to experience feelings of anxiousness (Ozdemir & Tuncay, 2008). These feelings may be a result from experiencing homesickness, which occurs when a person has left behind a well-developed and well-attached social support network and has ensuing difficulty adapting to a new environment (Beck, Taylor, & Robbins, 2003). The social networking site, Facebook, can be a useful resource to cope with these feelings of alienation by establishing and maintaining connections with others (Ellison et al., 2007).

Sheldon (2008) found that people who are socially anxious like to use Facebook to reduce emotional stressors, such as loneliness. Individuals are often motivated by a need to belong; however, those who are socially anxious may find it difficult to fulfil this social need in real world social contexts, that is why they turn into social networking sites (Raacke, 2008). These outcomes may stem from the fact that shy and socially anxious people tend to feel more comfortable maintaining social relationships in online settings than they do in face-to-face interactions (Ebeling-Witte et al., 2007). Similarly, a recent study found that shyness, similar to anxiousness, was significantly positively correlated with the time spent on Facebook and resulted in favorable attitudes towards Facebook (Orr et al., 2009). And Hagin et al. (2010) found that those who are socially anxious use Facebook for companionship more than those who are less socially anxious. Provided with the ability to socialize online, rather than engaging in face-to-face interactions, socially anxious individuals are more likely to develop relationships online (McKenna, Greene, & Gleason, 2008).

Thus, the study particularly aims to determine if the prevalence of Facebook use among college students were

caused by their experience of loneliness or anxiousness. It examined if loneliness and anxiousness would predict Facebook use among college students of Kalinga State University. It determined the degree of experience of loneliness among the college students; it determined the relationship between the degree of loneliness and the intensity of facebook use; it determined which of the two variables (loneliness or anxiousness) better predict an intensity of facebook use.

## II. METHODOLOGY

The locale of the study was in Kalinga State University. The researcher used the Slovin's Formula to determine the sample size. Participants were active users of Facebook and all participants were tasked to answer the three questionnaires: UCLA Loneliness Scale, Social Interaction Anxiety Scale and Facebook Intensity Scale.

Loneliness was measured by the *UCLA Loneliness scale* (Russel, D, Peplau, L.A.; Ferguson, M.L. 1996). It is developed to measure the students' perceived levels of loneliness in their recent experience. It includes 20 items. Evidence of discriminant and construct validity for the UCLA Loneliness scale has been provided by past research examining the scale. Data will be gathered using a Likert-type scale anchored by 1 = Never and 5 = Always.

Anxiety was measured by the *Social Interaction Anxiety Scale* (Mattick, R. P., & Clarke, J. C. 1998). It is a 20 item self-report scale designed to measure social interaction anxiety defined as "distress when meeting and talking with other people". This tool is helpful in tracking social anxiety symptoms over time, and may be helpful as part of an assessment for social phobia or other anxiety related disorders. Data were gathered using a Likert-type scale anchored by 1 = not at all characteristic of me and 5 = Extremely characteristic of me.

Intensity of Facebook use was measured by the *Facebook Intensity scale* (Ellison, N.B., Steinfield, C., & Lampe, C. 2007). Data were gathered using a Likert-type scale anchored by 1=Strongly Disagree and 5=Strongly Agree.

For the analysis of the data, the Mean ( $\bar{X}$ ) was used to measure the degree of experience of loneliness, degree of experience of anxiousness, and the intensity of Facebook use among college students. The Pearson Correlation Coefficient ( $r$ ) was used to measure the relationship between the degree of loneliness and the intensity of Facebook use as well as the

relationship between the degree of anxiousness and the intensity of Facebook use. The Multiple Regression Analysis ( $R$ ) was used to measure the relationship among the three variables (loneliness, anxiousness and Facebook use) as well as to know the better predictor for Facebook use.

## III. RESULTS AND DISCUSSIONS

The mean obtained for the degree of experience of loneliness among college students was 2.5650. This indicates that there is a moderate degree of loneliness among college students. For the degree of experience of anxiousness among college students, the obtained mean was 2.94. This indicates that there is a moderate degree of anxiousness among college students. For the intensity of Facebook use among college students, the obtained mean was 2.9398. This indicates that there is a moderate intensity of Facebook use among college students.

Results from the Pearson Correlation showed that: the correlation between the degree of loneliness and the intensity of Facebook use was found to be significant,  $r = .224$ ,  $p < .001$ . Loneliness showed a weak positive relationship with the intensity of Facebook use. The relationship between the degree of anxiousness and the intensity of Facebook use was found to be insignificant,  $r = .071$ ,  $p > .001$ . The Multiple Correlation Coefficient was .226, indicating that 5% of Facebook use is explained by loneliness and anxiousness.

Results from the Stepwise Multiple Regression Analysis showed that loneliness entered into the regression equation and was significantly related to Facebook use  $F(1,98) = 5.170$ ,  $p < .001$ . The determination coefficient was .05, indicating approximately 5% of Facebook use is explained by Loneliness. It is relatively small but still it contributes to Facebook use.

Results from the Means show that there is a moderate degree of loneliness, anxiousness and Facebook use among college students.

Researchers have indicated that adolescents experience more loneliness than any other age group. For many university students, this may be the first time they live away from their parents. They may move away from the emotional and social support of their families. The separation of college students from their homes for the first time may create feelings of doubt, confusion, and loneliness. Weiss stated that individuals who are unable to attach to other individuals will feel themselves lonely. But because of several activities, students can resist their feeling of

loneliness. These activities would include watching TV, surfing the Internet and hanging out with their friends.

Additionally, anxiety are prevalent problems in colleges across the country. The level of anxiety that arise from college students are primarily from the effect of trying to juggle school, work, friends, and family while trying to figure out the rest of their lives. Ramon Jimenez, a personal counselor at El Paso Community College (EPCC) says that “College students of all ages nowadays have so many responsibilities; they go into anxiety mode at school, and then it stays on while they’re working or studying, and they’re stuck in it by the time they get home to their families.”

The moderate intensity of Facebook use is consistent with the study of Ellison et al. (2007) that students experience social adjustment which refers to having a feeling of fitting in with the college community and being satisfied with established social connections and the social activities offered on campus.

Results from the Pearson Correlation showed that loneliness has a weak positive relationship with the intensity of Facebook use while anxiousness showed no or negligible relationships with the intensity of Facebook use.

This finding suggests that lonely individuals would engage into Facebook to connect with others to reduce their loneliness, which is similar to the findings established by Lou (2010). Pempek et al.’s (2009) study who found out that students use Facebook the most to communicate with friends who are not on campus, such as high school friends or family members to reduce their loneliness.

Individuals who suffer from anxiety and low self-esteem have a lot to gain from using SNS. Yet, paradoxically, these individuals are less likely to do so. One study in particular found that online social communication skills and self-esteem are correlated, indicating a link between the strength of offline relationships and time spent online; this might not work to the advantage of socially anxious individuals for whom offline relationships are difficult to forge in the first place (Jacobsen & Forste, 2011). One explanation is that websites like Facebook may unintentionally favor individuals with pre-existing close relationships rather than those who do not have close relationships to begin with (Ellison et al., 2007). Furthermore, even if it is possible for SNS to aid people suffering from social anxiety and low self-esteem by providing them with an opportunity to establish new relationships at a diminished cost of entry, the formation of weak ties does not necessarily translate into the

kind of relationships that psychologists associate with social bonding.

Results from the Multiple Regression Analysis showed that loneliness was the better predictor of Facebook use. It is found that loneliness contributes to Facebook use.

Lonely individuals have trouble connecting and forming warm relationships as well as finding emotional support (Heinrich & Gullone, 2006). As a result, individuals may become dependent on Facebook as a way to find social connections. Consequently, individuals may turn to Facebook because they use it as a way to find emotional support and relieve their loneliness. Adolescents who feel lonely in their relationship with peers were more likely to use Facebook to compensate for their weaker social skills, to diminish their feelings of loneliness, and to have more interpersonal contact. These findings suggest that adolescents who are lonely towards peers will especially use Facebook to feel more comfortable in making social contact (Teppers et al. 2013).

#### IV. CONCLUSIONS

College students experience loneliness and anxiousness. Likewise, they engage themselves to Facebook use. Although college students experience anxiousness, this does not explain their usage of Facebook. The loneliness which students experience has little contribution to Facebook use. Loneliness can somehow predict Facebook use but it is not the main reason why college students use Facebook.

#### V. RECOMMENDATIONS

The study found that Facebook use can be explained by loneliness. Thus, developing effective interventions to reduce feelings of loneliness of students may be of effect. School administration, teachers and the guidance personnel should work hand in hand to come up with a plan on how to put students in a comfortable condition. Additionally, the guidance office has to approach students to prevent and decrease loneliness by strengthen existing relationships. Future research should also be conducted to find out the other predictors of Facebook use among college students.

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# On-The-Job-Training (OJT) of KSU Students at the Agro studies International Centre for Agricultural Studies in Israel: An Assessment

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**Abstract**— This study focused on the On-The-Job-Training(OJT) of KSU Students at the AgroStudies International Centre for Agricultural Studies in Israel. The study aimed to determine the level of attainment of the objectives of the On-The-Job-Training program in partnership with Agro-studies as well as the factors affecting the level of attainment of these objectives. Problems encountered by the student interns during the OJT in Israel were identified too. The structured questionnaires were used for data gathering. The respondents were students from the Kalinga State University at the same time alumni of Israel AgroStudies.

The findings showed that there were more males than females and the Bachelor of Science in Agriculture had the greatest number compared to other Agriculture related programs. It was found out that the objectives of the On-The-Job-Training program in partnership with Agro-studies was much attained. Moreover, the factors cited moderately affected the attainment of these objectives. There were problems encountered by the interns during their internship but were dealt with.

**Keywords**— Agricultural Studies, Assessment, On-The-Job-Training.

## I. INTRODUCTION

It is the policy of KSU to provide quality tertiary education to its students by providing alternative opportunities to strengthen the knowledge acquired in the classroom through OJTA or SIAP. However, it is voluntary on the part of the students notwithstanding that the curriculum requires international practicum. (Revised KSU OJTA/SIAP Manual, 2015)

On-The-Job-Training Program of the College of Agriculture aims of practical training to help students develop important skills and abilities that support professional studies and prepare them for work later on.OJT show students the reality about working as Confucius once said:” If all I do is hear, I will forget. If I hear and see, I will remember. If I hear, see and do, I will understand.”

The Kalinga State University is among the state universities in the Philippines who are participating in the On-The-Job-Training in agriculture in collaboration with Israel Agro-Studies which started in the School year 2009-2010.

Israel Agro-studies internship program is an organization that provides a unique apprenticeship in agriculture, combining advanced studies and hands on “learning by doing” in various agricultural areas to students from different countries. The program is to enhance student’s theoretical education and practical skills, on actual agricultural production system and expose students to modern ways of farming. The program is an 11 month paid apprenticeship

Agro-studies collaborates with dozens of carefully selected farms across Israel, to ensure each student is nurtured in the most enabling and stimulating learning environment,



allowing them to benefit from real exposure to the most advanced agricultural working methods. The needed basic training and job skills also provide them the opportunities to improve technical agricultural work and not to mention the high senses of self-teem and self-respect from the work experiences that they encounter ([www.agrostudies.com](http://www.agrostudies.com)).

The KSU participated in two (2) major categories offered by Israel AgroStudies program, crop science and animal science. Crop science majors were assigned in horticulture such as plantation crops, nursery, packaging and many others. Animal science was assigned to livestock such as poultry production and maintenance and dairy farm.

Classes were also taught once a week on three campuses, one in Tel-Hai College in the North, another at the Rupin College and third at Kfar-Silver. In addition, each group is assigned a tutor who accompanies the group of student OJT in their internship based on their area of study.

This assessment shall serve as basis for improving the management of the On-The-Job-Training program of the Kalinga State University to maximize the benefits of the said program in collaboration with “Agro-studies” The International Centre for Agricultural Studies in Israel.

Specifically (1) to determine the level of attainment of the objectives of the On-The-Job-Training program in partnership with Agro-studies; (2)to determine extent of factors affecting the level of attainment of these objectives; and (3) to identify the problems encountered by students during their OJT in Israel.

## II. METHODOLOGY

The descriptive method was used in the study with a structured questionnaire as the main instrument in gathering the needed data to answer the questions of the study. Through this method, the data is described, analyzed and interpreted.

Respondents were given 19-item questionnaire that allowed ranking of answers on a three-point Likert-type scale.

Questions were lifted from the Memorandum of Understanding signed by both the KSU President and the Agro-studies CEO.

The questions were floated and retrieved through the use of social media (email, fb, messenger) for those agro-studies alumni who were already outside the province and those who were employed overseas, however, questionnaires were personally conducted to the Agro-studies alumni who are still studying at KSU in their senior year.

## III. RESULT AND DISCUSSIONS

On-The-Job-Training or OJT is job that occurs in the work place. There are many advantages, but there are also few disadvantages if the OJT is not planned and executed properly. It is part of a college curriculum that aims to train and orient students about work and their future career. It is very important not only to teach students their chosen career but to show students the reality about working.

Table 1. Presents the percentage distribution of OJTs in Terms of Gender

YEAR	MALE		FEMALE		TOTAL	
	F	%	FEMALE	%	F	%
2009-2010	6	3.82	0	0	6	3.82
2010-2011	12	7.64	0	0	12	7.64
2011-2012	16	10.19	0	0	16	10.19
2012-2013	15	9.55	0	0	15	9.55
2013-2014	28	17.83	3	9.09	31	16.32
2014-2015	43	27.39	22	66.67	65	34.21
2015-2016	20	12.73	4	12.12	24	12.63
2016-2017	17	10.82	4	12.12	21	11.05
<b>Total</b>	<b>157</b>	<b>100</b>	<b>33</b>	<b>100</b>	<b>190</b>	<b>100</b>

The table shows that for the past 8 years, KSU have already sent one hundred ninety (190) students in Israel as On-The-Job-Trainees which is 100% of the quota given to the University. There were more male OJTs with a total of 157 or 82.63% than the females with 33 or 17.37%. It can be noted that on the first four years' partnership of KSU and Agro-studies program, only males participated in the said program however on the succeeding years, few female OJTs were qualified to participate. This implies that the work requires physical work where the males are more fit in the work than females.

Table 2. Distribution of OJTs in Terms of Course/ Academic Program

Year	Course Program					Total
	BS Agri.	BS AF	BS Forestry	BS Ag. Eng.	BAT	
2009-2010	2	1	2	0	1	6
2010-2011	3	2	3	2	2	12
2011-2012	1	7	4	4	0	16
2012-2013	4	4	5	1	1	15
2013-2014	13	13	3	1	1	31
2014-2015	40	16	2	7	0	65
2015-2016	13	0	6	5	0	24
2016-2017	20	0	0	1	0	21
<b>TOTAL</b>	<b>96</b>	<b>43</b>	<b>25</b>	<b>21</b>	<b>5</b>	<b>190</b>

It can be seen from the table that BS Agriculture had the biggest number with 96 or 50.53% followed by BS Agro Forestry with 43 or 22.63%. BS Forestry had 25 or 13.16% followed closely by BS Agricultural Engineering with 21 or 11.05%. Bachelor in Agricultural Technology had 5 or 2.63%. This implies that agro-studies' give priority to the Bachelor of Science in Agriculture since Israel farms are more on Horticulture and livestock farming.

The table further shows that since 2014, Bachelor in Agriculture Technology have zero participation. This is because of the guidelines issued by CHED that only level 2 accredited program by the Accrediting Agency of Chartered Colleges and Universities of the Philippines (AACUP) are allowed to participate in the said program. These are stipulated in CMO 22, s.2013.

Table 3. Presents the level of attainment of the objectives of the SIAP-OJT in Israel AgroStudies.

I.	What is the level of attainment of the following objectives?	Much Attained (MA) (3)	Moderately Attained MoA (2)	Not Attained (A) (1)	Weighted Mean (WM)
1	The program Centre will hone the students' skills and practical knowledge in different agricultural technologies and production systems aimed at training them to be would-be entrepreneurs.	59 (117)	36 (72)	0 (0)	2.62
2	Student intern will perform required skills and techniques necessary in the execution of operational procedures of the assigned tasks in accordance with the existing work place, health and safety standards.	66 (198)	29 (87)	0 (0)	3.00

3	The intern student will be exposed to the various modern standards, methods and technologies practices by Agro-studies.	54 (162)	41 (82)	0 (0)	2.57
4	Intern students will develop skills in the application of theory to practical work situation	51 (153)	31 (62)	13 (13)	2.40
5	Intern students will develop self-confidence, self-motivation and positive attitude towards work	66 (198)	21 (42)	8 (8)	2.61
6	Agro-studies will assign a tutor according to their field of studies which includes lectures and meetings with internationally renowned experts in various fields in Agriculture.	69 (207)	26 (52)	0 (0)	2.73
				TAWM	<b>2.66</b>

As shown on the table, the total average weighted mean is 2.66 which is described as Much Attained. This implies that all the objectives of the On-the-job training of students as stipulated in the Memorandum of Understanding between KSU and the Israel Agro-studies were much attained.

Among the identified objectives, objective No. 2 “Student intern will perform required skills and techniques necessary in the execution of operational procedures of the assigned tasks in accordance with the existing work place, health and safety standards.” got the highest mean of 3.0 described as much attained. This shows that the student interns who went to Israel had performed the required skills and techniques necessary in the execution of their tasks in accordance with the existing work place, health and safety standards.

The different farms where the trainees stayed strictly followed the existing policies thus student trainees were obliged to abide and perform their tasks in accordance with these policies.

Second on the rank is objective no. 6 with a mean of 2.73 which means “much attained”. This implies that agroStudies indeed assigned tutors in all cooperating farms to guide student interns and to facilitate how they will go about their given work through lectures and meetings supplemented

by educational field tours. The OJT Students were also given the opportunities to interact and acculturate themselves with other cultures. They learned to practice cultural adjustments through cultural accommodation and assimilation which is important in globalization.

Objectives 1 and 5 were both perceived as much attained with a weighted mean of 2.62 and 2.61 respectively. This implies that the interns learned much during their practical training and frontal studies by the 3 AgroStudies campuses. The training program provided the student interns with necessary technical exposure of real world farming problems and practices. The training program also allowed them to develop self-confidence, self-motivation and positive attitude towards work. The training program developed their personal skills and human relations.

The intern student will be exposed to the various modern standards, methods and technologies practices by Agro-studies and “Intern students will develop skills in the application of theory to practical work situation” were much attained too with a weighted mean of 2.57 and 2.40 respectively. This implies that the farms where the trainees were assigned used high technology machineries/equipment which gave the students the opportunity to manipulate such machineries/equipment.

Table 4. Shows the factors affecting the level of attainment of the objectives

II	Factors affecting the level of attainment of the objectives	Most Affect MA (3)	Moderately Affect MoA (2)	Not Affect A (1)	Weighted Mean
1	Personality of the Supervisor	64 (192)	15 (30)	16 (16)	2.51
2	Type of accommodation	8 (24)	52 (104)	35 (35)	1.72
3	Appropriate training of student intern	24 (72)	56 (112)	15 (15)	2.09
4	Personality of student leaders	0 (0)	12 (24)	83 (83)	1.13
5	Type of work given to students	25 (75)	66 (132)	4 (4)	2.22
6	Location/site of the assigned farm	14 (42)	30 (60)	51 (51)	1.61
7	Motivational approaches of supervisor	49 (98)	34 (68)	12 (12)	1.87
8	Physical and mental health of the student intern	76 (228)	14 (28)	5 (5)	2.75
9	Work environment/climate	40 (120)	52 (104)	3 (3)	2.39
10	Policies, rules and regulations of the training	30 (90)	44 (88)	21 (21)	2.09
<b>TAWM</b>					2.03

As revealed on the table, the total average weighted mean of 2.03 was described as moderately affect. This generally means that the factors being cited moderately affected the attainment of the objectives.

The factor that got the highest mean of 2.75 which was described as much affect was on “Physical and mental health of the student intern”. This implies that student interns experienced stress and anxiety on their new assigned work and new environment aside from being with other interns from other SUCs in the Philippines and other nationalities like Cambodia, Thailand and Uganda. Pressures from the supervisors and the work itself was also claimed as stressful.

People with high level of self-related Stress and anxiety are more likely affects mental and physical health of an individual. (<https://www.mentalhealth.org.uk/a-to-z/p/physical-health-and-mental-health>)

Second highest indicator is on “Personality of the Supervisor” which has a weighted mean of 2.5 described as much affect. According to Zaide, “he stressed that every nation has its own culture that serves as its identity. One of it is the attitude of people that goes on with their culture”. This indicates that the student interns had that feeling of uneasiness because they thought of their supervisors as strict but later it was the other way around. According to most of the interns,

their supervisors were kind, approachable and considerate that made the interns do their work diligently.

Third highest indicator was on “work environment/climate” which has a weighted mean of 2.39 described as much affect. This implies that new workplace and new work experiences such as an air-conditioned workplace, acres of crop farms where they were assigned affected the attainment of the objectives. Some of the interns said they enjoy working in an air conditioned workplace and some also said that the climate was different from the Philippines however; they were able to adjust in time.

“Type of work given to student intern” got a weighted mean of 2.22 which is described as moderately affect. This implies that student interns that specializes in crop science and animal science who were assigned to Horticulture and livestock were comfortable given that they had the background in such work however, student interns who were not crop and animal science majors though their courses were Agriculture related, had to exert more effort to cope up with the given work which was on horticulture and livestock farming.

Factors “Appropriate training of student intern” and Policies, rules and regulations of training” was rated as moderately affect by both with a weighted mean of 2.09. This means that student interns perceived their experiences as applicable when they would be into farming and

entrepreneurship in the future. Likewise, the policies, rules and regulations of the training were perceived by the interns as appropriate for the smooth operation of the work to be done. That means less percentage of spoilages in the production.

“Motivational approaches of supervisors was described as much affect with a weighted mean on 1.87. This implies that supervisors were approachable that boost the student interns to work diligently.

The “Type of accommodation” was described as moderately affect with a weighted mean of 1.72. This means that the student interns were provided with a cozy and fully furnished boarding houses.

“Location/site of the assigned farm” got a weighted mean of 1.61 which is described as moderately affect. This implies that the distance between boarding house and farm was acceptable by the interns. Further, they were fetched from their boarding houses with a decent shuttle vans to ensure safety of the interns while travelling.

Of the enumerated factors, the indicator that got the lowest weighted mean of 1.13 which was described as not affect is under “personality of student intern”. This means that the student interns were emotionally and socially prepared before going to Israel.

*Table 5. Table 5 shows the identified problems encountered while undergoing the OJT in Israel, ranked accordingly.*

III	Problems encountered while undergoing the OJT in Israel
1	Climate during winter
2	Language barrier between supervisor and students (Some supervisors could hardly speak in English)
3	Field of specialization not related to given work (Animal Science majors are given work supposed to be by Crop Science Majors)
4	Very early fetching of students from quarters to work
5	Sleepy in class because they work at night before schedules classes
6	Inadequate equipment/tools in some farm
7	Home sickness
8	Some Animal Science major students were assigned to Horticulture farms
9	Discrepancy in allowances received and the number of hours in some farms

Number one in the list of problems is on “climate during winter”. Philippines has only two (2) season. We have only dry and wet seasons. Since they are not habituated to the winter season in Israel, they had a hard time adapting to the

new atmosphere. Nevertheless, their work as interns went on normally.

“Language barrier between supervisor and students” (Some supervisors could hardly speak in English) was claimed as a problem encountered too. With this kind of situation, communication between student and supervisor had a hard time understanding each other. As they claimed, some supervisors could hardly speak English which is supposed to be the “Lengua franca” of the people there. As a result, the interns as well as the supervisors add sign languages as they speak to be fully understood by both.

Another problem they have encountered during their internship in Israel was that their “Field of specialization was not related to given work such as animal Science majors assigned to horticulture farming which is for crop science majors”. This implies that Israel farms were more on horticulture farming than livestock farming. As a result, some animal science majors were assigned to horticulture farming. This further supports the terms and conditions signed by the student that AgroStudies does not warrant the interns’ choice will be available and the student hereby acknowledge that he may be positioned to a field of practice other than the one preferred by him, his specialization. (Agricultural Educational Terms and Conditions by AgroStudies)

“Very early fetching of students from quarters to work”. This is another problem they have encountered. This means that farms were located away from their boarding houses/quarter so that students must be fetching very early in the morning so they could be in the farm on time. The interns considered it as a problem because they were not used to this kind of experience. However, the interns were able to adjust their body clock within a month.

“Sleepy in class” was claimed as a problem encountered. This indicates that some interns were given overtime work during night time so that when they go to class, they were sleepy.

“Home sickness” is another problem they have encountered. This is but normal especially that they are thousand miles away from their home. Nevertheless, interns found comfort by communicating with their love ones through the use of social media like video calling on messenger, face book and skype.

“Discrepancy in allowance received and the number of hours rendered in some farms”. This implies that the agreed allowance in the Memorandum of Understanding was not followed. However, in the terms and conditions signed by the student intern, tuition fee, return air fare, tax and other fees and expenses will be deducted in their allowances.

The discrepancy is attributed to the farm’s non peak season wherein interns have less working hours that upsets interns because it meant less allowance.

#### **IV. CONCLUSION**

The findings suggest that the experiences of the KSU OJT in Israel gave them the necessary training specially in the skills and practical knowledge in different agricultural technologies and production systems aside from their exposure to the various modern standards, methods and technologies practiced by AgroStudies. Not to mention the self-confidence, self-motivation and positive attitude towards work that was developed in them during their OJT period.

It can be noted that there were problems encountered however the interns successfully dealt with those problems and continued their daily work activities normally.

The findings also indicate that AgroStudies prefer male OJT’s than females because of the working condition in farms that requires physical strength.

It can also be concluded that work was on horticulture and livestock farming in which case, other agriculture related courses such as forestry and agricultural engineering were assigned to horticulture and livestock farming.

#### **V. RECOMMENDATIONS**

Based from the findings and conclusions, the following are recommended:

1. The terms and conditions set by Agro-Studies must be clearly understood by the intern.
2. PDOS must not be taken for granted. Parents/Guardians are obliged to attend.
3. There is a need to sustain and strengthen the partnership with IsraelAgro-Studies because it benefits the students and their families, particularly on educational and technological advancement, social, economic and cultural matters.
4. Hands on practicum in horticulture farming such as crop production and livestock such as poultry and the like must be enhanced in the Agriculture department of the university.

5. A good internet connection for monitoring the interns progress and safety with the use of social media.
6. SIAP-OJT Israel coordinator if possible should come from the College of Agriculture so that the knowledge and skills learned at Agro-Studies could be applied through project proposals from the interns that will be implemented, monitored and evaluated by the Agriculture department.
7. The University Administration may opt to explore other Countries for deployment of OJT Students of other degree programs through the International Linkages office of the University.

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# Managing Behaviour in Large Classes: Ceit faculty best Practices

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**Abstract**— *This study aims to provide the best practices of center of excellence professors in managing behavior in large classes. The study specifically explored and investigated the effectiveness of teaching strategies that alleviate the negative impact of large classes in classroom management; thus, university students were also invited to partake in the study. The study involved twelve teachers/key informants from Department of Civil Engineering, Department of Information Technology, Department of Agricultural Engineering and Department of Computer Programming. There were three key informants in each department.*

*All key informants are from Kalinga State University, Tabuk City, Philippines. Secondary key informants involved twelve students; one student in each of the classes of the teacher informants. This qualitative research utilized a non-random purposive sampling technique from a total of twelve key informants. Data was gathered thru an audio recorded interactive interview with questions encompassing large class size, classroom behavior, and effective classroom management. Consistent and regular behaviour monitoring, Organized lesson delivery, Effective class organization and communication (COE) is seen in both teachers' classroom management strategies of student classroom behavior and student motivation. Despite the adverse effects of large class size, these center of excellence professors chose to employ the most effective classroom management strategies to alleviate student behavioral challenges in a classroom for optimal learning and efficient teaching.*

**Keywords**— *classroom management, classroom management strategies, teaching strategies.*

## I. INTRODUCTION

Classroom management with an emphasis on classroom behaviour is the most crucial part of efficient instruction (Van, 2015; Villena& de Mesa, 2015). It encompasses organization strategies and strategies dealing with misbehaviors (Cabaroglu, 2012) or concerns with classroom behaviour management of students in a class (Mansor et al., 2012; Harun et.al., 2015; Villena& de Mesa, 2015). It is a crucial part of efficient communication, appropriate and adequate instruction. Classroom management also affects the motivation of students to participate in discussions and managing student outputs and disruptive behaviors; it focuses on modifying, monitoring, and maintaining desirable classroom behavior (Ahmad, 2010).

Thus, being able to learn and employ effective classroom management strategies is necessary for teachers.

Effective classroom management strategies in maintaining classroom behaviour involve organization because the physical elements of a classroom contribute to a more productive environment for learners, good communication for effective instruction, good monitoring for prevention of disruptive behaviors, good lesson strategies, and interesting lesson delivery, and intellectual questioning (Ahmad, 2010). Therefore, most effective classroom management strategies entail having a transparent communication of behavioral and academic expectations, a physical environment conducive to learning (Nagler, 2016) creating a friendly learning environment through dialogue and efficient communication (Akin & Yildirim, 2015), and



monitoring if students are motivated (Nagler, 2016). It is essential that teachers in different levels of education be equipped with skills in classroom management particularly communication, monitoring and dealing with behaviour challenges and discipline for professors not to lose their dominance even in a large class (Harun et al., 2015; Stough, 2016).

It is crucial for teachers to have the competencies to employ effective strategies for managing classroom environment, planning, time management, relationship management and most importantly behaviour management of students (Akalin & Sucuoglu, 2015). This was elaborated in CHED Memorandum Order No. 52 Series of 2007 Article 1 Section 1, under domain 5 which highlights that teachers are to be equipped with the use of appropriate instructional, assessment, monitoring and evaluation strategies to students. Further, CHED Memorandum Order No. 30, Article 4 articulates the importance of having the competence and knowledge to apply a wide range of appropriate teaching strategies. Teachers utilize different teaching strategies because students at different levels have different needs.

In the tertiary institutions of Nigeria, their strategies to prepare students for getting a job after schooling is through actual application of theories learned and thru technology (Obiete et al., 2015). This is aside from the fact that technology-embedded instructional strategies are utilized in classes and were found to be engaging (Lumpkin et al., 2015). Active learning strategies can be manifested in team activities (Killian & Bastas, 2015) and are utilized to sustain feedbacks from students. Further, student-centred learning strategies are infused in conveying different concepts in physics taught in their senior high school (Akinbobola, 2015). These are effective strategies for teachers to deliver their lesson effectively and for classroom management and it is also important for teachers to be able to evaluate its effectiveness despite managing a large class size (Ng et al., 2016).

Large class size is any class composition wherein the total population of students ignites evident challenges associated in providing quality education (Maringe & Sing, 2014) and obstructs classroom management on classroom behaviour. This polarizes different research studies to investigate empirical evidence on what constitutes the optimal class size and determine what constitutes large class size, yet no consensus has been established because the total and optimal population of students in a classroom also differs in Public and Private Schools. One longitudinal statewide research on the large class size and on the optimal class size

configuration was the Project Student Achievement Teacher Ratio (STAR). The findings indicated that small class has 1 teacher and 13-17 students, and regular class has 1 teacher and 22-25 students. (Ding & Lehrer, 2005). However, this class size configuration from the Project STAR is not applicable in developing countries particularly in the Philippines because a large class size is inevitable from Primary to Tertiary education.

The phenomenon on large class size is regarded as one of the most predominant obstacles when it comes to efficacious choice of teaching and classroom management strategies from Primary to Tertiary education in developing countries. In the tertiary education, even university professors who are at the pinnacle of their discipline or profession with substantial expertise across various elements of scholarly practice, including research, years of teaching, service activities integrating leadership and management roles (Macfarlane, 2011) perceive large class size as an impediment from using and incorporating new, varied or a wide range of effective teaching strategies (Altun & Yucel-Toy, 2015; Varsavsky & Rayner, 2013; Fanshao, 2009). Therefore, persistent quality training encompassing the effective and appropriate strategies (Esene, 2015) is essential for teachers to acquire new knowledge and skills in lesson delivery, in classroom management pertaining to behavioural management and in organization management (Akalin & Sucuoglu, 2015; Nagler, 2016; Stough, 2015) because quality of education is akin to the quality of teachers (Rizwan & Khan 2015; Akalin & Sucuoglu, 2015).

Effective classroom management strategies focusing on classroom behavior can be adapted and assimilated to inhibit and diminish large class size effects were not profoundly indicated and explored (Eisenman et al., 2015). There were limited literature on effective classroom management strategies in dealing with behaviour in large class size in the tertiary education particularly in the Philippines; on the other hand, numerous research studies conducted highlight the impact of class size on student achievement and does not elaborate on the effects and outcomes of large classes on classroom management strategies employed by university professors.

This study aims to explore the best practices utilized by CEIT faculty in managing the behavior of students in large classes; germane, their perception toward a large class size, their classroom management strategies, and finally to provide evidence on its efficiency. The results of this study may aid other professors with the best practices they can utilize in

managing behavior in large classes. This study may contribute to the research community particularly in the Philippines because the issue on large class size is timely and a vast of literature dealing with the impact of large class size; however, there were limited literature on classroom management strategies that are effective even in large classes. School administrators of tertiary education may be enlightened with the findings of the study because of the key informants' responses on classroom management strategies and managing a large class size. In addition, students experience optimal learning and efficient teaching through the incessant implementation of the best practices.

There are numerous complications that cannot be addressed based on this study. This is just a small sample of teachers that are within the same school. Therefore, we are only seeing a small part of the spectrum in these results; and generalizability of findings is evident. Thus, further study utilizing a wide-scale of participants is necessary to provide robust findings.

### **Classroom Behaviour and Large Classes**

The imminent increase in class size may reduce the willingness of students to be involved in class activities and discussion because a classroom setting acquires help from students. However, based on the theory of "bystander effect," the more students in a classroom causes other students not to participate in the discussion and related activities and they tend to remain passive (Thornberg, 2007). Thus, increasing class size is not just a predominant issue that affects effective teaching and learning in the primary and secondary schools but also in universities (Chapman & Ludlow, 2010; Gleason, 2012; Johnson, 2010; McCarthy, 2004; Maringe & Sing, 2014; Mulryan-Kyne, 2010; Oliver, 2007; Snowball, 2014; Solis & Turner, 2016; Stanley, 2012; Ayeni & Olowe, 2016). In Saudi Arabia their university ranges from 20-100 students in a class (Bahanshal, 2013) and from a University at Vietnam (HITECH), class size ranges from 50-55 students. In English class, they have 50-60 university students in one class (Nguyen et al., 2015); Loyola University Chicago has 60 students in their SBM classes (Guder et al., 2009) even up to 150 students in a class (Solis & Turner, 2016).

Existing research studies conducted indicated that smaller classes do not affect student achievement (Guder et al., 2009; Milesi & Gamoran, 2006); nonetheless, other research studies indicate that large class size diminish the efficiency of teaching methods, academic interactions, and

time to finish a lesson (Solis & Turner, 2016; Gleason, 2012; Mulryan-Kyne, 2010). It also results in inattentiveness (Blatchford et al., 2003; Quinlan & Fogel, 2014) and disengages students (Solis & Turner, 2016). Further, university students' behavior has changed and an evident decrease in teachers' dominance was observed when it comes to classroom management; thus, maintaining students' discipline became difficult according to tertiary teachers (Ersozlu & Cayci, 2016). In addition, civility issues were aggravated in large classes due to students' obscurity (Seganish, 2013).

Teachers perceived that large classes prevent them from using varied, new and effective teaching strategies (Altun & Yucel-Toy, 2015; Quinlan & Fogel, 2014); thus, they settle on using teacher-centred strategies that curtail the students' ability to discuss the topic and lessen academic questioning (Almulla, 2015; Ozerk, 2001). Further, it ignites challenges to the assessment and evaluation of students' outputs (Kewaza & Welch, 2013; Yelkperci et al., 2012). Nevertheless, it is also crucial to consider the influence of teachers, student, and school characteristics, teaching strategies and their effectiveness and accountability to student outcomes (Amendum et al., 2009; Blatchford et al., 2003; Chatterji, 2005; Cullen, 2011; Johnson, 2010; Lekholm, 2011; Stronge et al., 2011; Southworth, 2010; Milesi & Gamoran, 2006; Moss et al., 2014).

### **Classroom Management and Teaching Strategies Utilized in Large Classes**

Active learning strategies (Downs & Wilson, 2015; Mulryan-Kyne, 2010; Quinlan & Fogel, 2014, Mansor et al., 2012), integration of technology, classroom response systems, elicitation of responses from students (Muncy & Eastoman, 2012), building positive and interactive student-teacher academic interactions (Solis & Turner, 2016; Ozerk, 2001; Yelkperci, et al., 2012), and an inquiry-based teaching approach for knowledge acquisition and problem solving skills development (Oliver, 2007) were found out to enhance student engagement in large class size. Lecture method may not be minimized in tertiary large classes and when it is used, questions posed in the middle of lecture (Cole & Kosci, 2010). Small group activities in large lecture classes (Yazedjian & Kolkhorst, 2007) can encourage students to be inquisitive (Exeter et al., 2010; Kariyawasam & Low, 2014). Consequently, such activities stimulate student participation. As for large English classes, speaking activities in group work

(Fanshao, 2009) was adapted as an instructional strategy (Maduako&Oyatogun, 2015) and a blended approach using technology to provide content assignments prior to class sessions (Kenny & Newcombe, 2011). Class-wide peer tutoring in elementary schools (Bowman-Perott et al., 2007) was also affirmed as effective instructional and teaching strategies in large class size.

It can be inferred that it is essential to implement effective strategies in supervising, efficient monitoring, organization, communication and lesson delivery to manage classroom behaviour and occurrences of distractions in large classes (Ahmad, 2016; Akin et al., 2016; Akalin&Sucouglu, 2014; Eisenman et al., 2015; Nagler, 2016; Mansor et al., 2012). It is also helpful to identify and learn new, appropriate teaching strategies and classroom management strategies that can be utilized to mitigate the challenges of large class size; hence, this can elevate the standard of learning and teaching (Almulla, 2015; Bahanshal, 2013; Bosworth, 2014; Gleason, 2012; Keirle& Morgan, 2011; Maringe& Sing, 2014; Milesi& Gamoran, 2006; McCarthy, 2004; Oliver, 2007; Snowball, 2014; Stanley, 2012).

### **Continuous Professional Programs for Teachers**

Continuous professional development for teachers (Altun&Tucel-Toy, 2015; Graue et al., 2007; Miles & House, 2015; Stough, 2015) is necessary to cope with the increasing class size (Blatchford et al., 2003). In addition, professional programs are significant to aide teachers in designing assessment frameworks, developmental strategies (Wanous et al., 2009) and alternative assessments for high-performing students (Varvasky& Rayner, 2013).

From the review of related literature, it can be inferred that although no consensus has been established that large class size is a prime impediment in teaching and learning process especially as a barrier to efficiency of teaching strategies and difficulty for teachers to employ classroom management strategies, it ignites misbehaviours among students, encourages less teacher and student interactions within the classroom, limits the time to finish a lesson, and results to lack of individualized learning.

## **II. METHODOLOGY**

### **Research Design**

This paper is qualitative employing phenomenological design following an emic approach. An

interactive interview was administered and responses were interpreted through cool analysis, process of collecting and identifying significant statements from the responses of the key informants and coming up with themes that were validated by a co-rater and warm analysis, process of identifying the essence of the phenomena during the interview with the key informants and the interpretation of their responses to the questions (Patton, 2002). To validate their responses, an observation with the permission of the participants was conducted in their respective classes.

### **Selection and Study Site**

The study was conducted at the College of Engineering and Informational Technology of Kalinga State University, Baguio City, Philippines recognized as Level 2 (BSCE) Level 1 (IT) Level 3 (BSABE) by the Association of Accrediting of Chartered Colleges and Universities in the Philippines (AACUP). Thus, the study involved twelve teachers/key informants from the Department of Civil Engineering (CE), Department of Information Technology (IT), the Department of Agricultural Engineering (ABE) and the Department of Computer Programming (CPE). There were three key informants in each department. They represented the teachers from their respective department. Secondary key informants involved twelve students, one student in the class of the primary key informant that was observed by the researcher; the selected students represented the whole class. A total of twenty-four primary and secondary key informants were selected to provide their views regarding the interview questions because it is already adequate for a phenomenological study that requires a minimum of three key informants. This study utilized a non-random purposive sampling technique yielding to a total of twelve key informants. The selection of the key informants or population sample is purposive because it targets people with experience and with robust knowledge in the area of the study and who are able to provide their own account on the research questions. Further, these key informants were selected to be the primary and the secondary key informants in the study because they had experienced and taught or currently teaching a class size of 50 or even more 50 university students; and had experienced or are currently in a class of 50 or more. They were given an equal opportunity to respond to the questions in the survey. They were interviewed with the same questions.

### **Instrumentation**

An Aide memoire (Appendix A) was utilized to formulate the interview questions. It is composed of 5 sections, section 1 is the concept of human layer, section 2 is the definition, section 3 is the reference, section 4 is the a priori codes and section 5 is composed of the interview questions (Appendix B). The interview questions employed content validity because of a wide range of questions pertaining to a particular phenomenon on the most effective teaching strategies on classroom management focusing or dealing with behavior challenges in large classes in the tertiary education. In order to address reliability of the interview questions that was utilized in this study, credibility was ensured through the following strategies: the interview guide questions based on a priori codes as the main tool in this study that was validated by two experts (one from the Department of General Education and one from the STEM-Senior High School College of Engineering and Information and Technology of Kalinga State University).

Revisions were done after the validation to ensure in-depth and comprehensive data collection with the use of interview questions that elicit a robust response. The interviewed teachers agreed for a classroom observation. Classroom observations were conducted once per teacher and were arranged based on the teachers' chosen schedule of their respective classes (Appendix E).

### **Data Gathering**

The researcher secured a permission from the Dean of CEIT to conduct a research study. Key informants were informed on what the study entails and were provided with consent and acknowledgment forms. The names of teachers were not included throughout the study but they were coded wherein T1, T2, T3 are from the Department of Civil Engineering; T4, T5, T6, are from the Department of Information and Technology; and T7, T8, T9, are from the Agricultural Engineering.; and T10, T11, T12 are from the Department of Computer Engineering. They were informed that their individual responses to the interactive interview and findings from the observation will not be shared with others, but will be used for thesis data only. All of their information were kept confidential throughout the entire research process.

The key informants voluntarily participated in a traditional face-to-face interview, which is richer in terms of nuances and depth; thus, the questions in the interview formulated through an aide memoire was utilized to elicit and let

the key informants express their perspectives, observations, and account of their experiences regarding the phenomena.

A preliminary meeting was conducted with the key informants three days before the actual interview. This preliminary meeting provided an opportunity to complete their consent forms and to carefully examine ethical considerations. After completing the face-to-face interview, and conducting classroom observations, for the triangulation of professors' responses, student participants will be interviewed. Then, the researcher proceeded to the compilation and transcription.

### **Data analysis**

Interview transcripts (Appendix E) of teachers and students were carefully read and analyzed to allow the researcher to distinguish similar statements and verbalizations that commonly described what is common in the participants' perspectives, and experiences. They will be organized through a Repertory grid (Appendix D). The researcher sorted the themes and categories and carefully related them to the problem of the study, research question, and literature review. The researcher utilized two criteria when sorting themes into categories. The first criterion is internal homogeneity, the extent to which the data belonged in each category. The second criterion is external heterogeneity, the differences among categories are clear (Patton, 2002).

The interview transcripts were aggregated and organized through a Repertory Grid of the key informants' responses to each question. Responses were presented with a narration of written words indicating their views and actual account of experiences. Further, checking the data and the interpretations with the key informants was conducted. It was ensured that sufficient time was allotted for each interview. Detailed transcriptions, thematic analysis, coding process and debriefing through conceptual consultations were conducted. Furthermore, in order to elicit a richer evidence, observations in their respective classes of the informants was conducted by the researcher. Then all data through field notes on the classroom observations were compiled and organized through a Repertory Grid. Data from the audio recorded face-to-face interview and field notes on classroom observations encompassed the responses of CEIT faculty on the classroom management strategies they employ in managing behaviour in large classes. The aggregated data encompassed the views of professors in managing behavior in large classes and views of their students.

Results from the interview were interpreted by employing cool analysis, process of collecting and identifying significant statements from the responses of the key informants and coming up with themes that were validated by a co-rater and warm analysis, process of identifying the essence of the phenomena during the interview with the key informants and the interpretation of their responses to the questions. Thus, interview transcripts from teachers' views and from students' views were devised to examine, carefully analyze the responses, and identify similarities and emerging themes in each text. The coding process or the assignment of code names (T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12; S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12) of the primary and the secondary key informants utilized the sequence of the order of the time of interview. The first interviewee was T1 and the last interviewee was T12 in the same manner with the secondary key informants. Code search through Repertory Grid Technique was employed with their transcripts. Hence, a co-rater, from the Guidance counsellor of CEIT was asked to study and to validate the emerging themes.

Further, the findings on the most effective classroom management strategies in dealing with behavior in large classes were based on Repertory Grid Technique. Repertory Grid will be utilized to extrapolate the way in which an individual make use of his own experience in order to make sense of the world. This determines and maps the connections between the key ideas, themes or constructs that a person uses; thus, constructs were elicited from how key informants perceive and comprehend the four interview questions and terminology's indicators that the participants utilized to infer people or a particular phenomenon (Suto&Nadas, 2010). The

manuscript's content and the verbatim's translations was edited by a language expert, a Master of Language Education.

### Ethical Consideration

The researcher secured a permission to conduct research study (Appendix F). Participants were informed of what the study entails and were provided with consent and acknowledgment forms. They were be told that names of students and teachers were not included throughout the study. They were informed that their individual responses to the interview questions were not shared with others, but were used for research data only. All of their information werekept confidential.

### III. RESULTS AND DISCUSSIONS

This study explored the best practices utilized by CEIT faculty in managing behavior in large classes. It also investigated the effectiveness of these especially when it comes to classroom management despite handling a large class size. This study aims to provide an answer on what are the most effective classroom management strategies employed by professors in dealing with behavior challenges in a large class. Thus, after careful analysis of the interview data and field notes of classroom observations (Appendix H), there were three significant themes that emerged as best practices of university professors from centers of excellence programs in managing classroom behavior in large classes. These themes can be summarized as COE which stands for Consistent and regular behavior monitoring, Organized lesson delivery, and Effective class organization and communication. The main findings of the study are presented in a simulacrum (Figure 1).

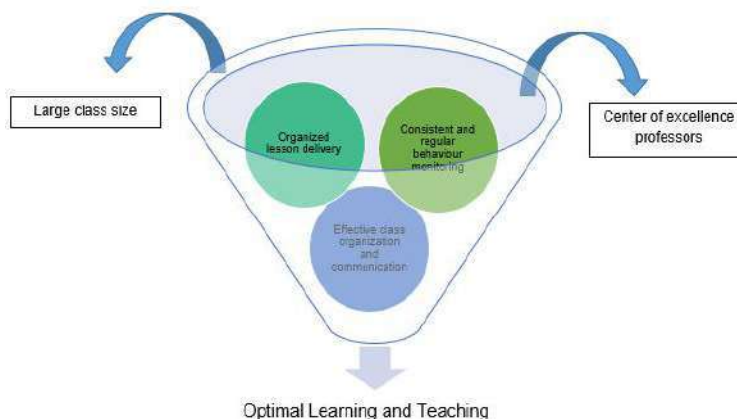


Fig.1: COE: Best Practices Model

The best practices in managing behaviour in large classes that were elicited from center of excellence professors are summarized as COE, C stands for Consistent and regular monitoring; O stands for Organized lesson delivery; E stands for Effective class organization and communication. In Figure 1, the funnel symbolizes the center of excellence professors that manages large class size. Inside the box are the best practices that are to pass through the tip of the funnel when the center of excellence professors exerts effort so that it will go through. The funnel was used in the simulacrum because of its characteristic to filter something and result in a more refined outcome. It exhibits the efficiency of the best practices on management of student behaviour. The arrow from the tip of the funnel suggests the upshot of the filtered best practices is optimal teaching and learning despite large class size.

### Consistent and Regular Behaviour Monitoring

Consistent and regular behavior monitoring is a classroom management strategy of a teacher's assertive approach in specifying rules of behavior and its consequences if violated. University students' behavior has changed; thus, maintaining students' discipline became difficult. This entails careful and regular monitoring of students, constantly responding to students needs in class, consistently reminding students of the rules and policies in the classroom if they are not manifesting them and inculcating the rules. Focusing on procedures and its consequences if they are not going to comply is crucial to enforce that the teacher is the manager in the classroom; however, some behavioral challenges in a large class size is perceptible.

*T1: I use assertive approach to enforcing discipline, areas of responsibility, implement policies and inculcate rules in the house because 30 and above students are already large because we cannot provide individual attention, time to every student and there is lack of decorum speech and conduct. The most important strategy is to constantly remind them of their responsibility by implementing assertive approach. Immediate corrective measures because they are responsible for the consequences of their actions.*

*T3: Most effective classroom management strategy is to be strict with your rules and it should be implemented consistently whether it reaches 100 there is always a way to handle the number of students. Be strict and consistent when it comes to*

*policies so that they will learn and be guided so not to play around.*

*T5: Emphasizing to the university students that a better level of maturity and behavior is expected from them.*

It was revealed from the teachers' responses that consistent and regular behavior monitoring is an approach in classroom management that involves incessant and orderly checking or observing to respond to any problems if there are evident misbehavior teachers react in a calm manner and clearly state the rules and procedures with the consequences for violating them. Constantly reminding students of the rules of the classroom if they are not displaying them, inculcating their responsibility as students, and exemplifying appropriate classroom behaviors are modification scheme; thus, this can make them realize that they can utilize this work ethics when they become professionals.

The responses suggest that when it comes to behaviour, establishing the rules at the beginning of the semester with the students, inculcating expectations related to behaviour, constantly reminding the classroom rules, substantiating the basis of the rules, exhibiting the rules, employing class evaluation regarding conforming rules, and manifesting respect for others are effective behaviour monitoring strategies.

*T6: You set policies, you set goals dahil 40 above 40 is quite large may tendency talagang mas maramisilang distractions. You make it known to them this is how things are going to be then they should comply it's expected that they should comply with those policies. (You set policies, you set goals because 40 is quite large there is a tendency that there a lot of distractions. You make it known to them that this is how things are going to be then they should comply it's expected that they should comply with those policies.)*

*T7: I think yung mga 50 students in a class atanamagkakabarkadaksiyuntaposmedyomaingay. I call their attention. I don't call their attention individually I tend to generalize nalang para ayokongnamahiyasaklase. (I call their attention. I think 50 students in class there are peers and they are noisy. I don't call their attention individually I tend to generalize because I don't want to embarrass anyone in class.)*

T9: *I usually call their attention but prior to the start from the very beginning every semester there's always an expectation check and house rules.*

T10: *We have house rules and orientation on the first day of classes in a large class 50 students. Of course, the VMOP of the university is also being discussed to them and is being explained that it goes along with their discipline, they have to be disciplined.*

T11: *I often start with attendance check to set the mood. I call their attention if I notice that someone is rowdy or someone who is side glancing.*

As gleaned from the classroom observation conducted by the researcher, five key informants demonstrated constantly reminding students of classroom rules, when they tend to become noisy to the extent of creating distractions during discussion; further, these teachers opted to implement preventive and corrective strategies when students display actions that are not acceptable in a classroom, then the teachers elucidate the rules and policies. Therefore, these teachers employed management practices that can help to modify and to remediate students' behaviour in a classroom. The responses of the teachers were validated by students in an interview,

S1: *Laginiyangnireremindungmga classroom rules pagnagigingmaingay at hindimagandangbehavioursaklase. Calls students attention when being rowdy.* (She always reminds the classroom rules if there is someone who is noisy and with inappropriate behavior in class. She calls students' attention when some are rowdy.)

S3: *Strict posiyasa submission ng requirements at samga rules at policies sa classroom.* (She is strict when it comes to the submission of requirements in implementing and rules and policies in the classroom.)

It can be inferred from the findings that the prevalent behaviour challenges manifested by students in a large class are being noisy and rowdy even with the presence of the teacher, not listening during discussion, using phones during class hours, lack of decorum, inattentiveness, and sleeping while on class (Cabaroglu, 2012; Mansor et al., 2012). These behavior problems can be managed and mitigated if the implementation of a classroom management strategy is

incessant and consistent and if their interests and the level of readiness are taken into account. According to Ersozlu and Cayci (2016), teachers should deliberately inculcate classroom rules and ethical behaviors to the students. This postulates that they should exemplify that they are dominant in the classroom but to encourage respect for others. This is crucial to alleviate difficulty and challenges in employing classroom management strategies that ensure well behaved, cooperative, and motivated learners are given that the behaviors of university students have changed. Hence, adverse effects of the large class size can be alleviated if teachers have the ability to monitor and supervise the students' behavior. The findings of these studies highlighted the teachers' efficient implementation of monitoring classroom management strategy regardless of large class size (Akin et al., 2016; Akalin&Sucuoglu, 2015; Bosworth, 2014; Gleason, 2012; Keirle& Morgan, 2011; Maringe& Sing, 2014; Mulryan-Kyne, 2010; McCarthy, 2004; Oliver, 2007; Quinlan & Fogel, 2014; Solis & Turner, 2016; Snowball, 2014; Stanley, 2012). Thus, pre-service and professional development for teachers is necessary (Altun&Tucel-Toy, 2015; Galton et al., 1996; Graue et al., 2007; Miles & House, 2015) because according to Cabaroglu (2012) there is a lack of emphasis when it comes to classroom management in teacher education programs.

### **Organized Lesson Delivery**

A creative and organized lesson delivery is a classroom management strategy that is crucial to promote efficient teaching and supportive learning despite having a large class size. When teachers employ creative, organized, appropriate, practical and relevant teaching strategies in delivering their lessons, elucidate ambiguous concepts of a topic, cater to each student's learning needs, the negative effect of large class size is diminished. Hence, for creative and organized lesson delivery, teachers must formulate a daily plan, prepare the topic content before the discussion and incorporate necessary modifications in the lesson plans taking in consideration the level of student needs.

T3: *I inculcate principles of teaching. I use technology wherein I upload lessons, reminders, format of requirements, deadline, and changes in the submission of requirements. I help them develop planning skills. I reiterate metacognitive strategies they should be aware of their strengths and weaknesses.*

T4: *Group works and collaborative learning. Lecture and team activities related to the lesson.*

T9: *We do other activities aside from lecture, activities that are related to the topic and has an objective also like we do in my class we do some debates regarding the laws that is (are) affecting our nursing practice.*

These teachers catalyze opportunities for active and collaborative learning and elevate learning relationships that allow their students to study and work independently, appreciate learning relationships with the group, and make them realize their competence to accomplish the demands of their course. This premise of teachers in utilizing this approach is intended to sustain unity among students and demonstrate a manageable classroom.

T8: *I always introduce innovation. With technology as an enabler, I engage my students with the use of a hybrid class environment.*

T5: *Use of Blended Learning Setup. 40-50 students per class are large because it is not always possible to finish the checking of individual outputs. (There is an Online/Electronic Classroom for every course I handle that may be accessed via Google Classroom. All important reminders, lecture materials/presentations, activity manuals, and notes may be accessed/downloaded by the students anytime anywhere. The time during which some materials may be downloaded/accessed is controlled so that students are not overwhelmed A definite course syllabus for every course is always followed. The syllabus is accessible by the students anytime, anywhere through the electronic classroom. Manuals for the next activity is always accessible for the fast workers. If appropriate for the current lesson, pair/trio problem-solving exercises are administered rather than full lecture.*

T7: *Sa akin kasi I make variations with the teaching style since yung mga classroom namin ngaun ay provided with equipment kung kelang kong mag show ng mga videos kung minsan may mga pictures mga power point presentations tapos kung minsan kahit wala nang power point presentations nagbibigay din ako ng mga handouts for them to read and then naggather din aq ng feedback so yung binibigay ko sakinla. I call them at random. (For me, I make variations with*

the teaching style now since our classroom is provided with the equipment that supports me when I show pictures and power point presentations. I give handouts for them to read. I also gather their feedback. I call them at random.)

The diversity of students particularly their level of needs and their abilities in an average classroom requires a teacher to be equipped with the skills in utilizing effective teaching strategies. Teachers should be flexible in employing varied classroom experiences for students not to feel boredom. It was found out that enlivening learning to prevent monotony is important. It will also enable the teacher to utilize a learning method and a lesson content that can fit each student individual needs. The wide range of strategies tremendously improved with the help of technology. The growth of instructional media upgraded the role of a teacher from being the conveyer of knowledge to the manager of a classroom. This is related for instance to business, wherein the manager decides on an array of resources to maximize desired output. Like in a classroom, a teacher utilizes appropriate instructional material to provide optimal learning experiences to achieve desired outcomes. Therefore, teachers must have the competence and efficiency to employ strategies and to deliver lesson content. This negates the argument that classroom management and lesson delivery are exclusive. Instead, they are interrelated. The choice of instructional strategies anchors on the nature of task and learning needs of students to ensure effective classroom management. From the responses of the teachers, they utilize varied and appropriate teaching strategies and classroom management strategies which accent on student motivation and innovations in lesson delivery. This entails a novel teaching arrangement with the integration of technology. Introducing the use of technology such as powerpoint presentations, educational videos, and Google classrooms as instructional equipment and as instructional material provide a better understanding of what the topic entails and for students to get updates regarding their requirements may clarify important queries. Nowadays, students have a penchant for using technology in understanding their lessons, and by organizing lessons with the use of power point presentations and related videos students tend to be more attentive and more participative in class. Technology provides an avenue for them to develop their comprehension of opaque concepts of a lesson.

T3: *They have to put the teachings into practice.*

T6: *I think one of the best ways is to incorporate application-oriented information during the lectures*



*so that more or less if they see how the concept is being applied.*

T10: *The implementation of the Output-Based Curriculum in all activities and in all courses we integrate such. Evaluation tools so there is an evaluation tool and rubric, so far it is being implemented and effective. We have the seminar and training on OBE and we also have to integrate into the different activities and strategies that we have in the classroom.*

T11: *Through graded recitation, classroom participation is important. In my class, they should recite and they should know that it is graded. Another one is spot checks before the discussion of the topics, it's like a pre-test but not graded.*

Teacher's ability to enable students to apply the learned concepts into practice is the end product of efficient lesson delivery. This can harness students' capacity to employ what they have learned in related activities. This strategy is a hybrid version of lecture method wherein teachers interject real scenarios to give emphasis on what does the lesson encompass. The primary function of devising an appropriate teaching strategy is to convey and present ideas and information effectively and meaningfully so that clear and unambiguous meaning is apparent and are retained longer as a meaningful body of knowledge and students can effectively put the teachings into practice. Therefore, the teacher's role is essential in the learning process and involves the evaluation of student outputs and selection, organization and the delivery of subject matter content in a creative and organized manner. This pedagogy highlights the contents of a lesson material that should be presented in a coherent order such that ambiguity is not evident. This is to enable students to develop cognizance and acquire new information. The findings were certified by students in an interview,

S11: *Magalingsiyangmagturodahilgumagamitsiya ng mnemonics pagnagdidiscuss ng lesson at graded recitation para maintindahannamin. (The teacher is good in teaching because she utilizes mnemonics in the discussion of the lesson and we also have graded recitation so that we can understand the lesson better.)*

S5: *Discusses the concepts of the lesson then follow-up activities po. Lagi pong technology based ang lessons namin given that our course is a concern with technology. It is effective because I learn new*

*concepts. (The teacher discusses the concepts of the lesson then the teacher gives follow-up activities. The lessons are always technology based given that our lesson is concerned with technology.)*

S2: *Laging may activities, for example, short quizzes at group works para maximize ang time at hindi mag-ingaysaklase at may handouts siyangbinibigay before yung lesson para makapaghanda the next meeting for recitation at related activities regarding the topic. (He always facilitates activities like short quizzes and group work to maximize the time and to mitigate noise in class. There are handouts given before the lesson, so that we can prepare for the next meeting's recitations and related activities to the topic.)*

The findings indicate that in addressing the needs of their students, these teachers provide their students with a variety of learning opportunities for effective learning even with diverse large classes. Examples of these learning opportunities include providing relevant/appropriate additional resources and making use of varied teaching strategies to tap the different potential of students.

The findings are also evident and manifested in the classroom observation. All of the key informants chose to employ student-centred teaching approaches in lesson delivery which is akin to classroom management. The most common teaching strategy is through a lecture but with recitations and follow-up activities to assess if their students were able to understand the lesson. They also asked brain stimulating and analytical questions during discussions for students to substantiate profound concepts to the topic. Collaborative activities were also observed and they asked students to do research on the current topic.

Another organization strategy of teachers is providing supplementary resource materials prior to the discussion of the lesson is essential to give students time to read be given the initiative to research on the given topic. This can accustom students on preparedness; moreover, the teachers maximized the time allotted for the period. Hence, to ensure a learning environment free from disruptive classroom behaviour, a well-planned lesson employed with appropriate and efficient teaching strategies is essential because a dull learning environment provokes students to do other things rather than focusing and engaging in discussion and related activities. A learning environment necessitates a teacher who is enthusiastic in teaching and is able to prompt active involvement among students. It is suggested for teachers to

ascertain that even a well-planned lesson is useless if riveting lesson delivery procedures along with effective classroom management strategies are not ostensive.

The discoveries were affirmed by research studies stating that it is essential to identify and learn new and appropriate teaching strategies that can be utilized to mitigate the behaviour challenges of large class size. Teachers' flexibility to adapt and employ efficient teaching strategies to deliver a lesson regardless of large class size is a necessity; hence, this can elevate the standard of learning and teaching and this can yield optimal results in classroom management even in large classes (Ahmad, 2010; Akin et al., 2016; Akalin&Sucuoglu, 2015; Mansor et al., 2012; Almula, 2015; Bahanshal, 2013; Bosworth, 2014; Cabaroglu, 2012; Gleason, 2012; Keirle& Morgan, 2011; Maringe& Sing, 2014; Milesi& Gamoran, 2006; McCarthy, 2004; Oliver, 2007; Snowball, 2014; Stanley, 2012). Through the actual application of theories and thru technology (Esene, 2011; Obiete et al., 2015) and technology-embedded instructional strategies, classes were found to be engaging (Lumpkin et al., 2015). An inquiry-based teaching approach for knowledge acquisition and problem solving skills development (Oliver, 2007) and active learning strategies (Downs & Wilson, 2015; Mulryan-Kyne, 2010; Quinlan & Fogel, 2014, Mansor et al., 2012) with the integration of technology classroom response systems, elicit responses from students (Muncy & Eastoman, 2012). As for large English classes, speaking activities in group work (Fanshao, 2009), team building adapted as an instructional strategy (Maduako&Oyatogun, 2015) and a blended approach using technology to provide content assignments prior to class sessions (Kenny & Newcombe, 2011) were affirmed and asserted as effective instructional and teaching strategies even in large classes

### **Effective Class Organization and Communication**

This classroom management strategy provides a more productive environment to students. This is done through implementing a seating arrangement, organizing of an instructional material or equipment and demonstrating classroom rules, routines, and procedures. Seating arrangement facilitates effective classroom organization; useful instructional material aids in providing students the necessary relevant resources for efficient learning. Thus, prevention of the occurrence of behavior challenges.

*T3: Be strict in implementing a seating plan, seating arrangement.*

*T11: I often start with attendance check to set the mood. When I give long quizzes I always put it into paper no dictation I can observe them while they are answering their quiz. At the end of each term, I give them their class ranks and statistics. I give them their target grade so that they will be aware that they need to excel more if they are failing.*

Classroom management strategies that organization strategies such as implementing a seating arrangement, routines, and organizing group activities will get students accustomed to working on group tasks with their classmates. These are significant activities to ensure and to prevent occurrences of undesirable classroom behaviour of students. As revealed in the classroom observation four teachers design a seating plan in order to easily monitor students during recitation and to call attention of students if inattentive. They also exhibited consistency in classroom routines and procedures. The responses from the key informants were validated by students in an interview,

*S5: Lahat pong reminders ay downloadponaminsa Google classroom. Pinapaliwanagponiyaang course syllabus namin at kunganomga requirements. May seat plan po para madaliniyangmatawag kami. May pre-quizpo kami through online bagoyung actual quiz. (All reminders can be downloaded from google classroom. He explains our course syllabus and the requirements. We have a seating plan in order for him to call us easily. We have an online pre-quiz before the actual quiz.)*

*S3: May seating arrangement kami saklase at para din madaliniyangmatawag students if magpaparecite or if may ginagawasilangiba. (We have a seating arrangement in the class for the teacher to call the students easily for recitation or give warnings if they are doing other things.)*

Having an effective communication is essential for class organization. This is an important component in classroom management wherein the teacher motivates the students to verbalize their ideas; as a result, teachers create a pleasant environment for communication and establish a class atmosphere manifesting democracy. An instructional approach to an open communication postulates that instructions effectively executed prevent student behavior challenges in a classroom.

T5: *Students can always make clarifications via the messaging feature of the electronic classroom.*

T7: *Naggagather din ako ng feedback so yungbinibigay ko sa kanila I ask for their opinions para malaman ko kungnagaanalyze din silahindiyungakoyungpalagingnagbibigay so kukunin ko yung feedback nila. (I gather feedback so that I will know if they analyzed and so that they will also share their opinions. I should not be the only one who is always providing information.)*

It can be seen from the sharing of these teachers that their classroom management strategy is to empower students to take part in classroom procedures. This does not entail that every student should participate at the same time. Instead, it is to create a classroom environment where all students have the opportunity to verbalize their thoughts; therefore, with this kind of approach, yields to greater classroom interaction and cooperation which is the outcome of interesting connections developed by their students, and nurture them to partake and to be enthusiastic in the classroom learning environment, this plays a significant role in obviating disruptive behaviours.

T9: *I will call their attention for that moment. I always go to the basic, I communicate and I talk to them but at the same trying to maintain their dignity also or their self-respect. I believe that students will listen if they are talked to (dealt with) as an adult because they're adults.*

T12: *You have to acknowledge yungmaganagawanilang positive, praise them for the good things that they've done. (You have to acknowledge their positive actions; praise them for the good things that they've done.)*

Therefore, it can be inferred from this reflection that it is also essential to consider that treating and communicating with students as adults will help them realize that they should behave as adults. Embarrassing students in front of the class will just aggravate the situation. Instead, giving advice and talking with them will yield positive results in their behavior and performance. Furthermore, giving students the equal opportunity to showcase what they have, what they know and what they can do and their worth as an individual is displayed. By this, it resulted in a more creative and improved output from the students. These reflections were affirmed by students in an interview,

S5: *Transparent po siya about sa requirements at mga evaluations namin.. (The teacher is transparent regarding the requirements and evaluations.)*

S10: *Encouraging students to ask regarding the topic and share their thoughts. It is effective because it can motivate the students to read the lessons and enjoy the class so that the lesson will last in our mind and heart. (The teacher encourages the students to ask clarifications about the topic and to share their thoughts. It is effective because it can motivate the students to read the lessons and enjoy the class so that the lesson will last in our mind and heart. )*

In this regard, as displayed in the classroom observation of five key informants it was exemplified that establishing a good rapport and communicating to students to deliver instruction is an effective classroom management practice. This entails eliciting students' ideas regarding the topic, letting them express and elaborate their thoughts regarding the significance of the topic, encouraging them to raise clarifications and allowing them to rectify their answers if they are not satisfied. Further, these teachers constantly communicate and acknowledge all their students; for instance, asking them if they have any questions; as a result, this boosts the students' sense of belongingness, importance, and confidence to cooperate in class activities.

The findings were validated by research studies conducted indicating that the most effective classroom management strategies entail having an open and clear communication of behavioral and academic expectations. Asking students' ideas regarding the topic, a conducive physical environment conducive to learning (Nagler, 2016), building positive and interactive student-teacher academic interactions (Solis & Turner, 2016; Ozerk, 2001; Yelkperci et al., 2012), creating a friendly learning environments through dialogue and efficient communication, and giving feedbacks positively affects student attitude and performance (Nagler, 2016); thus, encouraging respect for others (Akin & Yildirim, 2015), and monitoring if students are motivated (Nagler, 2016).

An effective communication is having a positive classroom climate. This entails the emotional aspect of the classroom that is supportive of learning. A classroom climate can affect student behavior; hence, it is important for teachers to exhibit a positive attitude and positive behavior to give student behavior direction. Further, teacher's attitude and behavior are very important because it is essential as a

prerequisite for all other classroom management strategies. Positive rapport allows for a positive climate in the classroom. Teachers exuding their passion for teaching influence their students to have a passion to learn. Effective teachers displaying a higher level of devotion in teaching reflect their professional confidence and competence to convey knowledge and manage a classroom. Teachers can establish a positive learning environment by being sangfroid despite behavioral challenges demonstrated by students.

*T2: Teach with conviction and be passionate about your profession.*

*T8: Teaching involves learning, sharing, inspiring.*

*T9: I teach them but I learn from my students as well.*

*T4: They are encouraged to express themselves and participate since the pressure or fear of doing an activity alone is lessened.*

*T9: I could listen to their ideas. Everybody could talk and share.*

In a classroom situation, teachers cannot afford to get distracted on students who are misbehaving, instead, teachers must invest energy and effort to teach students who are attentive then find time to confront disruptive students in a sangfroid manner, and this is a manifestation of a positive attitude of a teacher.

Establishing good rapport between and among students done by these teachers is vital because that positive relationship often encourages their students to learn at optimum levels. Having rapport can lead their students to positive classroom behavior. These revelations are in consonance with the study of Long and Moore (2008) that exemplifies teachers who accordantly demonstrate such positive attitudes and behaviors. It is therefore important to encourage students and motivate them to persevere in accomplishing their tasks and engage them to participate during class and supervise them as they progress. In this regard, according to Freudenberg and Samarkovski (2014), students are inclined to attend class and engage in participating if the teachers employ positive attitude and behaviors.

Students can overcome academic challenges and can work on social-emotional development if there is an established positive relationship with their teachers because this can serve as a security for them to explore the classroom setting. As a result, students learn and acquire socially

appropriate behaviors in a classroom as well as how to achieve academic expectations set by their teachers.

As displayed in the classroom observation of two key informants in the study, they exemplified enthusiasm in teaching even in lectures. They inspire students to participate in class activities. They do not resort to shouting at students and do not instill fear in students when inattentive but listen to students. The students are most benefited by the attention, encouragement, and care of these teachers. These teachers' positive actions make the student feel comfortable and at ease with the teacher. These behaviors exemplified by these teachers may also begin to build a sense of maturity of students to direct and handle their behavior; thus, preventing classroom behavior challenges.

The finding indicates that teachers who manifest a positive attitude and behavior despite the inattentiveness and noise of students are an effective classroom management strategy because this directs and focuses student behavior. This finding was emphasized in the study of Nagler (2016), he mentioned that a teacher with a positive attitude will let students. In a classroom, such rapport is a requisite to promote good partnership with students. Positive attitude and behavior of teachers can help them to see things lucidly, and contemplate problems in class more clearly to decipher its remedy. Therefore, to establish a productive learning, it is required that teachers display a positive interaction with students.

Consequently, the findings on the most effective classroom management strategies indicate that for classroom behaviour which is considered to be affected by large class size, teachers should deliberately and consistently inculcate classroom rules and ethical behaviours to the students, employ class organization strategies, conduct efficient lesson delivery and efficacious communication to provide adequate instruction to all students in a classroom and maintain good relations with students; this postulates that their dominance in the classroom should not decrease. This is crucial to alleviate difficulty and challenges in employing effective classroom management strategies that ensure well behaved, cooperative, and motivated learners, given that the behaviours of university students have changed (Ahmad, 2016; Ersozlu&Cayci, 2016; Harun et al., 2015; Stough, 2016; Van, 2015). Hence, the findings posit that it is essential that teachers in different levels of education be equipped with skills in classroom management particularly communication, organization (Ahmad, 2010), lesson delivery (Esene, 2015), monitoring and dealing with behaviour challenges and discipline for

professors not to lose their dominance even in a large class (Harun et al., 2015; Stough, 2016); further, in order for teachers to effectively employ effective classroom management strategies in managing classroom environment, planning, time management, relationship management and most importantly behaviour management of students are taken important consideration (Akalin&Sucuoglu, 2015).

#### IV. CONCLUSION

Classroom management encompasses the corrective measures and strategies teachers utilize to remediate challenges and regulate order. In this regard, it is essential for teachers to manage student behaviour and motivate them to participate even in a large class size, through employing the most effective classroom management strategies. The study provided and explored answers on what are the best practices utilized by center of excellence professors in managing behaviour in large classes.

The best practices of CEIT faculty in classroom management are consistent and regular behaviour monitoring, organized lesson delivery and effective class organization and communication (COE). These best practices from the findings of the studymay aid other professors in managing behavior in large classes. This study may contribute to the research community particularly in the Philippines because the issue on large class size is timely and a vast of literature dealt with the impact of large class size; however, there was limited literature on classroom management strategies that are effective even in large classes. School administrators of tertiary education may be enlightened with the findings of the study because of the key informants' responses on classroom management strategies and managing a large class size. In addition, if the best practices from the key informants are consistently and well implemented then it will benefit students, for them to experience optimal learning through efficient classroom management.

#### V. RECOMMENDATIONS

Akin to the predominant challenges of large class size it is also crucial to consider the influence of teachers, school characteristics, teaching strategies on student achievement, student behaviour and their effectiveness and accountability to student outcomes.

Moreover, it can be inferred that it is essential for teachers to identify and learn new, appropriate and effective

classroom management strategies that can be utilized to mitigate the challenges, effects of large classes on students as well motivate them to behave and participate.

It is necessary for tertiary institutions to provide pre-service coursework program, continuous professional development for teachers in order for them to employ appropriate strategies in managing university large class size so as to alleviate its adverse effects to classroom behaviour.

Further study on the comparison of strategies used in large and small classes.

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# The Ilocanos in Tabuk City, Kalinga: A Study on their Migration

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**Abstract**— *This study was conducted to understand the circumstances that led to the Ilocanos migrating to Tabuk, Kalinga and the challenges they faced as they transferred residence. It also aimed to explain the different processes of integration that the Ilocanos have undergone to be in good relationship with the Kalingas.*

*Participants of the study included 20 Ilocano migrants aged 50 and above and are permanent residents of Tabuk who know how to speak in Ilocano and Filipino. Interview was the primary method used in gathering data for the study. An interview guide was used as a basis for questioning while note-taking was done by the researcher to document the information supplied by the participants. All conversations were also recorded through a tape recorder. Secondary resources such as researches, books and articles were used to further explain the results of the study.*

*Results of the study revealed that Ilocanos migrated to Tabuk because they are looking for a piece of land which they can convert into a farm, a venue for trade and a job or an employment. Also, some of them went to Kalinga to fulfill their profession, to move out of their old residence which seemed dangerous, and to share the Word of God to the residents of Tabuk.*

*However, Ilocanos faced a lot of challenges after migrating. They experienced financial difficulties, problems in relation to bodong, fear of Kalingas due to political conflicts, land grabbing, health problems, tribal wars, and differences in beliefs and religion.*

*Considering the results of the study, it is recommended that this research will be a basis of the government of Tabuk as they create programs that involve Ilocano migrants and as they review the implementation of bodong in their locale. A broader study may be conducted to evaluate the contribution of the Ilocanos to the different groups and societies in the Philippines. This could also serve as an additional reference in studies related to migration and Philippine societies.*

**Keywords**— *Ilocano, Migrants, Tabuk, Life and Experiences.*

## I. INTRODUCTION

One of the most difficult decisions a person can make is to leave the place where he used to live and transfer to a new community with more opportunities than the former. However, the concept of migration would be better understood if the real purpose of migrating is asked and heard directly from the person desiring for change – the migrant.

As an independent being, an individual holds the decision of where he would be going and how he would run his life. His capacity to think and act freely gives him the ability to transfer to any place which he thinks can give success to him and to his family as well. Moreover, it cannot be denied that every individual has his own needs, not just in the physical and emotional aspects, but even in the economic and political areas. And since a man cannot live alone, his

social needs should also be met in the new society where he chose to live. On the other hand, there are still other factors that contribute to the decision of the migrant. Some of these are family, culture and environment. Considering the state of migration worldwide, such decision may be brought by the combined factors provoking a person to look for a better living.

According to (Perez 36) that was mention in the study of Tamayao (1999) a number of studies proved that even during the 1960s, 13 percent of the population of the Philippines are living in places different from where they were born. Such data has been increasing and these are significant information used in studies related to migration.

In 1970, it was proven in a study conducted by Flieger, *et al.* that the number of residents living in municipalities different from their communities in 1960 increased up to five million. Fifty-one percent of the given number even crossed borders of regions while 14 percent transferred to different provinces (Tamayao,12).

It is clear in the data that Filipinos love to take opportunities of greener pasture, though it may lead them to other places.

Being Filipinos, Ilocanos also try to meet their basic needs in different ways. One of the most effective means they find is through migration. A lot of documents in history would prove that Ilocanos are active in terms of migration as they move to different provinces and towns in the Cordillera Administrative Region (CAR). In a study conducted by Smith, Ilocanos have been the most represented group in the population of CAR, Cagayan Valley and Central Luzon. Aside from the nearby regions, Ilocanos' migration in Mindanao and some parts of United States (Hawaii at California) are also observed. It was supported by Concepcion (1985;31) in a study stating that from 1960 to 1970, data in Ilocos region reached up to 32 thousand migrants and 85 percent came from Ilocos Norte, one of the largest in the Philippines. Though there was a sudden decrease of such number on the latter part of 1970, only a small difference was observed. Until 1975, Ilocos remained to hold the highest rate of migration in the country. It is also remarkable that Cagayan, which was a land for Ibanag, Itawes and Malauegs before, are now being inhabited by Ilocanos. Based on a census conducted by the National Statistics Office (NSO) in 1995, Cagayan has a total number of 895,050 residents. From such data, 73.3 percent are Ilocanos, 13.5 percent are Ibanag, 13.4

percent are Itawes and the remaining 1.3 percent are Malaweg (Tamayao,80).

However, despite the statistics, the factors contributing to such number has not yet been studied. With this, it is necessary to analyse the flow of migration especially of Ilocanos who is a leading race in the said topic. This study aims to discuss migration of Ilocanos in Tabuk, along with the reasons of their transfer and the challenges that arise from the said action.

These stories and more became the focus of this study. It assessed the different faces of migration from the heart and mind of the migrants themselves – Ilocanos in Tabuk.

## II. PLACE OF THE STUDY

### Kalinga Province

This study was conducted in Tabuk City, Kalinga province which proved to be a common residence of most Ilocanos. Based on the history, Cordillera Administrative Region (CAR) is one of the regions not totally conquered by the Spaniards due to the strong culture of its natives. Spaniards had tried a lot of times to colonize such communities but failed to do so. Conquering the city was a bit more successful during the American period (Cawed 65).

If other regions in the country are rich in water resources, CAR, on the other hand, have a lot of mineral resources like gold, silver, zinc and bronze. Economically, farming is the main source of income of its residents ("*Philippine Islands."Cordillera Administrative Region in Luzon Philippines.N.p., n.d. Web. 15 July 2014*).

Moreover, CAR is rich culturally. It is known for a lot of festivals such as Panagbenga Festival of Baguio, Ullalim Festival of Kalinga, Lang-ay Festival ng Mountain Province, Banaue Imbayan Festival and Tabuk Matagoan Festival. Aside from this, the region is also rich in tangible heritage. The beauty of Sumaguing Cave in Sagada and Payaw Race Terraces were declared by the United Nations Educational, Scientific Cultural Organization as Worlds Heritage Site located in the areas of Ifugao. Meanwhile, CAR was formed in lieu of Executive Order 220 released on July 15, 1987. It is composed of Abra, Benguet, Ifugao, Mt. Province, Baguio City and Kalinga-Apayao (Scott, 1987). In February 14, 1995, Kalinga and Apayao became two separate provinces as decreed by Executive Order 7878 amending the

former order released on June 18, 1966  
(<http://en.wikipedia.org/wiki/Kalinga-Apayao>).

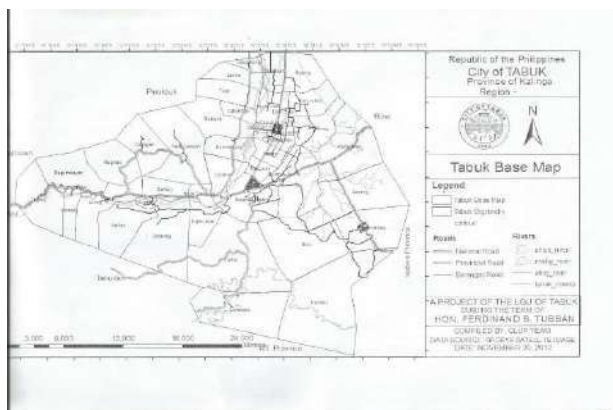
#### Map of Kalinga Province



(Source:  
<http://www.mapsofworld.com/philippines/provinces/kalinga.html>)

Kalinga province is composed of eight (8) municipalities. These are Tabuk, Rizal, Tanudad, Pinukupuk, Balbalan, Pasil, Lubuagan and Tinglayan. Based on the latest census in 2010, the total population of the province reached 201,613 living in a 704,760 land area/hectares. People in the province are also called Kalinga. Moreover, 64.4% of the population is composed of Kalinga and the 24 percent are Ilocanos. The remaining percent are composed of ethnic groups such as Botoc, Bago, Tagalog, etniko, Ytawis/Ibanag and Muslim.

#### The City of Tabuk



The city of Tabuk is composed of 42 barangays and based on the latest census in 2010, the total population. (Source: <http://e-kalinga.com/index.php/citiesandmunicipalities>)

The City of Tabuk is known before as the “Valley of Gamonangs“, a tribe in Kalinga who reigned in Northern Kalinga in the past centuries. This tribe is known for their courage which resulted to a tribal war with Southern Kalinga. Later on, a disease killed most of the tribe members. Those who survived fled to Isabela and the old Mountain Province. From then on, the valley was called “No Man’s Land” since nobody owns it. It was left to deers, wild boars, horses, dogs and carabaos.

People started living in the area before World War I. The American government sent six men from sitio Tobog and Lubuagan to reside in the place. The natives of Lubuagan died of malaria and the only ones left are those from Tobog who continued cultivating the land. Soon, their relatives eventually joined them. Between 1922 and 1923, the second group from Bontoc came and decided to live in the place as they formed a colony in Barnagay Bantay. Aside from that, some groups from Bontoc, Cervantes and Ilocos Sur went to Tuga and brought farm materials including kitchen utensils and those used to kill mosquitoes. Their victory motivated others to cross over Chico River and went East into the heart of the valley. They were eventually followed by people from La Union. However, malaria is still an epidemic that lessened the number of the first settlers.

A new government rose in 1930 when the Bureau of Lands Survey Party was formed. Four executive groups manage the place before it became a single regular municipality on June 16, 1950 in accordance with Republic Act 533 which was passed by the Congress. The reconstruction of road from Tabuk to Valley and Baguio thru Bontoc led to an increased migration and economic growth. The economy of the town is anchored on farming which was even improved by the establishment of the Chico River Irrigation System. The emergence of banks also helped the residents to invest on capitals and eventually led to the progress of businesses. Moreover, cooperatives, schools, and bus terminals were established. The name of the valley came from the word “Tobog” which pertains to a pond of cold and clean water that flows from Sitio Paligatto in Barangay Balawag down the Chico River. Later on, Tobog became Tabuk.

At present, Tabuk is a fifth class municipality which earned P110,414,133 in 2007. It is considered as a source of rice in the Cordillera since it produces the biggest amount of rice that is even supplied to other towns. Also, from Tabuk came the most outstanding farmer in the national level for two decades. It is also in Tabuk that the Regional Agro-Industrial

Center will be established. It aims to contribute to the progress of the province and make it the center of agriculture in the whole region (<http://www.tabuk.gov.ph/>).

It could be said that the residents of Tabuk have a very simple life. It is totally different from Manila. However, one cannot say that it is left behind because Tabuk can be described as a progressive place since it became a center of trade. Even the field of education is improving since it does not only have a primary and secondary school but it also has a school for tertiary education. The progressive lives of the residents are evident. Moreover, the place also became a center of tourism because of the natural resources and beautiful sceneries like guilom falls, sleeping beauty, white water rafting and the like.

### III. METHODOLOGY

This paper was based on the experiences of the Ilocano migrants which are the primary source of information for the research. The profile of the participants were also studied including the history and experiences of their migration in Tabuk. The information gleaned from the experience of Ilocano people was supplemented with a thorough library research talked about the same phenomena from more or less the same time frame.

#### **The migration of Ilocanos in Tabuk**

Based on the NSO Census IN 2010, Tabuk is one of the favourite destinations of Ilocano migrants. Of 103, 912 residents of Tabuk, 7.52 percent are Ilocanos. Ilocanos first set foot in Kalinga during the administration of Governor Walter Hale. The said official sent six groups of volunteer settlers in Tabuk. Three groups were sent in Lubuagan while the other three went to Tobog. Those in Lubuagan were affected by malaria. There were also some groups from Cervantes, Ilocos Sur who went to Tabuk. Allo Caparas of Constabulary Academy of Baguio was assigned as the primary officer to attend to the needs of the Ilocano migrants. Considering the malaria outbreak, Vicente Buslig, a nurse, was sent to check the health of the migrants. These Ilocano groups were headed by Turcuat Gallema and Fulgencio Candelario. They are composed of 20 to 30 families. Because of this, Tuga, Tabuk was considered as one of the Ilocano colonies in the area. Their territory expanded even up to Gobgob and Cabaritan. Some of the families included in the group were that of Bernardo Baruzo, Agustin Reyes, Fernandez siblings, Gregorio Gallema, Abongan siblings, Binoloc, Pedro Agliam, Pedro Tovera, Sixto Daguio and

Aurelio Macabio. In 1930, land areas in Tabuk were divided with the help of a survey conducted by the Bureau of Lands. These areas were distributed to the first residents of Tabuk not just as residential areas but also as agricultural lands. There were also some Ilocano groups called the *Bago* from Sigay, Ilocos Sur. The group was led by Pedro Balacang and Leon Bangisan. They lived in Ubbog, the former capital of Tabuk. They transferred later on to the east of Baligatan and west of Dilag. This area is presently called Casigayan due to the residents from Sigay, Ilocos Sur. Those in Casigayan were not just Ilocanos, but also have roots from the Igorot. A lot of other groups that were formed also transferred to Tabuk and lived in the valleys called Dagupan (Pagdadagupan ti tattao). At present, it is called Poblacion as the center of economic, political and societal activities. Some Ilocanos from Tagudin, Ilocos Sur resided in Lubuagan. Though there were a lot of Ilocanos in the area, they still avoid some places because of rumors about headhunting. Due to the fact that most Ilocanos in Kalinga are poor, their main source of income were the agricultural land areas. Some of them were farmers of their own properties while some were just tenants of real land owners. The Chico River Project helped a lot in their farming. After meeting their basic needs like food, they were selling the remaining harvest as agricultural products. They also feed pigs and hens for a living. A portion of their income was allotted for the education of their children. While some ventured into trade, some became employed in some agencies. After their work in the office, they would still check their farms. It has been a must for them to protect their lands since most Kalingas grab their areas. For the Kalingas, their ancestors were the first land owners, thus giving them the right to such land areas which they think must be returned to them (Tovera,116).

#### **Reasons for migration to Tabuk**

Life is a constant search. This includes searching for the answers about the personality of each individual. Answers are expected to enlighten the mission and desires of humans. With the rapid progress and fast changes in the world, people also expect to see their lives improve. In this reality of life, migration to other places to look for such answers. Some look for a good life. Some migrate due to some other personal reasons.

This proves that the relation of an individual to the society is reciprocal. The society needs the people for it to progress and humans also need the society to have a strong and good life. In an article entitled Man and Society, it was

mentioned that the treasure of each individual is based on the range of connections he has in the society.

Migration is one of the ways for Ilocanos to widen their connection to the society. This is a decision that was made in their minds due to a lot of events in their lives. Leaving their native towns together with their neighbors is a decision that is carefully thought of before being made. The following accounts are composed of discussion regarding the reasons for the migration of Ilocanos to Tabuk which became a foundation for them to live in a new society that served as their home.

***Apan agsapul ti daga nga matalon (Search for a land to farm).***

Humans do what is demanded of them by the society. Hence, people accept the requests set by the society (Inkeles 50). Robert Morey even added in his article entitled *Basic Needs of Man in Society* that people find contentment when their needs are met. However, no one has fully studied the limitation of the needs of man. With this, people always look for something that will satisfy his needs and of what is expected from him.

Because men desire to see their lives in the future, they are forced to leave even though they have to leave their families. Due to the fact that a big percentage of the land in Ilocos are dry during that time, Ilocanos are forced to look for a place to farm which will serve as a source of living.

One example is the group of Ilocanos who came from different places such as Ilocos Sur, Ilocos Norte, Pangasinan, La Union and Abra. Most of them went to the City of Tabuk to look for a better and a more comfortable life because according to a friend who invited them, Tabuk is a wide land which can be converted into a farm and a dwelling place. That was why they took that chance to have a personal piece of land that they have dreamt of for a long time.

Andres, in his book entitled *Understanding Filipino Values*, explained a lot of Ilocanos traits that contributed to their migration. Every Ilocano aims for an established life that is why they dream to have their own farmland. If he cannot do it in his own town, this desire will push him to move to another place to fulfill their dream. Because Ilocanos, in nature, have much perseverance, a difficult situation in life is not a hindrance toward reaching their dreams. It was not in their nature to lose hope (83). Ilocanos are increasing rapidly in different provinces because of their desire to look for a farm land and a good place to live in (91).

Despite the invitation to migrate, they still did not accept the offer at first due to a lot of hesitations. They still worked hard to earn a living. However, they find the fruit of their labor still not enough because there could be no other source of living in their place but farming. If they don't have any harvest, they don't have anything to eat. They even experienced not eating three times a day.

*“Nagrigat ti panagbiag idia yayanmi ta awan sabali nga pagalan mi ti kanen mi nu diket panagtalon lang ket nu awan ti talunnen a ket awanen ti kanen mi, karkaro ta ti daga idia y Iocos ket saan nga fertile haan nga alisto nga agbunga iti imulmula mi”*  
(Ramos, pers.comm.)

(Life was difficult for us because our only source of food and everyday needs is farming, if nothing is planted and harvested, nothing can be eaten especially that the land in Ilocos is not fertile which makes it more difficult to grow plants.)

A lot of documents prove that the the land in Ilocos is not sufficient for the needs of the Ilocanos. Based on the study of Marcelino A. Foronda, Jr., the region of Ilocos is a narrow land near China Sea. Though it can be an agricultural land, it is not enough to meet the needs of the people, even during the times of the Spanish occupation (13).

Linda Newson mentioned in her book entitled *Conquest and Pestilence in the Early Spanish Philippines* that rain during those times were very seldom in Ilocos and erosion and deforestation even affected the potential of the land (185).

On the other hand, the lack of own farmland became a big motivation for Ilocanos to go to Tabuk. They are just tending the farm of rich Ilocano landlords which usually results to not enough income since they are still going to pay for the land.

In an article written by Karen Liao in 2013, she stated in an account of the Food and Agriculture Office that 20% of the families experiencing hunger is only hoping on a land that is not even their own.

Their owners are also greedy that they are enslaving their farmers. They do not even care because they just wanted to be served.

In a book entitled *Ilocano Irrigation: The Corporate Resolution* (1991), it came to a point that Ilocanos lived a very hard life and served as a worker of the rich (3). Only few of them have their own farmland, materials and animals. Only a

few percentage was left for them. Even the support from landowners are not evident (22).

Andress even added that only few of the Ilocano farmer's movements succeed. There were even attempts from the union of farmers against landlords but did not succeed (9).

Since most of the land are rocky, the value of the farmlands are very expensive and are passed on to relatives. Because of this, a big percentage of the population still remains as poor farmers (17-18). Because of this, participants feel that they were still living during the Spanish times in which only the wealthy landlords survive.

*"idiay Ilocos narigat la ngarud ti biag ken kasla panawen ti Kastila nu sino ti adda daga na isu lang ti agbiag, nu makitalun ka lang kuma ay ket nagrigat ta karkaro ket nauyong dagiti amo"*  
(Madarang, pers.comm.)

(In Ilocos, life is difficult like that of the Spanish times, only those who have their own lands survive, if you will farm someone else like us, it is really difficult especially that the landlords are strict).

Because of this, they went to the City of Tabuk to look for a good life. Tabuk before, according to some participants, was a vacant place open to the public who wanted to reside in accordance with the Law of the Colonial State which is a Regalian Doctrine, Organic Act or Philippine Bill (1902), Public Land Act (1903,1918) (Boquiren 147). Based on the history, the City of Tabuk is a forest-like place with wild animals. Moreover, malaria is very widespread disease which caused death to many. According to Estanislao Albano, Jr. in his article entitled The Coming of the First Settlers of Tabuk found in the journal Tabuk Life:

*"The plain part of Tabuk before was covered by tall grasses called ledda. Wild game and fishes were abundant. Even during the day time, the deer came near the village. Because there were still no guns at the time, the men used nets to catch deer. The wild pigs also destroyed kamote (sweet potato) even when these were planted near the huts. The hills were forested so the monkeys came near. There were also birds as large as turkeys which we called kalong. With the arrival of more people, the kalong just vanished"* (6).

Despite everything, the participants took the courage to reside in the place to have their own farmlands. The participants did not waver amidst challenges because their focus is to have their own farms and palces of residence. They immediately cultivated the land of Kalinga. Based on the survey conducted by the Bureau of Lands in 1930, the land of Tabuk was divided to the first settlers. Aside from land to where they can plant, they also owned lands to where they can build their houses.

On the other hand, Ilocano's migration to Tabuk helped them changed their lives. They had their own pieces of agricultural lands and have built their own residential houses. Moreover, they were able to provide education for their children.

*"gapu ti iyuumay mi ditoy Tabuk naiyangat ti panagbiag mi nakaadal ti annak ko, nu haan kami nga ummay ditoy ah ket haan nga nakaiskwela diay annak ku ken haan kami siguro nga naaddaan met ti daga ken talun mi nu haan kami nga ummay ditoy"*  
(Dumagay, pers.comm.)

(Our lives improved because of our migration to Tabuk. My children were able to study. If we did not transferred residence, they would not have studied, we would not have agricultural land.)

In an article written by Giovanni Peri, it was discussed that migration has a good effect to the migrants and to the country or locality especially in terms of economical and financial reasons. This is what Ilocanos experienced when they migrated to Tabuk.

**Apan kami aglaku (Trade).** Trade refers to the direct exchange of products and services wherein a businessman agrees that the medium of exchange would be in terms of money. The product of this is the separation of buying from selling and saving.

Trade is also used as a response to primary needs. Often, it also becomes a way to rapidly progress in life of those who enters in trade. Hence, many people wanted to involve in trade.

Like the participants, trade is one of the reasons why they went to Tabuk.

It was also mentioned in history that in Tabuk, it was the Ilocanos who introduced the system of trade and barter even before the time of the war under the regime of Japanese in the country. Because of excelling in the creation of products especially in weaving, Ilocanos started making

baskets, handkerchief, blankets and processed sugarcanes. Ilocanos also introduced the use of bull-carts to trade products. They sell sugarcanes in nearby provinces like Isabela, Central Luzon, and Cagayan. It was exchanged for cooking oil (Bais 27).

One of the first traders in Tabuk were the parents of Eduardo Balbin, one of the participants. Their family started the selling of products like clothes, mats, jars and handkerchief. Sometimes, they trade it for some primary needs like rice.

*“My parents came here for trade. It’s not the search for land but trade. They came in merchants. They had their kariton. Doon nila nilalagay yung mga goods nila at nagiging sleeping area nila. When they travel, hinihila nila ito ng kanilang cows. Their goods are used to exchange it here or what we call barter”* (Batin, pers.comm.)

This type of livelihood continued for the Balbin family until their business eventually grew which gave them a better living. They were also able to buy their own land in Bulanao, Tabuk. Aside from this, Mr. Balbin is proud to say that because of business and trade, he and other 13 siblings were all able to finish their studies.

The success experienced by the Balbin family in Tabuk is the same story of those who travelled to Tabuk though from a different place. Based on the researcher’s observation as a permanent resident of Tabuk, it was very evident how the lives of Tabuk residents improved especially those are involved in business and trade. Generally, the owners of big establishments in Tabuk are Ilocanos. These include Thelma Vilorio Bayle of Davidson Hotel, sister of one of the participants, Pepe Vilorio from Narvacan, Ilocos Sur, Aurora Vilorio of Grand Zion Hotel, Agtina family of Golden Berries Hotel and Rodolfo Espita and Manuel Estranero who own Palay Trading.

In his article entitled *Globalization transforms Trade-Migration Equation*, Charles Keely discussed that in need of a global trade, migration became part of the solution. A company can get employees from other places or send employees to other places. Migration aims to widen trade and the society to where products and services are being traded.

In Zimmerman and Bauer’s book, migration was discussed as not just a transfer of factors of production from one place to a new location. The migrant also becomes a part of the new society that gives him the right to public property

(56). Because of this, the migrant’s role in production and trade can also be considered as his contribution to the society.

Nijkamp, Poot and Sahin in their book entitled *Migration Assessment Impact* stated that the ability of migrants particularly in trade helps in innovation and progress which becomes their contribution to the community (261).

The Ilocanos transfer to Tabuk did not just help their personal lives but has also helped Tabuk which is a developing city that time.

***Gapu ti ayat mi nga umay agtrabaho ditoy Tabuk (Desire to work in Tabuk).*** Another reason why Ilocanos migrated to Tabuk is due to their desire to work in the said place. According to Julio A. Barcelliano, it was a widespread news before that Tabuk is a promised land that was why they took the chance to look for a job and earn a better living.. Francisco R. Gamatero and Manuel Sarol that it is in search for a job that led them to migrating to Tabuk. Samuel Tolentio and Rodrigo Ramos explained that their search for a better life is enough reason to leave Ilocos. Though there are some means of livelihood in their province, it is still not enough to suffice their needs.

Due to the difficulty of life in Ilocos, it is not just farming that can help them meet their needs. They also looked for other jobs even though the fallback id ==s to be away from the native province.

In the present times, it can be noticed that travelling inside or outside the country is evident due to hopes of gaining stability for their families and eventually will bring their loved ones to permanently reside in different locations.

It has been a common option of many to go other countries to earn a living and give a better future for their families. This situation in the lives of many Filipinos is an ordinary scene.

Ella Rose Angsinco in her article *Behind the Success*, mentioned that a lot of sacrifices are being made by Filipinos who work in other countries. They cannot celebrate Christmas or birthdays with their families. Most of them cannot even monitor the growth of their children left in the Philippines.

Based on the accounts of Unlad Kabayan Migrant Services Foundation, Inc., it is estimated that 10% of the population of the Philippines in 2014 works abroad. Also, 42% of them eventually migrated to the countries where they are working.

Despite the promise for a greener pasture, some Ilocanos still hesitated at first to migrate due to the following

reasons (1) They are afraid that since Kalingas are a brave and strong tribe, they might hurt them; (2) They are hesitant because Tabuk is not their own place; at (3) They are worried that they may not be able to adapt to the culture of Kalinga.

In Nancy Foner at Patrick Simon's book, it was stated that one of the most difficult issues faced by migrants are socialization and the feeling of belongingness (1). However, due to a great need for a good job, they still worked hard to socialize and to not miss any opportunity in Tabuk.

**Panangtungpal iti naiketdeng a propesyon (Heeding the call of profession).** Not every migrant transfers due to personal reasons. The need of the place for experts in certain matters is also a big factor. There were some instances that Ilocanos migrated to commit to their professions and help the people in Tabuk.

This is the story of Pepe Viloría's family, one of the participants of this study. His parents migrated to Tabuk because not because they are in search of a job but because they were teachers and in 1930s, Tabuk has no schools and no teachers.

According to Mr. Viloría, the only school during that time was in Lubuagan, Kalinga. That was why it was really difficult for the residents of Tabuk to study because the school was far from their place.

In an article written by Michael Kamo entitled How to Keep Your Employees Motivated and Excited About their Job, it was stated that it was not just salary that keeps a person working. A part of his profession is the society he is working for. Happiness is a big factor to keep them staying in a certain job.

According to Pepe Viloría, his father discovered a lot about the culture of Kalingas as he teaches them. His father also saw how Kalingas value education that no matter how poor they are, they do not give up on the studies of their children. He also saw how Kalingas helped one another in times of need.

His parents being teachers is something Mr. Viloría is proud of because his parents are two of the first teachers who have taught in Kalinga. It was even his father that taught Kalingas to give good names to their children. One of the names that were changed was that of the deceased Camilo Lammawin, Sr., the father of the former mayor of Tabuk, Camilo Lammawin, Jr. According to Pepe Viloría, from a tribal name, his father changed Mr. Lammawin's name into Camilo, from a name of a senator, Camilo Osias. He compared the personality of Mr. Lammawin, Sr. to that of Osias who is

a good speaker. Because of this, Kalingas find it amazing to give new names to their children. Before, they just based such names from the names of their ancestors or from the names that they always use.

Based on the study of Analyn S. Amores entitled 'Tapping Ink, Tattooing Identities Tradition and Modernity in Contemporary Kalinga Society, North Luzon, Philippines, she explained that the giving of names is part of building the personality of Kalingas but since they do not have much information about it, their knowledge about it became limited. That was why, they just based the names on things that they see around them like those they have read from newspapers or on things they normally use like the word 'bona'. Bona is the most common commercial milk that they buy for their children. For boys, they usually get the names of the liquor that they buy. An example is San Miguel. Some would even get names from the name of their visitors, as a living memory of those visitors (8).

On the other hand, it is indeed true that the first teachers in Tabuk in 1927 are Ilocano migrants from Cervantes, Ilocos Sur. According to Estanislao Albano, Jr. in his article entitled The Coming of the First Settlers in Tabuk cited in journal Tabuk Life, a new group went to Kalinga after the group from Bontoc. This is the group of Ilocanos from Cervantes, Ilocos Sur. After this came two teachers named Sergio Babate of Benguet and Dalmacio Aglubat of Ilocos. They are two of the first teachers of the newly established schools in the colony (6).

Moreover, based on the study of Nestor Castro, entitled *Isang Antropolohikal na pag-aaral sa pampulitikang batayan ng etnikong identidad: Ang kaso ng mga kalinga ng Dananao (An Anthropological Study on the Political Basis of Ethnic Identity: A Case of Kalingas in Dananao)*, the province of Kalinga is one of the places influenced by Ilocanos. The Americans intended to go to Cordillera and see the Ilocanos migrating to fulfil bureaucratic roles in the newly formed Mountain Province. Moreover, it is expected that Ilocanos can help in the fast integration of those in Cordillera to the Filipino society. Such Ilocanisation in the region became instrumental in the process of acculturation of Cordillera. Iloco became the primary language of the region. Kalingas are even more comfortable to use such language since they are more difficult to understand when they use Kalinga. The Iloco language reached the vocabulary of the Kalingas. A lot of words used in Kalinga are borrowed from Iloco like *sapata* (curse), *ragasa* (from the Ilocano word *ragasak* which means happiness), *chisso* (from the Ilocano word *disso* which means place), etc.



Some native terms are also converted into Iloco, hence *bodong* is used instead of *pochon* or *vochong*.

In addition, not only neutral terms are borrowed from Iloco but even the meaning and values that come with them. These include concepts that are connected with identity and ethnicity, and other notions of being a Filipino. It cannot be denied that the Ilocano teachers replaced the American teachers in Cordillera (210-212).

On the other hand, Vilorio family became known not just as teachers but even as politicians. Mr. Pepe's father became a military mayor of Tabuk in 1940. During his reign, it was his primary concern to uplift the quality of education through the hiring of more teachers. It was also during his time that more professional groups from Balaona, La Union came. From such group were Dionisio Falgui, Sr. who became Education Supervisor in Kalinga, Obar, G. Hortelano, Dela Penas. And Lauro Arizala from San Antonio, Zambales who taught in Kalinga Academy, Lubuagan. He also focused on the construction of classrooms from native materials.

This is similar to the story of Artemio Buen. His service was needed as a malaria technician because during that time, malaria was a widespread disease and a lot are dying due to such disease. Edward Gacuya also had to serve the place because they needed a doctor, not just because of malaria, but also because of other diseases.

In an article entitled Importance of Community Health Centers, it was explained that the health of the people is important for a place to progress. With this, it was not just the economy of Tabuk that is important but indeed the welfare of the Kalingas.

*Gapu ti ayat mi nga makapanaw diay ili mi (Desire to leave the original place of residence)*. The desire to escape from the cruelty of the people from where they came from is one of the reasons why Ilocanos migrated to Tabuk City. This is the story of Mrs. Iloisa B. Caguay, an Ilocano migrant from Sigay, Ilocos Sur. According to her, she was forced to leave their home because of the NEW People's Army (NPA) who also lived in the mountains.

On a book entitled Everyday Politics in the Philippines by Benedict Kerkvilet, it was a common fear to the residents whenever military and NPA would meet because these encounters might lead to death of the innocent (286). Sarah Toms in her article in BBC News in 2006 even added that the government is continuously pursues its fight against NPA after 40 years of combating the group with an estimate of 40 thousand people killed in encounters.

Mrs. Caguay's uncle was one of the victims. When they found out that the government is giving out pieces of land to Tabuk, they immediately migrated to start a peaceful life.

*"gapu ta parparigaten da ti adda ti kabanbantayan kasla kadakami adda kami ti kabanbantayan tatta umay dagitan NPA ket isu da metten ti mangparparigat kadakami diay kabanbantayan ta ket papatayen da pay iti dadduma, agpameeting da tanu kwan agpatay da gayam kasdiay, adu pay ti nakitak idi maysa ni uncle ko nga imbitin da santo pinangpangor ti saka na. kasdiay ti araramiden da idi isu nga napanunut dagidiay dadakkel mi nga umay kami ittoy Tabuk"*(Caguay, pers. comm).

(The challenges we experienced because of NPA led us to leave the place. Some of our relatives were killed. They will pretend that they will conduct a meeting, but will eventually kill some. I saw a lot of these and my uncle was one of those who were hung and beaten in the feet. That was what they were doing so our parents decided to go to Tabuk).

Living in peace and safety in the place of residence is a great consideration for a person. This became one of the reasons of Ilocano migration.

*Pannangiwaragawag ti sao ti Apo (Sharing the word of God)*. Ilocanos are known for being people who have a deep faith in the Lord and His words. According to one of the participants, Istanislao Albano, his parents desired to transfer to Tabuk to share God's words. Since Kalingas are known to have a lot of rituals and beliefs, this is one place of destination for missionaries who would like to help others build relationship with God.

"ummay dagiti nagannak ko ditoy Tabuk ta kayat da nga mangibingay ti sao ti Apo kadagiti Kalinga, tapnu ti kasta ket maaddaan da met iti adal wennu lawlawag dagiti tattao".

(My parents migrated here in Tabuk because they want to share God's words to the Kalingas so that they will be enlightened about a lot of things).

Though it was not easy for Ilocanos to share their religion to the Kalingas, they were given an open opportunity to be heard. If history will be reviewed, there were a lot of attempts to share Christianity to the people of the Cordillera mountains. However, due to the strong character of the tribes,

the conquerors did not succeed in building a colony in the mountains. However, Kalinga was still not forgotten when missionaries were sent. As these missionaries responded to their calling, even the City of Tabuk became a place of faith which was first embrace by Ilocanos and now by Kalingas.

#### IV. CONCLUSION

Ilocanos migrated to Tabuk to meet their primary needs. These include the search for a land to farm and other jobs which includes trade. Tabuk before was considered a land of promise for Ilocanos. Since the land in Ilocos are primarily dry and not fertile, Ilocanos migrated to look for a more fertile land and other sources of living. They were given a chance to participate in business and trade, hence they earned not just through farming but even through the exchange of products. Meanwhile, others migrated to respond to the call of their profession like those who served as teachers and medical professionals amidst malaria attack. Some even transferred to respond to the calling of sharing of Christianity through God's words. Another reason for migration is their desire to live a more peaceful life and escape from the dangers in their original place of residence brought by some activities of the New People's Army.

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# Variation of Pronouncing Cultural Words of Biga, Tongrayan, and Limos Groups in Kalinga, Philippines

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**Abstract**— *Language plays a great role in determining one's own identity and origin. Through language, people are able to communicate information to one another. One can also learn to identify skills needed to be honed and cultivated by the use of a language.*

*The researchers intended to respond to the following: assess and compare Selected Cultural Words with variations in pronunciation of the Biga, Tongrayan, and Limos groups according to the types of stress; recognize different variations of pronunciation with other languages; and put into practice the different variations of their language as part of their identity and culture. The Biga Groups, Tongrayan, and Limos have been selected by the researchers to study and used descriptive-analytical or visual techniques that are subject to structural and sociolinguistic design.*

*Based on the result of the study, it is evident that the three groups of Biga, Tongrayan, and Limos are rich in expressions or terms. Different tone and emphasis have not been a barrier in order for the three groups to understand one another.*

*It was also proven that the variation of their language is rapidly evolving. However, the unique pronunciation of each group is being preserved. There are also the same words which they use in their culture which were pronounced and stressed differently among the three groups. These words also carry different meanings that distinguish their identity or group.*

**Keywords**— *Pronunciation, Kalinga, language spoken.*

## I. INTRODUCTION

The language spoken by a person reveals his own identity based on his origin. According to an African Writer Ngungi Lhiong (1987): Language is Culture. It is a connected ark of human experience and of the history of languages. Because of the languages recorded in historical and literacy books, the town sees its culture that has learned to own and be proud of.

Through language it is able to present information to people, and things. The speaker also learns what should be cultivated and shaped himself using language. Language recognizes each other and forming a true identity that is not borrowed from others.

According to Veteran Historian Dr. Zues Salazar, “ Culture is the sum of the thoughts, feelings, habits, knowledge, and experiences that define the true essence of a human society so language is not only a medium but also a communicator and impact of any culture. “In fact, there is no structure that is not carried out by a language as a basis and soul forms what forms, shapes, and inspires this culture.” (Salazar 1972-1973, 53).

This means that language and culture cannot be separated because through the spoken language it is easy to identify your cultural background.

The Philippines is made up of many languages that make way for each other to understand each other. The availability of many language is a linguistic reality.

Language has different varieties due to differences in social type, ethnicity, and gender. Due to the presence of heterogeneous language and differences of individuals there are different variations.

Pasion (2015) further proved this, explaining that due to the need to communicate with others, the people here learned to use not only their native language but also the language of the neighboring group. However, only their native language identifies their identity.

Just proof that the existence of language variation is related to the disintegration of the islands, with their respective languages and dialects. Many Filipinos can be considered multi-lingual because they know more than two languages (Banawa, 2010).

There are three (3) types of Language Variety and Variations: *Geographically* it is one of the reason why the group of people who speak and use the language separates and disperses the islands, even in the mountains and lakes. *Socially*, it refers to the social variation in the use of language and occupationally, based on the relationship of language to the situation in which it is used.

With the widespread of the Filipino language in various parts of the country, its variety has emerged. This is due to the variation within this language which can be lexical or vocabulary, phonological or in sound or pronunciation, and grammatical or all of them. Language variation is unavoidable because there is an “interference” that occurs where the characteristics in the conversation using the Filipino language. The first language influences the second language in vocabulary or lexicon, both in pronunciation and even in grammar (Santos, 2010).

According to linguists, the variations in phonetics, phonology, morphology, syntactic and semantics. Language variation may be in sound, words or vocabulary, grammatical structure or all of them (Santos at Hufana, 2008:10).

Pronunciation variation is very important for a creature who needs to know the pronunciation of the word in what he wants to express, the pronunciation depends on the understanding of the words of sentences. A word is only effective if its tone, emphasis, and delay are appropriate.

In a daily journey includes language interaction. Language should be able to strengthen the bond of people or a group through its continuous use and understanding. That is why it is important to study the small components of language because they will provide a better understanding of the words or messages to be conveyed.

According to Wikipedia, pronunciation is the method by which a word or language is pronounced. They may consist of generally agreed sequences of sounds used to speak a given word or language in a specific dialect (“correct pronunciation”) or simply how someone speaks a word or language.

There are Four main types of stress in Filipino Grammar under the suprasegmental phoneme: 1. **Malumanay** (Slowly stress), it is slowly pronounce and the stress in pronunciation is in the second syllable at the end of the word. It is not applicable to use any symbol or signs. 2. **Malumi** ( ` ) the pronunciation is the same with the “malumanay”. It is slowly pronounce and the stress is in the second syllable. 3. **Mabilis** ( ´ ) it is called the fast stress and the stress is in the last syllable of the word. 4. **Maragsa** ( ^ ), the word is pronounce just like the stress in “mabilis” but there is glottal or sound at the end of the word. The cultural words collected from the Biga, Tongrayan, and Limos group were analyze based from the Filipino language analysis using the stress in Filipino under the suprasegmental phonemes, because some of the cultural word were also use in the Filipino language.

The Province of Kalinga has different groups or ethnicities and can be considered multi-lingual. Kalinga has also variations in pronunciation using their own language related culture, lifestyle, customs and traditions. Ikalanga is the name given to the people. Kalinga is located in the Cordillera with seven (7) and one (1) city. Three (3) Municipalities in the Province of Kalinga are the focused of researchers who believed that language variation exists according to their identity and similarities and differences related to their culture.

The Biga group came from various communities of Bullagian, Biga, Magimit, Talgo, Patacalig, Allap, Pakawit, Pakpako, Bagulit and Alatngan. In an agreement, the Pangat (Tribal Leader) of various group unite to call themselves Biga which is located along the river banks of the Biga stream because it is surrounded by trees. The name “Biga,” is derived from a tree whose name is Biga that is stable and help retains water in their land, especially during drought. The Biga group can be considered friendly and caring to the fellow they are proud of.

The Tongrayan group consists of four (4) barangays with their own history. The first barangay of *Itongrayan* is *Luplupa*. *Luplupa* is one of the oldest barangays of the Tongrayan group. Which is composed of *Tinglayan*, *Italifong*, *Tingian* and *Sacrang*. Before lived in the area which was full of *LUPA* tree, that provides water every summer and the leaves of the tree when touched or touched by the human body it can feel of pain in the body.

It is located on the other side of the “National Road” and crosses the “hanging bridge” of the Chico river.

Ambato-Legleg is the second in the Tongrayan group. The name comes from the word “BATO-BATO” which means “rocky”, a tongrayan word. The area is part of the barangay Poblacion. However, Ambato is also considered to be the oldest barangay but has the smallest population due to the large number of people going to Tabuk, Malin-awa, Poblacion, old Tinglayan and Luplupa. Barangay Ambato is close to the proud view of Tinglayan, the “Sleeping Beauty” located in barangay Mount Mating-oy.

Poblacion is third in the Tongrayan Group. Poblacion got its name from being the center and this is also where the Municipality of Tinglayan as well as its other agencies are located. The indigenous people of Poblacion also come from three (3) barangays: Luplupa, Old Tinglayan and Ambato-Legleg. Others came from neighboring barangays. The last group of Tongrayan is Old Tinglayan, so to speak. It was found on February 26, 1987. It is close to the Chico river and the Western part of barangay Poblacion. Everyone living in the area is pure Ikalanga.

The Itongrayan people usually make a living from farming and raising animals.

In narrating the history of each group of Biga, Tongrayan, and Limos, the researchers also emphasized the words with different emphasis on the pronunciation and sounds.

The Limos group was a village found in the 18<sup>th</sup> century during the Spanish conquest. The Negritos or “*Agtas*” first settled in the Mountains, proving that they hunted native pigs and made traps or “*palag-ag*” or “*bito*,” a native term in Kalinga. In the 18<sup>th</sup> century, a group went to a place called “*Gapang*,” a part of Barangay *Naneng*, Tabuk City, Kalinga and also went to the place of “*Madanum*,” now part of Barangay *Asibanglan*. The group left the “*Gapang*” when it flooded and collapsed. This group soon settled in the valley now known as “Barangay Limos.” They lived peacefully with the Negritos and their main occupation was “Kaingin System.”

In Ancient time the *Ilimos* indigenous peoples settled on the “*Ipus*,” (tail end) of the Baay river as their population grew they transferred to a wider area called the “*Imus*” (farm) at the same time they went near the Saltan river. They lived by the river bank for decades. When the tribesmen gained basic education from the early priests they became friends and were Christianized making them forget their practice of beheading or head hunting.

It was during the American occupation under Walter Hale, who was popularly known “*Sapao*” as a native name that the name of the place of this indigenous people became “*Limos*.”

#### Definition of Terms:

Biga – it is the people in upper Tabuk City who lives along the river side of Chico river.

Ibiga – it is the people belong to Biga group.

Ilimos – it is the people belong to limos group.

Ikalanga – it is the people in Kalinga.

Itongrayan – it is the people belong to Tongrayan group.

Group – it is the name group of people living in one culture, tradition, belief and dialects.

Limos – it is one of the group in the Municipality of Pinukpuk, Kalinga

Pangat – it is the tribal leader in a group.

Tongrayan – it is one of the group in the Municipality of Tinglayan, Kalinga.

#### Objectives:

The Researchers intend to answer the following:

1. Analyze and compare Selected Cultural words with variations in the pronunciation of the Biga, Tongrayan, and Limos groups according to the type of emphasis;
2. Identify the different variations of pronunciation using different languages of the Biga, Tongrayan, and Limos groups.
3. Apply the diversity of communication of the language they speak as an identity in their culture.

#### Statement of the Problem

The researchers tried to answer the following questions:

1. What are the meanings of selected cultural words with variations in the pronunciation of Biga, Tongrayan, and Limos group?
2. What are the words that have similarities and differences in pronunciation?
3. How the Biga, Tongrayan, and Limos groups recognize different variations of pronunciation using different languages.
4. How do the Biga, Tongrayan, and Limos groups applied communication to the variation of the language they speak as an identity of their culture?

#### Scope and Delimitation

The researchers selected Biga as one of the groups from the town of Tabuk, the Tongrayan group will be held at Tinglayan and Limos is located in the Municipality of Pinukpuk.

The study focuses on the same varieties and different variations in the pronunciation of the selected groups to identify and evaluate the importance of communication and community aspects.

**Population and Locale of the Study**



The map of Kalinga shows two municipalities and one city as the locale of the study which comprises the Biga in Tabuk, Tongrayan in Tinglayan, and Limos group in Pinukpuk.

The Map shows the area were the three groups belong. Tinglayan is far from Pinukpuk and Tabuk, Pinukpuk and Tabuk are adjacent but barangay Limos and barangay Mabato are both at the far end of two areas so they can still be considered far apart. Despite the separation of each place they still understand one another , despite they have different ways of Pronouncing words,

Orthography, Language and Culture, they are still united. These three places can also be regarded as quiet because they are the only places rarely involved in the so-called “tribal war”.

**II. METHODOLOGY**

The researchers used Descriptive-analytical methods and sociolinguistic design. It also applied structural analysis that focuses on how the Biga, Tongrayan, and Limos languages varies from one another and the sociolinguistic design how the pronunciation of the three groups is similar and different. The researchers also analyzed the words to find out what they meant in Filipino through descriptive analysis and structural analysis.

In the gathering the data, the participants made observations in the area on how they live and also had a informal interview to make them feel more comfortable sharing about the words they were uttering, and culture also used recorders and videos to further strengthen the question and answer.

The words collected from recorded data and videos were analyzed by the researchers giving emphasis the words with different variations in the pronunciation of the language which has relevance to their culture.

**III. RESULT AND DISCUSSION**

**Data collected in various groups showing similarities and differences between certain terms and how words are pronounced.**

Figure 1

	BIGA	TONGRAYAN	LIMOS	FILIPINO	ENGLISH
A	abèng	Utténg	Abéng	Anak	Child
	àpol(y)	Àpor	Ápul	Apog	Lime
	Àgtoy	Agtòy	Agtóy	Atay	Liver
B	Bàkaw	Kaáw	Gásselang	Mais	Corn
	Bàyat	Fàrat	Balát	Saging	Banana
	Bosàl(y)	Fosér	Bosál	Mukha	Face
	Bàtok	Fatók	Bàtok	Pintang tanda sa katawan	Tattoo
	Bòloy	Foróy	Bòloy	Bahay	House
C	Dalít	Chalít	Dálit	Igat	Eel
	Danúm	Chanúm	Danúm	Tubig	Water
	Dakól (y)	Chakór	Dákol	Malaki	Big
D	Dàgga	Chagká	Doggà	Pagong	Turtle

	Daowáng	Chàwwang	Súlong	Ilog	Creek
	Dàl(y)pong	Cherpóng	Dàllìpong	Kalan	Stove
E	Èmes	Ìmis	Èmes	Ngiti	Smile
	Èmeng	Ìmeng	Ìming	Bigote	Moustache
	Ènga	Ìnga	Ìnga	Tainga	Ear
F	Balí	Fàli	Báli	Bagyo	Typhoon
	Bayás	Fayàs	Báyas	Basi	Rice wine
G	Gamán	Káman	Gáman	Itak	Bolo
	Gassèlang	Atíla	Gannágan	Kamote	Sweet potato
	Gatòy	Katór	Gátol	Kati	Itch
H	Sàdi	Anchiya	Sádi	Iyon	That its
	Sànat	Annàta	Sánat	Iyan	That is
	Annàya	Annàya	Sátu	Ito	This is
I	I pús	Ipús	Ipús	Buntot	Tail
	Ìsna	Ìsna	Ìsna	Kanin	Food rice
	Issíw	Isiw	Isíw	Sisiw	Chick
K	Kilom	Ilóm	Kìlom	Suka	Vinegar
	Kòop	Kúup	Kúup	Kuwago	Night owl
	Kùsa	Ngíyaw	Kùsa	Pusa	Cat
L	Labì	Lafí	Labí	Gabi	Night
	Làti	Latí	Latí	Kalawang	Rust
	Lawòd	Lawód	Lawod	Ikmo	Beetle nut
M	Màsdom	Maschóm	Goggídam	Takip-silim	Sunset
	Manók	Manók	Manók	Manók	Chicken
	Matìpoy	Matípoy	Matipoy	Gulay	Vegetable
	Mùtit	Mútít	Mùtit	Musang	Weasel
N	Naàngag	Naángag	Mammágan	Tuyo	Dry
	Naskòr	Násor	Náskol	Nabulunan	Choked
	Naòtdag	Naótchag	Naotchág	Nahulog	Fell
O	Onób	Onób	Onòb	Pinto	Door
	Otóp	Otóp	Otóp	Bubong	Rooftop
	Ol(y)àg	Orág	Luóp	Pagtatanim ng palay	Planting rice
	Osók	Osòk	Osòk	Pagtatanim	Sowing seeds in the Kaingin
P	Palàto	Paratò	Palatù	Plato	Plate
	Payàw	Payáw	Banóng	Palayan	Rice field
	Pàngat	Pàngat	Pàngat	Pinuno	Tribal leader
	Pal(y)tòg	Partúg	Paltúg	Baril	Gun



R	Lasún	Lasún	Lasún	Dahilan	Reason
	Rìlu/òlas	Túras	Ólas	Relo	Watch
	Lùtung	Rutúng	Nálpok	Rupok	Weak
S	Sàyang/Tubáy	Tufáy	Sáyang	Sibat	Spear
	Sukì	Ikê	Ikí	Paa	Foot
	Sùngad	Sangì	Sáfil	Bibig	Lips
T	Típoy	Típoy	Típoy	Ulam	Viand
	Tùkak	Tùkak	Gówek	Palaka	Frog
	Tùkud	Tuúð	Tukúð	Poste	Post
U	Ùgsa	Ùgsâ	Ùgsâ	Pilandok	Deer
	Ùma	Ùmâ	Ùmâ	Kaingin	Kaingin
	Ùsing	Ùséng	Ùsing	Uling	Charcoal
W	Wàsay	Wàsay	Wàsay	Palakol	Ax
	Wày-nu	Ùmali	Wèno	Halika	Come here
	Wikwikis	Wisnit	Wisngit	Madaling-araw	Dawn
Y	Yàyas	Yàyas	Yàyas	Sikadi	Cicad
	Yongà	Yònga	Lònga	Linga	Sesame seed
	Yoyòk	Lùwok	Lùwok	Luga/tuga	Earwax

**The Differences and Similarities of each groups in pronouncing most commonly used cultural Words.**

**Structural Analysis**

Biga Group

The *Ibiga* group is composed of Barangay Amlao, Suyang, Balawag, Pagugo, and Bawac. All are located in the City of Tabuk. Their way of speaking is very noticeable. It is always *malumay* when they pronounce words but there are few words pronounced very fast. There are also letters that are most used in their communication except for these words used from other places or country. Often time, letter R is changed with letter L. Letter R in other words is changed when it is pronounced. It will become letter Y. Example the Ilokano word “*darsem*” is pronounced by the *Ibiga* as “*daysom* (faster),” the word “*apor (lime)*,” is pronounced as “*apoy*” different from ‘*apoy*’ as fire. The way how the *Ibiga* pronounced the words during the interview was recorded to have a better understanding and more detailed in interpreting how the words are pronounced.

Nolasco (2006) discussed that the stress is based on how it is described using the “Grammar of the Filipino language. He pointed out that this prevails over a single syllable in pronouncing a word.

In the Filipino language we use ‘*tuldik*’ or ‘*accent*’ if we want to give emphasis on the word. The stress, Nolasco added, is a distinctive and not predictable in the English. This means that when a word is changed or transferred, the meaning of the word also changes.

Tongrayan Group

The *Tongrayan* group is located in the Municipality of Tinglayan. The way they pronounce it is usually fast with words also pronounced it is usually fast with words also pronounced slowly which is called *malumanay*. Just like the *Limos* group, it also has letters in the Filipino alphabet that they do not use and pronounce, the letters that are not included in their alphabet are H, J, Q, X, and Z. The *Tongrayan* group replaces the letter D with CH such as the word as “*Chanum (water)*” and “*naotdag (fell)*” is pronounced as “*naotchag*”. The words of the *Biga* and *Limos* group, start with the letter B are naturally pronounced while in the *Tongrayan* the letter B is replaced by the letter F such as “*boloy*” is “*Foroy (house)*”, “*boyok*” to “*forok (pig)*”, and “*beleg*” to “*fileg (mountain)*”, and so on.

Limos Group

According to the data gathered by the *Limos* group, the pronunciation of *Pinukupuk* is usually heavy and slow but there are a few words that are pronounced fast. If

you examine it in the way and type of pronunciation it comes in two types of emphasis: *Malumay* and *Mabilis*. **Malumay** because the word ends in a vowel and consonant, and is pronounced slowly, with a slight extension or increase of the vowel in its penultimate, and without accent in the end the emphasis is on the vowel but is of the penultimate. **Mabilis**, also ends in the consonant and vowel but it is pronounced continuously, there is no momentary lengthening or increase of the vowel in its penultimate and no accent at the end the emphasis is always on the last syllable.

The alphabet of the Limos group is not the same as the Filipino alphabet with twenty-eight numbers. There are letters that Limos do not use such as J, F, Q, X, Z, and C. In their group the letter L to them and this letter L when pronounced with a slight release of tongue (no pronoun until now) to pronounce the word and be understood by the recipient as time goes on.

Biga and Limos have many similarities in word other than the tone and emphasis of speech. The way *Ibiga* is pronounced is very similar to the places in Tanudan municipality such as *Pangol*, *Mangali*, and *taluctoc* but only differ in tone and speed of speech. For the *Ilimos*, on the other hand, there is a lot to do with the Municipality of Balbalan, especially in words and the intonation of pronunciation. Meanwhile, among the *Itongrayan*, *Ibontocs* have a lot in common, especially the use of the letters CH and F. There are also similarities of the *Ilubuagan* in the way they are pronounced and emphasized.

The similarities of Biga, Tongrayan, and Limos elsewhere is one of the factors that affect the communicative work location or place of people who speak with the same goal or culture believed and practiced. Three groups in neighboring areas or towns are also influenced by their interaction. This means that the pronunciation of Biga, Tongrayan, and Limos groups can be considered Geographic variation because there is a change in expression through the area to which it belongs.

Theory of Accommodation is related to the view of language variability (Howard Giles, 1982). It focuses on the people involved in the language situation. In linguistic convergence, it is shown that in interaction of people, there will be a tendency to imitate or adapt to the speech of the interlocutor to value solidarity, intimacy, fellowship or pride in belonging to the group.

According to the researches interviewed, their culture and identity are recognized when they speak their native language because of its differences with other language especially when other people hear their native

language. For example, when the recipient of the message does not hear the letter R in the speaker and its pronunciation is slow, he can easily identify which group the person he is talking to belongs to, such as Limos. As a result, their tribe immediately identified.

The study proved that the place where communication takes place is a big factor. It has a great impact on the communication process because it determines the type, manner and behavior of speech. There are cultural practices and methods of expression in each that are unique to the speaker group.

People living in an area or group have a huge impact on the communication process because they shape the culture in the area. Their beliefs, customs, habits, and way of life, and even their thoughts about the things around them determine the subject or matter. According to Davey (2018), culture is the sum of the customs, values, assumptions and experiences formed as a result of social interaction within a single group.

This study also relates to theories appropriate to language differences or varieties and language variations such as sociolinguistic theory based on the assumption that language is social and speech (langue) is individual. According to Sapir (1949), language is a tool of socialization, whose social relations cannot be fulfilled without it. For Saussure (1915), language is incomplete to any individual or speaker, it can only be done within a collective or group.

### The Early Theories of the Origin of Language

According to Ligaya, et.al. (2006), the language is rich in sound-based words that can be heard around such as raindrops, crackling of leaves, murmur of streams, impulse of waves, sounds of thunder, fluttering of wings, swaying of bamboo, "*tiririt of pipit*" ("*tiririt*" is a sound produce by a bird called "*pipit*"), and sound of a frog.

According to her, human language has no definite explanation. To date, there is no direct evidence although there are speculations based on indirect evidence such as children's languages, languages of primitive societies, types of changes taking place in languages, behaviors. Other animals with high level of intelligence, such as monkeys and people with speech defects. There are six theories of the origin of language, one is the Bow-wow Theory.

According to the Bow-wow theory, human language may be derived from the imitation of sound heard in nature. Because of this, apart from the origin of language the sound of nature can also be compared to the emphasis of pronunciation of the person speaking the

language. The Three Biga, Tongrayan, and Limos groups are just a few examples of how their pronunciation can be compared to the sound of nature such as bow-wow theory.

The Biga Group pronunciation method is *Malumay* (gentle) because the *Ibiga* are in the plains and surrounded by rivers. The way they pronounce is captured in the show flow of the river so the *Ibiga* have a *malumay* (gentle) speech that they get from the sound of nature. *Tongrayan* pronunciation (one of the *Tinglayan* groups) is fast and there are echo produced at the syllable of the word because the area is surrounded by mountains and rivers. The river flows with speed and when one shouts in the mountains, it will produce a resounding sound, the voice of the shouting resounds. The *Tongrayan* pronounce the words fast, they got from the sound of the roaring flow of the river.

The *Limos* Group pronunciation method is gentle but with emphasis on the first syllable of the word. According to the leaders who shared the history of *Limos* they were surrounded by rivers, they got the way they pronounced

the sound of nature. According to them, the river in their area is usually deep and its flow is *malumay* (gentle). They got the *gentle* flow of the river by pronouncing the word gently (*malumay*) and they got the emphasis of speaking in the depths of the river surrounding their area.

### Socio-Linguistics Analysis

It is undeniable that *Biga*, *Tongrayan*, and *Limos* are rich in cultures and traditions that have become part of their lives. It can be seen that to this day they are still using and practicing them. It is noted in the chart that there are words used in the ritual that all functions are the same but there is only a difference in how they perform it and what they mean. They respect the similarities and differences of each culture because in their blood they are one and the same as "*Ikalinga*."

### Differences and Similarities of Selected Cultural Words used in their Rituals.

Figure 2

Selected Words	Biga	Tongrayan	Limos
Abeng	It is important for the couple to have a child they can adopt. Others separate to find a woman who can give birth. The child is considered a treasure.		
Agtoy	Examines the liver of a chicken or a medium-sized native pig to read the clue as to whether its message is good or bad. For example in running a person in politics. He refers to the old man who can read the liver. In this regard, he will know what will happen in the future.		
Gaman	Used in livelihood		
Mutit	The tail of the cat is hung on the parts of the baby, body or pregnant as a sum (antidote) to the invisible because it has a strange smell.		
Issiw		Placed in the grave of the deceased to have a companion on his journey to the other world.	
Manok	<ul style="list-style-type: none"> <li>- Used in calling to a person's soul or resurrecting his soul.</li> <li>- Common viand for the breastfeeding mother.</li> <li>- The chicken is dressed and served as a "<i>gammid</i>" (ritual for a child) the child who first visited the house of their grandparents and relatives.</li> </ul>		
Koop	The chirping of the owl conveys a hint as to whether it is a bad or a good message.		
Payaw	The extent of the pimp shows the luxury of living a person and bequeathing it to loved ones.	Payaw is important in marriage with a portion of land or payaw that the man will give to the woman's family.	
Pangat	Having the ability to lead whether poor or rich. But there is a chance that the rich will be listened and recognized to more when it comes to decision making.		

Say-ang/tubay	Used as a weapon “Kayaw system” (search for a slain foreigner who shows a brave warrior and is also used in hunting.)		
Batok	-The <i>Batok</i> (tattoo) symbolizes being a warrior. -it is believed that the nape also symbolizes beauty.	-The <i>Batok</i> (tattoo) symbolizes being a warrior. In women it shows that a couple can. - The beauty and volume of the <i>Batok</i> (tattoo) means that the family is rich. -it is believed that the <i>Batok</i> (tattoo) symbolizes also symbolizes beauty.	
Uma	There are superstition that is usually followed especially when hearing the chirping of “coops” when it heard do not make noise to understand the message it carries.	The <i>Itongrayan</i> follows superstitions such as playing with shields to ward off evil spirits, pests and avoid disaster.	
Boloy	The youngest daughter is priority heir of their home.	The eldest daughter inherits the houses and the parents build their own abode and the second daughter is the next heir.	Among the least daughter will inherit their house.

#### IV. CONCLUSION

Based on the outcome of the study it is highly observed that the rich terminologies of the three groups, Biga, Tongrayan, and Limos.

1. It has been proven that there is a wide variety of pronunciation of selected cultural words used by the three groups even though they are far apart and it has also been observed that there are differences and similarities in the pronunciation of words as well as their uses.
2. The selected cultural word they use have different pronunciation, accents that identify their group to which they belong. The large correlation of each group was also shown to symbolize strong unity. Despite the differences in tone and emphasis, there is no varied of understanding among the three (3) groups.
3. It has also been proven that the variation of their words also changes rapidly due to their interaction with different tribes and also the use of non-Kalinga words but still retains their pronunciation that is different from other groups.
4. It has also been proven that culture plays an important role in their lives because culture has become the life, blood and soul of the *Ikalinga* without the language they speak no culture can be formed.

However, each group still wants to retain their identities as a member of their group still wants to retain their language because it is one of their group.

Currently, there are recorded languages, dialects that die or rare forced to die due to the influence of other languages and others are not firmly maintained by people who use them.

#### RECOMMENDATION

1. Further study on the variation and variety of language in Kalinga.
2. Use and development of native languages especially in future generations due to its frequent use in the present.
3. Implementations of programs and seminar workshops on the development of the Filipino Language and Culture.

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# Language Cognitive Strategy Analysis in Learner Diaries of College Freshman Students in Kalinga State University, Philippines

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**Abstract**— *The study analyzed the language cognitive strategies found in learner diaries of college freshman students of Kalinga State University (KSU). Specifically, it determined the cognitive strategies employed by the learners in writing their diaries. The diary of each student was used to elicit the different cognitive strategies employed by the students. The cognitive strategies were classified based on the model of Richard (1975). The data gathered were identified, analyzed, and interpreted using the qualitative- descriptive method. It was found out that: (1) errors committed by the students are intralingual or developmental errors caused by the structure of the second or target language; (2) the students utilized varied cognitive strategies such as overgeneralization, ignorance of rule restriction, incomplete application of rules and false concepts hypothesized in their diaries; and (3) the errors committed by the students were not all influenced by the first language but by the complexity of the target language itself. Thus, (1) errors are considered inevitable in second language learning; the commission of errors is indicative of the interlanguage status of student; and (2) errors are developmental which can be overcome as the students reach a higher interlanguage stage of learning a second language.*

**Keywords**— *Learner Diaries, English language, Kalinga State University.*

## I. INTRODUCTION

English language learning is crucial in any educational system since learning a language, like learning any skill, is basically a personal achievement, an exploitation and exploration of the capacities of the mind to understand and function in one's environment. Language education is replete with numerous theories with the aim of reaching the goal of understanding language and language learning process. Educators play a crucial role in language instruction. Their focus is not simply to teach the language but also to understand how language can foster acquisition and learning.

Language learning is one of the central topics in cognitive science. Every theory of cognition has tried to explain it; probably no other topic has aroused such controversy. Nonetheless, learning a first language is something every learner does —successfully, in a matter of a few years and without the need for formal lessons. With

language so close to the core of what it means to be human, it is not surprising that learners' acquisition of language has received so much attention. Anyone with strong views about the human mind would like to show that learners' first few steps are steps in the right direction. In today's language learning, many students cannot express themselves well in written and oral English. College students are linguistically handicapped in an age marked by computers and other high-tech learning tools, as well as a window to foreign cultures opened by media. As Gonzales cited (1998), our students today are ill-equipped for life in a world where communication skills are crucial to communication growth, if not survival. Gonzales further pointed out that, "spotted a decline in the capacity of Filipino students to absorb new knowledge and skills when they reach college." Alarmed by this decline in the quality of education in the Philippine educational system, he offered various suggestions on how to improve quality of education for Filipinos. In the same vein, Duenas (2013)

noted the deterioration in the proficiency in written English communication is evident in the poor results of the professional and other types of examinations.

The Kalinga State University, a higher educational institution enables a student to graduate with a college degree equivalent to a Bachelor of Science. Forming part of this curriculum is the core curriculum that offers general education courses mandated by the Commission on Higher Education (CHED). Included in this core curriculum are the English courses that aim to equip the students with the basic and essential communication skills- both written and oral- to enable them to perform their jobs well as professionals. Unfortunately, there seems to be a perception that all is not well with the communication skills and communicative competence of the KSU students, and even among its graduates. This seeming weakness of the KSU students in language use has, for fact, come under attack by some sectors in the society. There is indeed a dire need to train and develop KSU students so that they could compete not only with the higher institution in the Philippines but can be able to compete in the ASEAN Integration even if the Philippines is a developing country. One of the essential qualities toward ASEAN Integration is proficiency in the use and command of the English language.

From the foregoing, these researchers deemed it urgent and exigent to study the language cognitive strategies of a group of students whose language proficiency may have an impact upon the country's language policy. Along this line, these researchers chose to conduct a study relevant to the language cognitive strategy problems of KSU students.

Language learners are in themselves the cause of the errors especially if they live in a country where English is taught as a foreign language; they obviously do not have adequate exposure to the target language. Opportunities to use English in both the productive and receptive areas of the language are limited and it could give rise to errors in the areas of grammar, lexis, spelling, and punctuation.

Ali (2004) argued that the teacher may not be a good model of the language with regard to the way he speaks, writes, or teaches the language. This is particularly true in Philippine setting because most language teachers are not native speakers. Some errors are ironically teacher induced. Another factor is the teaching method, which may also be at fault for overemphasizing one aspect of the language and neglecting the other. For example, some teachers are fond of only emphasizing the oral component of a course and the learner's general speaking ability would improve but he may lag behind in listening, reading

and writing. The context of learning such as misleading explanation and faulty presentation of textbook among others is another source of error (Brown, 2000).

Language learners use cognitive strategies in communicating the second language. These strategies may be systematic or non-systematic technique employed by the learner to express his meaning when faced with some difficulty because of his inadequate command of the language used in the interaction or communication process. Richards (1975) advocates four common learner's cognitive strategies, these are overgeneralization, violation of rule restrictions, incomplete application of rules, and hypothesizing false concepts. Overgeneralization is the strategy used by language learners where they tend to simplify and regularize the linguistic complexities peculiar to the target language. Overgeneralization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language. The learner relies on the target language rule of great generality and which he already knows and avoids learning the appropriate rule. Violation of the rule restriction is the learner's failure to observe restrictions of the existing structures in the target language. Some of the rule restriction errors may arise in terms of analogy as in misuse of prepositions. The learner applies some rules to contexts where they do not apply hence the deviant structure.

Incomplete application of rules is deviations which represent the degree of the rules required to produce acceptable utterances. To a certain extent, rules are applied but their applications are still incomplete. The learner, for instance, has not fully mastered the passive construction. In hypothesizing false concepts, the errors reflect the general characteristics of rule internalization or this category results from the faulty comprehension of distinctions in the target language. The learner at various stages of learning makes a series of hypotheses which he tests and abandons or preserves. For example, *is/are* may be interpreted as a marker of the present. Hufana and Minong's (1983) study reveals that college freshmen have not fully reached the native speaker's competence as shown in the errors which fall into some kind of regularity. They are errors typically committed by second language learners. The findings further revealed that their performance data demonstrate the learning strategies- overgeneralization, hypothesizing false concepts, incomplete application of rules, and ignorance of rule restrictions- they employed when confronted with a range of communicative tasks. Furthermore, this study asserted that the commission of error should not be considered as a "sin," rather, it should be considered as inevitable and an

essential part in the learning process, thereby, driving the point that error correction should be an integral part of classroom instruction.

Catimo's (1999) "Linguistic Errors in the Written English of the Student Teachers in the College of Education of Saint Louis University" revealed that the errors committed by the student teachers were attributed to overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized.

Viewing writing as an act of communication suggests an interactive process which takes place between the writer and the reader via text. Such an approach places value on the goal of writing as well as on the perceived reader audience. According to Olshtain (1989), the skill of writing enjoys special status – it is via writing that a person can communicate a variety of messages to a close or distant, known or unknown reader/s.

A written data used as basis of language analysis is the learner diary. Learner diary is a first-person account of the language learning documented through regular, candid entries in a personal journal and then analyzed for recurring patterns or salient events. These are daily writings about experiences, memories, and events in the life of a person.

Learner diaries have been proposed as one way of systematizing self-assessment of students. Learners are encouraged to write about what they learned, their perceived level of mastery over the subject, and what they plan to do with their acquired skills.

A learner diary is where a language learner can write down his thoughts on what he has learned during a specific period. Its main aim is to help language learner reflect on the learning process and in particular on which strategies seem to work best for him. What he writes down is totally a question of personal choice depending on the questions asked by the teacher (Riley, 2015). Learner diaries provide the teacher with invaluable insights into what the students think of the lessons, what they understood and what problems they are having. The fact that the teacher has a private and individual learning relationship with each student can have a very positive effect on student behavior and class control, as the teacher can have a discrete means of finding out about and addressing the causes of behavioral problems.

Peachy (2006), claims that learner diaries at its best should be a private dialogue between a student and the teacher. It does not have to be about the learning process only, but can be about almost anything that the learner would like to know or discuss. The most important thing is

that it is a real communication and that the teacher responds to the students in an authentic way within this dialogue. The teacher shares his genuine thoughts and opinions with the students rather than simply correcting their grammar and spelling.

In setting up a learner diary, Peachy further states that the teacher writes a few questions for the students to answer. The questions will be classroom related items and outside classroom related items. From the students' answers, the teacher will draw inferences as to the reasons of the perceptions of the students based on the questions asked.

Deen (2011), states that learner diaries play a role in defining a personal philosophy of teaching. The diaries allow teachers to examine language learning or teaching experiences and conduct a kind of self-assessment such as clarifying their thoughts and feelings about these experiences and their way of handling language learning related problems.

For students, a learner diary provides an opportunity for self-analysis since it gives them a chance to reflect on their difficulties and achievements. For the teacher, the chance to write comments in the diaries provides the opportunity to interact with students on an individual basis, which in turn appears to have a positive effect on their behavior and motivation. Students, accustomed previously only to learning situations in which they played a passive role, are slowly beginning to change their attitudes towards their own learning. The students' constructive criticism of lessons becomes a valuable source of feedback, which has had a great effect on the teacher's planning for the subsequent classes (Usuki, 2009).

One of the uses of learner diary studies is to clarify issues. These issues emerge when one looks at the data again and again – to see what is included, what is left out, what kind of language is used, what kind of perspective is taken, what kind of reactions are noted, what kind of tone is adopted, what kind of connectors are made, what the cumulative weights are, what the parts add up to, what projections can be posited, and what cycles can be revealed. It is important, however, to note that a teacher will only get from the learner diaries what he prepared to put in. If the teacher writes openly and honestly to the students, generally the students will do the same. Likewise, if the teacher's responses are minimal and superficial, the same will be the response of the students. Generally, learner diaries is beneficial both to the students and to the teacher, particularly with the latter because he can possibly elicit errors committed by the students on the particular subject. They are, however, very time



consuming and they will not work for everybody all the time, so it is just as well to have them as an experiment and not to have too high expectations of what can be achieved the first few times (Peachy, 2006).

Thus, the main objective of the study is to analyze the language cognitive strategies found in learner diaries of

college freshman students in Kalinga State University (KSU).

Specifically, it determined the language cognitive strategies employed by the learners in writing their diaries, and demonstrate that errors committed by the students were not all influenced by the first language but by the complexity of the target language itself.

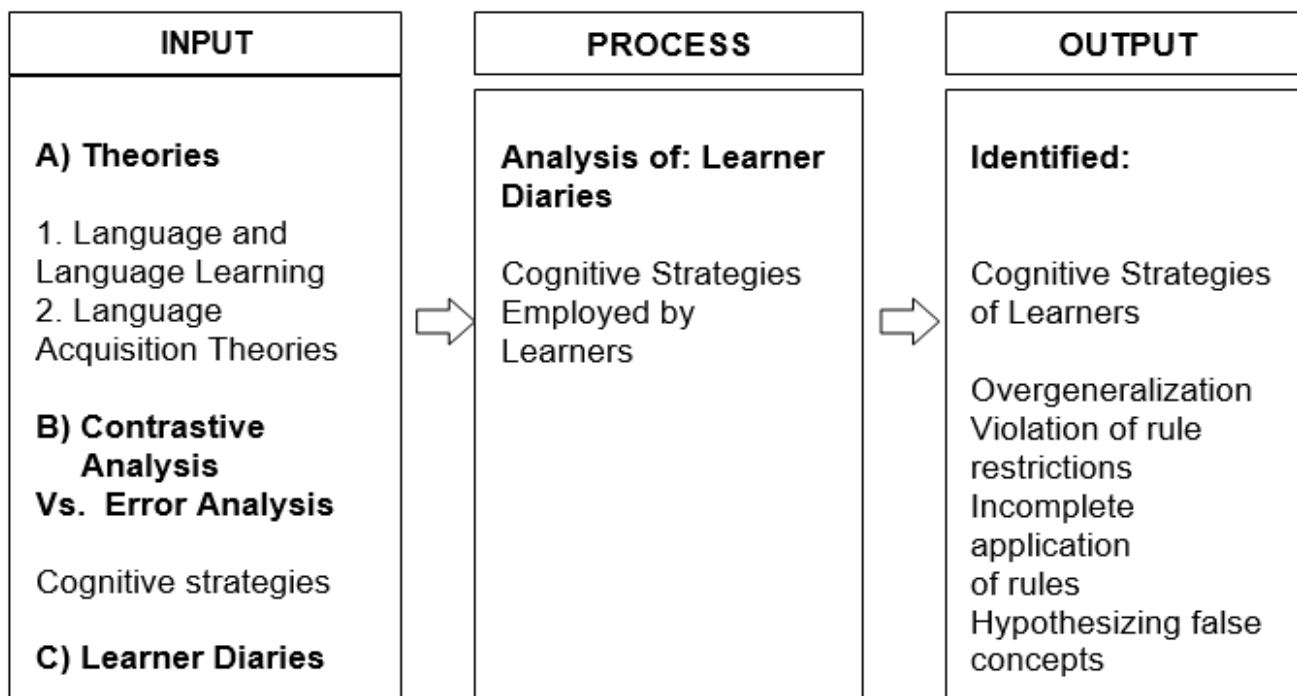


Fig.1: Paradigm of the Study

## II. METHODOLOGY

The search paper was conducted in the five (5) institutes of Kalinga State University (KSU), Tabuk City, Kalinga, Philippines. These are the Institute of Liberal Arts (ILA), Institute of Business Administration, Public Administration and Entrepreneurship (IBAPAE), Institute of Teacher Education (ITE), Institute of Agriculture and Forestry (IAF), and Institute of Engineering Information and Applied Technology (IEIAT). This research is qualitative- descriptive. It analyzed, described and demonstrated the language cognitive strategies found in learner diaries of college freshman students in KSU. The researchers used the diary of each student to elicit the different cognitive strategies committed by the students based on Richard's model (1975).

The student- respondents of this study were 293 college freshman students from the five (5) institutes of KSU enrolled in English 2 (Writing in the Discipline). The

researchers applied the stratified sampling technique, where, the distribution of the 293 number of students in the 19 different major courses across five (5) Institutes, were identified as follows: Institute of Liberal Arts (60), Institute of Business Administration, Public Administration and Entrepreneurship (62), Institute of Teacher Education (29), Institute of Agriculture and Forestry (47), and Institute of Engineering Information and Applied Technology (95).

Sample student population was chosen using the Sloven's Formula:

$$n = \frac{n}{1 + Ne^2}$$

Where:

- n = sampling population
- N = whole population
- e = standard error at .05

level

Friedman's test showed the following formula:

$$X^2 = \frac{12}{N K (K + 1) \sum(R) - 3n (K + 1)}$$

The respondents answered a set of guide questions as a basis for writing their diaries regarding classroom related factors (Cohort 1). From their written comments and reactions, the cognitive strategies employed by the learners in writing their diaries were analyzed using the model of Richards (1975).

The questionnaires were administered (cohort 1) twice a week in English 2 classes on Tuesdays and Thursdays at 1 ½ hours a day to enable the students to write something in their diaries.

The data gathered were identified, analyzed, and interpreted using qualitative descriptive treatment. The college freshman students wrote their diaries based on a set of questions asked. From these diaries, errors produced were elicited for analysis.

The analysis was qualitative rather than quantitative for the reason that there were evidences where two strategies overlap. The strategies were classified based on the Model advocated by Richards (1975), namely: overgeneralization, ignorance of rule restriction, incomplete application of rules, and false hypothesized concepts.

### III. RESULTS AND DISCUSSION

#### *Cognitive Strategies Employed by the College Freshman Students in their Diaries*

Language learners use cognitive strategies in communicating in the second language. These strategies may be systematic or non-systematic technique employed by the learner to express his meaning when faced with some difficulty because of his/her inadequate command of the target language used in the interaction or communication process. Richards (1975) claims that deviant forms produced by second language learners are not only caused by the interference of the learner's mother tongue but originate within the structure of the target language itself. These errors which he calls intralingual or developmental errors reflect the learner's competence at a particular stage of learning. In this context, the learner uses some strategies in his attempt to communicate in the target language.

This portion of the study presents the cognitive strategies employed by the respondents. The main objective of the analysis was to demonstrate or show that errors committed by the students were not all influenced

by their first language but by the complexity of the target language itself. Thus, the analysis was qualitative rather than quantitative because there were evidences where two strategies overlap. For instance, an error may be due to ignorance of rule restriction or overgeneralization as shown in the following sentences.

*When our instructor see wrong doing of us in the classroom...*

*When our instructor sees wrong doing of us in the classroom...*

*She use a variety in techniques and approaches.*

*She uses varied techniques and approaches.*

The above sentences are examples of overgeneralization; that is the learner demonstrates that the present tense formation involves a zero morpheme as in "instructor see" and "she use...."

On the other hand, the above sentences illustrate his ignorance of rule restriction. It violates the restriction of concord or SV agreement.

The data presented herein are excerpts from the students' diaries. The errors were classified within the framework advocated by Richards (1975), namely: overgeneralization, violation of rule restrictions, incomplete application of rules, and hypothesizing false concepts.

#### *Overgeneralization*

This kind of error results from the learner's attempt to simplify and regularize the linguistic complexities peculiar to the target language. For example, in the sentences:

*Our teacher give varied activities.*

*Our teacher gives varied activities.*

*For the topics are discuss in class, I finds it very interesting.*

*For the topics that are discussed in class, I find it very interesting.*

*She use varieties of techniques approaches...*

*She uses varied techniques approaches...*

*Our teacher encourage us students...*

*Our teacher encourages us students...*

This demonstrates that the learner's rule for the present tense formation involves using a zero morpheme to mark number for all persons. However, the target language

rule says that all present tense verbs for all persons except the third person singular requires –s, the morpheme has been reduced to a rule which requires a zero morpheme for all persons. Duskova (1999) accounts for this omission as a result of the heavy pressure of all other ending less forms.

Other examples of this kind of errors are found in the following sentences:

*She present the lesson in a well-organized and easy-to-understand manner.*

*She presents the lesson in a well-organized and easy-to-understand manner.*

*Our instructor organize lectures, recitations, and discussion logic.*

*Our instructor organizes lectures, recitations, and discussion logically.*

*The instructor speak slow but clearly.*

*The instructor speaks slow but clear.*

On the other hand, errors on the opposite direction are shown below:

*The activities provides participation.*

*The activities provide participation.*

*The topics challenges me to attend the class every meeting.*

*The topics challenge me to attend the class every meeting.*

*The discussions motivates me to prepare.*

*The discussions motivate me to prepare.*

*The noises makes her get angry easily.*

*The noises make her gets angry easily.*

*Varied activities gets me excited all the time.*

*Varied activities get me excited all the time.*

These errors are ascribed as hypercorrection as being due to generalization of the third person singular number for the third person plural.

### **Ignorance of Rule Restrictions**

This type of error is the learner's failure to observe restrictions of the existing structures in the target language. For instance, some of the rule restriction errors may arise in terms of analogy as in misuse of prepositions. The learner in encountering a particular preposition with one type of verb tries by analogy to use the same preposition with similar verb as in the sentence.

Here are some examples:

*Also she is good mood and to all of us in good atmosphere.*

*She is in good mood to all of us so the atmosphere is also good.*

Here the expression "good mood" is always as a rule preceded by the preposition "in" this "in good mood".

*Yes on certain times, our instructor relates the topic in real life situation.*

*Yes, on certain times, our instructor relates the topic to real life situation.*

The phrase "relates the topic" as a rule uses the preposition to which indicates a relation or reference to a particular thing: real life situation.

*The teacher is related our lesson of real life and to exist condition...*

*The teacher relates our lesson to real life and to existing condition...*

*Of course there was a learning on something in the lesson that is of importance and relevant in my English 2 class.*

*Of course we learned something in the lesson that is important and relevant in our English 2 class.*

In the above sentence, important is used be parallel with relevant. That is two adjectives are joined to show parallelism.

*Yes, I learned something off important in research.*

*Yes, I learned something of important in research.*

The use of off is incorrect for what the learner meant was "of importance," or phrase commonly used. In the above context the rule is of + noun.

In the similar manner, the learner having learned the structure can be classified into, can be divided into or can be grouped into in realizing classification used by instead of into in the sentence.

*We discussed in research writing the parts of the research paper can be divided by...*

*We discussed in research writing the parts of the research paper can be divided into...*

*We can be grouped by during class activities.*

*We can be grouped into during class activities.*

*Our lesson in English can be classified by many sub topics.*

*Our lesson in English can be classified into many sub topics.*

Another instance where the learner fails to observe restrictions in the article usage is the omission of the article the before nouns made particular in the context.

*It is the responsibility of ^ students to listen or not.*

It is the responsibility of the students to listen or not.

*The lecture of ^ teacher was long and...*

The lecture of the teacher was long and...

*In my English 2 class ^ topics are few and interesting.*

In my English 2 class the topics are few but interesting.

The article a is used instead of the before the plural noun in a sentence like:

*I did not like a suggestions of my board mates like sharing in expenses.*

I did not like the suggestions of my board mates like sharing in expenses.

*Our instructor distributes a photocopies needed in our lesson.*

Our instructor distributes the photocopies needed in our lesson.

*She discusses a lessons with a loud voice.*

She discusses the lessons with a loud voice.

*I appreciates a activities prepared by our teacher.*

I appreciate the activities prepared by our teacher.

The article a is omitted before class nouns defined by an adjective is another example of the learner's failure to observe restrictions in articles as in:

*The teacher delivering the lesson with ^ objective style.*

The teacher is delivering the lesson with an objective.

*The lesson in research is ^ very relevant topic.*

The lesson in research is a very relevant topic.

*What I can say is that she has ^ good command of the English language.*

What I can say is that she has a good command of the English language.

*Of course there was ^good raport among us.*

Of course there was a good rapport among us.

The use of the instead of a before an adjective is another instance of the article misuse as in:

*That shows her evidence of the thorough preparation.*

That shows her evidence of a thorough preparation.

*She has discussed the lesson in the logical manner.*

She has discussed the lesson in a logical manner.

*The activity given by the teacher is the true to life situation.*

The activity given by the teacher is a true to life situation.

Violation in the restriction of concord is demonstrated in the following:

*Lessons is well organized by the instructor.*

Lessons are well organized by the instructor.

*The activities is a true to life situations.*

The activities are true to life situations.

*Sometimes, in our lesson our instructor relate the topic of our lesson to real life situation.*

Sometimes, our instructor relates the topic of our lesson to real life situation.

*Our teacher have good sense of humor...*

Our teacher has a good sense of humor...

Another violation in the verb system is the violation of the limitations of the -ed after be + past participle as exemplified in the following sentences:

*Our seatwork need more time to be complete.*

Our seatwork need more time to be completed.

*The assign task given the teacher, more time is needs.*

The assigned task given by the teacher needed more time.

*She is prepare when she comes to class.*

She is prepared when she comes to class.

*Her methodologies are admire by her class.*

Her methodologies are admired by her class.

*The lessons were present well and interestingly.*

The lessons were presented well and interestingly.

*Good answers are recognize by our instructor.*

Good answers are recognized by our instructor.

*The subject matter is integrate with real life situations.*

The subject matter is integrated with real life situations.

### **Incomplete Application of Rules**

Errors of this type indicate that to some extent rules are applied; but their application is incomplete. For example, the learner has not fully mastered the passive formation which is formed by the be + past participle. Thus, be is omitted as illustrated in the following deviant sentences:

*The activities that ^ given is quite difficult because there is the time pressure.*

*The activities that were given is quite difficult because there is the time pressure.*

*The research that ^ assigned by the teacher more time to do is needed.*

*The research that was assigned by the teacher needed more time to be done.*

*Nothing, I could say due to the topics that ^ gave by our teacher was in our own field of specialization.*

*Nothing, I could say because the topics that were given by our teacher were in our own field of specialization.*

*The research paper that ^ require to us was quite fulfill.*

*The research paper that was required to us was quite fulfilling.*

*The tasks which ^ given by the teacher is challenge to me*

*The tasks which are given by the teacher are challenging to me.*

### **False Concepts Hypothesized**

Errors falling under this category reflect the general characteristics of rule internalization. In the process of hypothesis testing, for example, the learner interprets *is / are* as markers of the present, thus the following deviations:

*The teacher is provide an atmosphere conducive to learning.*

*The teacher provides an atmosphere conducive to learning.*

*Our instructor is shows a refinement of manners.*

*Our instructor shows a refinement of manners.*

*She is answers students' inquiry intelligent.*

*She answers students' inquiry intelligently.*

*Our teacher is relates our lesson to real situations.*

*Our teacher relates our lesson to real situations.*

*For our teacher, she is teaches with a well-modulated voice.*

*For our teacher, she teaches with a well-modulated voice.*

*The activities are provide a participation of all..*

*The activities provide a participation of all..*

In the above sentences, Richards (1975) contends that in the classroom context, the teacher or the textbook can lead the learner to make faulty hypotheses about the language which George (2005) calls as induced errors. That is, students make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook or even a pattern memorized but not properly contextualized.

The analysis of errors presented in this study, yield potentially interesting information. They are deviations typically committed by anyone learning English as a second language. The data also reflect the general characteristics of rule learning indicative of the regular and systematic application of rules, strategies and hypothesis testing.

The study of Hufana and Minong (1983) revealed that their respondents, the college freshmen have not fully reached the native speaker competence as shown in the deviant sentences in the dicto-comp exercises. The findings further revealed that their performance data demonstrate the learning strategies employed by the students when confronted with a range of communicative tasks. Furthermore, the study asserted that the commission of error should not be considered a "sin" rather, it should be considered as inevitable and an essential part in the learning process.

Catimo's (1999) study in the College of Education in Saint Louis University revealed that errors of student-teachers were attributed to the cognitive strategies they employed in their written composition.

Moreover, it can be concluded that a second language learner uses "communicative strategies", propounded by Dulay and Burt (2013) to explain the origin of certain types of errors. This highlights the principle which Corder (1978) calls "risk-taking strategies" which a learner employs when confronted with the task to communicate in the second language. For second language teaching, this implies that the learner should be encouraged to take risks even at the expense of committing errors. More importantly, the teacher should demonstrate willingness to accept errors as a sign of motivation for learning or a strategy of learning. Holly and King (2013) aptly stated that a case can be made for permitting and even encouraging foreign language students to produce

sentences that are ungrammatical in terms of full native competence. This would allow the learner to progress like a child by forming a series of increasingly complete hypothesis about the language.

#### IV. CONCLUSIONS

(1) Errors are considered inevitable in second language learning. The commission of errors is indicative of the interlanguage status of students.

(2) That errors are developmental which can be overcome as the students reach a higher interlanguage stage of learning a second language.

(3) Developmental errors are caused by the difficulty of the structure of the target language. Language teachers need to be aware of the sources as of errors in the different cognitive strategies employed by students. This will aid teachers to determine what and when errors be corrected.

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# Homosexuality and prevalence of Stigma in Indian Milieu

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**Abstract**— With its diverse culture, customs, religions, beliefs, and faith, India stands out as the world's largest democracy, guaranteeing its citizens' fundamental rights to equality and opportunity, as well as the freedom of speech and expression, their right to practise their religion, and their right to a free and appropriate education through its very constitution. Our constitution's equality clause (articles 14 and 15) prohibits discrimination on the basis of religion, race, caste, sex, or place of birth. The right to life and personal liberty is guaranteed by Article 21 of the constitution, which is the most important justification for repealing the antiquated Section 377 of the Indian Penal Code, 1860, which had outlawed homosexuality since the 19th century. The basic rights protected by our constitution's articles 14, 19, and 21 were breached by Section 377 of the IPC. Even though it wasn't that early, on September 6, 2018, the Supreme Court issued a landmark decision by overturning and finally ending the prohibition of section 377 in India. Even gays have the same right to privacy and to live with dignity in society as do heterosexuals. The historical ruling allowed homosexuals in India to be accepted as natural persons and to enjoy the freedom to live and love as they choose. The topic of homosexuality was forbidden for a very long time, but only after this ruling did Indians begin to talk more openly about it in public. The Indian population is becoming more aware of homosexuality, which is assisting in coping with, adjusting to, and accepting homosexuals into an inclusive society. However, prejudice and other negative attitudes toward homosexuals are present due to various cultures and lifestyles incorporated into most religions, which causes conflict in the community. The stigmatised traditional social constructs, authoritarian parents with homophobic beliefs, and the vast majority of people who lack knowledge and understanding of sex and gender studies can all contribute to homophobia. The purpose of the study is to determine how Indians feel about homosexuals in the present. It seeks to uncover peoples' knowledge and comprehension of homosexuality and to examine their covert homophobia. An online cross-sectional survey using the questionnaire approach served as the study's foundation. The need to comprehend, recognise, and articulate the issues in-depth was brought into effect, and the snowball sampling method was developed with questions relating to sex education, knowledge of homosexuality, attitude toward homosexuality, and relevant details to study and analyse the perception and views of the Indian Society regarding homosexuals. Googleforms was used to get the information. The participants' awareness of homosexuality was fair and positive. They proclaimed support for and positivity toward homosexuals. According to the study, the adult and adolescent populations (between the ages of 18 and 35) made up the majority of the survey's participants. Most of the respondents were members of the educated class who are Indian university graduates. The findings showed that while the participants were well aware that gays exist and that societal acceptance of them is pluralistic and equally just, fair, and valid, personal and cultural homophobia nonetheless persisted in them. The problems won't disappear overnight. They are the result of long-standing stigma. We must let go of our naivety, dismantle conventional homophobic notions, embrace reality, and work for a more equitable, libertarian, and just society if we want to live in one. To help with their inclusion in society, practical advice like effective parenting and a friendly attitude toward gays should be put into practise. Prioritize taking measures to incorporate "gender and sex education" into the curriculum so that kids are taught about it from the start and develop a universal acceptance of homosexuals as a normal part of society. Expanded understanding and awareness of the issues facing gays should be promoted through workshops, seminars, webinars, and other forums. To accelerate the



*revolution in the rights and freedoms of homosexuals, information must be made available to the general population. Although there is a long battle ahead, it is not insurmountable. Everyone has a right to article 21 under the Indian constitution, regardless of gender. The homo community deserves to live in a just, equitable, and respectable society. In order to proudly live in a free and brave India, they must be accepted wholeheartedly.*

**Keywords— LGBTQ+ (Lesbian, Gay, Bisexual, Transgender& Queer), IPC (Indian Penal Code), Homosexuality, Homophobia, India**

## I. INTRODUCTION

Homosexuality refers to the affective experience of same-sex attraction. It is a sexual attraction between sex; a sexual attraction as opposed to a gender identity such as male, female and non-binary. Homosexuals refer themselves as gay, lesbian, LGBTQ, queer and a number of other terms. This set of people experience same-sex love and relationship. Homosexuality in India has its roots since ancient times dating back to the 13th century. The homo-erotic sculptures depicted in temples in different parts of India remains as an evidence to India's presence and acceptance of homosexuals in the past. The writings in the religious text of Vedic period and the Kama Sutra devotes a whole chapter on homosexual sex, the ancient epics, scriptures to medieval prose, poetry, art and architecture are all the traces and sources which suggest that homosexual activities in some and many different forms did exist in ancient India. During that time, homosexuality was considered more to be a part of religion and spirituality and not as a sin. It was during the British rule period that the discriminatory law on homosexuality took over. Section 377 of the Indian Penal Code, 1860 was brought into force which criminalized all sexual acts "against the order of nature". Therefore, it criminalized gay sex and homosexual activity giving rise to a big fight, activism and movement for the LGBTQ+ community.

It was not until 6 September, 2018 that the British Colonial law was struck down making homosexuality legal all over India. The removal of the homosexuality from the list of Mental Health Disorder by the Indian Psychiatric Society also took place and effect in the same year. Of late, the homosexuals in India attained their right to life and personal liberty under Article 21, the right to equality under article 14 and the right to freedom under article 19 of the Indian Constitution. Justice Indu Malhotra, on her verdict on September, 2018 stated that the society owes the LGBTQ+ Community an apology for the historical wrongs perpetrated against it.

The practice of homosexuality being criminalized under section 377 of the IPC which stands violative of article 14, 19 and 21 of the constitution has been strikedown while the other aspects of section 377 which deals with unnatural sex with animals and children remain in force and is

considered to be an offence. The equality clause (Articles 14-18) in our constitution debar from discrimination on grounds of religion, race, caste, sex or place of birth. Like heterosexuals, even the homosexuals have the same constitutional right. The right to privacy and the right to live with dignity is a basic fundamental right which cannot be ignored to the homosexuals simply on the basis of their sexual orientation.

It is after the historic judgement that the homosexuals in India got its legal recognition as Natural and attained the fundamental right to live and love with pride and choice. It is only after the judgement that the people in India have started opening up about the issue on homosexuality more in the public sphere which remained a subject of taboo since a long time. The opening up of the homosexuals and the awareness among the Indian population regarding homosexuality is helping to cope, adjust and accept the homosexuals into the inclusive society yet prejudice and different negative attitude towards the homosexuals are taking place due to different cultures and lifestyles incorporated into the most religions that becomes a source of conflict in the society.

The prejudice, discrimination and violence leveled at people with same sex desires are conceptualized as homophobia. It is also considered as the irrational fear of homosexuality. Homophobia or heterosexism exists when heterosexuality is expected and assumed and any other form of sexuality is rendered invisible or actively discouraged. Society is homophobic when it is organized and structured so that heterosexual dominance is reinforced at all levels (in our institutions, policies, culture and interactions). The prejudice of homophobia may also stem from stigmatized conventional social construct, authoritarian parents with homophobic views and from the large mass of people who lacks the knowledge and understanding regarding the sex and gender studies.

## OBJECTIVES

- 1) The study aims to find out the people's attitude towards the homosexual's in today's India
- 2) It aims to find out the knowledge and understanding of the people towards homosexuality and to analyze their hidden homophobia

## II. METHODOLOGY

For the basis of the study, an online cross-sectional survey through questionnaire method was used. It is a method of primary data collection that has helped in drawing and bringing out the statistical analysis to the responses in the research.

A total number of 66 participants has been an active member in the present study. The questionnaire developed was distributed by sharing the links through whatsapp and facebook messenger whose responses were collected through Google forms. The participants were requested to circulate and forward the link of survey to other friends for the collection of data required for the survey report and that way response number of participants were added to the research study. The collected data gets recorded in the Google spreadsheet automatically which made the evaluation of the data process faster and easier.

For the present study, snow-ball sampling method was designed with questions relating to sex-education, knowledge on homosexuality, attitude towards homosexuality and relevant details to study and analyze the perception and views of the Indian society regarding homosexuals and the need to understand, recognize and articulate the issues in depth sight of homophobia was brought into effect.

## III. FINDINGS AND ANALYSIS:

A small research based on questionnaire survey was participated by a sample size of 66 individuals, wherein the active and major participants were the young adults between the age group of 18-35 years consisting of 81.8% of the population; followed by the age group of 36-55 years with 10.6% who were mostly graduates from universities in India, and the lowest number of participants stands between the age group of 1-17years with 7.6% of the population. The data acquired from the survey is the basis of the study according to which the facts and questions related to the study is analyzed. The male participants constituting of 48.5% and the female of 51.5% of the population showed their presence in the survey who were all heterosexuals. They proclaimed and consented to the view of accepting homosexuals in the society.

### 1) Acceptance of homosexuality

Out of 66 individuals from the survey, 12.1% of the population strongly agrees to the acceptance of homosexuality. While 10.6% of the population partially agrees, 43.9% agrees to it and the remaining 33.3% disagrees to accept the homosexuality.

The data helped in reviewing the percentage of acceptance of homosexuality. It can be drawn from the above chart

that the maximum people i.e. 43.9% agreed to accept it while 10.6% partially agreed. Whereas it is the minds of 12.1% of the population that strongly agreed for the acceptance of homosexuality. Sadly, 33.3% of the population showed up negative attitude towards it. This set of participants disagreed and were not ready to accept the homosexuality. They couldn't deny to the fact that homosexuals does exist but it is their personal and cultural homophobia, conventional construct on homosexuality and the homophobic nature surfaced in their mentality that which stops them from accepting or agreeing to the concept of homosexuality.

### Acceptance of homosexuality

Acceptance of homosexuality	Frequency	Percentage (%)
Strongly agree	8	12.1
partially agree	7	10.6
agree	29	43.9
disagree	22	33.3
Total	66	100

The data is skewed with each changing questions in the survey. The participants are well aware and have a fair good knowledge regarding the homosexuals. They do persist and acknowledge about their existence in the society. 46.9% of the population from the present study admits that they have encountered or have come in contact in terms of friends or know one as a person belonging to homosexuals in the society. While 42.4% of the population says „No“ to knowing or having friends among the homosexuals who are most commonly called as LGBTQ+ categories. The remaining 10.6% of the population in the study is not sure about and gives a confusing statement with „Maybe“ which expresses that they have a very less idea and lacks the knowledge regarding the homosexuals.

2) Percentage of people who know or have friends from LGBTQ+ Community.

Knowing LGBTQ+ Community	Frequency	Percentage
Yes	31	46.9
May be	7	10.6
No	28	42.4
Total	66	100

The study shows that the participants are not biased in terms of sexualities when it comes to friendship and family. They are showing a warm and affectionate nature of care and support towards whatever pronoun the homosexuals want them to refer. They are positive and accepting nature is shown by them towards someone who ought to be born in their families or if a child happens to be gifted as one of the LGBTQ+; they are strongly favouring the acceptance of it.

3) Suggestions to see a therapist if discovered someone as a gay or a lesbian.

Suggestions to see a therapist if discovered someone as a gay or a lesbian

Opinion to see therapist	Frequency	Percentage
Yes	12	18.1
May be	6	9.0
No	48	72.7
Total		100

The evidence from the survey in the above pie-chart shows that, out of 66 individuals, 18.1% thinks that a therapist should be consulted; while 9.0% answers a „maybe“ and remaining 72.7% of the population answers that there is no need to consult a therapist if someone they knew confesses or is discovered that he/she is a gay or a lesbian.

The participants are aware of the fact that it is not a psychological disorder or mental illness influenced to behave as one rather it is the science of being born as a natural, i.e. as a homosexual. 72.7% of the population says that it is the nature of birth and thinks no suggestion is required to see a therapist if someone they cared about confessed on their being a gay or a lesbian. The percentage of 18.1% of the population thinks that they must suggest a therapist while the 9.0% of the population has not thought about this yet. They are blank and are yet to deal and experiment with it in due time and circumstances. While majority of the participants from the survey agrees and supports the marriage of same-sex couples. There are few who are opposed to the support of same-sex marriage.

#### 4) Acceptance of same-sex marriage

From the sample size of 66 participants from the survey, 63.6% accepts the notion of same-sex marriage of the homosexuals while 25.7% disagrees to it and the number of 10.6% states as a „maybe“ to the acceptance and execution of marriage between homosexual couples.

#### Acceptance of same-sex marriage

Acceptance of same-sex marriage	Frequency	Percentage
Yes	42	63.6
May be	7	10.6
No	17	25.7
Total	66	100

Respondents however showed more positive attitude with respect to employment opportunities and social equality. They support the voice to equality and equity in terms of acquiring a job ; stating that a person irrespective of their sex-be it LGBTQ+ or a heterosexual ; all should be given equal opportunity to own a position in employment in terms of their skill, capabilities, qualifications, on merit basis and criteria of competency rather than being based on sexuality. Someone’s sexual orientation on gender should not be a ground for their not getting an entry in job positions. The responses suggest that selection or disqualification on the basis of sexual orientation does not accomplish competency. As long as they are qualified and eligible for the skills required, all job positions should be open to them equally.

There are certain professions in which even women are barred from entering and there has been a long struggle on part of the women to be able to do those jobs. An individual’s sexuality should not be the basis to block and discriminate from employment.

In the U.S, the Supreme Court on October 7th, 2019, ruled by its decisions stating that worker’s can’t be fired for being a gay or a transgender. Advocacy groups, business leaders and politicians; all cheered the ruling. Kristen Browde, co-chair of the National Trans Bar Association, said in a statement that “This decision sends an unambiguous message that equal protection under the law applies to all and that an employee’s failure to adhere to an employee’s gender stereotype is not a license to discriminate”. Apple CEO, Tim Cook wrote, “LGBTQ people deserve equal treatment in the workplace and throughout

society and today’s decision further underlines that federal law protects their right to fairness”. The court made a conclusion in the matter of employment decisions to not have something to do with person’s homosexuality and transgender status.

India on the other hand is still struggling to work with its laws on judicial interpretations. There are ample of cases where people are booked for their sexual orientation on grounds of „unlawful behavior“ and „deviant mischief“.

There exists blockage and barriers due to societal bias plus stigmas attached as the homosexuals are the most vulnerable and targeted groups when it comes to dismissal of employment.

India lacks in providing safeguards to the people of LGBTQ community in terms of employment. In NavtejJohar case, the supreme court of India expanded the boundaries of the word sex and included the prohibition of sexual orientation with relevance to article 15 of the Constitution which debars discrimination on the basis of sex, religion, race, caste or place of birth. Articles 14, 15, 19 (1)(a) and 21 gives safeguard and protection to the LGBTQ+ community in various aspects of equality and freedom. The Ministry of Social Justice and Empowerment, implemented the Transgender Persons (Protection of rights) Act, 2019 which is for the protection of such rights for the LGBTQ+. It has been in effect since 10 January 2020.

It is high time that India must take more of such progressive approach to strengthen the equal status and opportunities towards the ignored and dejected people of the country. It has to bring regulations and reforms to uplift employment for all irrespective of their sexual orientation.

#### **IV. CONCLUSION AND RECOMMENDATIONS**

In India, the attitudes towards homosexuality are rather complicated. The diverse culture and tradition exhibits different social attitudes and opinions towards homosexuals. The decriminalization of section 377 has been a remarkable move towards the positive approach of the issue regarding their recognition as Natural and Normal in the Indian society. To be discriminated and criminalized simply on their being born as one different from fitting the box of the gendered male and female is a grave injustice to the Indian LGBTQ community because the Constitution of India in its equality clause (article 14-18) talks about the freedoms and equalities to be received and the rights to be enjoyed by the people irrespective of sex, class, religion, caste or place of birth. Heterosexuals being unaffected of such oppressions as faced by the homosexuals sometimes in different precepts tends to be homophobic in nature. It is the product of age-old centuries developed stigma that made their mindsets closed. It constructed boundaries in their behavior towards homosexuals. They tend to believe that sexual activity between homosexuals is sick, immoral, non-existent and impossible.

Homophobia locks people into rigid gender based roles that inhibit creativity and self-expression. To live in a

more inclusive society, we need to shed our innocence – deconstruct the theories on conventional homophobia persisting around; we need to accept the reality that the homosexuals are as natural as heterosexuals and strive forward towards more equal, free and fair environment for everyone to live in. Efforts must be put in order to raise support as well as campaigns to stop homophobia, prejudice and violence. Practical suggestions like good parenting, and positive attitude towards the homosexuals should be practiced to help in inclusion of them into the society. The old mindsets need to be changed by sharing of experiences and with the help of meaningful interactions. Hence, the government should ask the entities to have such sessions regularly to ensure the proper behavior of co-workers with people of LGBTQ+ community. Steps to inculcate „gender and sex“ education in school syllabus must be prioritized so that children from the very beginning learn about their existence and divergence towards normalcy to accept the homosexuals become universal.

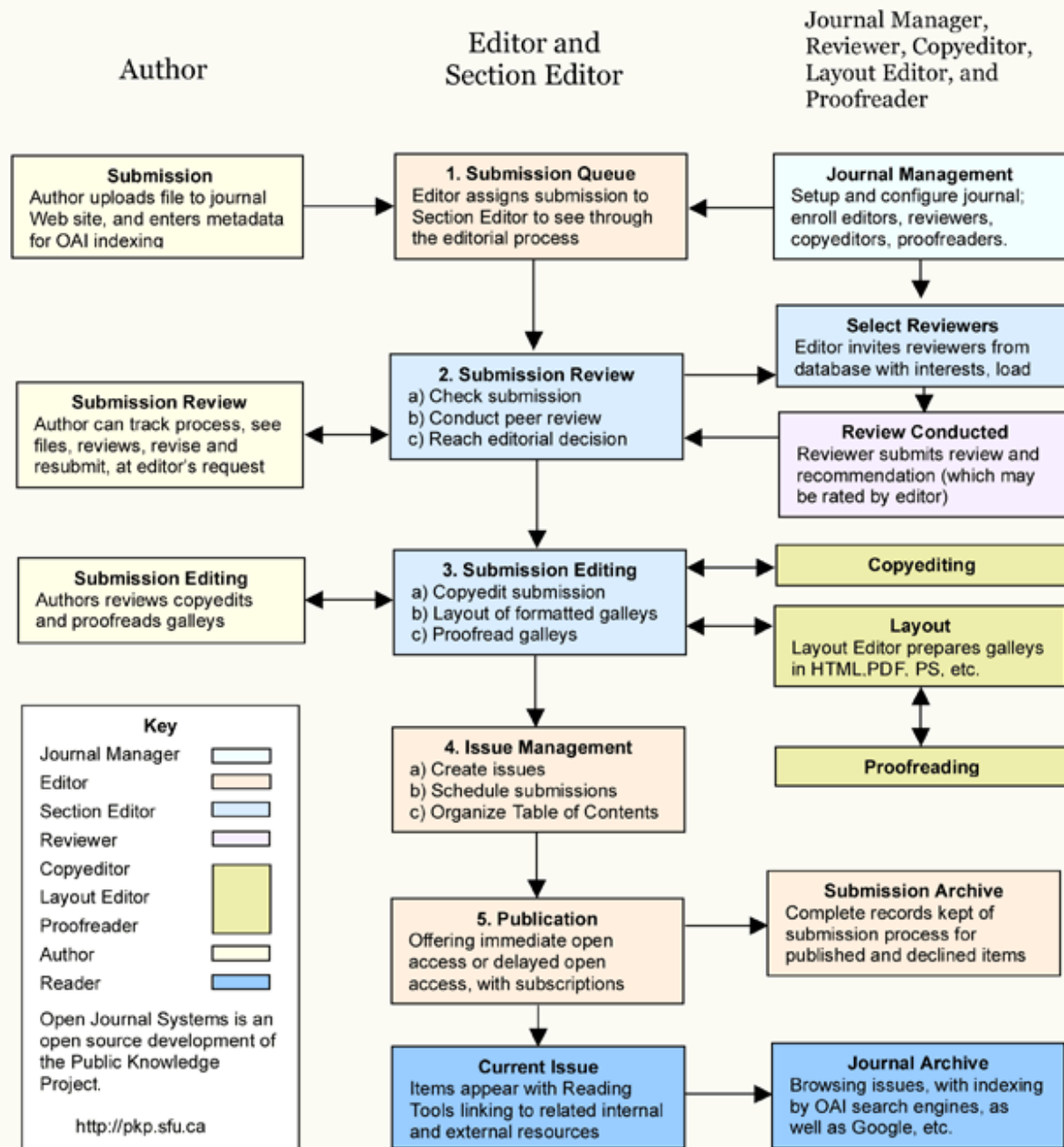
Extended knowledge, awareness in form of workshops, seminars, webinars etc. to discuss and talk about the concerns of the homosexuals should take place and be highly encouraged. The knowledge must be reached out to the public at large so that the revolution in the rights and freedoms of the homosexuality takes its positive and progressive turn at a faster. It is a long road ahead, but it is not an impossible fight. Everyone, irrespective of their gender deserves the right to equality and freedom as a basic fundamental right under the Indian constitution. The right to love and live with dignity and choice cannot be denied to them which are the very basis of article 21 of the constitution. Homosexuals deserve the every right to live in an equal, just and dignified society. They must strongly be accepted to live with pride in a free and fearless India.

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