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Using Microteaching To Reflect On Teaching Practice

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Abstract

Reflection is important to improve practice. This research circles around teaching practice through the lens of ‘microteaching’. This study provided a chance to think about personal lecture delivery in higher education with the view to employing better lecture delivery for future student cohorts. Specifically, this research contributes to a novel critical enhancement of level 9 teaching delivery to adult learners ranging from 26-60 years of age. The attention of this evaluation is to establish where improvements could be made to teaching delivery through the direct scrutiny of peers. Feedback from peers on the sessions was reviewed and recommendations were embraced and operationalized for the next intake of student level 9. The primary research for this study was gathered through three peer review microteaching sessions. Sessions were recorded, and direct feedback was given immediately after each session. To validate results, microteaching sessions were repeated once a month over a 3-month interval process. Comments from the sessions were reviewed and recommendations for new practice developed. Constructive recommendations were applied, and relevant resultant changes made to improve practice at Masters level 9 for future delivery. It is envisaged that the findings of this research will better inform the author, the academic plan, and the faculty for future teaching practice.

Keywords: Microteaching, Instructor Evaluation, Reflection.

Introduction: Teaching & Learning in Higher Education: Embracing Best Practice

Higher Education (HE) institutions need to be concerned with activities regarding teaching & learning (T&L). Institutions are measuring T&L and considering best practices to facilitate better student experiences. Altering one's own teaching practice is even more challenging, and less prevalent than measuring T&L in general (Lewis, 2010). Improving T&L in higher education became an important international endeavour in the 1960s and 1970s, corresponding to an influx of students coming from a broader range of backgrounds, and with diverse expectations (Sorcinelli, et al., 2006:2). Academics now face even more challenges than before in higher education, with the engagement of students posing difficulties. Student and lecturer expectations can often be mismatched, posing much anxiety for both learner and those charged with delivery. Issues such as assessments and accountability, new technologies, diverse students, institutions striving to achieve 'the next level' etc., all impact on the pressures on both T&L. Students are not afraid to voice their opinion or protest on delivery of course content or even resort to litigation. Student behaviour and opinion has challenged post-secondary institutions to modify traditional ways of teaching. No longer is a thorough knowledge of the subject matter enough to teach effectively (Lewis, 2010). In Ireland, an emphasis on increased strategic focus exists within institutions on the quality of T&L (hea.ie). This has been supported by institution-level investments and through collaborative work undertaken in T&L networks¹.

Research Context

It is important for lecturers to understand that learner-centred teaching may require new and unfamiliar teaching skills with many concerned about the lack of coverage of content or less control over assessments. Lecturers must engage students to facilitate learning and Learner-centred teaching allows students to do more of the learning tasks, and learn more from and with each other (Weimer, 2002). Students learn differently in different situations, and surface and deep learning, for example, vary according to the academic task (Ramsden, 1992). Meaning is never the same from one person to the next, and a surface approach to learning leads down a desolate road (Entwistle, 2009; Ramsden, 1992). A deep approach to learning on the other hand is what all lecturers want their students to experience (Ramsden, 1992). Teachers who believe their job is to cover their course systematically by transmitting information to students are more likely to encourage surface learning approaches, where retention is temporary, generalisation of knowledge poor and learning how to learn is minimal. On the other hand, teachers who encourage student involvement in the learning process, for example by using Problem Based Learning (PBL) and focus on the quality of learning outcomes are more likely to encourage cognitively deeper and richer learning (cte.cornell.edu; Ingleton et al., 2000; Newble & Cannon, 1995).

¹ Irish Learning Technology Association (ILTA), Educational Developers in Ireland Network (EDIN), All-Ireland Society for Irish Higher Education (AISHE). Since 2000, a total of €33.5m has been invested in T&L in Ireland in a period that has seen a transformation in the resourcing of T&L, with greater availability and uptake of professional development (hea.ie).

Methodology

The student cohort at the centre of this study consisted of adult learners on a Master of Business programme. These students came from diverse situations and positions. This researcher has lectured supervised and worked with Level 9 Masters students since 2006. For this programme, deep learning (delivered through PBL) is paramount as is student-centred learning. Over the past number of years, research has been undertaken on this programme to ensure consistency in assessment, analysis of student feedback, outside industry based and programmatic reviews etc., but never on the in-class lecture delivery itself. The researcher therefore believed that the time had come after 12 years to examine one's own delivery and teaching practices in the classroom context through peer review microteaching analysis. Microteaching was developed at Stanford University in 1961 by Dwight W Allen as one part of an experimental teacher education programme supported by the Kettering and Ford Foundations (Allen, et al., 1968; Spelman, Brooks, 1972). This Stanford technique involved the steps of "plan, teach, observe, re-plan, re-teach and re-observe" (Remesh, 2013). Microteaching involves a small group of peer instructors teaching short lessons in front of each other to gain feedback (Donnelly & Fitzmaurice, 2011). The lessons are recorded for later viewing and discussion. When the concept was first introduced peers were fearful of it as it was new for most and perceived as a stress to teach in front of one's peers. For the empirical element of this study, microteaching sessions took place over a three-month period – one session per month for 20 minutes (my regular lectures are 3 hours) on a topic familiar and comfortable for the researcher. The lecture took place in front of two colleagues from the T&L Unit and the session was recorded for review later. Feedback sheets were filled in by the two peer reviewers and all data was shared and discussed with the lecturer afterwards. After the first session, the researcher reviewed and improved on practice and repeated the process over the following two months. After the last session, the researcher reflected on their own personal practice to improve same. The whole process was then reviewed and documented.

Microteaching Sessions: Findings & Discussion

Microteaching can be a revealing and disturbing experience (Donnelly & Fitzmaurice, 2011), but many find it beneficial. The sessions forced this researcher to stop for the first time and take stock of my own teaching practices. I had to come out of my 'comfort zone'. I knew from the beginning that this would be stressful (Donnelly & Fitzmaurice, 2011), but I persisted in the interest of improving practice. Certainly, presenting before one's peers is stressful. Reviewing the video of the session was instructive and enabled reflection and self-assessment.

Table 1. Self-Assessment findings from the First Session

OBSERVATION	COMMENT
1. I felt rushed. I didn't appear so in the video. I knew that timing would be an issue for me, as I have developed the habit in my own teaching of revisiting an unfinished topic in the next lecture	1. You may appear better to your audience than you are feeling in the session
2. Watch timing! I omitted outlining what I would cover in the session at the beginning	2. I will need to clarify this (Entwistle, 2009)
3. Always outline the content of the session in advance, allowing time for a summary at the end	3. Due to timing, I did not allow time for questioning to check for clarity of the session
4. Check for understanding through questioning	4. Develop a process for this

Self-Assessment from the Second Session

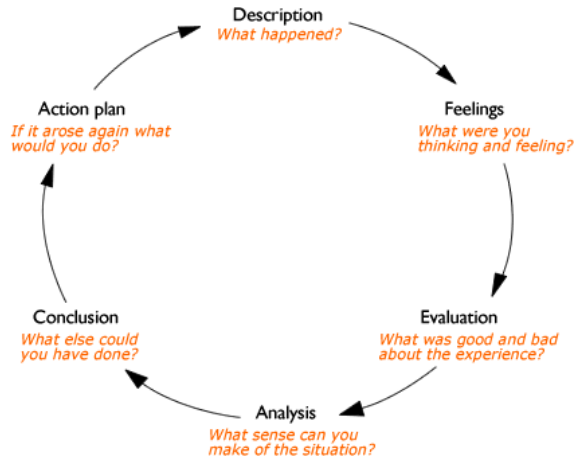
In line with the (MIT, n.d), I was able to hone my skills and focus more clearly for the second session after a thorough reflection on the first experience. Analysis of the first session provided a great basis to improve the second session. I felt much better equipped the second time. Timing was much tighter, I included an interactive session in the form of projective techniques for the audience, I had sufficient time for a Q&A session and I checked for clarity (Aithal, 2011; Entwistle, 2009). On the second occasion, I was certainly more relaxed. The peer feedback sheets also reflected these improvements.

Self-Assessment from the Third Session: Reflection

At the third session, this researcher was much more relaxed and by now well familiar with the process and constructive feedback from peers. Previous suggestions and corrections were implemented in this session. The peer feedback was encouraging, and I had taken on board previous suggestions. At this stage, thoughts of how beneficial this overall exercise was in terms of future teaching in Higher Education were maturing in one's mind. The benefits of microteaching overall and how such sessions can be essential and most beneficial for lecture preparation came to the fore (Aithal, 2011). The final step now for the researcher was to reflect on the process for further betterment, and future implementation and this was enabled using (Gibbs, 1988). The following provides some (due to the limitations of this paper) but not all the insights of the reflection process.

The Experience: Personal Teaching Practice Reflection—Gibbs six stages [A-F]

Diagram 1. The Reflective Cycle



(Gibbs, 1988).

A: Description: What Happened? The microteaching for the first time after 15 years of teaching forced me to examine and evaluate practice. In the past, I had been fooling myself into thinking that I had reviewed my practice, for example thinking – “That went well”, “Students seem happy”, “Results are good, the External examiner is happy”. I now realise that this is a less than satisfactory approach and did not align with HE student education.

B: Feelings: Where I was in my own mind prior to the sessions and where I am now are at polar ends. I came to microteaching a confident lecturer (in my own head), and very much in my ‘comfort zone’, nothing was a problem, but undertaking the microteaching sessions, made me nervous initially; I now had to present something from my own subject area to my peers. I had to take time to prepare so that I would not appear foolish. Even so, on the first occasion, I still made mistakes in this session. In hindsight, the experience was positive for me. It challenged me to focus on my own lecturing skills. By the end of the process, I felt more like my own self, more confident and in control. Maybe my everyday lecturing had become second nature—a certain routine had set in, and I hadn’t even realised this? The micro session was a completely new situation and experience for me and I found a new energy. I need to ensure that the ‘everyday’ does not become ‘mundane’ in my lecturing situation.

C: Evaluation: We evaluate to learn (Harvey, 1998). Microteaching forced me to evaluate and reflect on my own teaching and how my students learn. The evaluation in terms of peer feedback, was a ‘first’ for me, and forced me to deeply reflect and find ways to learn from my mistakes (Ramsden, 1992).

D: Analysis:

Table 2. How Microteaching Developed my Practice

OBSERVATION	COMMENT
1. Forced me to seriously reflect on my current teaching practices: critical self-evaluation	1. Embrace more peer discussion and review
2. Add more clarity to the sessions through questioning	2. Made me reflect on a new learning experience and how daunting this experience can be for students
3. Encourage more group discussion in class	3. Remind me of what it is like to be a student again
4. Change the habit of dragging topics over weeks	4. Forced me to look more deeply at the challenges that my own students face
Finally, I will embrace the set of seven features of lecturing outlined by Entwistle (2009): Clarity, Level, Pace, Structure, Explanation, Enthusiasm, Empathy.	

E: Conclusion: Recapturing the experience and ‘mulling over it’ is beneficial (Boud et al., (1985). It is paramount that we embrace aspects of our own practices that have been exposed through reflection from this research. The relationship between learner and teacher is complex, (Karmas, 2006), and I have found this to be especially true in the context of teaching the adult learner.

F: Action Plan: Microteaching afforded insight into myself, my students, assignments, assessments, and course content. We have a lot of thoughts, feelings and ideas (Moon, 2001), but we just need to reflect on them and draw meaningful concepts from them through reflection. My philosophy of teaching has now changed. In the future, I will engage in meaningful deep reflection, and would advocate that all departments and schools set up new processes for their staff to facilitate reflection, peer feedback and advice. Also, there is an overarching need to be even more reflective. We must be more proactive and not complacent (Moon, 2001).

Overall Conclusion

I hear, and I forget. I see, and I remember. I do, and I understand
(Asian Proverb).

This research afforded an opportunity to critique, learn again and embrace new techniques of teaching and course delivery. A love of learning is part of who I am and finding an opportunity to gain valuable knowledge from one’s peers, who provided very clever and interesting insights into their own methods and practices, is invaluable. Although a fearful prospect, the microteaching peer feedback proved most encouraging and supportive. The peer commentary was a very positive experience for me personally,

and underpinned my confidence in terms of energy, movement, and gestures, which is reassuring (Aithil, 2011). Feedback offered me the opportunity to reflect (Donnelly & Fitzmaurice; 2011; Moon, 2001), on my overall lecture preparation and ultimate delivery. We are always learning which is a great gift. If we are open to constructive criticism, enable ourselves to reflect on this and learn from it, we will never become bored with ourselves or boring in the eyes of our students. Hopefully, we will provide excitement, energy, and inspiration for our students to take with them into their future lives and careers. We are at the cold face of student delivery and interaction and we have the privileged opportunity to influence our student's future, careers and lives, therefore, we need to be fully equipped and embrace all opportunities and techniques available to us to improve teaching practice and course delivery.

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Exploration Of Classroom Norms Among High School Students

Balázs Jagodics

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Abstract:

The presentation aims to introduce a study on school specific social norms among high school students. As social influence can change individual behavior widely (Tuckman & Jensen, 1977), it is important to understand how students are affected by their peers in the classroom. The research used a questionnaire-based tool (Norm Exploration, Szabó & Labancz, 2015) which can reveal personal, descriptive and prescriptive norms in classes. More than 240 student from 10 classes participated in the study, their average age was 15 years. Correlation analysis showed that peers perceived attitude to classroom specific behaviors has moderate, statistically significant relationship with goal orientation types. These results indicate that having better understanding on the social influence processes within groups can help teachers manage classroom more effectively.

Education, Leadership and Policy. From Humble beginnings to stuck in time

Breda McTaggart

Abstract

The Irish higher education sector is considered binary, where universities are considered traditional higher education institutions, some in existence for over 500 years, and the more recently formed Institutes of Technology, believed to be more reflective of the mass higher education movement (Mulcahy, 1981; Lillis and Morgan, 2012, Cassells, 2015). Their existence and development was believed to be in response to a gap in scientific university-based programmes comparative to a response to real market demands. However, they were never intended to stay that way and were expected to be capable of *adaptation to social, economic and technological change*. With a mandate not be *deterred by any artificial limitation on either the scope or the level of their educational achievements* (Steering Committee on Technical Education. Report to the Minister for Education on Regional Technical Colleges, 1967; p.11). The question is did they adapt and change and as the report suggested, avoid the dichotomy, and provide students of ability the opportunity study in a variety of fields close to their home? (p.27)

This is explored in the following paper by reviewing the profile and provision of programmes within Institutes of Technology, in what are considered social restricted spaces, beyond their proud but restrictive beginnings. The paper will examine programmes with perceived higher educational, cultural and economic capital and professional educational domains, which would not have reflected Institutes of Technology programme provision at the start. Unfortunately, concluding that while updating of programmes in foundation and core areas has no doubt occurred that limitations of scope are very much evident within the Institute of Technology sector.

A Christian In India: Lessons From a Seminarian Who Discovers Jesus In Hindu Temples"

Cescilio Chavez

Perkin's School of Theology, Southern Methodist University, USA

Abstract:

Cescilio has always believed in Jesus, son of God, the Holy Trinity. After teaching for 25 years, receiving two masters and his Ph.D., Cescilio still feels empty. There is something missing. Does the genesis of Cescilio's sense of emptiness stem from his religious beliefs? He ventures to learn more about life and his Christianity and he enters Perkins Theological Seminary at Southern Methodist University in Dallas, Texas at age 52.

After studying other religions and other gods in World Religions class, Cescilio questions whether Jesus is himself a "universal" God. What about the other many gods that exists in the world? Where are they in relation to Jesus and where is Jesus among them? Between his desire to learn more about his Christianity and his aspiration to learn other religions, Cescilio is afforded a fateful opportunity to search for his God in India in the summer of 2018.

Was Cescilio' trip to India some sort of 'initiation' that would take him further and deeper into his Christianity? By experiencing (or because of) Cescilio's exposure to Hindus' exoteric rites, chants, dances, trances, and meditation rituals, Cescilio is esoterically transformed in a way that embraced both his Christianity and Hindu alike.

Through Cescilio's pilgrimage, we journey into India. Each chapter of "A Christian in India: Lessons from a Seminarian Who Finds Jesus in Hindu Temples," takes you deeper into who Jesus is, where God resides, his understanding of the Human Being and his appreciation of religious otherness. We see how Cescilio's Christian faith grows deeper and his respect and love for Hindu develops and manifests into his new ultimate reality .

Putting the ‘Work’ into Fieldwork: Experiential Learning at Plymouth University

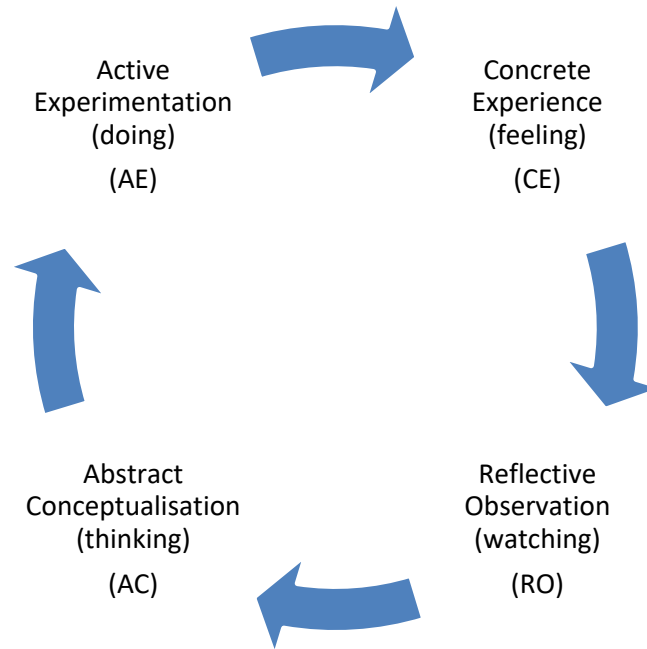
Craig Wight

Edinburgh Napier University, United Kingdom

Stakeholders involved in shaping the future of tourism and hospitality business management degrees have faced a dilemma over recent years. On the one hand graduates who are taken on by the industry require practical skills that the industry wants, but on the other, the fact that they are studying in a higher education institution means that they are required to consider theories and reflect on complex themes and concepts in real world contexts (Wood, 2013). The challenge is therefore to provide curricula that develop academic rigour, but also to provide the necessary business management skills that the industry requires, particularly if graduates are going to be employed in a work placement, during or after their course. The use of field trips to hospitality operators where students do research in a real work environment introduces a deep learning approach using experiential learning techniques. Such approaches encourage reflective practice (Lashley, 2007, Bobbitt et al., 2000, Feinstein et al., 2002). Experiential learning, which is sometimes termed ‘real world’ learning involves the student in a wide variety of learning processes that requires them to use active processes in stimulating and challenging environments (Feinstein et al., 2002, Murphy and Jong, 2009). The most effective techniques are those that see students attempt assignments before, during and after a field visit in order to reflect on the experience at both collective and individual bases.

Kolb explored the type of psychological state that a person needs to be in to successfully engage with experiential learning theory. He suggested that there are four modes of feeling that are associated with the learning cycle - Abstract Conceptualization (AC), Active Experimentation (AE), Concrete Experience (CE) and Reflective Observation (RO). His model suggests that learning involves two dialectical modes for grasping experience- Concrete Experience and Abstract Conceptualization. There are also two dialectical modes for transforming experience- Reflective Observation and Active Experimentation (Kolb, 1984). This is shown in Figure 1 below.

Figure 1 Kolb’s Four Modes of the Learning Cycle (Adapted from Kolb, 1984, p.41)



These modes of learning have informed recent innovations that the author has brought to experiential learning in a range of BSc programmes in Tourism, Hospitality and Cruise Management. The programmes have been successful because of the industry partnerships that they are supported by. The author has developed and led a creative new approach to experiential learning, which drives immersive student participation. The Hospitality Management ‘Learning Journey’ was introduced to the curriculum in 2012 and it is now a firmly established unique selling point of the programmes that it is embedded within. Two learning journeys in particular have been successful, and these are a stage 1 hospitality business orientation trip to central and northern Scotland, and a stage 2 facilities management trip to Amsterdam in the Netherlands. The learning journey approach is based on the central principles of a form of tourism industry benchmarking which communicates the ‘best practice’ aspects of business, such as processes, service philosophies and visitor experiences to students who witness operations management first-hand as part of a structured learning activity. These learning journeys differ from traditional ‘field trip’ models of learning since they are systematically structured, and each of the contributing stakeholders receives a comprehensive brief about the learning that must take place ahead of the trip. A structured learning resource is produced for students, and this is disseminated in electronic and hard copy formats. Participants are briefed to interface with this resource and to use it to record key observations in the immediacy of the experiences involved. Crucially, these experiences are linked directly to Learning Outcomes and to assessments (with contingency plans for sickness and non-attendance) and so there is a strong emphasis on field ‘work’ rather than on field ‘trips’. In this sense, these initiatives are examples of best practice in creating experiential learning with a purpose. They draw upon unique networks of professional, incumbent entrepreneurs and managers in hospitality. As ‘products’ on tourism and hospitality programmes these experiences are inimitable and they lend the programmes competitive a unique identity. Linking experiential learning directly to learning outcomes makes enrichment activities such as residential learning journeys more meaningful to students, and participants are often highly motivated to attend and participate. Such an approach satisfies the requirement to develop practical thinking alongside the need to consider theories and reflect on complex themes in hospitality management settings.

Crossing Romantic Borders – Jewish Female Tourists and Local Arab Men in Sinai

Politics of gender in transnational contexts

Darya Maoz
Hadassah Academic College, Israel

In 1979, Israel and Egypt signed the Camp David Accords, mandating Israel's withdrawal from the Sinai Peninsula, which had been seized from Egypt in the Six Day War of 1967. Since then Egypt and Israel's relations have known ups and downs, but have generally remained cold. Many Egyptians hold harsh feelings toward Israel, especially since the second *Intifada* (an uprising of the Palestinians in Gaza and the West Bank) which broke out in September 2000. The same mistrust and negative attitude is also shared by many Israelis toward Egypt.

The current study examines the fascinating subject of romantic relations between Israeli-Jewish women tourists and local Arab men in The Sinai Peninsula, a part of Egypt. The only place this special encounter could happen – against the attitudes of societies and families – is through tourism, which enables breaking even the strongest walls and let two rival sides live together in the most intimate way.

Romantic relations between Jews and Arabs are rare and face obstacles and considerable opposition. In Israel, such relations elicit “moral panic,” and there is a tendency to criminalize the Arab men and to portray the Jewish women as weak and foolish. Academic attention to mixed-faith relationships in Israel is quite rare and has focused on negative aspects.

The current study forms part of a wider research conducted over a period of 14 years (2004–2018) designed to assess the relations and mutual attitudes and perceptions of Israelis and Egyptians using qualitative methods such as fieldwork, participant observation, semi-structured in-depth interviews, and informal conversations with Israeli tourists and Arab hosts.

The purpose of the current study is to examine the romantic relations between Israeli-Jewish women and Arab men in a very complex sociopolitical context. Who are these people, how do they perceive their relations, and what are the political and emotional aspects (and implications) of their choices?

Key words Romance tourism; interfaith relations; Qualitative methods; The Arab-Israeli conflict

Prevalence of tobacco use among adult population in Inaruwa Municipality of Sunsari District of Eastern Nepal

Baral D, Bhandari S, Kusi U, Dulal U, Karki S, Poudel M, Ghimire A

Background:

More than one billion people worldwide smoke. If current trend continues, 8.4 million smokers are estimated to die annually of smoking related deaths by the year 2020. Nepal has been identified to have higher prevalence and increasing trend in tobacco consumption among developing countries of the world. To minimize tobacco consumption among Nepalese population has been a major public health challenge. This study aimed to make ideas about prevalence of various forms of tobacco consumption and associated factors among adults.

Methods:

Study design: A community based cross sectional study was done in Inaruwa municipality of Sunsari district of Eastern Nepal.

Participants: A total 510 adult participants aged more than equal to 18 years irrespective of gender were recruited using face-to-face interview. The sample was obtained from three out of ten wards of Inaruwa municipality according to population proportionate to size of wards and sample unit was selected conveniently. A set of standardized pre-tested close ended questionnaire was administered, to those willing to participate in the survey.

Analysis:

Tobacco consumption was categorized smoke, smokeless and any form of tobacco as primary outcome. Sample size was calculated with the prevalence rate of tobacco use among adult population of Nepal 27.15% (tobaccoatlas.org) and using 95% confidence interval and 85% power, the sample size was 510. Descriptive statistics were calculated and then univariate and multivariate logistic regression were used to determine the socio-demographic risk factor/s associated with smoking habit at 95% confidence interval.

Finding:

This study found the prevalence of Smoking, use of smokeless tobacco and use of any form of tobacco to be 33.7% (95% CI, 29.8 – 37.9), 39.2% (95% CI, 35.1 – 43.5) and 56.7% (95% CI, 52.2 – 60.9) respectively. In bivariate analysis significant association was seen in smoking with gender and age, use of smokeless tobacco with gender, marital status and age, use of any form of tobacco with gender, religion, education and age. Multivariate regression analysis showed that being male (aOR=10.33, 95% CI, 5.65 – 18.90), Increase in age by one year (aOR=1.03, 95% CI, 1.01 – 1.05) and Illiteracy (aOR=2.37, 95% CI, 1.35 – 4.19) to be significantly associated with use of any forms of tobacco.

Interpretation:

Tobacco consumption is common among adult men, increasing age and educational status in Nepal. Therefore, intervention programs should be implemented to reduce the tobacco consumption rate and subsequently reduce the burden of tobacco related diseases. The limitation of this study could be sampling technique. However, sample was collected by 3rd year undergraduate medical students.

Source of funding:

None

Gender sensitive education program in eastern Jerusalem Arab schools

Diana Daaboul -Phd.

Proposal for oral presentation at the conference

In recent years, the Gender and Gender Equality Unit has been launched, and a number of enrichment and empowerment programs have been launched within schools, students participating in empowerment workshops, special programs and educational initiatives, both on behalf of the Ministry of Education in Israel and such Belonging to external programs.

This process, which is growing in the non-Arab educational system in Israel, is parallel to a similar process in the Arab education system or in Arab society in Israel, but more slowly, less holistic and assimilated and less continuous. This is despite the need for such programs and interventions in the Arab society in Israel, in all its layers (more and less traditional).

In our rapidly changing world there are still issues that are always discussed in one way or another, they are becoming more complex or are not fully resolved, and it is always possible to develop and propose programs and initiatives and studies that deal with them. Gender and gender equality are part of these issues.

Traditional societies in general and Arab society in Israel in particular live in a rift between tradition and modernity. On the one hand, children live in a traditional society with restrictive social characteristics in many areas of life. On the other hand they are exposed to a wide Western culture, The gender issue remains relevant today, despite and in conjunction with a number of programs and initiatives on this subject in Arab society in Israel and in Arab society in general.

In addition, children and girls (in Arab society and other societies) are also exposed to a wide technological world, receiving messages and materials that influence their personality, personal and social development, and directly on their scholastic achievements. And here, parents are not always a source of inspiration, because the other channels are open and accessible.

Sexual harassment is a social phenomenon in children's lives and is usually caused by crossing the gender boundary. Crossing this border is an expression of power in the children's society and usually occurs far from adults. Sexual harassment is influenced by behavioral norms in society and by children's exposure to sexual stereotypes in the media and on the Internet.

In such a reality, the child needs significant tools to search for and find their "personal selves," empowering the personal, emotional and social awareness, to look within themselves and to recognize their skills and to know what their limits are and what are the boundaries of the other. They also need tools that increase their awareness of the "other" whether they are a boy or a girl, and empower their ability to communicate with them positively and positively. To liberate stereotypical views, and to educate according to the values of honor and equal opportunity for both sexes. And to develop critical thinking regarding stereotypes, values, and behaviors among students, teachers and parents alike.

And especially girls, the gifted daughter is at risk of being in conflict between her desires and the desires of the society to which she belongs, between her aspirations for academic and professional progress, and confusing messages (which is true of some of the boys).

Alienation, lack of familiarity, prejudices, inappropriate treatment, and poor communication can break up companies. Investing in the design of a person who is sensitive to himself and his gender, and a sensitive person to the complementary part, through a formative education system that intensifies gender, will lead to the creation of a sensitive society for all the people who make it a strong and protected society.

Children who receive tools of the **Gender Sensitive Education Program**, which will serve as a basis for personal empowerment in the gender / personal sphere, and a basis for proper and sensitive knowledge of gender in traditional society and a basis for positive communication between the sexes, They will be able

to realize themselves, to defend themselves, to find the path and learning style that suits them best, and to be adults who can better cope in a multicultural society in the 21st century. They will grow and grow and become graduates of the Arab society who can lead it And to live within it in a practical manner, according to worldviews and egalitarian culture.

At this conference I will define a my **gender-sensitive education program** that is an evolving program that believes that the education system really influences the design of gender perceptions of students and students. It will operate in three main arenas:

The school arena: division of labor and organizational culture, adaptation of the curriculum and the learning environment. Creating a school commitment to gender equality. And it is structured with the intention that the school accepts full gender responsibility to change the administrative conditions and pedagogies so that they reflect loyalty to gender equality.

The application is comprehensive and holistic, and includes all areas of school activity and includes parents, teachers, management and students alike.

This program is the first of its kind and is unique in schools in East Jerusalem. It was designed after much research and work. It is still developing and accompanied by evaluation research.

The program is suitable for educators and other heterogeneous and traditional educational systems, and its presentation will contribute to its expansion and its more efficient application

Blended learning promoting quality education in war torn countries (primary school in Yemen)

Faiza Sedeq

Abstract

Global citizenship requires people to contribute positively to their communities and to the world as a whole. However, there are currently immense gaps between different countries with regard to quality of education. Social injustice, conflicts, and wars deprive many people of the opportunity to obtain a proper education, which then becomes a detriment to their ability to live decent lives and participate as global citizens. In addressing this imbalance between educational opportunities, the United Nations has declared quality education as a fundamental goal of the 2030 agenda for sustainable development, promoting lifelong learning and emphasizing it as a right for all. Slade (2017) supports the importance of education, arguing that “education is not simply a content delivery system, but rather a system designed to assist all children reach their full potential in order to become productive members of society”. This research study proposes that adopting effective blended learning strategies can promote quality education and contribute significantly to the professional development of education providers. Moodle is a learning management system that delivers blended learning in schools and academic institutions. The New Vision School Sana’a Yemen, which is an elementary school in a war zone, implemented Moodle cloud during 2017-2019 as a pilot project. In highlighting this project, the present work focuses on the challenges faced by academic institutors when adopting blended learning strategies to enhance their quality of education.

From Small Desert Trading Centre to Metropolitan Hub: Expanding the Business Boundaries of Dubai city

Professor Fayez M. Elessawy
United Arab Emirates University

Abstract

Dubai is a good example of a rapidly developing city. Until 1955 Dubai was characterized by its slow growing economy. Dubai's population increased sharply from 183000 inhabitant's in 1973 to more than 2.3 million in 2015. Its population lived in traditional houses made of palm fronds with poor infrastructure. In 1957 Dubai municipality was established and the first master plan was formed which resulted into the appearance of a road system and anew town center in addition to the construction of new modern buildings made of concrete blocks. These buildings started to emerge at that time. Nevertheless, the urban growth continued a slow pace. From 1975 to present the urban area expanded enormously, the rapid development of the city transforms Dubai from a small regional business, financial and leisure hub into a global center. During the last two decades Dubai built up area expanded like never before, the economic growth accelerated and so did the investment level, more development projects were planned to support the urban sprawl of the city to change deserts into modern buildings and developed land use. The total built up area increased from only 54 square Kilometers in 1975 to 977 square kilometers in 2015, as Dubai increased (1700 % in only 38 years) , that high percentage make Dubai one of the fastest growing cities in the world, and transformed the city from a small desert trading center to a global center of tourism and business hub .

Key Words: Dubai. Economic boom, Guest workers, Asians, Infrastructure, Built up area, global business hub

Under Construction: Lego Bricks In Teaching Grammar

Dr. Gennady Medvedev
,Sultan Qaboos University, Muscat, Oman

This presentation will demonstrate how a familiar tool can help in setting a memorable context for various grammar activities in an ESL classroom. LEGO bricks can assist a language instructor in explaining the essence of English grammar and glue together the key parts of a sentence. This is especially true in the case of Russian or Arab learners of English, when their mother tongue has a very different grammar and syntactical structure. The LEGO platform could be yet another useful and colorful tool in providing visual aide to subject-verb. These bricks also present an opportunity to expand grammar structures in a meaningful and colorful way. LEGO bricks can be useful for a writing class, especially at the Foundation level, when the key elements of the English language should be 'placed' on a solid foundation.

This presentation will also feature a mini-workshop which will focus on some practical techniques to introduce the concept of English word order and sentence structure from the perspective of other languages with a less fixed grammar paradigm. These ideas are based on the presenter's practical experience in teaching English to foundation and credit level students in Oman. The participants will be introduced to a number of activities to practise word order and will build more complex sentences in a hands-on format. These approaches are very practical in nature, user-friendly in character and are applicable to almost any English teaching environment.

Armenians in Poland and Oriental Trade (Selected Issues)

Grair Magakian
University of Silesia in Katowice (Poland)
Poland

ABSTRACT

The Armenian merchants throughout the Middle Ages and the Baroque were peculiar links between the countries of the Orient and Poland. They brought to Poland not only specific goods but also the names related to them. Mostly it's about names and terms of clothes, household items, carpets etc. Actually almost no term has Armenian origin. Mainly all come from Arabic, Persian or Turkish, and sometimes even from Romanian and Hungarian. However, it was through the Armenians (rarely through the Armenian language) that they were introduced to the Polish language and Polish mentality. The names of most of these products still function in Polish (in the same way as then or as derivatives) and have an impact on the mentality and perception of non-linguistic Poles. The article presents the above mentioned phenomena and analyzes the linguistic, social and mental processes of their appearance in the so-called Polish civilization.

Keywords

Armenians, Poland, Lviv, Arab, Turkish, Persian, merchant, caravan, international trade, privileges, etc.

Introduction (the short historical outline)

The first facts and records about the Armenians on the territory of Poland date back probably to 1183 - some sources tell about an Armenian wooden church in Lviv¹. Further traces of the Armenian settlement(s)'s existence appear approximately in 1264: a stone with an Armenian inscription was found in a wall that was once located in the courtyard between the Armenian church and the palace of the archbishops².

[I will try to present this problem in more details.](#)

[First of all, the matter of wooden church from 1183 is not certain but is interesting because of the fact quoted by T. Mankowski which is particularly valuable. He points out that in his book the priest Krzysztof Faruchowicz \(pron.: Kshishtof Farukhovich\)³ stresses that in 1183 there was that mentioned Armenian wooden church in Lviv which had functioned for 180 years, until the Armenians ended the construction of a brick church in 1363⁴.](#) However this date arouse doubts among some researchers, especially due to the period of the appearance of the city Lviv - in 1183 there was no city. It is known that the city of Lviv was built by Galician-Volyn prince Danylo

¹ See more: J. de Morgan, *Histoire du peuple arménien depuis les temps les plus reculés de ses annales jusqu'à nos jours*, ed. Berger-Levrault, Nancy 1919, p. 292; T. Mańkowski, *Orient w polskiej kulturze artystycznej*, pub. Zakład Narodowy im. Ossolińskich, Wrocław - Kraków 1959, p. 35 etc.

² See more: T. Mańkowski, *Orient w polskiej ...* op. cit., p. 35.

³ In 1756 he did a detailed inventory of the Armenian cathedral in Lviv (see more: J. Rydzkowska-Kozak, *Historia polskich zbiorów rękopisów ormiańskich*, in: *Stan badań nad wielokulturowym dziedzictwem dawnej Rzeczypospolitej*, ed. W. Walczaka, K. Łopateckiego, t. 6, pub. Instytut Badań nad Dziedzictwem Kulturowym Europy, Białystok 2013, p. 23).

⁴ See more: *Splendor Archikatedralnego kościoła lwowskiego Ormian tak w srebrze, apparatach, lichtarzach i innych wszystkich ornamentach w skarbcu zostających, na ten czas będącego zakrystyana X. Krzysztofa Faruchowicza 1756 l-a Junii* (according to: T. Mańkowski, *Sztuka Ormian Lwowskich*, „Prace Komisji Historii Sztuki PAU”, nr 6, Kraków 1934, p. 77-78; comp. also: *Wiadomość o Ormianach w Polsce*, „Biblioteka Naukowego Zakładu im. Ossolońskich”, t. 1, Wytłocznia Józefa Schnaydera, Lwów 1842, p. 78-79) etc.

Romanovych (Halytskyi)⁵ about 1250 or 1256 and called Lviv after the name of his son Lev⁶. However, T. Mańkowski emphasizes also the position of A. Petruszewicz who claims that the Armenian church was built probably in 1283⁷. However T. Mańkowski does not agree with this view, suggesting that rather it was possible to have an Armenian settlement even before the mentioned church foundation in the territory of Lviv - Armenians could build their “makeshift” church perhaps in the old Slavic settlement Zvenyhorod nearby Lviv⁸ even much earlier. The scientist is convinced in his opinion that in the territory of the Armenian main Church (Cathedral), in the courtyard of the Archbishop’s palace, there was the mentioned stone of 1264 with an armenian inscription on the well near Saint Krzysztof’s (pron.: *Kshishtof*) column⁹. Nevertheless, the problem is that, unfortunately, the location of this stone is not known now. Probably it is lost.

However, according Father Isaac V. Srapanean, the problem of the lost stone with the inscription and the case of the year 1264 are reliable facts. He quotes the only (possible) accurate content of that inscription which has ever come to us. He notes that in the past there was a fountain-monument (that might also be just a well) near the church’s above-mentioned Saint Krzysztof’s pillar (or column) which got collapsed in order to us the stones for building the bell-tower. On its cornerstone one could read the inscription that it had been built by Armenians during the reign of the King Kazimierz (*Casimir*) in 1264 (according Armenian calendar ՉԺԳ [ChZhG])¹⁰. The above mentioned statement could have had a serious signification if not the fact that in 1264 there was no king Kazimierz of Poland.

In Հանդէս ամսօրեայ¹¹ (pron.: *Handes Amsorya*, means: *Monthly Review*) as well as Sukias Eprikean¹² and Minas Bzhshkean¹³ go even further, arguing that, according to the Memorial of aforementioned Church, the Armenian Cathedral in Lviv was built by wood (as I have already mentioned) in 1183 AD, and 1363 became stone-built.

As the summary of 1183’s case, I have to add that one more fact contributes to the clarity of T. Mańkowski’s supposition and the accuracy of Armenian sources. In 1992, as the result of archaeological excavations, it turned out that Lviv has a more ancient history and since the end of the 5th century the city's territory was continually inhabited¹⁴.

⁵ Comp.: Daniel Romanovich. *Ruler of Galicia and Volhynia*, 01.01.2019, <https://www.britannica.com/biography/Daniel-Romanovich> [access: 12.01.2019]; P. Hrytsak, *Danylo Romanovych* (article originally appeared in the *Encyclopedia of Ukraine*, vol. 1, 1984), Internet Encyclopedia of Ukraine, <http://www.encyclopediaofukraine.com/display.asp?linkpath=pages%5CD%5CA%5CDanyloRomanovych.htm> [access: 21.01.2019]

⁶ Comp.: Petit Robert 2. *Dictionnaire universel des noms propres*, ed. A. Rey, pub. Le Robert, Paris 1988, p. 1107; Ł. Walczy, *Początki Lwowa*, Cracovia Leopoldis, 2/2004, <http://www.cracovia-leopolis.pl/index.php?pokaz=art&id=317> [access: 12.01.2019]; I. Паславський, *Новознайдена дата заснування Львова*, in: *Збірник наукових праць*, випуск 20, pub. Інститут українознавства ім. І. Крип’якевича, НАН України, Львів 2011, p. 535-549

⁷ А. Петрушевича, *Краткая роспись русским церквам и монастырям в городе Львове*, *Исторический сборник издаваемый обществом галицко - русской материцы*, вып. II, Львов 1854, p. 124 (according to: T. Mańkowski, *Sztuka Ormian Lwowskich*, „Prace Komisji ... op. cit., p. 78).

⁸ Comp.: F. Papée, *Historia miasta Lwowa w zarysie*, pub. Główny skład w Księgarni Gubrynowicza i Schmidta; Nakładem Gminy Król. Stoł. Miasta Lwowa, Lwów 1894, p. 11; F. Papée, *Historia miasta Lwowa w zarysie*, pub. Książnica Polska, II edition, corrected and supplemented, Lwów - Warszawa 1924, <http://www.lwow.com.pl/historia/papee.html> [access: 12.01.2019]; comp.: *Полное собрание русских летописей*, т. 2., *Ипатьевская летопись*, Санкт-Петербург, 1908, column 197, <http://litopys.org.ua/ipatlet/ipat10.htm> [access: 12.02.2019]

⁹ T. Mańkowski, *Sztuka Ormian Lwowskich*, „Prace Komisji ... op. cit., p. 78.

¹⁰ Հ. Իսահակ, Վ. Սրապեան (միաբան Անտոնեան), *Աղկարկ մը լեհահայոց վրայ*, in.: Հանդէս ամսօրեայ, Վիեննա, nr 10/1903, p. 301-302; comp.: Հ. Մինասայ Բժշկեանց, *Ճանապարհորդութիւն ի Լեհաստան*, pub. Միփթաբյան Միաբանութիւն, Սր. Ղազար (Վենետիկ), 1830, p. 99.

¹¹ Հ. Իսահակ, Վ. Սրապեան (միաբան Անտոնեան), *Աղկարկ մը ... op. cit., p. 302-303*

¹² Ս. Էփրիկեանի, *Պատկերագրող բնաշխարհիկ բառարան*, t. I, Ս. Ղազար, Վենետիկ 1903, p. 94

¹³ Հ. Մինասայ Բժշկեանց, *Ճանապարհորդութիւն ի ... op. cit., p. 104*

¹⁴ Y. Hrytsak, *Lviv: A Multicultural History through the Centuries*, „Harvard Ukrainian Studies”, ed. J. Czaplicka, vol. 24, *Lviv: A City in the Crosscurrents of Culture*, p. 47-48

Something more uncertain, although not entirely impossible, highlights Sukias Eprikean's in *Պատկերազարդ բնաշխարհիկ բառարան* (pron.: *Patkerazard bnashkharik bararan*, means: *Illustrated geonatural dictionary*) where we can read even about the Armenian gravestones in Lviv dated 1160¹⁵. Indeed, there are some (alleged) information about the Armenians on the Russian (later Polish) regions of that area even from 1062. It about the so-called privileges given to them by a certain ruler, Theodor Dmitrovich¹⁶, which however is not accurate and is almost impossible to find any other historiographical proof of that. Franciszek Zachariasiewicz (pron.: *Franchishek Zakhariashevich*) insisted that he had even seen the original of that „document” in Russian as well as its Latin translation. The „document” was lost after the death of Archbishop Szymonowicz¹⁷ (pron. *Shimonovich*), and F. Zachariasiewicz remembers in Russian only one part of the text where (according to him) Theodor Dmitrovich says: „*Prejdili na moju ruku dam vam wilnost na try lita*”¹⁸, which in contemporary Russian transcription could be „*Прејдили на мою руку дам вам вилност на три лита*”¹⁹: This problem, however, requires further thorough research²⁰. That so-called fact is for professor K. Stopka a simple myth, and the existence of the above-mentioned document (privilege) counterfeit, because the goal for the rich Armenian community was to achieve the prestige in the eyes of other residents of Lviv²¹. Professor Oleg Leszczak emphasises that the 11th century “Russian” of Zachariasiewicz is far from the original language of that era²². However, we can never assume that during the transmission for centuries the original (allegedly real original) was not distorted in a way that was unintentional. Unfortunately we have no possibility to verify the original (possible) text (if that has ever existed).

Privileges of Armenians and their impact on oriental trade

¹⁵ U. Էփրիկեանի, *Պատկերազարդ ... op. cit.*, p. 93

¹⁶ Comp.: F. K. Zachariasiewicz, *Wiadomość o Ormianach w Polsce*, „*Biblioteka Naukowego Zakładu im. Ossolońskich*”, t. 1, Wytlocznia Józefa Schnaydera, Lwów 1842, p. 9-12:

¹⁷ F. K. Zachariasiewicz, *Wiadomość o Ormianach ... op. cit.*, p. 10-11:

¹⁸ F. K. Zachariasiewicz, *Wiadomość o Ormianach ... op. cit.*, p. 10:

¹⁹ R. Hambarcumian, *Czas i miejsce osiedlenia się Ormian na Rusi Kijowskiej i w Polsce według Sadoka Barączca*, in: *Biuletyn Ormiańskiego Towarzystwa Kulturalnego*, nr 2/1994, Kraków, p. 3

²⁰ Comp.: R. Hambarcumian, *Czas i miejsce osiedlenia się Ormian na ... op. cit.*, p. 2-5 etc.

²¹ See more: K. Stopka, *Ormianie*, in: *Pod wspólnym niebem. Narody dawnej Rzeczypospolitej*, ed. M. Kopczyński, W. Tygielski, pub. Muzeum Historii Polski w Warszawie, Warszawa 2010, p. 115-116

²² Professor Oleg Leszczak gives some interesting arguments for the imprecision of the above text. He in particular questions the possibility of using in a supposedly 11th century text (in the form in which the oral message has reached us) a number of terms. According to him:

- Прејдили: the letter *ѣ* is a very late „invention”. Instead *e* in the 11th century it is supposed to be a *jat'* [ѣ] (it is an old-Slavic one);

- на мою: the same is for the letter *ю* in the endings on the place of the former nuzzle - in the 11th century it was still rather confused with *jus*. The conversion of major *jus* [ѣ, ꙗ] to *ю* took place only in 12th century;

- руку: in the 11th century they would not write the letter *у* (in this function it was used later), at that time they wrote *оу* (major *jus* [ѣ, ꙗ] and one more Greek letter);

- дам: here it is supposed to be at the end *jer* [ѣ] until rather the 12th century, but even later it appeared sporadically for many centuries;

- вилност: *u* instead *o* is a Ukrainian feature, created after the 12th century (or even later after the collapse (disappearance) of the *yers* [ѣ, ꙗ etc]). Till the end of 12th century it was still *вольность*. There is no such word in Srezniewski's dictionary and O. Leszczak suspects that this is a kind of similarity of Polish word – *wolność* (freedom). In Rus, it would rather be *волю*, *вольное* or *вольство*;

- на три: in 11th century this phrase could be in use;

- лита: until 13-14th centuries even in Old Ukrainian texts this word was still being written *jat'* [ѣ]; *u* instead of *jat'* is an Ukrainian later feature (13-14th centuries) etc (source: *Private correspondence with Professor O. Leszczak from 05/02/2019*).

The emigration of Armenians to Poland intensified especially after the Mongol invasion and the earthquake in Armenia that destroyed the historical capital Ani²³ in 1319²⁴ which at that time was a scientific and cultural center. This emigration has contributed to the creation of a large and strong Armenian diaspora in the eastern territories of Poland, namely in Lviv and around (but not only). According to B. Machul-Telus, in the mid-fourteenth century, when Lviv was within the Polish state during the reign of Kazimierz Wielki (*Kazhimiezh Vielki*, means *Casimir the Great*) in 1349, in Lviv had been already residing the Armenian archbishop Howannes (*Hovanes*, corresponding *Jan*) to whom the Armenians in Lutsk and Kiev were subject²⁵. However, the waves of emigration, which lasted for several centuries and were conditioned by various factors, did not resemble to chaotic escapes or exodus. It is difficult to compare them in any way even with contemporary emigrations / immigrations / migrations. The date of the actual formation of the organized Armenian colony in the above-mentioned areas of the Polish-Lithuanian Commonwealth is relatively precise - it concerns the construction of their Cathedral in Lviv, which was almost certainly completed in 1363²⁶, and in 1364 the Catholicos (head of the Armenian Church²⁷) Mesrop I Artazeci created there, by a special encyclical, the archbishopric (of course according the Armenian rite, and as the subject to the head of the Armenian church, Catholicos)²⁸. Moreover, as wrote A. Schneider, from the documents in the Armenian Archives Chapter we can find out that the above mentioned Cathedral in Lviv was also a parish church (besides being the main Cathedral). The first parish registers (metrics) stored in the cathedral church, were written in Armenian letters but in Tatar (currently specified as Kipchak language²⁹), partly even with Arabic confusion³⁰. Apart from Lviv, where there were three other medieval Armenian churches next to the Cathedral, more numerous Armenian colonies within the borders of the former Polish-Lithuanian Commonwealth, as well as Armenian churches, existed in the towns Kamianets-Podilskyi and Yazlovets, and later also in Brody, Zamość (pron.: *Zamoshch*), Stanisławów (pron.: *Stanislavuv*), without mentioning the less numerous clusters of Armenians in other confines cities³¹. It was therefore logical that the Armenian Archbishops sat in Lviv for half a year and in Kamianets-Podilskyi for next six months, where they also had their residence³².

²³ See more about Ani in: H. Watenpaugh, *Preserving the Medieval City of Ani: Cultural Heritage between Contest and Reconciliation*, in: *Journal of the Society of Architectural Historians*, vol. 73, no. 4 (December 2014), pp. 528-555

²⁴ Por.: *Archaeological Site of Ani*, UNESCO, World Heritage Centre, <http://www.whc.unesco.org/en/list/1518> [access: 21.04.2017].

²⁵ B. Machul-Telus, *Mniejszość ormiańska w Warszawie*, p. 4, <http://docplayer.pl/5256830-Mniejszosoc-ormianska-w-warszawie-1.html> [access: 23.12.2017]

²⁶ See more: A. Schneider, *Encyklopedia do krajoznawstwa Galicyi*, t. 1, pub. Drukarnia Narodowa Ossolińskich, Lwów 1871, p. 98.

²⁷ "[...] in 301, thanks to the apostolate of St. Gregory the Illuminator, Armenia became the first nation that embraced Christianity and proclaimed it a state religion, even before the Edict of Milan of 313, by which the Roman Empire tolerated Christianity, and the Edict of Theodosius by which in 380 the Empire recognised Christianity as a state religion. [...] the Armenian Church proclaimed its autonomy in the early fifth century, under the jurisdiction of a patriarch who assumed the title of Catholicos [...]" (*A brief history of the Church in Armenia*, Holy See Press Office, 23.06.2016, nr 160623b, <https://press.vatican.va/content/salastampa/en/bollettino/pubblico/2016/06/23/160623b.pdf> [access: 05.02.2019])

²⁸ Por.: T. Mańkowski, *Orient w polskiej ... op. cit.*, p. 35; Ա. Կարապետյան, *Մխրնայ Արմուսկղի*, in: *Institute for Armenian Studies of Yerevan State University*, http://www.armenianreligion.am/am/Encyclopedia_of_armenian_religion_mesrop_a_artazetsi [access: 19.08.2017]; *Մխրնայ Արմուսկղի*, <http://www.qahana.am/am/leaders/show/226551072/0> [access: 15.04.2017] etc.

²⁹ See mor: A. Pisowicz, *Ormianie polscy. Problem świadomości narodowej a kwestia języka*, in: *Język a tożsamość narodowa. Slavica*, ed. M. Bobrownicka, Universitas, Kraków 2000, p. 135-142; comp. also: E. Tryjarski, *Armeno-Kipchak Studies*, ed. M. Mejor, A. Bareja-Starzyńska, Elipsa, Warszawa 2017 etc.

³⁰ A. Schneider, *Encyklopedia ... op. cit.*, p. 99.

³¹ Por.: Mańkowski T., *Orient w polskiej ... op. cit.*, p. 35.

³² See more: *Լեհահայոց կրոնական համայնք*, in: *Քրիստոնեկա Հայաստանի հանրագիտարան*, ed. Հովհ. Այվազյան, Երևան 2002, p. 720; *Լեհահայոց կրոնական համայնք*, http://www.armenianreligion.am/am/Encyclopedia_of_armenian_religion_Lehahayots_kronakan_hamaynk [access: 13.04.2017] etc.

Despite such a strong rooting in Poland, Armenians did not break off their relations with homeland, which was under the Turkish and Persian yoke. What's more, the knowledge of Persian and Turkish languages predestined the Armenians to play at least the role of an intermediary between the (broadly understood) Orient and Poland. The knowledge of Armenians concerning the Orient and their orientation in the rather peculiar reality of the East, their permanent travels even from Gdansk and Lviv to Turkey and Persia have become irreplaceable factors in trade³³.

The effects did not have to be waited longtime. As wrote K. Stopka, "yet in the 14th century Armenians monopolized the position of urban translators of oriental languages in Lviv, whose tasks were - in addition to providing translation services - collecting customs and fees from foreign merchants, supplying eastern carpets to adorn the town hall, intercepting foreign spies and agents and presenting to the mayor the list of all eastern merchants arriving and leaving the city. The Armenians played a similar role in the Crown Chancellery. The custom has become that the king has chosen one of the wealthier Lviv merchants who stood out with cunning and agility, and was familiar with the intrigues of both eastern capitals - Sultan and Khan ones. He was titled as the "royal translator of Turkish language" and was sent to Turkey in the legation of the noblemen and magnates"³⁴.

Armenians in Polish state were well organized and even had their own law, based on the first set of Mkhitar Gosh's Legal Codes from 1184 (called *Datastanagirk*) in Armenia³⁵. In addition, Armenians in Poland also had a number of royal privileges granted by Zygmunt (*Sigmund*) III in 1600, Władysław IV in 1641, Jan Kazimierz in 1651, etc. The privileges were confirmed many times by other kings in 1604, 1647, 1658, 1676, 1677 and 1669, as well as in the Sejm Constitutions³⁶ of 1649 and 1658³⁷. In these documents we can find such important economic factors as exemption from customs duties, trade of fabrics from the East, the right of depot³⁸, etc. So the Armenians traded expensive fabrics, fine belts, unique carpets, weapons and everything else you can. It was the Polish nobility who took over the style of dressing from the Armenians³⁹. However, they often produced the same eastern goods themselves locally, but much cheaper and not just only for wealthy people.

The spiritual life of Armenians was also a sign of their independence and autonomy in multicultural and multiethnic Poland. In 1549 Father Andrzej Lubelczyk (*Angey Lubelchik*) even paid attention to the specific musical uniqueness of the Armenian liturgy and issued a dissertation on that topic⁴⁰.

Thus, it seems relevant the statement of professor Oswald Balzer who said that "not as homeless exiles came Armenians to Russia and to Lviv, asking for a shelter and grace; they came as entrepreneurial colonizers, who could be summoned, and in any case were welcomed, by the local ruler"⁴¹.

³³ Por.: T. Mańkowski, *Sztuka islamu w Polsce w XVII i XVIII wieku*, pub. Polska Akademia Umiejętności, Kraków 1935, p. 12-13.

³⁴ K. Stopka, *Ormianie w Polsce dawniej i dzisiaj*, wyd. Księgarnia Akademicka, Kraków 2000, p. 54.

³⁵ See more: *The Lawcode (Datastanagirk) of Mxit'ar Goš*, translated with commentary and indices by R. W. Thomson, pub. Rodopi, Amsterdam – Atlanta 2000; Մխիթար Գոշ: Գիրք Դատաստանակի, աշխատասիրությունը Խ. Թորոսյանի, ՀՄՄՀ ԳԱ հրատ., Երևան 1975; S. Davtyan, M. Khachatryan, A. Johrian, K. Ghazaryan, *Mkhitar Gosh's medieval Law Code and its implications for Armenian communities abroad*, in: *Medicine and Law*, vol. 33, issue 2 (2014), p. 41-48 etc.

³⁶ The specific name of the law established by the Sejm in old Poland.

³⁷ See more: T. Mańkowski, *Sztuka islamu w Polsce w XVII ... op. cit.*, p. 12-13.

³⁸ Medieval law, obliging the merchants carrying goods to show them for sale in cities with this privilege (see more: *Prawo składu*, za <https://encyklopedia.pwn.pl/haslo/prawo-skladu;3961906.html> [access: 11.04.2017]; J. Wyrozumski, *Kraków i Lwów w średniowiecznej Europie*, in: *Kraków i Lwów w cywilizacji europejskiej (materiały międzynarodowej konferencji zorganizowanej w dniach 15-16 listopada 2002)*, pub. Międzynarodowe Centrum Kultury, Kraków 2002, p. 41-44 etc.).

³⁹ R. Jurszo, *Prof. Michał Koczyński: Polska bardzo wiele w swej historii zawdzięcza imigrantom*, PAP, 30.12.2015, <http://www.wiadomosci.wp.pl/prof-michal-koczynski-polska-bardzo-wiele-w-swej-historii-zawdziacza-imigrantom-6027694144328833a> [access: 16.06.2018]

⁴⁰ Z. Kościów, *Kultura muzyczna Ormian polskich*, pub. Polskie w Wołominie, Wołomin 2011, p. 23.

⁴¹ L. Theodorowicz, *Data osiedlenia się Ormian na Rusi i w Polsce*, in: *Posłaniec Św. Grzegorza, pismo poświęcone sprawom Archidiecezji Lwowskiej obrządku ormiańskiego*, 1927, nr 4 (September), Lwów, p.13; comp. also: A. J. Rolle, *Nowe opowiadania historyczne*, pub. Gubrinowicza i Schmidta, Lwów 1878, p. 19 etc.

Therefore, it cannot be denied that much of the Armenian settlement in Poland was significantly influenced by, among others, favorable Polish official factors and granting numerous privileges and a clearly higher level of civilization development of the Polish state in relation to the Middle East geographical territories. The economic prosperity of cities from south-eastern Poland was also an additional important determinant of the Armenians concentration on that area⁴². As wrote K. Stopka, since the 16th century, the agitation of the great landowners has been playing an increasingly important role in the migration process of Armenians to the Polish state. Polish magnates brought Armenians to their private cities for the economic upturn and stabilization of depopulated border regions. Armenians not only came from the East, but also moved between existing urban centers in the country⁴³. Moreover, Eleonora Nadel-Golobič even noticed that Armenians played the most important role in trade with the Orient (of that period of time) and that fact justifies the matter of their treatment as a special research material chosen from the history from other commercial minorities of Lviv whose role in oriental trade was smaller⁴⁴. Inevitably such situation also determined the above mentioned existence of the “bridge” between the broadly understood Orient and Poland.

The position of Armenians between the East and Poland

A separate issue is to find the reason of the position of the Armenians between the East and Poland. This is an important question, because “until the end of the 15th century, eastern goods, before reaching the Europe, passed through the hands of many intermediaries. Eastern trade was a relay of many convoys and caravans”⁴⁵. This situation has been somewhat under control not just by Armenian merchants, but also as the result of their organizational skills. The thing is that Armenians were able to organize real escorts of commercial caravans to the Orient⁴⁶. K. Stopka mentioned: “Armenian trade required a developed organization. For the exploitation of risky and distant itineraries, was needed a large capital which was obtained by creating trading groups with the participation of non-Armenian credit”⁴⁷. These trading groups, from today’s perspective, we can call also “business groups”, because each of them was a kind of cluster of legally running entrepreneurs with an executive liaison. By that point of view we have *a collection of individuals who had regular contact and frequent interaction, mutual influences, common feelings of camaraderie, and who worked together to achieve a common set of goals*⁴⁸. At that time, these groups, in principle, as describe E. Kaczyńska and K. Piesowicz, “merchant companies were [...] a combination of people, not capital. Mostly they were of immediate character, were formed for a jointly determined expedition [...]. There were no specializations by industry yet among the merchants; the average merchant traded all commodities circulating in the geographical scope of his business”⁴⁹. Thus, according to K. Stopka, “the merchant companies of the Polish Armenians had their plenipotentiaries in various European and Asian countries. The Armenian caravans, headed by the chosen leader (the so-called *caravanbasha*), set off for the East from Kamieniec Podolski. Along the way, many complicated safety procedures were abided (marking the wagons by white covers, no access for strangers etc). The import orientation of these expeditions required the transport of huge quantities of money. It was hidden in barrels under the layer of iron axes”⁵⁰. As emphasizes M. Małowist, despite the above-mentioned fact

⁴² Comp.: P. Nieczuja-Ostrowski, *Migracje ludności ormiańskiej w przeszłości i współcześnie*, in: *Current Issues of Politics and Society*, ed. T. Tökölyová, A. Modrzejewski, pub. Europe Our House Press, Tbilisi 2012, p. 15

⁴³ K. Stopka, *Ormianie*, in: *Pod wspólnym ...* op. cit., p. 118

⁴⁴ See more: E. Nadel-Golobič, *Armenians and Jews in medieval Lvov. Their role in oriental trade, 1400-1600*, in: *Cahiers du monde russe et soviétique*, vol. 20, nr 3-4, Juillet-Décembre 1979, p. 345-388

⁴⁵ E. Kaczyńska, K. Piesowicz, *Wykłady z powszechnej historii gospodarczej (od schyłku średniowiecza do I wojny światowej)*, pub. Państwowe Wydawnictwo Naukowe, Warszawa 1977, p. 84

⁴⁶ See more: A. J. Rolle, *Nowe opowiadania ...* op. cit.

⁴⁷ K. Stopka, *Ormianie polscy - siedem wieków istnienia*, pub. Kancelaria Senatu, Wrzesień 2017, p. 9

⁴⁸ Comp. *Group*, <http://www.businessdictionary.com/definition/group.html> [access: 23.01.2019]

⁴⁹ E. Kaczyńska, K. Piesowicz, *Wykłady z ...* op. cit., p. 50

⁵⁰ K. Stopka, *Ormianie polscy - siedem ...* op. cit., p. 9

that often very numerous merchants traveled in caravans, and even additionally protected by armed escorts, it still did not always protect them against the attacks of thugs and, what is worse, officials' persecutions. The author rightly concludes that such a huge risk could have its impact on the prices, however, despite all the difficulties of the 16th century, it was a favorable period for Polish-Turkish trade, and the outflow of money to the southeast did not cause a serious crisis in the cash flow, which was quite stable until the second decade of the 16th century⁵¹. It is worth to add that as assumed K. Stopka, "the exports played a smaller role in Armenian trade, especially after the 15th century"⁵².

A few more words about *caravanbasha* (or *caravan basha*) a bit broader, because, apart from natural obstacles (impassable routs, weather conditions, etc.), as already it was emphasized, additionally and incessantly the "unchecked tribes and brigands plundered caravans"⁵³. So, to coordinate all the activities of the caravan, as points out Wł. Łoziński, the senior of the caravan was always an Armenian, who had the title *caravanbasha*⁵⁴, and as long as he was travelling through the countries under the rule of the crescent⁵⁵, he had almost discretionary power over the entire expedition, as if the ship's captain at sea⁵⁶. This state (the matter of the powers of caravanbasha) had even its legitimacy in the Turkish-Polish agreements, but in this case it was not only about the passive escorting (considering the quantity and quality of goods in almost literal meaning) the treasures. It was an extremely difficult duty as the matter of the responsibility for the safety of goods and people. Additionally (as claimed Wł. Łoziński on the basis of *Inducta Judicii Civilis*, vol. XVI, p. 234), caravanbasha used the so-called rights of extraterritoriality, and even in the case that, as emphasis W. Łoziński, "an adventure came anywhere in the camp, injury or affray or a bloody matter, then no office [...] could interfere or intervene, only the caravanbasha, the senior of the camp, had to settle and reconcile the sides himself"⁵⁷.

What factors contributed to this determinant? As indicates the literature, very often the Armenians spoke at the native level some languages (at least Polish, Turkish, Persian, Arabic and sometimes Lingua Franca⁵⁸ etc.). Moreover, they had a great knowledge of the traditions, customs and habits of the above-mentioned oriental countries. Thus, it seems to be justified the fact that Armenians "worked" in this

⁵¹ M. Małowist, *Handel lewantyński w życiu Polski w późnym średniowieczu i w początkach czasów nowożytnych*, in: *Europa i jej ekspansje XIV-XVI w.*, 1993, p. 132

⁵² K. Stopka, *Ormianie polscy - ... op. cit.*, p. 9

⁵³ E. Kaczyńska, K. Piesowicz, *Wykłady z powszechnej ... op. cit.*, p. 68 (this important fact I have already highlighted also for a project of Warsaw University (WU) some years ago: *Cultural transfer as a transdisciplinary element of the science of intercultural relations on the example of the influence of Arab culture in the cultural heritage of Poland (University of Warsaw, Faculty of Oriental Studies)*).

⁵⁴ W. Łoziński probably is more about *karavan-başa* (tur.) which means the head of caravan (or major, commander, boss, etc.).

⁵⁵ Crescent, as the symbol of Islam, Islamic countries and, in mentioned times, as Ottoman Empire's symbol (comp.: A. Rodrigues, *Islam and Symbolism*, in: *Military Review*, May-June 2008, p. 109-110; W. Ridgeway, *The Origin of the Turkish Crescent*, in: *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*, vol. 38 (Jul.-Dec., 1908), p. 241-258; A. E. Theodorou, *64 countries have religious symbols on their national flags*, 25.11.2014, Paw Research Center, za <http://www.pewresearch.org/fact-tank/2014/11/25/64-countries-have-religious-symbols-on-their-national-flags> [access: 23.01.2019] etc.)

⁵⁶ Wł. Łoziński, *Patrycjat i mieszczaństwo lwowskie w XVI i XVII wieku*, pub. Księgarnia H. Altenberga, Lwów 1902, p. 271.

⁵⁷ Wł. Łoziński, *Patrycjat i ... op. cit.*, p. 271.

⁵⁸ *Lingua franca* (Italian *Frankish language*): "[...] a mixture of Italian with French, Greek, Arabic, and Spanish, formerly used in the eastern Mediterranean"*. "The term was first used during the Middle Ages to describe a French- and Italian-based jargon, or pidgin, that was developed by Crusaders and traders in the eastern Mediterranean and characterized by the invariant forms of its nouns, verbs, and adjectives. These changes have been interpreted as simplifications of the Romance languages"***. Leibniz even describes that in Paris he talked to an Armenian Dominican who spoke in a specific (rather elaborated by himself) Lingua Franca based on Latin***.

* *Lingua franca*, in: *Oxford living dictionaries*, https://en.oxforddictionaries.com/definition/lingua_franca [access: 08.02.2019].

** S. S. Mufwene, *Lingua franca*, in: *Encyclopaedia Britannica*, <https://www.britannica.com/topic/lingua-franca> [access: 08.02.2019].

*** See more: G. W. Leibniz, *Nouveaux Essais sur l'entendement humain*, wyd. E. Flammarion, Paris 1921, p. 227; G. W. Leibniz, *New Essays on Human Understanding*, ed. P. Remnant, J. Bennett, pub. Cambridge University Press, Cambridge 1996, p. 279; L. Couturat, *La logique de Leibniz. D'après des documents inédits*, pub. F. Alcan, Paris 1901, p. 59

position. Especially, as in 1677 the surgeon of the East India Company John Fryer noticed after a trip to Isfahan (which is still a large center of the Armenian diaspora⁵⁹), the Armenians are addicted of learning foreign languages⁶⁰.

One more note. The matter of the Armenians, their various activities related to Poland, is so extensive that it is difficult to include even a tenth in one attempt of study. Therefore, due to the lack of space, I will limit myself only to one issue.

Trading goods (some clothes, fabrics etc)

The role of Armenians in the field of orientalization of medieval Polish noble culture was really enormous. In particular, the Armenians co-formed the Sarmatism⁶¹ bringing to Poland many of the inherent attributes of it - for example, *kontusz* (*kontush garment*⁶²), *żupan* (*zhoopan*⁶³), etc. Under these circumstances, it would be rather impossible that the Armenians directly or indirectly haven't transferred Islamic culture. Even "the style of clothing was accepted by the Polish aristocracy from Armenians who in general wore the Eastern fashion"⁶⁴. It is also worth to pay special attention to the fact that, as wrote Ł. Gołębiowski, "foreign costumes [...] began to sneak into Poland, and forward to the mansion of the gentlemen. They still kept for long time the elemental dress of the Poles, only diversifying it by Persian, Arab and Circassian ones"⁶⁵. The factual material indicates primarily (but not only) the areas of Persia and the Ottoman Empire (in particular its Arab territories⁶⁶).

As once I have already mentioned in WU project, T. Mańkowski singularly emphasizes that for the developed artistic culture of the West the Pole, as a type (or person), was a representative of the exotic East. His outfit and the whole manner of being, was taken into the 17th century in the West as the hallmarks of Orientalism. According to the author, the Flemish and Dutch artists of the 17th century, wanting to depict the man of the East, most often referred to the type of Pole⁶⁷. For example in the painting of Rubens, depicting Queen Tomyris, ordering bathing Cyrus's head in blood, we can see the foreground figure in clothes reminiscent of Polish dress. It did not escape T. Mańkowski's attention (although he attributed mistakenly the painting to Van Dyck⁶⁸). He distinguished also the portrait of

⁵⁹ About the Armenian community of Isfahan see more: V. Gregorian, *Minorities of Isfahan: The Armenian Community of Isfahan 1587-1722*, in: *Iranian Studies*, vol. 7, no. 3/4, 1974, pp. 652-680

⁶⁰ J. Frye, *A New Account of East-India and Persia, in Eight Letters. Being Nine Years Travels Begun 1672. And Finished 1681*, printed by R. R. for Ri. Chiswell, at the Rose and Crown in St. Paul's Church-Yard, London, 1698, p. 269.

⁶¹ "Sarmatism is a concept from the history of culture used to define the ideology and lifestyle of the Polish nobility in the modern era. The term was developed as late as in the second half of the 18th century, even though it was based on the old myth of the descent of Poles and other Slavic nations from the warrior tribe of the Sarmatians, who inhabited the lands of today's Ukraine already in ancient times" (J. Daranowska-Łukaszewska, *Sarmatism*, in: *Wirtualne Muzea Małopolski*, p. 1, <http://muzea.malopolska.pl/documents/10191/4054668/sarmatism.pdf>, access: 02.02.2019; comp. also: О. Кресін, *Український сарматизм*, in: *Мала енциклопедія етнодержавознавства*, ed. Ю. Римаренко, pub. НАН України, Інститут держави і права ім. В.М.Корецького, Генеза, 1996, p. 136; A. Wasko, *Sarmatism or the Enlightenment. The Dilemma of Polish Culture*, in: *The Sarmatian Review*, April 1997, vol. XVII, nr 2, <http://www.ruf.rice.edu/~sarmatia/497/wasko.html> etc.)

⁶² "A long robe, usually reaching to below the knees, with a set of decorative buttons down the front, worn by the Hungarian and Polish-Lithuanian male nobility" (*Kontusz*, <https://glosbe.com/pl/en/kontusz> [23.01.2019]).

⁶³ "High-collared men's folk jacket traditional dress of Polish noblemen" (*Żupan*, <https://pl.bab.la/slownik/polski-angielski/żupan> [23.01.2019])

⁶⁴ R. Jurszo, *Prof. Michał Kopczyński: Polska bardzo wiele ...* op. cit.

⁶⁵ Ł. Gołębiowski, *Ubiory w Polsce od najdawniejszych czasów aż do chwil obecnych*, pub. Kazimierz Józef Turowski, Kraków 1861, s. 7

⁶⁶ "[...] the Ottoman Empire had controlled the Arab Middle East for four centuries, until the end of World War I [...]" (E. Podeh, *"The Final Fall of the Ottoman Empire": Arab Discourse over Turkey's Accession to the European Union*, in: *Turkish Studies* 2007, 8/3, p. 318; comp. also: W. Ochsenwald, *Ottoman Arabia and the Holy Hijaz, 1516-1918*, in: *Journal of Global Initiatives*, vol. 10, no. 1, 2015, p. 23-34; B. Masters, *The Arabs of the Ottoman Empire, 1516-1918*, Cambridge, 2013)

⁶⁷ T. Mańkowski, *Sztuka Islamu w ...* op. cit., p. 111

⁶⁸ T. Mańkowski, *Sztuka Islamu w ...* op. cit., p. 111

Rembrandt with the alleged Polish hetman (or Lisowczyk⁶⁹). Why did that happen? Where did this oriental non-linguistic image of the Pole come from? In this regard, T. Mańkowski's hypothesis seems to be correct. He assumes that for example in the ports of Antwerp or Amsterdam, Poles from Gdańsk, in their characteristic (oriental) costumes, could be seen more often than the representatives of the Muslim East. So the Flemish and Dutch could consider them to be the equivalent to the Eastern types⁷⁰. Was the above mentioned conclusion of the real Orientalism in its original forms? Rather not, because there were also Polish elements in these costumes. According to T. Mańkowski, it was a quirk, among other things, to present the figures of Orient and oriental accessories by Poles: it was more about just an oriental costume that had something unprecedented for a man of Western culture and that was the so-called oddity of interest – the Orientalism was understood in the West only as a purely external decorative side. Unlike the West, already at that time, the Islamic art was no longer something exotic for Poland and Poles, but rather something close and understandable, even familiar. As he concluded, that was corresponding to Polish predispositions for that art's adoption and submission to its inspirations⁷¹. I will not analyze the oriental influences from the perspective of fairly frequent armed conflicts between Poland and eg. Turkey: of course there were plundered things (and later by the peace quests) "introduced" the elements of the Orient to Poland. It seems that these are short-term phenomena with short-wave impact on customs and habits: the war booty at the time, or a gift of Turkish or Persian ambassadors for the king (and even for the voivodes⁷², etc.) had the character of a single article (or event, phenomenon) of the industry, art or craft. And it could not go to everyday use on the level of whole Polish nobility (especially for the low ranking noble). However, as M. Hansson points out, "[...] it was possible to detect a diffusion of cultural patterns, where ideas and behaviour originating in the royal household and the upper parts of the aristocracy slowly descended to lower ranks"⁷³. So, those oriental gifts or loots could become a model, at first attracting the attention of the above-mentioned aristocracy (*the aristocrat sees - wants - seeks - buys - pretends to be as important as the king*) and then (rather later and after lower aristocrats) – the broad masses (*they see - they want - they buy - they pretend to be as important as the powerful Gentlemen*). So-called new trends have rather appeared and perpetuated by that way. Therefore, on the last two levels (on the aristocracy and especially broad masses, which was guaranteeing the economic justification of trade) one should look for specific (or rather permanent) influences of the Orient. After all, not only Armenians, but also Greeks, Jews, Turks, Persians, and the others distributed the art of Islam (culture, customs, fashions, habits etc.) to Poland and there was also a fertile ground for that phenomenon - Poland was seeking its specificity in an almost homogeneous Europe. It is worth emphasizing that, for instance, the naming of the costumes (or elements of clothing) as Turkish or Persian ones, had an extremely symbolic or rather administrative character. For example, *Turkish* was called anything that came from the areas controlled by Turkey, or Persian - from areas dominated by Persia. The true origin (Arabic, Armenian, Greek etc from the Ottoman empire) of the product was not significant, because the administrative boundaries of the area's perception were more important.⁷⁴

⁶⁹ *Lisowczyk* (pron. *Lisovchik*), the name of an early 17th-century irregular unit of the Polish-Lithuanian light cavalry (comp.: W. Henryk, *Lisowczycy*, pub. Książka i Wiedza, Warszawa 1976)

⁷⁰ T. Mańkowski, *Sztuka Islamu w ...* op. cit., p. 111; comp.: B. Biedrońska-Słota, *Orient na dworze Jana III Sobieskiego*, Moda i obyczaje, http://www.konkursmoda.wilanow-palac.pl/index.php?header_id=3&menu_id=118&lang=PL [access: 20.07.2017]

⁷¹ T. Mańkowski, *Sztuka Islamu w ...* op. cit., p. 112-113; comp. also: P. Kroll, *Szlachta polska wobec Turcji w XVII i XVIII w.*, in: Pasaż Wiedzy Muzeum Pałacu Króla Jana III w Wilanowie, http://www.wilanow-palac.art.pl/szlachta_polska_wobec_turcji_w_xvii_i_xviii_w.html [access: 06.08.2018]

⁷² *Voivode* (Russian. *voevoda* or Polish *województwo* etc) was properly a leader of an army, a leader in war. Later it was applied to governors of towns or provinces (*Voivode*, in: *The Collaborative International Dictionary*, <https://findwords.info/term/voivode>, 08.02.2019).

⁷³ M. Hansson, *Aristocratic Landscape: The Spatial ideology of the Medieval aristocracy*, pub. Daleke Grafiska, Malmö 2006, p. 16-17.

⁷⁴ Even in the recent history, we have similar mental patterns. For example, people from the area of the former USSR, even now in Polish perception (and sometimes Western) are understood as "from the Russians". And yet different nations and nationalities lived in the USSR, not to mention the ethnic minorities, etc.

However, there was a strong awareness of national diversities in Ottoman Empire. For example, describing Turkish troops, Polish sources clearly were distinguishing the following armies: *Ottoman* (as Turkish) and *szamskie* (from Syria)⁷⁵, *alepskie* (from Aleppo) and *myssyrskie* (from Turkish world *Mısır* as Egypt – arab. مصر)⁷⁶. The last three worlds evidently show Arabic identification of Ottoman Empire's these territories. Other, and the most important in this paper example, is the *Instruktarz celny*⁷⁷ (pron.: *instruktazh tselni*, means: *a set of customs instructions*) from 1643 which regulates customs duties on “Turkish goods (*as administratively originating from Turkey - G.M.*), which Armenians, Persians, Greeks, Turks, bring to the Crown”⁷⁸ - Crown means the Crown of the Kingdom as the official name of Polish state⁷⁹.

The above *Instruktarz* (which I found working for WU mentioned project) is one of many documents that include goods traded by Armenians, but its value is that points to some products which obviously bear the so-called Arabic component (at least that's what the names suggest).

Let's have a look at some (as I suppose typical) examples of fabrics from the *Inventory* list of the *Instruktarz*, which (being mainly of Arabic origin) were very popular in Polish language at the time described above (some of these examples I have already mentioned also for WU project). Eg.

- *muchajery* / *muchajer* in Polish comes from the Arabic *muḥajja(e)r* and, means “a kind of thick fabric [...]’. In Poland it meant hairy woolen material, and later also a kind of thin worsted. From the same Arabic core comes the English word *mohair*, which in turn derives the French words *mohair* i *moire*; they are again the source of the Polish words *moher* - 'light hairy fabric made from Angora goat's wool' and [...] *mora* - 'silk fabric with a wavy shimmering pattern' [...]”⁸⁰. In addition, “it was dyed into vivid colors and sometimes weaved with the matrix of a different color than the thread”⁸¹.

- polish *makrama* (macramé) which in spoken language was mainly *mahrma*, i.e. a *shawl*: it is Turkish *mahrma*, from Arabic *مِقْرَم* *migram*. In other words, *covering of a bed, bedspread*, etc.⁸²;

- *atlas* / *hatlas*⁸³ - this fabric in Poland was mostly Persian or Turkish ones and was from Aleppo (named *alepski* in Polish), i.e. again at least partly Arabic product: the word till today has the same meaning and

⁷⁵ Comp.: A. Krasnowolski, Wł. Niedźwiedzki, *M. Arcta. Słownik Staropolski*, pub. M. Arcta, Warszawa 1920, p. 584; J. Reychmann, *Orient w kulturze polskiego oświecenia*, pub. Ossolineum, Wrocław 1964, p. 60 etc.

⁷⁶ A. Naruszewicz, *Historia Jana Karola Chodakiewicza*, Book five, R. P. 1621, t. II, pub. Tadeusz Mostowski, Warszawa 1805, p. 235-236; T. Mańkowski, *Sztuka Islamu w ...* op. cit., p. 123

⁷⁷ A set of customs instructions.

⁷⁸ *Instruktarz celny z r. 1643*, in: *Volumina Legum*, Przedruk zbioru praw, staraniem XX. Pijarów, pub. Jozafata Onryzki, Petersburg, 1860, t. IV, p. 42-43 [digitized version: <http://www.wbc.poznan.pl/dlibra/doccontent?id=64550>, 22.12.2017]

⁷⁹ *Korona*, <https://sjp.pl/Korona>, 08.02.2019.

⁸⁰ J. Reychmann, *Orient w kulturze polskiego ...* op. cit., p. 307; comp. also: T. Mańkowski, *Sztuka Islamu w ...* op. cit., p. 122; W. Turek, *Słownik zapożyczeń pochodzenia arabskiego w polszczyźnie*, pub. UNIVERSITAS, Kraków 2001, p. 312; I. Журашеч-Рись, *Польські назви тканин у рукописах XVIII ст. (за матеріалами двох інвентарів скарбниці Вірменського архикафедрального собору у Львові)*, in: *Проблеми слов'янознавства*, 63/2014, p. 207

⁸¹ I. Turnau, *Źródła z lat 1572-1728 do ubioru polskich Ormian*, in: *Kwartalnik Historii Kultury Materialnej*, 1987, nr 4/87, pub. PWN, Warszawa, p. 602

⁸² J. Pruvost, *Nos ancêtres les Arabes*, pub. JC Lattès, Paris 2017, p. 247; Ö. Şekerci, *The Eastern Origin of English Words*, in: *Journal of Language and Linguistic Studies*, vol.3, nr 1, April 2007, p. 164; Haja Mohideen Bin Mohamed Ali, Shamimah Binti Haja Mohideen, *The Contribution of Languages of Muslim-Majority Speakers to English Vocabulary*, in: *International Journal of Asian Social Science*, vol. 2, nr 7, 2012, p. 1021; *Macramé*, Centre National de Ressources Textuelles et Lexicales, <http://www.cnrtl.fr/etymologie/macramé> [access: 07.01.2019]; A. E. Asmah, E. Koomson, S. T. Daitey, *'Knotted for Fashion', the Current Ethos for Macramé Jewelry in Ghana*, in: *Africa Development and Resources Research Institute Journal*, Ghana, vol. 26, nr 1/4/2016, p. 63; *Macramé*, in: *Dictionnaire de L'Académie française 8th Edition, 1932-5*, p. 4598, https://www.ebooksgratuits.com/pdf/dictionnaire_academie_francaise_1932-35.pdf [access: 09.09.2018].

⁸³ „The common name of material (*materji*), from Arab *atlas*, *gładki*” (comp.: A. Brückner, *Słownik etymologiczny języka polskiego*, pub. Krakowska Spółka Wydawnicza, Kraków 1927, p. 8); see more: W. Turek, *Słownik zapożyczeń ...* op. cit., p. 136; comp. also: I. Журашеч-Рись, *Польські назви тканин у рукописах XVIII ст. (за матеріалами двох інвентарів скарбниці Вірменського архикафедрального собору у Львові)*, in: *Проблеми слов'янознавства*, 63/2014, p. 205-206

also comes from the Arabic *aṭlas* (smooth), which later, by Turkish, took on the importance of smooth silk material⁸⁴;

- *kaftan* (caftan) has been being still used in Polish and could come from Turkish *kitajka*⁸⁵ nonetheless has again Arabic origin - قفطان *qaftān*⁸⁶ (W. Boryś gives only the Turkish origin of the *caftan*⁸⁷, but the *Dictionary of foreign words* - the Persian one⁸⁸);

- polish *haby* / *haba* / *chaba*⁸⁹ (from Arabic) meant the thickest white cloth, from which in the east (mainly in Arabic Baghdad) were made raincoats and imported to Poland⁹⁰.

Indeed, the *Instruktarz*, as accented J. Reychman, does not include all types of fabrics. He adds also a number of weaving items, stressing that there were also many “[...] other damask⁹¹ goods [...]”⁹². So it is worth to search them in other sources. The literature and archival information suggest a number of other materials (as raw materials for sewing clothes or their decorations or accessories) that Armenians eagerly exported to Poland. Eg⁹³:

- *alepy*, as above from Aleppo (Arabic city in Syria), as the name of flowery material⁹⁴;

- *alepy* / *halepy* also from Arabic (*ḥalebī*): this was a measure in use in Aleppo and was also used in Poland in the same meaning⁹⁵;

- *aparak* probably also comes from the Arabic *abraḳ*, i.e. black and white⁹⁶;

- *dywan* (carpet) is an inseparable element of the Arab culture and comes from the Arabian *dīwān*, i.e. council, meeting, office, and in later times *rug* on what they deliberated⁹⁷. It still occurs in Armenian language (borrowed via median Persian *dēvān*) as an obsolete description of the office, the presidium of the (social, national) council, court, etc. In contemporary Armenian *դիվանագետ* (*diwanaget*) – an expert of the carpet – means *diplomat*⁹⁸. The carpet belongs to the category of so-called “traveling words” (Polish ← Turkish ← Arabic ← Persian [...])⁹⁹, where we cannot omit Armenian distribution;

⁸⁴ T. Mańkowski, *Sztuka Islamu w ... op. cit.*, p. 118

⁸⁵ A thin, silk fabric with a simple weave, formerly used for clothes and upholstery of furniture and walls. See more: Др.-русск. кавтанъ, кофтанъ [Афан. Никит. 13, 24; кавтанъ, Домостр. К. 29; Заб. 88], также чеш., польск. kaftan – то же. Русск. слово заимств. из тур., азерб., крым.-тат. kaftan – то же, источником которого является перс. слово и которое через араб. распространилось в Зап. Европе; ср. Литтман 95; Mi. TEL. 1, 321; EW 108; Корш, AfslPh 9, 507; Бернекер 1, 468; Локоч 61. Сюда же кафтáнщик „портовой”, которое могло быть также заимств. из тюрк. Kaftançy (M. Фасмер, *Этимологический словарь русского языка*, Перевод с немецкого и дополнения члена-корреспондента АН СССР О. Н. Трубачева, т. 2, pub. Прогресс, Москва 1986, p. 212); comp. also: I. Журашек-Рись, *Польські назви тканин у рукописах XVIII ст. (за матеріалами двох інвентарів скарбниці Вірменського архикафедрального собору у Львові)*, in: *Проблеми слов'янознавства*, 63/2014, p. 207

⁸⁶ A. Dauzet, J. Dubois, H. Mitterand, *Nouveau Dictionnaire Etymologique et Historique*, pub. Larousse, Paris 1971, p. 122; *Online Etymology Dictionary*, za <http://www.etymonline.com/index.php?term=caftan> [access: 18.06.2018]

⁸⁷ W. Boryś, *Słownik etymologiczny języka polskiego*, wyd. Wydawnictwo Literackie, Kraków 2005, p. 219

⁸⁸ *Słownik wyrazów obcych*, development of etymology A. Bańkowski, pub. PWN, Warszawa 1995, p. 509

⁸⁹ The original spelling of the word has not been identified, and the only source which I could find was Z. Gloger's work (comp.: Z. Gloger, *Encyklopedia staropolska*, <http://www.sjp.pl/haba> [access: 20.06.2017])

⁹⁰ comp.: Z. Gloger, *Encyklopedia ... op. cit.*; comp.: W. Turek, *Słownik zapożyczeń ... op. cit.*, p. 208

⁹¹ In Polish text he used the word *szamskie*, which meant Syrian.

⁹² J. Reychmann, *Orient w kulturze polskiego oświecenia*, pub. Ossolineum, Wrocław 1964, p. 60

⁹³ These and some other examples with their analyses were already used by me for WU project.

⁹⁴ T. Mańkowski, *Sztuka Islamu w ... op. cit.*, p. 117

⁹⁵ T. Mańkowski, *Sztuka Islamu w ... op. cit.*, p. 117; comp. also: *Alépin(e)*, according to: Centre National de Ressources Textuelles et Lexicales, <http://www.cnrtl.fr/definition/al%C3%A9pine> [access: 07.01.2019]

⁹⁶ T. Mańkowski, *Sztuka Islamu w ... op. cit.*, p. 118.

⁹⁷ T. Mańkowski, *Sztuka Islamu w ... op. cit.*, p. 119; comp. also: L. Podhorodecki, *Chanat Krymski i jego stosunki z Polską w XV-XVIII w.*, pub. Książka i Wiedza Warszawa 1987, p. 16, 43-47 etc.

⁹⁸ Por.: E. Աղայան, *Արդի հայերենի բացատրական բառարան*, pub. Հայաստան, Երևան 1976, t. 2, p. 300; *Ժամանակակից հայոց լեզվի բացատրական բառարան*, pub. Հր. Աճառյանի անվան Լեզվի Ինստիտուտ, ՀՍՀ ԳԱ հրատարակչություն, Երևան, 1969-1980, t. 1, p. 514; Ա. Սուքիասյան, *Հայոց լեզվի հունանիշնների բացատրական բառարան*, pub. Երևանի Պետական չամադարան, Երևան 2009, p. 247 etc.

⁹⁹ T. Majczak, B. Sieradzka-Baziur, D. Mika, *O zapożyczeniach turkijskich w języku polskim*, in: *Roczniki Humanistyczne*, 2013, nr 6, p. 101; comp. also: W. Turek, *Słownik zapożyczeń ... op. cit.*, p. 179-180

- *hilat* was also acquired from the Arabic *hīlat* (*halat* in Polish), as the term of the honorable, parade coat¹⁰⁰ (note the next “wanderer” – “*chalat*: Polish ← Russian or Ukrainian ← Turkish ← Arabic [...]”¹⁰¹);
 - *karmazyn*¹⁰² is another Arabic association, i.e. *ķirmiz* (as *cochineal*¹⁰³) and means a shade of dark red with a certain amount of blue, like the color of venous blood¹⁰⁴;
 - *mendel*, from Arabic *mandīl* (towel, veil, handkerchief - probably from the time of the Prophet and the beginnings of the era of Islam - shawl), although it went by Persian into Polish in the meaning of a handkerchief, means also a piece of material, turban material etc¹⁰⁵;
 - *sof* also has an Arabic origin (*şūf* / *şöf*) and means wool, but penetrated into Polish medieval existence as a Turkish word, meaning practically the same - thick woolen material¹⁰⁶;
 - *żupan* (*zhoopan*): all other names (French *jupon* from *jupe*, Italian *giubba*, etc.) come from the Arabic *dżubbah* (*dżobbah*) - woolen dress, pants¹⁰⁷. It is about an old Polish male cloth in the form of a long dress fastened with hooks, bands or braided, with a standing collar and narrow sleeves, worn by nobles from the 16th century to the mid-19th century¹⁰⁸.

In the 18th century, mentioned by me *żupan* (*zhoopan*) and *kontusz* (*kontush*) were so strongly associated with the polishness and the opposition to foreign attire (and powdered wigs) that even the portrait of a Polish nobleman of Armenian descent from that period, Zachariasz Mysyrowicz (*Zakhariash Msrovich*), presented him in these costumes¹⁰⁹. By the way, the family name *Mysyrowicz* is strictly associated with the Arabic element, because *Mısır* (in the Polish transcription *Mysyr*), as we remember, in Turkish means Egypt (from Ottoman Turkish مصر [*misir*], from Arabic مِصْر [*miṣr*]¹¹⁰).

According to B. Biedrońska-Słota, rich fabrics enjoyed popularity in the nobility and magnates circles, especially those imported from the East, mainly from Persia and Turkey¹¹¹. The same, as continuous the author, was with the silver and gold silk belts which were used in Poland from the 18th century as parts of national costumes¹¹². However, did the royal-gentry attire really contain only Turkish or Persian costumes or ornaments? As the names of those items suggest themselves, and as I have already emphasized, some of them had also the aforementioned Arabic elements, although they reached Poland (by previously described way) through Turkey or Persia. King Jan III Sobieski, as mentions B. Biedrońska-Słota as example, in his dressing room had already some rich clothing - an ordinary kaftan, a silk satin kaftan etc,

¹⁰⁰ T. Mańkowski, *Sztuka Islamu w ... op. cit.*, p. 120

¹⁰¹ T. Majtczak, *O zapożyczeniach ... op. cit.*, p. 101; see more: W. Turek, *Słownik zapożyczeń ... op. cit.*, p. 161-162

¹⁰² Comp.: *Karmazyn*, <https://sjp.pwn.pl/sjp/karmazyn;2563010.html> [access: 29.04.2019]

¹⁰³ T. Mańkowski, *Sztuka Islamu w ... op. cit.*, p. 120; see more: W. Turek, *Słownik zapożyczeń ... op. cit.*, p. 248

¹⁰⁴ T. Mańkowski, *Sztuka Islamu w ... op. cit.*, p. 120; see more: W. Turek, *Słownik zapożyczeń ... op. cit.*, s. 248

¹⁰⁵ por.: T. Mańkowski, *Sztuka Islamu w ... op. cit.*, p. 121; W. Turek, *Słownik zapożyczeń pochodzenia ... op. cit.*, p. 302; see more: F. Rosenthal, *Mandīl*, ed. P. Bearman, Th. Bianquis, C. E. Bosworth, E. van Donzel, W. P. Heinrichs, in: *Encyclopaedia of Islam*, II edition, 2012, http://www.referenceworks.brillonline.com/entries/encyclopaedia-of-islam-2/*-SIM_4915 [access: 18.06.2018]

¹⁰⁶ T. Mańkowski, *Sztuka Islamu w ... op. cit.*, p. 123; comp.: W. Turek, *Słownik zapożyczeń ... op. cit.*, p. 362

¹⁰⁷ A. Brückner, *Słownik etymologiczny języka ... op. cit.*, p. 668; por.: W. Turek, *Słownik zapożyczeń ... op. cit.*, p. 412

¹⁰⁸ Comp.: *Żupan*, in: *Słownik języka polskiego*, pub. PWN, <http://web.archive.org/web/20160305020823/http://netsprint.swo.pwn.pl/haslo.php?id=29342> [access: 23.11.2018].

¹⁰⁹ *XVIII-wieczny portret Ormianina polskiego na aukcji w sobotę 26 lipca!*, 23.07.2008, http://www.dziedzictwo.ormianie.pl/XVIII-wieczny_portret_Ormianina_polskiego_na_aukcji_w_sobote_26_lipca [access: 01.02.2019].

¹¹⁰ *What does misir mean in Turkish?*, <https://www.wordhippo.com/what-is/the-meaning-of/turkish-word-6af93596ed414a2f2673c4dca9ebb4e36c0e07e5.html> [access: 31.01.2019]; *Égypte en arabe Misr*, in: *Larousse*, <https://www.larousse.fr/encyclopedie/pays/Égypte/117752> [access: 31.01.2019]; *Mısır*, <http://www.majstro.com/Web/Majstro/bdict.php?gebrTaal=eng&bronTaal=tur&doelTaal=eng&teVertalen=Mısır> [access: 31.01.2019]; مصر, مِصْر, <https://dictionnaire.reverso.net/arabe-francais/مصر>; <https://www.almaany.com/fr/dict/ar-fr/égyptotant> [access: 26.01.2019]

¹¹¹ B. Biedrońska-Słota, *Ubiory na dworze króla Jana III*, 17.06.2016, pub. Muzeum Pałacu Króla Jana III w Wilanowie 2015, http://www.konkursmoda.wilanowpalac.pl/index.php?header_id=3&menu_id=118&lang=PL [access: 12.12.2017]

¹¹² B. Biedrońska-Słota, *Ubiory na dworze króla ... op. cit.*

which he had got from Słoniawski – the royal secretary, an Armenian ennobled in 1659¹¹³. Moreover, the king had also an ornate *żupan*¹¹⁴ etc. So he was in possession of at least one *caftan* and one *żupan* which mean Arabic *qafīān* i *dżubba*.

Conclusion

The deployment of Arab culture (or at least the Arabic element) by Armenians to Poland, was unforeseen and probably for this reason was quite effective and successful.

Issues related both to the Polish nobility and the everyday life of ordinary people, in the area of a certain custom (clothing, food, etc.), imported from the Orient have become an integral part of the medieval and late epochs of the country, leaving a stable mark in various development processes in Poland. We cannot underestimate the role of the Armenians in those activities. However, before the First Partition of Poland (in 1772)¹¹⁵, the strong and steadfast position of Polish Armenians began to slowly weaken. The next generations of Armenians had no more such a good knowledge as their ancestors about the East - they were much less fluent in Turkish, Arabic and Persian, had little knowledge of traditions, habits and customs of above mentioned peoples, the subtleties of their behavior etc.

Moreover, after 1772, when Poland was divided between Prussia, Habsburg (later Austria) and Russia, Armenians quickly and completely assimilated Poles. During this period began the fall of Armenians privileged position. The invaders were not going to be the supporters of any people. Additionally, there has also been a collapse of eastern trade. During that period some of the Armenians emigrated from Poland. They headed deep into Russia and Russia's areas of the Caucasus and Armenia, as well as to France, the United States, Great Britain and other countries¹¹⁶.

In 1939, after the Soviet invasion to Eastern Poland, the so-called Armenian element was scattered throughout the country and throughout the world.

Brief biography of the author

Grair Magakian is assistant professor of Silesian University in Katowice (Poland). His scientific activity covers not only the Armenian influences in Poland, but also the cognitive aspects of the Armenian-Turkish conflict in the French-speaking and Russian-language media. He is the author of many publications also in the field of political science, economics and human rights.

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¹¹³ B. Biedrońska-Słota, *Ubiory na dworze króla ...* op. cit.

¹¹⁴ B. Biedrońska-Słota, *Ubiory na dworze króla ...* op. cit.

¹¹⁵ See more: H. Kaplan, *The First Partition of Poland*, pub. Columbia University Press, New York 1962; M. Druszcz, *Long term effects of the partitions of Poland: Social capital and development in Prussian and Russian lands (a thesis submitted for the degree of Master in Applied Economics)*, pub. Université Catholique de Louvain, May 2014, https://www.researchgate.net/publication/273001107_Long_term_effects_of_the_partitions_of_Poland_Social_capital_and_development_in_Prussian_and_Russian_lands [access: 22.01.2019]; J. Brudnicka, *Geopolitical position of Poland - from time of Partitions to the independence*, in: *Securitologia*, nb 1/2016, p. 87-102 etc.

¹¹⁶ Comp.: P. Nieczuja-Ostrowski, *Migracje ludności ...* op. cit., p. 75-91.

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Identity or Prestige: The Chameleon Effect on EFL Pronunciation

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Abstract

Although there is a current tendency to deal with English as an international language, EFL pronunciation seems to be motivated by conceptions on identity and prestige. In this respect, the following study investigates the effect of identity and/or prestige on EFL speakers' English speech (or usage) in two different settings. Male and female participants from Kuwait University (63 in total), were given debate topics to engage in. Both their meetings and actual debates were recorded. The participants also filled a short questionnaire. The recordings were analyzed using Praat, while the questionnaire results were obtained using SPSS. The results show that the EFL speakers use different accents and various realizations of English consonants as a reflection of what is known as the Chameleon Effect. This study aims at helping teachers understand the difference between the speakers' language and their actual performance.

Keywords,

Prestige, Identity, EFL/ESL, Sociolinguistics, Kuwait, Imitation, Mimicry.

China's Footprint In The North Korean Imbrolio

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Abstract

Denuclearization has long been a bargaining chip for North Koreans in times of economic desperation. It has been one of the primary arcs of contention in diplomatic discussions vis `a vis North Korea and the US and China. With nuclear and long-range missiles in barter for security and economic welfare, North Korea is jolting the diplomatic envelope like never before, as a quid pro quo. But North Korea, looks to its nuclear assets as an existential safety net, and will not perpetrate to complete denuclearization any time soon. The paper taking Chinese stakes in North Korea's nuclear regime as a focal point, further goes on to analyze Russian influence in the region. With Chinese interests as a frame of reference, the paper explores how Beijing is forced to take the centre stage for brokering peace in the peninsula, when it clearly has contradicting agendas. The research further examines China's leverage and stand on the Pyongyang's nuclear aspirations, in light of the Trade wars, Russian influence under covers, India's inconspicuous role in the Singapore Summit and further; and the indomitable threat to Japan. Beijing has driven Pyongyang's transition towards an economic development and has scampered trade and investments as carrots, if the North advances towards abandoning its nuclear weapons and long-range missile programs. China holds a strong vantage over Pyongyang sustaining almost 90 percent of North Korea's trade activities. It may rever an economic and political meltdown for the peninsula, accelerating the influx of refugees in China. The analysis also explores the long standing relationship dynamics of Beijing and Pyongyang through the years, and its how it has evolved up until the Kim-Xi meeting in April'19 vis-a-vis their respective foreign policy agendas. The paper makes an effort to understand the regional chaos and bridge the security gap in Southeast Asia. The paper tries to explore the technical complexities and pitstops, the political and regional imbrolio, and analyze North Korea's endgame as a nuclear state in the era of President Trump and surviving its economy, withstanding the sanctions storm.

Keywords: North Korea, China, Nuclear Weapons, Denuclearization, Trade War, Economic Leverage, Sanctions, Foreign Policy, Russian Influence.

The cultural context of adaptation western education in East-Africa: paradoxons and missing links

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Abstract

Education can play a significant role in strengthening poor countries, it is not questionable why has it a central role in government programs.

But there is a less visible and less well-known paradox that contributes to education, including western knowledge, like ICT failures, and its causes are deeply embedded in the complex historical and socio-cultural context of the countries.

In Eastern Africa, traditions are still part of everyday life. One of the most prominent elements of this is the content and meaning of learning, the centers of knowledge and the ways in which it is acquired, whose traditions are quite different from the Western-style education imported from outside. In this way, ICT for example is another tool for marginalization groups that are even more difficult to pass through the technology gap.

The emphasis in the modern education system has been rearranged from cultural, human and social content to science and technology. According to the official education policy there is a need for more financial resources for technology-based disciplines and education than for human subjects, while these still providing many part of the identity.

The study discusses the dilemma of the cultural context as a missing intermediary element, based on observations made on the spot in the light of individual and community opinions, in the light of the interpretation of their own situation.

I am conducting my research as a cultural anthropologist and a teacher, that research based mainly on fieldwork, what provides impartiality independent of professionalism.

It can be stated that traditions should not be seen as an obstacle to formal education, but rather as a challenge to be solved.

Keywords: traditional education, development, western education, African education

Method Of Developing Individual Routes In The Process Of Training To Professionally Oriented German Language Of Future Specialists In The Field Of Jurisprudence

Irina Kruse

The basis for teaching a professionally oriented foreign language at the present stage is an individual approach, which involves, above all, the differentiation of educational material and the choice of training technology, taking into account the individual goals and needs of each student.

The specific competences that every specialist of any field should possess, both in the process of studying at the undergraduate and graduate programs, are spelled out in the national standards of higher professional education in the Russian Federation. It is worth noting that the modern educational environment expands the possibilities of combining various components of the educational process itself: participating in double certification programs, in competitions for grants to conduct research on professional issues, passing exams to obtain international certificates for confirming foreign language proficiency, choosing programs academic and learning mobility. The possibility of participating in the above programs assumes that each student has an individual learning path.

For several years, at the Foreign Languages Department of the Law Institute of the Peoples' Friendship University of Russia (Moscow), the author tested the system for developing and implementing individual training routes for future legal professionals in the process of learning German for professional purposes. The effectiveness of the approach was confirmed by the results of the experiment and a survey conducted among students of the Law Institute of the University.

Keywords: organization of the educational process, modern technologies, individual educational route of training, law students' training system, multilingual academic and professional environment

Sex Estimation from Orbital Measurements among a Sample of Egyptians Using Three Dimensional Computed Tomography

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Abstract: Determination of the biological identity of the living or the deceased is an important role of the forensic pathologist. Sex estimation is a vital step in the process of identification of unknown bodies, parts of bodies or skeletal remains. The orbit is a crucial anatomic landmark in the skull. Its measurements are among the most important craniofacial parameters that could be used in anthropologic studies for sexual and ancestry estimation. The aim of the present study was to evaluate the accuracy and reliability of the orbital measurements in sex estimation among a sample of Egyptian population using three-dimensional computed tomography (3D CT). The study was performed on 200 adult Egyptians (100 males and 100 females) ranging in age from 18 to 60 years. Participants were chosen randomly from the Radio Diagnosis Department. They were referred for radiological investigations by MSCT of head and neck. Various parameters related to both orbits were measured on virtual skulls (reconstructed 3D images) of 200 adult individuals. Reconstructed 3D images were made and six measurements for each orbit were taken; orbital width, orbital height, orbital floor length, orbital roof length, medial orbital wall length and lateral orbital wall length. In addition, intraorbital and extra-orbital distances were measured. There was significant difference in all the studied parameters. The mean measurements for males were significantly greater than those for females. No significant differences were elicited between the right and the left orbits of the same sex. The valuable model with high accuracy was that using, highly predictable orbital measures, extraorbital distance, orbital width, orbital floor length, medial and lateral orbital wall length averages. The accuracy was about 89.5%. When all orbital parameters of the present study were used for regression, equation with accuracy of 90.0% was developed.

Keywords— Computed Tomography, Egyptians, orbital measurements, sex identification.

Introduction:

Estimation of the biological identity of the living or the deceased is an important role of the forensic pathologist.⁽¹⁾ Such Identity is based on certain scientific parameters; mainly fingerprints, dental records, estimation of age and sex, measurement of height as well as DNA comparisons.⁽²⁾

Sex estimation is an important step in the process of identification of unknown bodies, parts of bodies or skeletal remains. The attribution of biological sex of the investigated remains excludes half of individuals within the population. Furthermore, correct **estimation** of sex is important for estimation of age and stature, since the standards for doing so are sex-specific.⁽³⁾

It is well known that DNA analyses can determine sex. However, these analyses are both cost and time consuming for each body part or skeletal remains after disasters like, earthquakes and war situations or accidents such air and train crashes. In adults, the rate of accuracy of sex **estimation** in most populations is about 90%. It is most reliably estimated depending on the pelvic girdle and the skull.⁽²⁻⁴⁾

The orbit is a crucial anatomic landmark in the skull as it represents the crossroads of the cranium and connections with the nose, paranasal sinuses and face as well as the structures concerned with the function of the eyeball.⁽⁵⁾ Studying the anatomy of the orbits is crucial in the field of maxillofacial surgery as well as in facial reconstruction for forensic purposes.⁽⁶⁾

Moreover, orbital measurements are among the most important craniofacial parameters that could be used in anthropologic studies for sexual and ancestry estimation.⁽⁷⁾

Therefore, the aim of the present study was to evaluate the accuracy and reliability of the orbital measurements in sex estimation among a sample of Egyptian population using three dimensional computed tomography (3D CT).

Material and Methods:

The present study was performed on 200 adult Egyptians (100 males and 100 females) ranging in age from 18 to 60 years. Participants were chosen randomly from the Radio Diagnosis Department of Alexandria Main University Hospital. They were referred for radiological investigations by Multi-Slice Computed Tomography (MSCT) of head and neck.

Individuals with craniofacial congenital anomaly, traumatic injuries or diseases that might affect the eye or the orbit were excluded from the study. An informed consent was obtained from all the patients before participation in the present study. The patients were of known age and sex.

Scans of the cranium and neck were performed with a 0.6 mm slice thicknesses which allows detailed high-resolution imaging using Ultra-Fast Ceramic (UFC) detector (SOMATOM Perspective, Siemens AG Medical Systems, Germany).⁽⁸⁾ Reconstruction of high quality 3D models using surface shaded display and volume rendering technique was performed on workstation using commercially available software (Syngo acquisition).⁽⁹⁾

Various parameters related to both orbits were measured on virtual skulls (reconstructed 3D images) of 200 adult Individuals. Measurements were taken by using sliding calipers graduated to 0.1 cm. For both orbits, the following metric parameters (in cm) were measured:⁽¹⁰⁾ (Fig.1)

1. Orbital Width (OW): The distance between the Maxillo-frontal point and the Ectoconchion point.
 - *Maxillo-frontal (Mf): The Junction between fronto-maxillary suture and medial orbital rim.*
 - *Ectoconchion (Ec): The Junction between the lateral orbital rim and the horizontal line that divides the orbital foramen into two equal parts.*
2. Orbital Height (OH): The distance between the Supraorbital point and the Infraorbital point.
 - *Supraorbital point (Sop): The superior junction between the superior orbital rim and the perpendicular bisector line of line Mf-Ec.*
 - *Infraorbital point (Iop): The inferior junction between the inferior orbital rim and the perpendicular bisector line of line Mf-Ec.*
3. Orbital floor length (OFL): The distance between the Infraorbital point and the Optic foramen point (Of).
4. Orbital roof length (ORL): The distance between the Supraorbital point and the Optic foramen point.
5. Medial orbital wall length (MOWL): The distance between the Maxillofrontal point and the Optic foramen point.
6. Lateral orbital wall length (LOWL): The distance between the Ectoconchion point and the Optic foramen point.
7. Intraorbital distance (IOD): (Fig.2) The distance between the right and the left Maxillofrontal point.
8. Extra-orbital distance (EOD): (Fig.2) The distance between the right and the left Ectoconchion point.

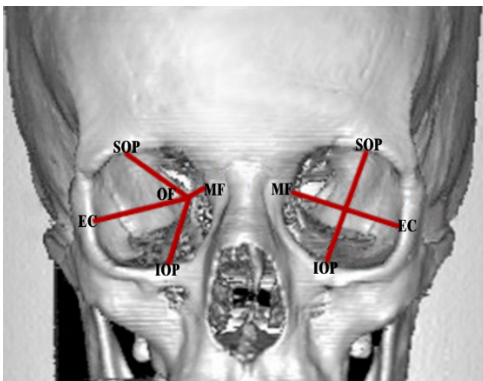


Figure (1): 3DMSCT of a skull showing the different measurements (in cm) of the orbit.

OW = The distance between the Maxillofrontal point and the Ectoconchion point (Mf-Ec).

OH = The distance between the Supraorbital point and the Infraorbital point (Sop-Iop).

OFL = The distance between the Infraorbital point and the Optic foramen point (Iop-Of).

ORL = The distance between the Supraorbital point and the Optic foramen point (Sop-Of).

MOWL = The distance between the Maxillofrontal point MF and the Optic foramen point (Mf-Of).

LOWL = The distance between the Ectoconchion point and the Optic foramen point (Ec-Of).

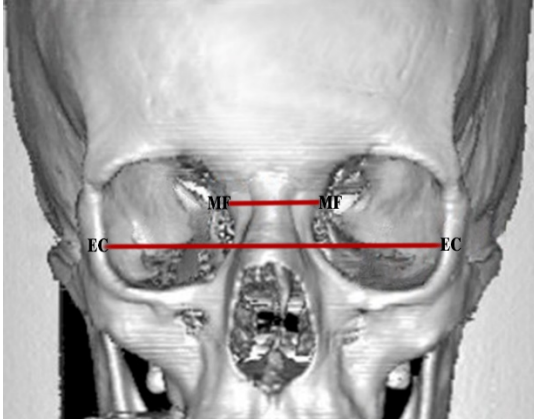


Figure 2: 3DMSCT of a skull showing the IOD & EOD (in cm) of the orbit.

IOD = The distance between the right and the left Maxillofrontal point (Mf-Mf).

EOD = The distance between the right and the left Ectoconchion point (Ec-Ec).

Data were collected, coded and fed to statistical software IBM SPSS version 22. The given graphs were constructed using Microsoft excel software. Statistical analysis was done using two tailed test and alpha error of 0.05. P value ≤ 0.05 was considered to be statistically significant.

For detecting prediction equation, logistic regression analysis was used to get the predicted probability of each individual for being male, then the predicted probability obtained by logistic model was used as outcome variable for multiple linear regression analysis to identify the expected value of predicted probability for being male and if exceeding 0.5, male sex was predicted. Otherwise, female sex was predicted.

Receiver operating characteristic (ROC) curve was used to illustrate the performance of different orbital measures to identify the best discriminatory cutoff point (Male/Female) with the highest sensitivity and specificity.⁽¹¹⁾

RESULTS

Reconstructed 3D images were made and six measurements for each orbit were taken; orbital width, orbital height, orbital floor length, orbital roof length, medial orbital wall length and lateral orbital wall length. In addition, intraorbital and extra-orbital distances were measured. (Figures 3 and 4)

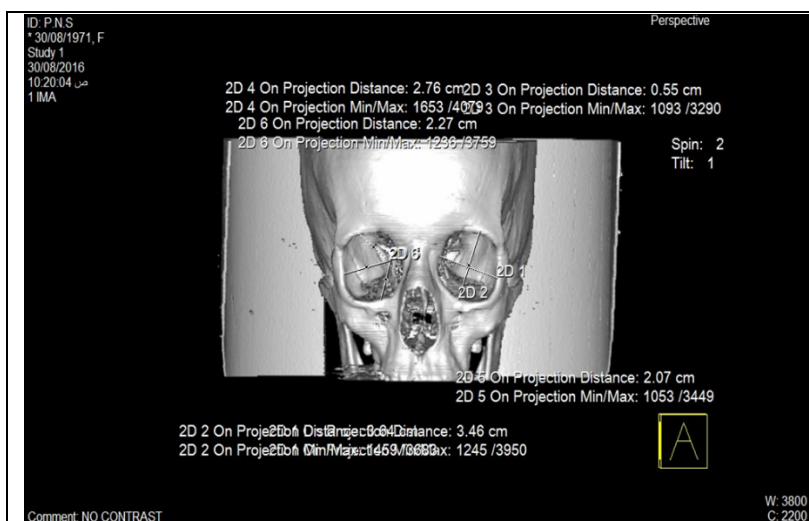


Figure 3: 3DMSCT of a skull showing the different measurements (in cm) of the orbit (female)

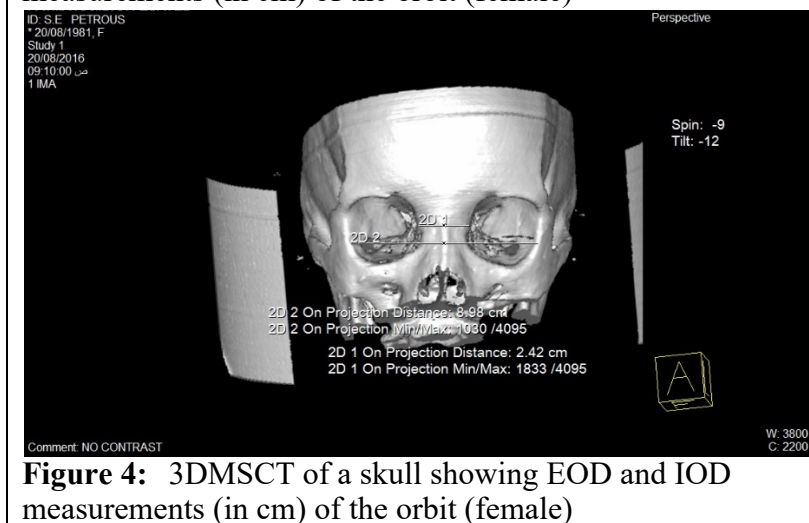


Figure 4: 3DMSCT of a skull showing EOD and IOD measurements (in cm) of the orbit (female)

Distribution of the age ranged from 18-60 years with a mean age of 41.8 ± 13.4 . The mean age of male individuals was 40.4 ± 13.0 and that of female individuals was 43.2 ± 13.8 with no significant difference between them. (Table 1)

Table (1): Distribution of the individuals according to their age and sex (n=200).

Age (years)	sex				Total		X ² (P)
	Female (n=100)		Male (n=100)		No	%	
	No	%	No	%			
<30	20	20.0%	29	29.0%	49	24.5	2.2 (0.333)
30-	39	39.0%	34	34.0%	73	36.5	
50+	41	41.0%	37	37.0%	78	39.0	
Min. – Max.	18-60		18-60		18-60		
Mean ± SD	43.2 ± 13.8		40.4 ± 13.0		41.8 ± 13.4		
t (p)	1.5 (0.143)						

SD: standard deviation

t: Student t-test

*significance at $p \leq 0.05$

Orbital measurements:

Tables 2, 3 and 4 demonstrate the statistical analysis using t-tests for comparing the male and female measurement means. There was significant difference in all the studied parameters. The means of the

measurements for males were significantly greater than those for females. No significant differences were elicited between the right and the left orbits within the same sex.

Table (2): Mean and standard deviation of the height and the width of the right and the left orbit (in cm) in both sexes (n=200).

	Male (n=100)		Female (n=100)		P t
	Min-max	Mean±SD	Min-max	Mean±SD	
Rt- OH	2.23-3.90	3.39± 0.28	2.24-3.71	3.22±0.25	<0.001* 2.5
Lt- OH	2.46-3.82	3.43± 0.25	2.31-3.59	3.24±0.23	<0.001* 2.5
P	0.185		0.211		
Rt- OW	3.25-4.06	3.74± 0.16	2.84-3.82	3.41±0.17	<0.001* 2.8
Lt- OW	3.32-4.18	3.76± 0.17	2.89-3.84	3.41±0.17	<0.001* 2.9
P	0.263		0.292		

OH= Orbital height.

OW= Orbital width.

SD: standard deviation

t: Student t-test

*significance at $p \leq 0.05$

Table (3): Mean and standard deviation of the OFL and the ORL of the right and the left orbit (in cm) in both sexes (n=200).

	Male (n=100)		Female (n=100)		P t
	Min-max	Mean ±SD	Min-max	Mean± SD	
Rt- OFL	1.18-2.33	1.84± 0.20	1.16-2.00	1.63±0.17	<0.001* 2.8
Lt- OFL	1.41-2.51	1.88± 0.19	1.18-2.04	1.70±0.17	<0.001* 2.7
P	0.334		0.059		
Rt- ORL	1.46-3.18	2.58± 0.24	1.58-2.82	2.42±0.22	<0.001* 2.7
Lt- ORL	1.54-2.94	2.55± 0.23	1.54-2.77	2.37±0.22	<0.001* 2.7
P	0.109		0.076		

OFL= Orbital floor length.

ORL= Orbital roof length.

SD: standard deviation

t: Student t-test

*significance at $p \leq 0.05$

Table (4): Mean and standard deviation of the MOWL and the LOWL of the right orbit (in cm) in both sexes (n=200).

	Male (n=100)		Female (n=100)		P t
	Min-max	Mean±SD	Min-max	Mean±SD	
Rt- MOWL	0.42-1.52	0.69± 0.16	0.34-1.45	0.64±0.18	=0.017* 2.1
Lt- MOWL	0.43-1.40	0.69±0.16	0.30-1.28	0.63±0.17	=0.008*

					2.3
P	1.000		0.584		
Rt- LOWL	0.5-4.00	3.20± 0.35	1.90-3.52	2.84±0.25	<0.001* 3.1
Lt- LOWL	2.77-3.59	3.21± 0.20	2.37-3.34	2.85±0.19	<0.001* 3.0
P	0.547		0.543		

MOWL= Medial orbital wall length.

LOWL= Lateral orbital wall length.

SD: standard deviation

t: Student t-test

*significance at $p \leq 0.05$

Furthermore, the present data reveals that the means of **intraorbital and extraorbital distances** were significantly higher in male than in female individuals. (Table 5)

Table (5): Mean and standard deviation of the IOD and the EOD (in cm) in both sexes (n=200).

	Males (n=100)	Females (n=100)
IOD		
Min. – Max.	1.78 – 3.22	1.82 – 2.96
Mean ± SD.	2.52 ± 0.29	2.35 ± 0.25
T	2.7	
P	<0.001*	
EOD		
Min. – Max.	8.02 – 10.52	8.30 – 9.84
Mean ± SD.	9.73 ± 0.41	8.96 ± 0.33
T	2.9	
P	<0.001*	

IOD= Intraorbital distance

EOD= Extraorbital distance

SD: standard deviation

t: Student t-test

*significance at $p \leq 0.05$

Table (6) demonstrates that among all the measured dimensions of the orbit in the studied Egyptian population sample, the width of the right orbit (WORT) has the highest discriminating index with 87% accuracy, followed by the extraorbital distance (EOD), 85.5% while the left medial orbital wall length (MOWLLT) was the parameter that has the least discriminating index (58.5%).

Table (6): Discriminating indices of the measured parameters.

Parameter	Accuracy %
OWRT	87.0

EOD	85.5
OW_{LT}	84.0
LOW_{LLT}	83.5
LOW_{LRT}	83.0
OFL_{RT}	74.0
ORFL_T	71.0
OH_{LT}	70.5
OH_{RT}	69.5
OFL_{LT}	67.5
ORF_{RT}	66.5
IOD	66.0
MOWL_{LRT}	64.0
OI_{RT}	60.0
MOWL_{LLT}	58.5
OI_{LT}	58.0

OH= Orbital height. OW= Orbital width.
 OFL= Orbital floor length. ORL= Orbital roof length.
 MOWL= Medial orbital wall length. LOWL= Lateral orbital wall length.
 IOD= Intraorbital distance. EOD= Extraorbital distance

Receiver operating characteristic (ROC) curve:

ROC curves were plotted for all the measured parameters. They demonstrate that the highest sensitivity belong to; orbital width, extraorbital distance and medial orbital wall length. Fig (5, 6, 7)

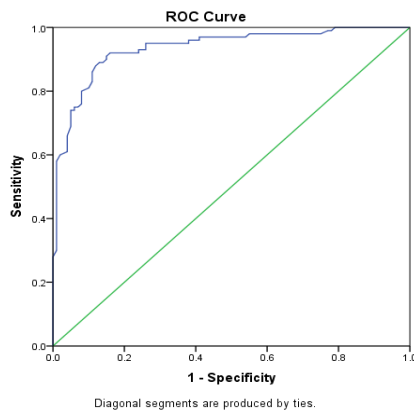


Figure 5: Receiving operator characteristic (ROC) curve used to define the sectioning point to determine sex according to the orbital width average.
 Cut off value = 3.57
 Specificity=0.15
 Sensitivity= 0.90

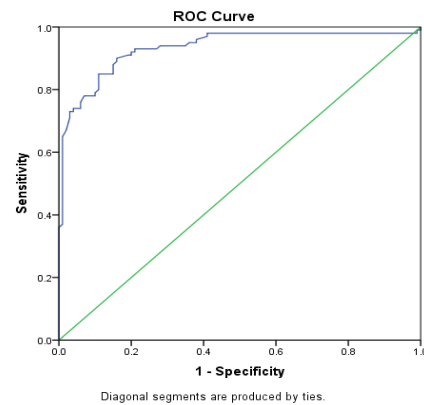


Figure 6 : Receiving operator characteristic (ROC) curve used to define the sectioning point to determine sex according to the extra orbital distance average.
 Cut off value = 9.39.
 Specificity=0.11
 Sensitivity=0.85

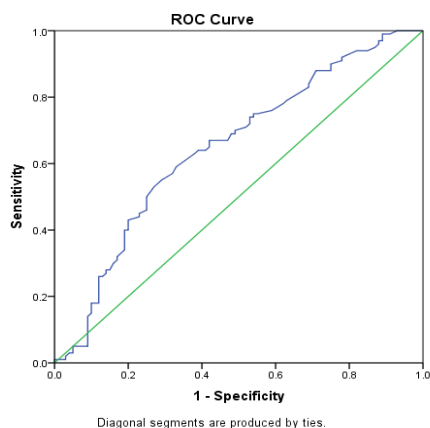


Figure 7: Receiving operator characteristic (ROC) curve used to define the sectioning point to determine sex according to the medial orbital wall length average.
 Cut off value = 0.65.
 Specificity=0.38
 Sensitivity=0.63

Sex estimation from the orbital measurements using the linear regression analysis:

Table (7) represents regression equations that were obtained for predicting sex using the orbital measurements of the left and the right sides, separately.

Table (7): Multivariate linear regression equations predicting sex from the studied orbital measurements of the left and the right sides, separately (in cm) in adult Egyptians.

Equation	R ²	Accuracy	p	Cut off Value	Adjusted R ²
Left orbit X= 0.539* O.W_{LT}+0.312* O.H_{LT}+0.37* O.F.L_{LT}-0.599* O.R.L_{LT}+0.655* M.O.W.L_{LT}+0.976* L.O.W.L_{LT}-5.055	0.611	90.5%	<0.001*	0.51	0.599
Right orbit X=1.1* O.W_{RT}+0.013* O.H_{RT}+0.487* O.F.L_{RT}-0.107* O.R.L_{RT}+0.183* M.O.W.L_{RT}+0.182* L.O.W.L_{RT}-4.757	0.538	88.6%	<0.001*	0.47	0.524

*significance at p ≤ 0.05

X= Predicted probability of being male.

If X > (cut off value) sex is male.

OH= Orbital height.

OW= Orbital width.

OFL= Orbital floor length

ORL= Orbital roof length.

MOWL= Medial orbital wall length.

LOWL= Lateral orbital wall length.

Table (8) represents ten significant regression equations that were obtained for predicting sex using the averages of both orbital measurements in addition to intraorbital and extraorbital distances as independent variables and sex as dependent one.

Table (8): Multivariate linear regression equation predicting sex from the studied orbital measurement (in cm) in adult Egyptians.

No.	Equation	R ²	Accuracy	p	Cut off Value	Adjusted R ²
I	$X = 0.537*OW + 0.069*OH + 0.461*OFL + -0.172*ORL + 0.377*MOWL + 0.335*LOWL + 0.020*IOD + 0.261*EOD - 5.785$	0.609	90.0%	0.000*	0.49	0.593
II	$X = 0.29*EOD + 0.478*OW + 0.49*OFL + 0.41*MOWL + 0.29*LOWL - 5.92$	0.86	89.5%	<0.001*	0.5	0.85
III	$X = 0.68*EOD - 5.80$	0.917	86.0%	<0.001*	0.56	0.917
IV	$X = 1.11*LOWL - 2.86$	0.911	86.0%	<0.001*	0.49	0.911
V	$X = 0.56*MOWL + 0.13$	0.993	85.0%	<0.001*	0.50	0.993
VI	$X = 1.2 * OFL - 1.62$	0.965	84.0%	<0.001*	0.49	0.965
VII	$X = 1.56*OW - 5.08$	0.886	84.0%	<0.001*	0.51	0.885
VIII	$X = 0.783*ORL - 1.44$	0.962	72.5%	<0.001*	0.56	0.961
IX	$X = 0.69*OH - 1.78$	0.964	68.5%	<0.001*	0.57	0.964
X	$X = 0.525*IOD - 0.778$	0.996	67.0%	<0.001*	0.48	0.996

*significance at $p \leq 0.05$

X= Predicted probability of being male.

If $X >$ (cut off value) sex is male.

OH= Orbital height.

OW= Orbital width.

OFL= Orbital floor length

ORL= Orbital roof length.

MOWL= Medial orbital wall length.

LOWL= Lateral orbital wall length.

IOD= Intraorbital distance

EOD= Extraorbital distance

Figure (8) shows male sex predicted probability plotted on the Y axis. The probability increases when approaching the 1.0 point. Most of female cases in the present study were found at or near 0.00000 point while most of male cases were found at or near 1.00000 point. This means that orbital measurements of the studied sample of Egyptians can be used as high discriminating parameters to differentiate between males and females.

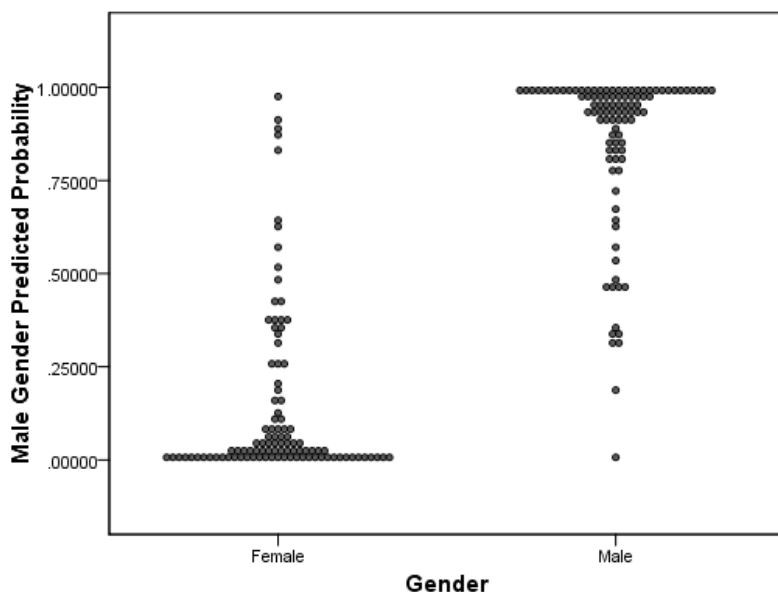


Figure 8: Distribution of the study male and female cases using male sex predicted probability curve.

DISCUSSION

Sex **estimation** is done either by assessing the morphological features or by osteometric measurements. Osteometric methods reduce observer bias of identifying the presence, absence, or prominence of characteristics that are utilized in morphological methods. ^(12,13)

Populations have different morphological and metric manifestations in both sexes. Therefore, there is a need to have population specific standards from skeletal collections. ⁽¹²⁻¹⁴⁾

Computed tomography (CT) is the best way to evaluate the orbital cavity because of the complex anatomy of the ocular and ethmoidal region. ⁽¹⁵⁾

Using the newest technology of MSCT makes it possible to form images that are very similar to the original of the bone shape that need to be measured, in any axis and in a rapid manner. ⁽¹⁶⁾ In 2010, Ramsthaler et al ⁽¹⁷⁾ certified that computed tomography allows to create new data collection for different populations being non-invasive and avoiding loss of time.

The current study was conducted on individuals ranging in age from 18 to 60 years, as before 18 years the bones don't reach the full maturity and after 60 years the bones undergo senile changes. There was no significant difference regarding the age between both sexes.

The current work showed that, there was a statistically significant difference between Egyptian males and females regarding all measured orbital parameters.

This coincides with the study conducted by Kaya et al (2014) ⁽¹⁸⁾ who suggested that both left and right orbital measurements (**orbital width and height**) of males were significantly larger than females.

In another study conducted on 52 dry skulls of **Egyptian** population, Fetouh and Mandour (2014) ⁽¹⁹⁾ found that orbital width was significantly greater in males than females while concerning the parameter of height the difference was insignificant. It may be attributed to the different methods used as well as the smaller sample size in their study.

In 2010, Ji et al ⁽¹⁰⁾ reported similar results regarding the orbital width of a **Chinese** sample (64 individuals). Although the study was also based on 3D reconstruction method yet, no significant difference was elicited concerning the orbital height between males and females. This difference may be due to the smaller sample size used by Ji et al and racial difference between Egyptians and Chinese.

In 2015, Elzaki et al⁽²⁰⁾ studied orbital dimensions among adult **Sudanese** population using spiral CT. They pointed out that the OW was significantly higher in man than in woman, but the OH was similar. This may be attributed to variable studied CT sections; the current study used an axial CT section, while Elzaki et al used a coronal CT section.

Rossi et al (2012)⁽²¹⁾ evaluated the orbital aperture width and height in 97 **Brazilian** individuals' radiographs and concluded that orbital aperture width was significantly larger in males than in females. However, the height of the orbital aperture had no statistically significant differences between sexes. Again this may be attributed to the different methodology used; the current study used 3D-CT, while Rossi et al used Caldwell radiographs (X-rays).

Moreover, the present study showed that there was no statistically significant difference between right and left orbit regarding the height and the width.

Though not significant, the slight difference observed between the right and left side could be attributed to the differential growth of the two sides of the brain where the left side has shown dominance as most of the Egyptian population are right handed.⁽²²⁾

In accordance with this study, Ukoha et al (2011)⁽²²⁾ stated that there was no significant difference between the right and left sides among a sample of adult male **Nigerians**.

In contrast to the results of the current study, Mandour and Fetouh (2014)⁽¹⁹⁾ found that orbital height and width of Egyptian dry skulls were significantly greater on the right side than on the left. This difference may be a result of different methodologies used and their small sample size.

Furthermore, the present work showed a significant difference between male and female individuals regarding the **orbital floor length, orbital roof length, medial and lateral orbital wall** of both orbits with no significant difference between both sides in the same sex.

Results of these metric analyses of 3D MSCT images were in agreement with another study conducted by Mandour and Fetouh (2014)⁽¹⁹⁾ who stated that statistically significant differences were detected regarding **orbital floor and orbital roof length** between males and females which may be due to the larger glabello-maximal length of the male cranium relative to that of females. On the other hand, no significant side differences were detected.

This study also⁽¹⁹⁾ revealed a significant differences between males and females regarding **medial and lateral orbital wall**. There was also no significant difference between right and left sides.

Additionally, the study conducted by Ji et al (2010)⁽¹⁰⁾, on **Chinese** population and Nitek et al (2015)⁽²³⁾ on **East-European** Population showed that the average measured values of the male orbits were significantly larger than those of the females regarding orbital floor, orbital roof length, medial and lateral orbital wall.

The present study also revealed that, the mean **intraorbital distance** and **extraorbital distance** were significantly higher in males than in females.

In agreement with the current work, when Kaplanoglu et al (2013)⁽²⁴⁾ comparatively evaluated extraorbital and intraorbital distances between sex groups, it showed statistically higher distances in males compared with that of females.

Biswas et al study (2015)⁽²⁵⁾ revealed that the intraorbital distance was significantly different in male and female skulls. However, greater values go for females. This difference between the present studies may be referred to racial and geographical factors.

Among all the measured dimensions of the orbit, the width of the right orbit (OW_{RT}) had the highest discriminating index in the studied Egyptian population sample followed by the extraorbital distance (EOD). The left medial orbital wall length ($MOWL_{LT}$) was the parameter that had the least discriminating value.

Sex estimation in the human cranium in generally based on size differences. These differences are unique to each population and thought to be influenced by genetic, environment and socio-economic factors.

In the present study, **twelve significant regression equations** for sex **estimation** were developed; one equation using the right orbital parameters, one using the left orbital parameters and ten equations using both orbital parameters averages in addition to intraorbital distance and extraorbital distance. The most valuable model was the one using width, height, floor, roof, medial wall and lateral wall length of the left orbit with accuracy of 90.5%.

Another equation with high accuracy was that using, highly predictable orbital measures, extraorbital distance, orbital width, orbital floor length, medial and lateral orbital wall length averages. The accuracy was about 89.5%

When all orbital parameters of the present study were used for regression, equation with accuracy of 90.0% was developed.

The lowest accuracy (66.0%) goes for the equation that used intraorbital distance alone. This is because only one parameter (IOD) with a low accuracy was used.

Furthermore, male sex predicted probability graph revealed that the orbital measurements can be used as high discriminating parameters to differentiate between males and females among a sample of Egyptians. Although Kaya et al (2014) ⁽¹⁸⁾ found that the most valuable models were left OW and the left OH combination (75.0%) and the quad model; the left and right orbital heights and widths (73.2%), yet, he postulated that the orbital variables were not sufficiently successful in sex discrimination in Turkish population as these variables could correctly discriminate the sex in roughly 60.0% - 75.0% of individuals.

The present work confirms that 3D-MSCT is a reliable tool to obtain orbital measurements that can be used for sex **estimation** in Egyptian population.

Studies on a larger sample are needed to further confirm the findings of our study. Further research with more number of measurable variables should be done to discriminate between male and female orbit in Egyptian population.

Conflict of interest

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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La formation en Langues et Communication dans les universités au Maroc : quelle stratégie pour une nouvelle dynamique d'insertion sur le marché de travail ?

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Dans le contexte économique actuel marqué par la recrudescence des incertitudes et par l'émergence de nouvelles formes de compétitivités qui contraignent les universités à s'adapter en permanence à de nouvelles exigences du marché de travail selon un processus de changement permanent des programmes plutôt qu'un simple changement formel. L'enseignement des techniques d'expression et de communication se situe aujourd'hui au diapason des questions d'apprentissage adapté au marché de l'emploi.

Le chercheur est amené à s'interroger, entre autres, sur les pratiques communicationnelles, les outils linguistiques et les méthodes de développement des compétences linguistiques et communicationnelles des futurs candidats. On peut aisément comprendre ce processus en examinant son évolution dans les universités marocaines

Loin d'acquiescer le statut de simple tendance, l'enseignement des langues et communication devrait être adopté sur des bases rationnelles de programmation, de planification et d'évaluation de la conjoncture du marché de travail. Le français par exemple commence à être une condition sine qua non pour les centres d'appels. Faute de compétences, ces derniers préfèrent embaucher des candidats des pays de l'Afrique dont le français est la langue officielle. De surcroît, le ministère de l'enseignement supérieur lance un projet d'intégration de l'anglais comme pré requis parfaitement maîtrisé afin d'accéder aux études supérieures. Le projet est d'envergure parce qu'il touche même les enseignants.

Cette stratégie accroît la visibilité du candidat et des institutions universitaires ce qui permet de rester à l'écoute du marché et de ses opportunités liées à la maîtrise des TEC. En effet, la politique d'enseignement au Maroc ne déroge pas à ce changement. Notre objectif, à travers cette contribution, est d'interroger les stratégies d'enseignement de la communication et des langues dans différentes universités au Maroc dans leur rapport avec le marché d'emploi. Nous montrerons aussi qu'en dépit du changement des stratégies pédagogiques, les méthodes classiques n'ont pas perdu de leur efficacité et de leur actualité. Pour illustrer nos conclusions nous procéderons par une enquête orientée sur les contenus des modules en tenant compte de la vocation des établissements universitaires qui constitueront notre contexte d'étude.

Mots clés : marché de l'emploi, stratégie pédagogique, compétence linguistiques-

Challenges And Coping Strategies Of Student Mothers At The University Of Cape Coast Distance Education, Ghana

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Abstract

The task of combining motherhood with the demands of academic life is challenging. Academic women continue to have primary responsibility for housework, childcare and for instilling cultural values in the next generation. These social responsibilities, coupled with demands of academic life create a role conflict. The study aimed at finding out the challenges faced by student mothers in University of Cape Coast Distance of Education, Oyoko Study Center and the strategies they adopt to cope with the challenges. Specifically the study delved into challenges pertaining to academic work, financial and childcare activities. The study adopted the mixed method design. The purposive and accidental sampling procedures were used to select the sample. A semi structured questionnaire was developed and administered to forty (41) out of the fifty-one (51) respondents in the Oyoko Study Center. Ten(10) of the respondents were however interviewed using an interview guide developed in line with the questionnaire. The result of the quantitative data was then presented descriptively in frequencies and percentages using tables. Descriptive narrative method was used to analyze the qualitative responses generated through the interview guide. The data was transcribed, coded and analyzed manually and presented in a narrative form. The study found that majority of respondents faced academic challenges such as inability to attend Face- to- Face lectures regularly because of tiredness, sickness of child, taking baby to child welfare clinic and lack of lactating rooms for breastfeeding of babies. To cope with the challenges respondents relied on paid house helps, keeping children at day care centres, raising loans and relying on husbands and friends for support. The study recommended for the provision of lactating rooms, day care centres and counselling services for student mothers on all centres of the college.

Keywords

Student mothers, Coping strategies, Challenges, Face-to-face

Introduction

Education is believed to provide knowledge and skills that hold potentials for economic empowerment, for better livelihood and social development. Jekayinfa (2009) postulated that the educational system of any society is an elaborate social mechanism designed to bring about in a person certain skills and attitudes that are adjudged to be useful and desirable in the society.

According to Obioma and Ngozichukwuka, cited in Adofo (2013), as a result of the necessity for education, there has been the view that one who ceases to learn ceases to exist although the one may be living.

However, in the traditional society, it is perceived that the man is the head of the family and breadwinner and so needs to be educated for better employment and higher income. The woman who is the heart and keeper of the home must be trained at the kitchen (Mumuni, 2000). Marriage and housekeeping also limits the role of women (Asiedu-Akrofi 1978).

Moreover, the recent trend in the world economy has made it necessary for women to act as co-breadwinners of the family and therefore must be educated to gain employment so as to earn a living (Dolphyne, 1991). The trend has made it necessary for women of today to be educated so that they will be equipped with the skills, knowledge and attitudes required to fit into the ever-growing global economy.

Hence, a lot of educational reforms have been embarked upon, targeting both male and female participation at all levels of education in Ghana (Adusah-Karikari, 2008). This has led to a dramatic increase in the numbers of tertiary institutions at both regular and distance levels.

Dankyi and Dankyi, (2015), also stressed on the need for females to take advantage of UCC Distance Education Programme, which is an appreciable improvement in flexible mode of education.

Nevertheless, Caplan (1993), notes that the academic tenure clock and women's biological clocks coincide. Due to their reproductive responsibilities women have had to combine their quest for higher education with child birth. This has resulted in a phenomenon of student mothers in our various higher educational institutions.

This phenomenon has brought in its wake several challenges to student mothers considering the fact that the universities do not have facilities like lactation rooms, convenient places for the baby sitters who accompany them while the home setting may pose other challenges that prevent the student mother from leaving the child at home. According to Egenti and Omoruyi (2011) the stress and trauma which they have to go through makes them feel psychologically, emotionally and physically ill-disposed towards the programme.

The effect of the inadequate support systems in the universities and the home in terms of academics, child care and financial support cannot be overemphasized. This study thus seeks to find out the challenges in terms of academics, child care, financial issues and coping strategies of student mothers who combine the worlds of family and academic pursuits by the distance education mode at the University of Cape Coast.

Theoretical Framework

The role conflict theory was used to underpin the study. According to Wolf as cited in Adofo (2013), the term *role conflict* refers to a clash between two or more of a person's roles or incompatible features within the same role. These incompatibilities can consist of differing expectations, requirements, beliefs, and/or attitudes. Wolf (in Adofo, 2013) identified two types of role conflict: *intra-role* conflict, referring to incompatible requirements within the same role, and *inter-role* conflict, referring to clashing expectations from separate roles within the same person. Intra-role conflict can arise in two ways. First, different people sometimes have inconsistent conceptions concerning the requirements and expectations that constitute a particular role.

Inter-role conflict arises when the requirements and expectations of one role interfere or conflict with those of another role. Gladys's role as mother is likely to conflict occasionally with her role as a student, as an example.

According to Parson (1971) for society to function very well, it has social institutions in which we have roles and statuses. Every status is attached with a role, which the status incumbent is expected to perform without waver. He used the idea of shared expectation based on the status one occupies in society.

Consequences of Role Conflict

Research finds role conflict to be associated with both positive and negative consequences. Much attention had been given to the problems associated with multiple roles. Role overload and role conflict are two of the most well-known role theory concepts. Role overload refers to the experience of lacking the resources, including time and energy, needed to meet the demands of all roles. Role conflict describes

an incongruity between the expectations of one role and those of another. Role overload and conflict often lead to difficulties with meeting role expectations, known as role strain (Goode 1960).

Coping Behaviour for Dealing with Inter-role Conflict

Hall, as cited by, Adofo(2013) has identified three types of coping behaviour for dealing with inter-role conflict.

Type I coping (structural role redefinition) involves an active attempt to deal directly with role senders and lessen the conflict by mutual agreement on a new set of expectations. One way of changing structural demands would be to relocate and share one's role tasks (cleaning, washing, and child care, for example)

Type II coping (personal role redefinition) involves changing one's personal concept of role demands received from others. It entails changing the expectations themselves.

Type III coping (reactive role behaviour) entails attempting to improve the quality of role performance with no attempt to change the structural or personal definition of one's roles.

Contxt

The student mothers at Oyoko study center may encounter a lot of challenges as a result of the inter and intra-role conflict they experience in their attempt to combine education, childcare and other social responsibilities. Societies may have their own expectations based on the different roles they assume. Student mothers would have to adopt coping strategies such as; Changing the structural demands by sharing roles, Changing their own expectations about their roles, and working very hard to meet all standards concerning their roles.

Approach

The study adopted the mixed method research design, specifically the concurrent mixed methods design was used. According to Creswell (2014) the mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. It focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone (Creswell, 2014).

Population

The target population for the study consists of all student mothers of the College of Distance Education of the University of Cape Coast, Oyoko study centre. In all, they were 51 in number.

The purposive and accidental sampling techniques were used to select all the 51 student mothers.

The choice of student mothers is based on the reason that, according to a research by Erickson (2004), children under the age of five years need more attention from their mothers especially to grow and develop well psychosocially. A semi-structured questionnaire was used to collect data from 41 of the mothers, whereas 10 were interviewed using an interview guide.

Data Analysis

Firstly, the data which emanated from the closed ended questions were edited, coded and analyzed using the Statistical Package for Social Sciences (SPSS) version 17. The results were then presented descriptively in frequencies and percentages using tables. Secondly, descriptive-narrative method was used to analyze the qualitative responses generated through the open ended questions. The data was transcribed, coded and analyzed manually, and presented narratively.

RESULTS AND FINDINGS

Challenges with Face-to-Face Attendance; Reasons given by respondents for not attending face-to-face regularly were tiredness (85.4%), attending to the baby (75.6%), no one to take care of the baby (51.2 %), baby indisposed (39.0%) solving some personal problems (34.1%). The qualitative data also supported the results. A young student mother said:

“Sometimes the whole week is so packed that I hardly get the time to rest, so I cut some lectures in order to see to that. It even becomes worst when the child is sick and is unwilling to go to any other person, the stress is too much”.

Challenges with Learning; The study revealed that the main difficulty confronting the respondents in their learning was lack of concentration (75.6%). Other difficulties identified included combining childcare and learning at night (61.0%), difficulty in understanding topics taught in their absence (41.5%), with the least difficulty being inability to access libraries facilities. The result shows that most of the difficulties that respondents faced were related to learning at home and either caring for the child or performing house chores. This is exemplified in the following comments made by two respondents during the interview.

“Hmm! Learning is the most difficult aspect of the course. By the time I am done with caring for the baby and other kids I get so tired that I end up dozing off when I sit behind the books. My only luck is the occasional support I get from my husband” “Eh! When you have an uncooperative husband as I have and who is of the opinion that I am too ambitious, you have no alternative but to find a way of facing all the odds and as well as find time to learn”

Challenges with Examination; All the respondents, (100.0%) found it difficult to prepare adequately for examination, 87.8 percent found it difficult to get a place to keep their babies during exams, in addition, divided attention, and the inability to breastfeed the babies during exams were the most challenges faced by the respondents respectively, while the least challenge faced by respondents was fatigue and stress during examinations, 12.2 percent. During the interview a respondent recounted her experience as:

“I recount the experience when my baby sitter sat under a tree some few meters away from the exam room when in the course of the exam I heard my baby cry out very loudly. In fact, it was the worst experience I ever had. In a confused state I sought permission from the invigilator who reluctantly allowed me under the watch of an assistant invigilator to go and check what was happening to the child. It really took me some time to resettle when I returned to write the exams”

Similar to the experience above was the comment made by another respondent as follows:

“I always become fearful when it is nearing exams. This is because I am unable to learn effectively and my domestic responsibilities will as well not allow me to concentrate and learn. My daily prayer during exam is that my daughter will not fall sick, in fact that will be disaster for me”.

Challenges with Support for Childcare; Results indicated that, the major challenges faced by respondents as they combine academic work with childcare are inadequate family supports (87.8%), lack of lactating rooms (78.0%), and lack of daycare centres to keep the babies safe (65.9%).

Lamenting on the effect of academic work on child care a respondent said:

“My main problem is leaving my child in the care of another person whose care for the baby may not be adequate. I sometimes feel that I am shirking my responsibility. Really, it is a difficult situation”.

Commenting on inadequate family supports, a respondent said:

“My only luck is the level of support I receive from my husband. Apart from paying part of my fees, he daily gives us lift, helps me in my assignments and takes the kids to school. In any case he encouraged me to enroll so he sees it as a responsibility to assist me”.

The view expressed above represents an ideal condition that few respondents enjoy. A contrary view expressed concerning inadequate family supports is as follows:

What makes my burden heavier as a student nursing mother is the attitude of my husband. Though he initially accepted my enrolment he has become so apathetic. He insists that I am chasing my degree at the expense of the child’s welfare and at the neglect of the family at large. Because of this he easily picks up quarrels with me on very trivial matters. I sometimes feel like abandoning the programme. I pray that he changes”.

Financial Challenges; Results showed that payment of fees was the major financial challenge, 78.0 percent. Cost of employing the services of a baby sitter was stated as a challenge by 65.9 percent of respondents. This was followed by money for transportation expenses as a financial challenge by 51.2

percent, then hostel accommodation fees challenge was stated by 36.6 percent of respondents. Buying weaning food for the baby as a financial challenge was stated by 24.4 percent of the respondents, and the last but not the least financial challenge was photocopies of learning materials by 19.5 percent of respondents.

Coping strategies adopted by student mothers; In order to cope with the conflicting roles of motherhood and hectic academic demands, student mothers on preparation for examination, 51.2 percent of them engaged in group studies, 24.4 percent studied at night when the baby is asleep, 17.1 percent relied on husband and other relatives to help take care of the babies, while the least 14.6 percent organise special classes with course tutors when they do not understand what they learnt.

Commenting further on the coping strategy a respondent said: *“My biggest thanks go to my mother who comes to stay with us during the examination week. She is a big relief”*

Respondents were further asked to indicate how they cope with child care and lectures. Commenting further on the lack of support from husbands a respondent said:

“In any case he was not in support of the course so I do not expect any support from him. I just ignore him”

In order to cope with the demands of support for childcare, 78.0 percent of respondents skipped face-to-face meetings to take care of their babies. Furthermore as coping strategies for the financial challenges student mothers face, 78.0 percent of respondents accessed loans from banks, credit unions, and SSNIT, 36.6 percent of respondents arranged for free transport from colleagues, 24.4 percent of respondents minimized attendance and expenses on social gatherings while 17.1 percent of respondents relied on husbands and other relatives to help pay fees. **Conclusion**

Motherhood is a complicated and a marvelous adventure. This major hurdle becomes more complicated when mothers add demands of the global changing roles, such as working outside the home, furthering of education to their many traditional family responsibilities. From the findings of the study it is concluded that the role conflict experienced by student mothers affect their performance both at home and in their academic pursuit. The challenges faced included inability to attend face-face lectures regularly, inadequate preparation for exams. They are as well unable to perform their childcare functions adequately. Even though they adopt numerous strategies including hiring of house helps, baby sitters, assistance from family members and even stopping some domestic chores in order to cope with the challenges, it is clear that management of CoDE-UCC must provide the Oyoko study center with some services and facilities like counselling, rest rooms and child care centres while the family must be ready to assist student mothers to cope in order to avoid stress.

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Elements of Theatre in folk games

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Abstract:

The concept of theatre has been exhibited as a medium through one or the other form with newer ways. Primitive man used games with fun to express his happiness and other expressions. This method later on came into light as a part of religious and cultural activities.

For the vast development of culture, sports language and religion are very important .In ancient epics of Ramayana and Mahabharata hunting, parade, puppet show and playing with ball are being referred.

The whole world is a drama, we are all actors and we play according to the wish and whims of God .We get reference of pagade play in Rigveda .Among 64 fine arts various types of games are explained

.In Vikramarjuna Vijaya of pampa and Sangatya of Kumara Rama games are dealt with in detail .This proves the fact that games were in vogue since ancient times and the truth that village folks have great importance to games.

In folk culture there is a tradition of arranging for games as a part of celebration of festivals .Games have occupied an important place during marriage function, spring celebration and various festivals .It is the great responsibility of all of us to recognise the dramatic elements in games and introduce there folk games and extract the positive elements in it for using them in a proper manner.

The origin of games

It is a well known fact that an infant grows up playing various games since the day of birth .Likewise we can say that folk games were born along with man's birth .We we get references to say how and when these games got their origin precisely .Nature was the residence of primitive man . Various dimensions of games came into existence through introducing the hunting method to his people .It proves that imitation was the first stage of "play". These games mingled with folk arts and became an essential part of human being and got deep rooted culturally. These games were not merely meant for entertainment but also for physical and mental well being It is worth quoting that the folks found out these games on the foundation of scientific base which paved the way for man's development.

Classification of folk games

It's very apt to classify the games as the folk people used to play many varieties of games .Physical and intellectual games are seen because village people seek relaxation after working very hard in fields and find happiness .These games also are known to build good relationship .we can classify there these games according to players gender and purpose of the games .Among this we can generally classify into outdoor and indoor games.

Men's games

Men's games are prominently performance oriented and betting and gambling are most important here .These types of games are focussed more on physical ability ,skills , and goal oriented and winning or losing the game plays an important role. This can be seen in the pages of history .The origin of these theatre shows were depicted by ancient people by imitating the natural rounds made by birds .animals in front of their family members .This practice of imitating nature saw lot of changes and was enacted in an organised place adopting the finer qualities of creating curiosity and elements of entertainment among the spectators and the actors .Later on people's concept got extinct and during the era of civilisation this performance was called as folk and initially it was introduced as folk games and later on with lot of

changes in folk music ,folk dance ,folk theatre , folk rituals , folk culture etc the element of theatre got fused in new form of performance

The purpose of this article is to understand how the elements of theatre are adopted into games and the importance of games in performances or human behaviour and practices. Men usually opt out door games like choukabara ,panja,lifting the heavy stones, tiger house , running ,jumping ,fighting ,etc without equipment and stick play , throwing stones ,focussing and breaking the fruit etc which are outdoor games .

Children's games

The infant which comes out from mother's womb will grow up with one or the other type of games .In this aspect we can assume that the games which a child starts playing since its birth to 16th year are called as child games .In kids games the guidance of the elders is involved .The elements of men's and women's games are seen here .We we can also see physical exercise and intellectual elements in kids games.

Women's games (Ancient and medieval)

Ancient -Women's games are usually simple in nature .more of indoor games are there for women .women who involve in games play for mental relaxation and entertainment. Few games are meant for men and women's involvement together .In the games where only ladies are involved there is less part of competition and calculation of win and losing the game...Women usually play to reduce their mental strain, and also to app on their work smoothly. This includes dialogue oriented games, and singing competitions .We can also see solving the riddles, singing skills etc and games like jumping coin, pulling the rope. Chenna mane,also exhibits their energy and skill

Modern- In the present scenario Indian games as for as woman are concerned has taken a new dimension. The games which are played by expert sports men have influenced many of the aspiring women in large. Internationally recognised sports like hockey, kabbadi,cricket,shetl cock, badminton etc.. Are very ably played by women who have bagged many medals. This clearly depicts the great contribution to sports by women.

Elements of theatre in folk games

" AngiKam Bhuvanam yasya

Vachikam sarva vagma yam

Aharyam Chandra Taradi

Tannu Mahasatvikam Shivam

Nandikeshwara in his text abinayadarpana explains how acting should be in the opening hymns . Acting is known to be an action which includes all behaviour of the people of whole universe .The process of expressing the feelings through speech is Vaachika acting . Moon and stars are considered as costumes forms the aharya acting . This can be demonstrated as the women who play indoor games which includes riddles .singing. story telling become vachika acting and spring season dancing . Dancer during festivals .becomes aharya and angika acting .men who show their skill by throwing stones, lifting heavy stones,became their satvika acting . In this way we can see various theatrical elements are concealed in folk games .

Keywords: Folk, Theatre, Ancient, Medeval, Modern, Indoor, Outdoor, Men, Women ,Children, Aharya, Vachika, Satvika, Abhinaya.

Introduction:

In this paper, I have tried to relate to different branches viz theatre and games which are inter related. In ancient India games were limited to only men but as time passed by especially after the invention of globalization even women in India were inspired and motivated to take part in outdoor games which has brought various gold, silver and bronze medals in international games.

Body of the paper:

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Ancient, Medieval and modern Indian theatre
 Elements of folk games.
 Ancient texts relating to Indian theatre.
 Hymns of various texts.
 Men's games
 Women's games.
 Children's games.

Conclusion :

It is a well known fact that all living beings including human beings. Birds and animals have adopted the essence of games in their day to day life .But it is very sad that the present generation think that ancient games are useless and force their children to play only modern games. whether is traditional game or modern game the root of the games remains to be the same .It is very essential that the intellectual and physical growth of the child is possible through games .Therefore it is important that the children play all types of games which has the element of theatre to a great extent.

A brief biography of the author:

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Papers presented in International and National conferences
 "Role of Performing Arts in 21st century"
 Regional theatre and criticism.
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- Subject expert in BOS, BOE in many Universities of India
- Cultural coordinator for youth festival since 10 years
- Chief warden of 8 various students hostels of University
- Dean of Student welfare in the university
- Successful director of folk play "Manteswamy prasanga " which has seen 90 shows till now all over India.
- Selected to participate in " Akka " cultural program at USA 2018
- Receptient of State award in recognition of the contribution given to theatre.

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Estimation of psychometric data based on image preferences

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Abstract

Recent studies demonstrate ability to predict Big 5 personality scores from media preferences and social networks behavior. The current project is aimed to examine prediction accuracy for Big 5 profile, Holland types, buying behavior types, and Gardner Multiple Intelligence scores from the data on preferences of the images from a pre-defined gallery.

1400 participants filled online inventories forms and then chose from 20 to 100 favorite images from 300 predefined ones. Each image was linked to a set of “tags” belonging to 4 categories: objects on image; general description of scenery or situation; verbs describing behavior of objects in image; and emotions related to the picture. The dataset was processed by artificial intelligence module, based on gradient boosting algorithm. Percent of “liked” pictures in which certain tags were present was used for prediction. 75% of the data was utilized for training the model, and the rest 25% for validation.

The prediction accuracy estimated by mean absolute error varied from variable to variable in range 0,78-0,92 with the mean accuracy of 0,83. Pearson correlations between actual and predicted test results were in range of 0,06-0,45 with a mean correlation coefficient $r=0,25$. Some trivial regression methods were also tested. First, Mann-Whitney U-test was performed to detect single images that could be factors “influencing” psychological features. Then ones shown significant differences were included in linear regression formula, and the weights were adjusted. A maximum value of $r=0,51$ was achieved.

In case of tags frequency, the most prominent single tag to psychological feature correlation gave coefficients about $r=0,4$. It includes several tags to regression formula with weights adjustment led to the greatest value of 0,46. Results may indicate a ceiling effect at $r=0,5$ for current data volumes. Further increasing of dataset may lead to more precise prediction.

Thus, tasks involving choosing favorite pictures from a gallery may be used for a prediction of some psychometric features such as Big 5, Holland, and others. However, the gallery produced not enough data for predicting personality with high determination coefficients. Increase of images (and “likes”) quantity and adding other predicting variables (e.g., demographics or preferences of other types of media) may improve prediction results.

1. Introduction

The most common way to measure psychological features is a usage of inventories. However, in some cases this approach is not relevant, especially when questionnaires are given during or before the job interview. Candidates are likely to attempt to guess which answers will give them advantage. Moreover, some other factors may distort the results of the assessment such as social desirability and non-accurate self-knowledge. One approach to measure personality features avoiding mentioned distortion is to use projective methods, which, from the other hand, may rely on out-of-date theories, often lack adequate validity and reliability characteristics, while the results of the testing may dramatically depend on experience and preferences of the expert.

An alternative may be measuring such natural reactions as images, colors, music preferences and linking them to personality. This approach is similar to one of projective tests with the exception that the resulting instrument is free of theoretical load and endorses more ecological validity. Media-based, especially images-based psychological assessment gained popularity in the recent decade for being more engaging (Leutner *et al.*, 2017) and less “test-like”. A large corpus of research in this field have been accumulated in studies of behavior of users of social networks, so-called “digital footprints” (Bidargaddi *et al.*, 2016): posts/tweets, reposts, likes, comments, statuses etc. These data are related to our research to a large degree for its objective is the same: to predict one’s personality from favorite texts, images, music, videos or from his/her own statuses, posts, videos, vlogs, speech recordings and some other features. Such dataset may be used to do generalized prediction of user interests or even personality traits for investigation or marketing purposes and for also for some healthcare urges (Almanza-Ojeda *et al.*, 2019; Azucar *et al.*, 2018; Bidargaddi *et al.*, 2016; Bleidorn, Hopwood, 2018; Chen *et al.*, 2018; Wei *et al.*, 2017). A great advantage of predicting personality from social network traces is a possibility to easily match the results to the real behavior (Hinds, Joinson, 2019). Zhou *et al.* (2017), Youyou *et al.* (2015) argue that such an approach more accurately reflects behavior than conventional psychological inventories and may in future

substitute them. Authors demonstrated that machine-learning classification of users as introverts or extraverts differentiates ones with different forms of online behavior. Participants of such studies felt their machine learning-estimated personality and values profiles so accurate that were unwilling to share them to others (*Warshaw et al., 2015*). According to *Collmus et al. (2016)*, information from social networks-related apps (quizzes, games etc.) may be of use for personnel recruiting, though some existing challenges should be noted (*Landers, Schmidt, 2016*).

Recent studies demonstrate that analysis of social networks posts which somebody had liked, enables prediction of his/her Big 5 scores with accuracy depending on activity of user (*Youyou et al., 2015*). With enough data this estimation is more precise than those of human experts (*Hinds, Joinson, 2019*), including friends and relatives (*Youyou et al., 2015*). A recent meta-analysis (*Azucar et al., 2018*) demonstrates that Big 5 scores may be predicted from “digital footprints” with accuracy of 0,3-0,4 in terms of correlational coefficients. Authors consider these levels as a ceiling for behavior-personality correlations, however state that multimodal features and addition of demographical measures may further increase accuracy of prediction. *Wei et al. (2017)* received optimistic results while implemented multimodal approach (self-language usage, avatar, emoticon, and responsive patterns) to personality prediction instead of language usage only. Multimodal Facebook information was also shown to be an effective predictor for consuming behavior (*Chen et al., 2018*). There are some perspectives to improve precision by means of deep learning algorithms (*Tandera et al., 2017*). Furthermore, *Youyou et al. (2015)* who used data on big quantities of likes achieved even more precise ($r=0,56$) performance of models. There are some studies published on methodology of machine learning-based personality prediction using “digital footprints”. E.g., *Farnadi et al. (2016)* reviewed existing studies on Big 5 personality features extraction and concluded that multivariate models perform slightly better (non-significantly) than univariate, and decision trees outperform support vector machines within univariate class. This means that predicting the personality as whole may be preferable to predicting single traits one after another. According to authors there is no universal gold standard of feature selection to achieve the most accurate prediction, and usefulness of each feature block is dependent on certain kind of digital footprints. E.g., LIWC (speech semantics) was best for YouTube- and Facebook-derived datasets. Usage of multiplatform features (e.g., Twitter dataset in addition to Facebook one) for training model does not prominently influence its performance when applied to uniplatform validation set.

Preferences in different kinds of media may be used for personality prediction. There is a great interest in music-based approaches, using some features such as genre or perceptual characteristics which can be assessed automatically with certain algorithm, e.g., arousal, valence, and depth (*Fricke et al., 2018*). Information about likes to certain artists on Facebook helps to predict Big 5 personality profile, and so does reactions to unfamiliar music tracks (for openness and extraversion factors), see a large-sample study by *Nave et al. (2018)*.

Some approaches were examined for Big 5 personality prediction from the text information, namely Twitter posts (*Almanza-Ojeda et al., 2019*). Unlikely to other publications, that one shows a comparison between different approaches to features reduction resulted in assuming Linear Discriminant Analysis as the most efficient one. Combination of Latent semantic analysis and Second order attributes was the best performing model and resulted in Big 5 features classification with average accuracy above 0,8. Life satisfaction level may be to some extent predicted from Facebook statuses updates (*Cutler, Kulis, 2018*).

Musil et al. (2017) failed to demonstrate strong correlation between specific selfie characteristics and features of Big 5, Narcissistic Personality Inventory, Bem Sex-Role Inventory (gender), Self-Description Questionnaire III (self-concept), and Facebook Intensity Scale. The only inverse link between “face-ism” (percent of visible body covered by face) and Entitlement scale of Narcissism Personality Inventory. There is also notion in the abstract that availability of selfie was related to Big 5 Neuroticism while there is no such information in the full text. However, the links were found between visual features of Facebook Profile Picture and Big 5 personality (*Segalin et al., 2017*). Algorithms performed better in Big 5 extroversion and neuroticism levels extraction from the Profile Picture than human raters.

The results that were discussed above demonstrate possibility of personality traits prediction based on different kinds of media in social networks. However, usage of social networks information recruiting purpose might be illegal or unethical (*Landers, Schmidt, 2016*) if this permission is not declared explicitly. Also large amounts of data should be analyzed for satisfactory prediction accuracy, thus in case when stimuli set is specially chosen and some restrictions on participants’ selection are made, the precision may be higher with less data pieces needed, while ecological validity of the task will be preserved partly. This article is one of a series of studies of personality features prediction from media preferences. The objective of the current research was to examine how accurate could be prediction of the Big 5 profile, Holland types, buying behavior types, and Gardner’s Multiple Intelligence scores based on the preference of the images from a pre-defined gallery.

2. Methods

2.1. Participants

Participants were users of the Amazon Mechanical Turk (MTurk) website promoting ability to fill online survey forms to get small financial compensation. The sample comprised 1,401 responders, 875 males and 526 females aged from 16 to 71 with average age 31,9. Among responders there were 681 (48%) users from the USA and 502 (35%) from India and less than 50 from any other country. All demographical data were self-reported. No personal data leading to users' identification were collected. The research was conducted with full compliance with Declaration of Helsinki.

2.2. Images preference test

Each participant performed a series of preference tests, namely 1) choosing the preferred images from the pre-defined gallery, 2) uploading participant's favorite images, 3) choosing liked color combinations from predefined sets, and 4) indicating favorite music tracks. Attentive filling of all forms including psychological tests took approximately an hour, and at the end participants received code to get some money compensation. The results of first test only will be discussed in the article.

Each participant observed web pages with a 15 images on each. The task was to choose from one to five favorite images on each page by clicking on them. After clicking, a pictogram of "like" was appeared on image, similar to what is happening in social networks. Responder were able to change mind and unselect image by another click until pressing button of proceeding to next page. A total of 20 pages were demonstrated resulting in 20 to 100 selected images of 300. The gallery of 300 images was selected from a free-to-use images gallery in order to cover each tag at least three times and to better reflect the personality of responder choosing one of them as favorite.

Each image was preliminary marked by a set of tags in categories: "objects", "scenery/situation", "verbs", and "emotions" (see Table 1 for a full list of tags). Participants were unaware of tags linked to images. Thus results of each participant included number of "liked" images, certain preferred images, and percent of chosen images containing certain tags.

Table 1: A full list of tags used for prediction

Tag category	Tags
Object	No tag, humans, geometry primitives, plants, computer, animals, buildings, foods, books, note sheet, money, scenic dress, maps, schedule, words, group, weapons, musical instruments, digits, anatomy, uniform, team, transport , eyes closed, logic game, medication, craft+tools, muscles, microscopic, hi-tech, strong emotions, announcement, astronomy, child+adolescent, jewellery+watch, garments, mountains.
Situation	No tag, order, pollution, luxury, philosophy, religion, loner, nature, office, event+festival+party, mess, esoteric, Space, scenery, fashion, family, fictional, ethnic+folk, sale/discount, fitness+sport, medicine, art, science+technology, antique+old-fashion
Verb	No tag, playing music, dancing, handworking, reading, listening, meditation, talking, sports, observing+staring, outdoors, travelling, drawing, singing, bushwalking, teaching, touching somebody, pose+show off, sitting still, smiling, crying+being upset, attacking, eating, playing game, working in an office, using a gadget
Emotion	No tag, cute, bore, aggressive, curiosity, interest, inspiring, joyful, calm, anxiety+fear, satisfaction, rational, daydreaming, sad, compassion, arousing, self-confident, love+tenderness, admiration, funny, horrible+disgusting, strange+weird, surprising

2.3. Psychological assessment

Each participant filled a set of questionnaires which was a part of online survey. NEO PI inventory was used to define classical Big 5 personality traits, namely extraversion, neuroticism, openness, conscientiousness, and agreeableness. Personal Globe Inventory (PGI, *Tracey, 2010*) was implemented to find out participants' preferences and self-rated abilities to perform certain duties. Personal Globe model assumes localization of each responder as a point in a 3D space with people/things, data/ideas, and high/low prestige dimension, and PGI scores may be converted to Holland types scores. Gardner's multiple intelligence inventory (<https://personalitymax.com/multiple-intelligences/>) comprises self-rated scales of different intellectual abilities. Last, buying behavior scale measures prominence of three buying styles: traditional, budget, and impulsive. In total, 46 psychological features were estimated with inventories. Six extra questions were added to check vigilance

of participants. One wrong answer to control questions was allowed to still assume a participant's piece of data as correct.

2.4. Statistics

Two main approaches were applied in data analysis. First was to find correlations or making classic linear regression, and second was to learn non-linear regression, in order to find more complicated dependencies between features, extracted from image preferences and psychometric data.

After excluding users, who answered more than two validation questions not correctly, 868 participants were included to the training dataset for machine learning. Features, used for learning, were formed in the following way: for each of 105 tags with index $i = 1 \dots N$ a frequency score S_i was calculated:

$$S_i = \frac{K_i}{\sum_{j=1}^N K_j},$$

where K_i is a number of images, where tag with index i appears in user's liked images set. So, these scores can be treated as a "bag of words", but normalized to the total amount of tags in a "bag". So, 105 scores from each participant were used in the training set. Dataset was randomly divided 75% /25% as training sample and testing/validation sample, respectively. For each of 46 psychometric parameters a separate regressor was trained, using gradient boosting method with 5-fold cross-validation (XGBoost library). In order to tune hyperparameters, a randomized search procedure was applied. A metric of r2-score was used to search for the best predictor. After training process all models were stored and tested on evaluation set.

3. Results

Accuracy of prediction of single scales calculated using a mean absolute error (MAE, as $(1-MAE) \times 100\%$), which equals relative error in current case, ranged from 77,9% to 91,4% with mean accuracy of 83,1%. Mean accuracy for Big5 features was 85,9%, for Multiple intelligence scales – 84,9%, for PGI scales and indices – 82%, and for Buying behavior scales – 81,6%. See Table 2 for accuracies for each single scale.

Table 2: A full list of prediction accuracies derived from MAE estimation

Inventory/scale	MAE	Inventory/scale	MAE
BIG 5	85,9	Helping	83,3
Neuroticism	86,8	Helping (L)	82,7
Conscientiousness	85,8	Low Prestige (L)	82,6
Openness	85,8	Ideas	82,4
Agreeableness	85,6	Things (L)	82,3
Extraversion	85,4	Data Proceeding	82,2
Gardner's Multiple Intelligence	84,9	Things	82,2
Intrapersonal	88,1	Data Proceeding (L)	82,1
Visual-Spatial	87,4	Investigative (L)	82,1
Logical-Mathematical	87,1	Conventional (L)	82
Bodily-Kinesthetic	85,6	Nature (L)	82
Verbal-Linguistic	85,4	High Prestige	81,4
Naturalistic	85,1	Investigative	81,2
Interpersonal	85,1	Nature	81,2
Musical	83,2	Artistic (L)	81
Buying Behavior	81,6	Managing (L)	80,8
Traditional	84,1	Managing	80,8
Budget	81,6	Business	80,3
Impulsive	79,2	Low Prestige	79,8

Personal Globe Inventory	82	Realistic (L)	79,2
Prestige	91,6	Artistic	79,1
Prestige (L)	90,3	Mechanical	78,8
Ideas (L)	85,4	Mechanical (L)	78,8
High Prestige (L)	83,9	Business (L)	78,2
Conventional	83,4	Realistic	77,9

* Here and below: PGI scales measure both self-rated competence and preference for some kinds of activities. So L (like) marks preference scale, while no additional index marks competence scale.

However, it is known that prediction accuracy estimation with MAE may lead to inflated scores, for MAE is very susceptible to characteristics of scale as is (minimum-maximum range, data distribution empirical law and others), not to prediction quality. A more balanced measure would be correlational coefficient between real scores on a certain scale and predicted ones. Pearson correlations between actual and predicted test results were in range of 0,06-0,45 with a mean correlation coefficient $r=0,25$. Average score for PGI was $r=0,3$, for Buying behavior scales – $r=0,2$, for Big 5 scales – $r=0,17$, and for Multiple intelligence scales – $r=0,16$. See Table 3 for a full list of Pearson's r-s.

Table 3: A full list of prediction accuracies derived from Pearson correlation coefficients

Inventory/scale	MAE	Inventory/scale	MAE
PGI	0,297	Business (L)	0,201
Realistic (L)	0,447	Investigative (L)	0,173
Conventional (L)	0,431	Prestige	0,159
Mechanical (L)	0,413	Prestige (L)	0,148
Conventional	0,403	Managing	0,11
Helping (L)	0,392	Business	0,098
Mechanical	0,387	Buying Behavior	0,195
Things (L)	0,387	Impulsive	0,249
Helping	0,381	Budget	0,169
Data Proceeding (L)	0,374	Traditional	0,168
Data Proceeding	0,371	BIG 5	0,167
Things	0,37	Agreeableness	0,28
Artistic	0,35	Conscientiousness	0,221
Low Prestige (L)	0,336	Extraversion	0,186
Investigative	0,335	Openness	0,09
Realistic	0,335	Neuroticism	0,059
Ideas	0,317	Gardner's Multiple Intelligence	0,16
High Prestige (L)	0,3	Bodily-Kinesthetic	0,216
High Prestige	0,267	Musical	0,215
Ideas (L)	0,261	Verbal-Linguistic	0,192
Managing (L)	0,259	Naturalistic	0,181
Nature (L)	0,246	Interpersonal	0,173
Artistic (L)	0,238	Intrapersonal	0,132
Nature	0,215	Visual-Spatial	0,101
Low Prestige	0,213	Logical-Mathematical	0,068

Trivial regression procedures were also tried with some psychological variables. First, Mann-Whitney U-test was performed to detect single images that could be factors “influencing” psychological features. Then ones shown significant differences were simply summed up with respect to valence. This approach shows to Pearson

correlations between real and predicted values up to 0,47. Normalization of “likes” of each person to the total amount of his/her likes made prediction less accurate. When weights were manually adjusted in order to maximize correlations, a maximum value of 0,51 was achieved.

What concerns tags frequency, the most prominent coefficients of tag to psychological feature correlation were about 0,4 (a minimal significant correlation assuming Bonferroni-corrected $p < 0,05$ suit $r = 0,33$). Adjusting weights the same way as described above we enhanced best value to 0,46. Slightly more precise results of using multiple linear approach here may be due to overfitting of the model on not splitted samples between training and validation parts.

4. Discussion

Due to *Azucar et al. (2018)*, achieved precision is rather high because correlation between behavior (choose of pictures) and personality traits has upper limit, which explains the “eternal” problem of personality-behavior mismatch. Resulting coefficients of non-machine learning trial may indicate a ceiling effect at approximately $r = 0,5$. Approximation of *Youyou et al. (2015)* shows dependence between the quantity of analyzed items and quality of personality prediction. If consider 20-100 chosen pictures as this number of analyzed items, then prediction accuracy is equivalent to or slightly higher than demonstrated for the same amount of data by authors. According to data by *Youyou et al. (2015)* further increase in the number of items would lead to slightly more precise prediction. Above mentioned are the arguments for the models performed satisfactory taking into account task specificity and limited number of stimuli cues, so the testing procedure itself may be considered as time-performance efficient.

The fact that single correlation feature to psychological trait may be above 0,4 leads to intuitive suggestion that either machine learning model is able to achieve quite more accurate prediction or only a part of psychological measures’ dispersion may be explained by images preferences and features derived from them, and other part of dispersion is inaccessible with such an approach. There are some data suggest that achieved prediction precision further may be improved. We consider approaches to augment prediction accuracy are: increase gallery volume and amount of images which user may choose (*Youyou et al., 2015*); use advanced machine learning approaches (*Tandera et al., 2017*); try approaches with predicting personality profile as whole, not single scales one after another (*Farnadi et al., 2016*); add testing of music, videos, self-made pictures and other media preferences along with demographical features to get a multimodal model (*Chen et al., 2018; Wei et al., 2017*); “downsample” psychological scales (studies demonstrating dramatically higher accuracies deal with classification problem, not a regression one). These possibilities will be examined separately.

One more problem is presence of different predictability for different features. For MAE these differences are not very high (see Table 2). Aside from prediction precision of model as is MAEs are impacted by scale properties such as ratio of range of scores within the results of majority of the participants fall and total number of gradations of the scale (more unused “room” of the scale, more accuracy score), empirical data distribution (normal distribution with relatively small standard deviation leads to better accuracy score). Small differences between MAEs for scales of different inventories if found to be non-accidental may be explained in terms of such factors. E.g., Big 5 scales has the highest accuracy, which may be the case for personality traits inventories for healthy people rarely endorse extreme high or low scores on personality measures, which is partly due to personal characteristics of responders and partly due to test designing and standardization procedures.

What concerns correlations as accuracy measures, it is evident that results of Personal Globe Inventory related to professional preferences and self-reported skills are predicted far more accurate than other traits. It is a good sign for potential usage of test for recruiting purposes. However, the reason for such difference in precision is unclear. When constructs involving preferences (such as hobbies), self-assessed talents and skills are predicted better from this gallery, than personality factors, low scores for Multiple Intelligence (which comprise similar psychological features) scales remain unclear. Reason might be in the fact that PGI types are connected with a 3D-model which may be easily predicted while MI scales are independent. This problem needs to be further examined.

5. Conclusion

Thus, tasks involving choosing favorite pictures from a gallery may be used for a prediction of some psychometric features such as Big 5, Holland types, and others using different machine learning techniques with average MAEs of 83% and mean correlation between “ground truth” and predicted results of $r = 0,25$. Some enhancements may be made to improve prediction precision in future to make it useful for recruiting practice. It is noteworthy that professional-oriented Personal Globe traits including Holland types were predicted more accurately than other traits.

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Decentralization, The Matthew Effect, and Development in Africa

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ABSTRACT

Africa has long been plagued by poverty and a lack of development as a result of slavery, colonization, maladministration, and political instability. Many nations on the continent have had difficulty keeping pace with the growth rates of other developing countries such as Indonesia, Malaysia, and South Korea. The essences of economic growth help to perpetuate conditions in the region. This perplexing dearth of development has led many researchers to question the reason as to why African countries continue to have a deficiency in development and economic growth. Decentralization has been recommended as a means to combat some development and poverty issues. Even though decentralization is not a panacea to development, several nations have varying degrees of success in implementing decentralization policies. Offering underdeveloped nations, the opportunity to establish local governments to directly address the specific needs of regional groups, the concept has been accepted. The basic understanding of the Matthew Effect theory seems to support the fact that, in Africa, development, infrastructure, are only found in the capitals while the rural areas are deprived. This paper examines the theories of decentralization and the Matthew Effect and how they tend to explain the concept of development using Ghana as a case study. The impact of slavery and colonization is also examined.

Helping Students Develop Intercultural Intelligence in Tertiary Education

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Abstract— Many students never develop good intercultural competencies during their years at college or university. These students are often unaware of how important cultural attitudes, beliefs, and behaviors are in their daily and academic lives. Students are also unaware of their own cultural boundaries that may be impacting their communication and engagement with others. Assignments that teach intercultural competencies can help students in a variety of ways: to gain confidence in their own cultural identity and acquire a set of skills to communicate and lead in a global world. In this session, the presenter will share some effective activities that can be used to teach students intercultural competencies and increase students' intercultural intelligence. Activities are based on experiential and blended learning approaches and integrate technology tools to engage learners. These activities are based on Knowledge Workx intercultural intelligence training that introduces three key theories of culture: Hofstede's cultural dimensions, World View theory, and Knowledge Workx of 12 Dimensions. These theories follow the layers of culture found in an iceberg metaphor that includes the top of the iceberg and observable culture, next is attitudes, the third layer is norms and values, and finally the most hidden layer is one's beliefs. Based on these theories, three blended and experiential projects are developed to include cultural object presentations, a research project on current intercultural conflict, and a cross cultural communication research and application of cultural maps. The presenter will also share three psychometric tests used to increase intercultural awareness: culture learner/critic, worldview, and 12 Dimensions tests.

Key words— Blended Learning, Experiential Learning, Intercultural communication, Intercultural intelligence, Knowledge Workx training, Tertiary Education

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A Study on the Development and Assessment Method of an Outcome-Oriented Nursing Innovation Course

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ABSTRACT

Many existing studies conducted in Taiwan or other countries are focused on development and applications of teaching methods, teaching materials, and teaching theories. However, very few are focused on learning outcome-oriented course design, especially concerning nursing education. The design and implementation of nursing innovation education are important issues that could lead to enhancements of learners' independent creativity. Therefore, in this study a new outcome-oriented nursing innovation course and strategies for intervention would be developed and implemented to a sample of nursing students. The nursing students will experience learning activities such as creative nursing practice, and their learning outcome would be assessed. The first year of this study would be focused on the following objectives: 1. Plan learning outcomes indicators of the nursing innovation curriculum (including learning goal, teaching content, teaching strategies, group discussion and curriculum measurement). 2. Plan and conduct expert validity of multivariate assessment tools in nursing innovation. The result of first year of the study was established the education indicators of outcome-oriented nursing innovation course among 18-week course. The result showed weekly following learning goal, teaching content, teaching strategies, group discussion and curriculum measurement, using strategies of presentation, video watching and group discussion in order to made students to perceive and learn innovative nursing skills. Lastly, this study planned and conducted expert validity analysis of a series of multi-assessment tools using on outcome-oriented nursing innovation course, including questionnaire of demographic of students, students' cognitive load, students' cognitive processes associated with creativity, students' learning attitude, students' learning outcome, and creative production. These assessment tools will be used in innovation curriculum and related research in future.

Keywords: learning outcome-oriented, nursing innovation course, learning outcome, learning theories, nursing student

CBT or CBD for Anxiety Disorders

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Abstract

According to large population-based surveys, up to 33.7% of the population are affected by an Anxiety Disorder during their lifetime. Cognitive Behavioural Therapy (CBT) is a science informed intervention which aims to manipulate dysfunctional thinking and behaviours to reduce psychological suffering. It is premised on the belief that an exaggerated sense of threat is the driving pathology behind anxiety. CBT remains to be a very popular and evidence-based form of therapy for various conditions, specifically, Anxiety Disorders. Cannabidiol (CBD) is the second most prevalent cannabinoid found in the cannabis plant. As more regions in the world legalize the use of cannabis, it has surged in its popularity and scientific evidence as a promising therapy for many illnesses, including Anxiety Disorders. Using up-to-date scientific literature, a comparison of CBT and CBD will be explored in the treatment of Anxiety Disorders in adults. These two treatment modalities will be evaluated based on their cost, adherence, safety, efficacy and simplicity for a comprehensive and robust comparison. On the basis of this comparison, recommendations for the treatment of adult Anxiety Disorders will be made via the use of clinical case studies.

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CAUSES AND MANAGEMENT OF STRESS AMONG STUDENT TEACHERS: A CASE OF UNIVERSITY OF CAPE COAST, DISTANCE EDUCATION CENTRES IN THE CENTRAL REGION OF GHANA

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Abstract

The Researchers investigated into the causes, effects and management strategies of stress among University of Cape Coast Distance Education student teachers in the Central of Ghana. The study employed the Phenomenology approach to provide insights into the sources of stress and how it can be managed to reduce its negative effects on student teachers and their performance in the classroom. Purposive sampling technique was used to select Twenty-eight (28) participants for the study. It emerged from the study that stress is caused by personal/individual factors, interpersonal factors, leadership/management factors as well as professional factors. It was, also, found out that individuals adopt various ways and means such as seeking counselling services, involving in political arguments to while away time to reduce tension and talking to friends. The study recommends that the management of CoDE organize regular orientation programme for teachers on how to deal with stress professionally. It is also recommended that the government through the Ministry of Education trains more teachers to reduce workload on teachers. Lastly, GES should encourage teachers to engage in extra-curricular activities to reduce stress.

Keywords: Stress, Distance Education, Teaching Profession.

Introduction

Modern living has brought with it, not only innumerable means of comfort, but also demands that tax human body and mind. People often have too many of these demands placed on their time; they are worried about job prospects, promotions and uncertain future, and have little time for family and fun. But would one be better off without stress? A little stress is good for survival of man. Thus, every organism must solve their problems to strive and thrive (Adeoye, Durosaro & Olugbemileke, 2009).

Teaching profession comes with lots of expectations and pressures. The profession is one of those professions that are very stressful and demanding (Teacherline UK, 2004; Johnson, Cooper, Cartwright, Donald, Taylor, and Millet, 2005; Newberry and Allsop, 2017). Studies revealed that a number of teachers have experienced stressed in some form (Chaplain, 2008; Kyriacou, 2001; Skaalvik & Skaalvik, 2015). Related to stress is the issue of workload that some teachers have to cope with especially those who find themselves in densely populated schools (Hooftman, Mars, Janssen, de Vroome & Van den Bossche, 2015). These situations can be frustrating particularly for the novice teachers who were found in a USA-based study to be highly at risk of these phenomena (Fitchett, McCarthy, Lambert, & Boyle, 2018).

What then is teacher stress? Teacher stress can be explained as a teachers' experience of unpleasant, negative emotions resulting from some aspects of teaching work (Kyriacou, 2001). Stress is a

reaction to a situation in which you perceive you will not be able to cope with successfully and which results in unwanted physical, mental or emotional deterioration (Armstrong, 2009; Safaria, Othman, & Wahab, 2011). This may lead to low productivity of an individual and ultimately affect performance of an organization. Based on interaction with some students during counselling sessions for students who had challenges with their studies and other personal issues, it appeared that their problems were associated with stress. This paper, therefore, attempts to explore the challenges and causes of stress student teachers face and the coping strategies among teachers who are on the distance education programme at the University of Cape Coast

The study is significant in four main ways. Firstly, it helps the teachers to know the causes of the stress they experience in carrying out their roles and responsibilities. Secondly, the study draws the university authorities' attention to the factors responsible for the stress experienced in their distance education programme. Thirdly, the management of the university would also be informed about the policies that could be put in place to support the teachers in their effort to manage the stress they experience. Finally, the study contributes to literature on work-related stress in the Ghanaian context.

Theoretical Framework

This study is based on person-environment (PE) fit theory and the transactional model of stress. Person-environment fit is the degree to which individual characteristics harmonise with those of his or her environment (Meyer & Dale, 2010). Person-environment fit theory and transactional model of stress assert that the interaction between an individual and his or her environment determines whether or not the situation is stressful for that person. It assumes that human behaviour is a function of the person and the environment, and that a person's vocational satisfaction, stability and achievement depend on the congruence or fit between the person's personality and the environment in which the person works (Herr, Cramer & Niles, 2004). In the work situations, higher degrees of fit predict positive work outcomes (Vogel & Feldman, as cited in Appiah, 2017). According to Clark-Murphy (2010), the person environment approach suggest that for optimal productivity, individuals should be compatible with their environments. Streufert and Swezey (1986), concluded that decision-making performance reaches an optimal level when an individual's cognitive capability matches the complexity of their environment. Jacques (as cited in Appiah 2017) also argued that for optimal productivity, organisations should be designed on the person-environment fit based on individual's cognitive capacity at every level of the organisation.

In the context of the workplace, the individual's attributes are interests, transferable skills, career motives and values, personality preferences, career orientations, self-concepts and sense of self-efficacy. The work environment include individual's expectations and perceptions regarding workload, control over one's work, tangible and intrinsic rewards of work, the relationship and sense of community among co-workers, perceptions of fairness in the workplace and the role of personal and organizational values (Herr et al, 2004). If the fit between an individual and his environment is incompatible, stress results. Similarly, lack of fit between the demands placed on individuals and their abilities to meet those demands can result in stress.

Context

Student teachers at college of education are likely to experience stress because they operate in very challenging professional contexts. For example, some student teachers could teach large class-sizes ranging from 60-80 per week, in some cases; student teachers travel from 40-50 kilometres before they attend lectures at their various study centres, preparation of daily lesson note and studying their modules for examination for their various degrees of their individual choices. Therefore, student teachers who study under such conditions are likely to face stressful situations.

Research Methodology

The methodology choice for the study was underpinned by interpretivist philosophical stance. The researcher employed phenomenological design to understand and experience from the participants point of view their courses and management of stress by student teacher in CoDE, UCC. Case study provides the researcher with detailed information using different data collection procedures over a sustained period

of time (Yin, 2009). This design was used because the Researchers believe that the best way to understand a phenomenon is to enter into people's world in the real setting. This approach was deemed appropriate because it would provide the participants the opportunity to freely express themselves in a manner that they want.

The study population consisted all the student teachers from University of Cape Coast Distance Education (CoDE UCC) in Central Region. It was from this population that purposive sampling technique was used to sample twenty-eight (28) student teachers for the study. This sample size was selected for the qualitative study because it was manageable. Also, in qualitative study, it was necessary to select a sample that would enable the phenomenon under study to be explored for a better understanding. Creswell, (2005) argues that selecting a large number of interviewees will 'result in superficial perspectives ... the overall ability of a researcher to provide an in-depth picture diminishes with the addition of each new individual or site' (p.207).

The instrument used for data collection was semi-structured interview. The interview schedule was employed to gather data qualitatively. Interview schedule was based on the issues that were discussed in the review of literature and observable challenges that students complain to the researchers. Duration for data collection was three (3) months.

Validity and Reliability

Tests and measures are used to establish the validity and reliability of quantitative research cannot be applied to qualitative research but In order to establish the validity of the instrument Lincoln and Guba's (1985) criteria for demonstrating rigor within qualitative research namely truth value, consistency and neutrality and applicability were adhered to.

On the issues of value all the 28 teachers showed willingness to share their experiences in depth and over time enabled clarification of the findings.

Semi structured audio recorded interviews allow for repeated revisiting of the data to check emerging themes and remain true to participants' accounts of their course of stress and its management. Use of rich and thick verbatim extracts from teachers assists the reader to make judgements about whether the final themes are true to participants' accounts.

Participants were also invited to comment on the research findings and themes

In case of consistency and neutrality. Transparent and clear description of the research process from initial outline, through the development of the methods and reporting of findings. In addition maintaining a research diary documenting challenges and issues assisted in maintaining cohesion between the study's aim, design and methods. Emerging themes were discussed with research team members who had qualitative research expertise in an open process where assumptions could be challenged and consensus reached

In terms of applicability rich detail of context, the course of stress effects and its management, the conclusions, recommendations makes the study transferable to other distance education student teachers

The qualitative data was analysed thematically. The data collected through interview and field notes were coded and themed after transcription. The analysis was done literally, interpretatively and reflexively. Major themes that emerged from the data were categorized based on the research questions. Braun and Clarke (2006) six-phase guide was used for the thematic analysis.

Becoming familiar with the data, generating initial codes, searching for themes, reviewing themes, defining theme, preparing the write-up

Thematic analysis is an analytical process which requires researchers to work with data, organising them, breaking them into manageable units, coding them, synthesizing them and searching for pattern. For example, a comment like "I experience my stress when there is excessive workload on me; teaching, marking. When it happens like this and you don't meet deadline, it sometimes creates tension between me and head teacher which worsen the case" was coded as "Student Teacher workload" furthermore, to

attribute comments to the respondent, the interview transcripts were assigned with some serial codes. For instance, Interviewee Student Teachers from College of Distance Education (ISTCoDE-1to28).

Causes of Stress among College of Distance Education Student Teachers

Personal/Individual Factors Causing Stress

Under this theme, it was revealed that stress is caused by lack of personal time, involving in domestic chores and getting up early and late to bed. For example ISTCoDE-10 shared their experiences:

As a nursing mother and a teacher, I have to wake up early to take care of three children before going to school. So for stress, it is not easy for we the nursing mothers at all. Apart from that, our modules are also there. It is really stressing to be distance learner and teacher

Household responsibilities are demanding a lot. Even though am single, I have to do lots of work in the house such as cooking, washing clothes and stuff. These things take lots of time and if not managed can cause stress, in my opinion ISTCoDE-3

ISTCoDE-7 shared her view:

Well, as a nursing mother and teacher my role are more involving... I guess that I have got better at it and can handle the stress but there is always something new to throw you on daily basis; teaching, marking, couple with bad condition of service and on Saturday too travelling long distance for academic pursue. All these causes me a lot of stress.

ISTCoDE-1, 9, 12, 20, 28 and 14 also have this to say about personal or individual factors that cause stress at work place: They believe that getting up early and go to bed late are stressful. If they are late to school. It always creates conflict between them and head teachers.

It emerged from the data that causes of stress in the classroom was when teaching intellectually weak students; students neither understood, nor contributed to lessons. It appeared that when the students are weak academically it makes the teaching difficult. The teachers do all the talking as no contributions come from the students and finally do not perform in exams. ISTCoDE-4 was emphatic that:

It is very stressful to me when I am teaching and realized that I have not communicated to the students; they didn't understand the lesson, probably their understanding is very low. When I conduct exams and students' performances do not reflect the way they understood me, I feel bad.

My stress starts when I am about to go to the class and I feel that I haven't been able to revise, mark assignments, and collate marks to know students level of understanding. I struggle with wanting to reach every student. How do I manage my instruction to meet all academic level in the classroom? With that, how do I manage the time I spent teaching to make sure everything is done? Couple with this, Saturday await you with this long distance traveling to UCC for studies ISTCoDE-2.

What the interviewees seem to suggest is that when individual does not have time for himself, couple with professional work demands, it can cause the teacher to experience serious stress. Stress arises when you do not have space and time to work at the pace that you can accommodate. Lots of people cannot work under pressure and if care is not taken, serious blunders could be committed. This confirmed what Clunies-Ross, Little, and Kienhuis, (2008) said that lack of space and time couple with high job demands is found to be serious cause of stress among teachers.

Another interviewee also has this to say about personal or individual factors that cause stress at work place:

For me getting up early and go to bed late are stressful. If I don't do this, I will not be able to go to school early and that would be a conflict between me and my boss (ISTCoDE-11).

Interpersonal Factors

Stress does not only emanate from the individuals but as a result of working with other people at the work place. This is what is we termed interpersonal factors. For example this interviewee intimated that:

Other people at work could cause stress in my opinion. Sometime, other people at workplace could disturb especially when they try to weigh you down when you want to progress. Some of my staff members gossip about everything you do (ISTCoDE-13).

ISTCoDE-8 complained particularly about bureaucracy in dealing with problems, processing of documents and promoting staff members. ISTCoDE-17 also affirmed that:

It is very stressful when the authorities tend to favour some colleagues. At times processing of our documents and promotions are not attended to as expected while others get it easily. Meanwhile, they cannot give you the criteria they use to measure and even sometimes not ready to explain to you why the delay.

However, one of the interviewees was also of the view that though there was shared decision-making or collaborative style of leadership, there was always pressure to get to consensus, the energy and commitment it took to get decisions. He wanted direct leadership style or to be instructed/led.

Sometimes it is good sharing views on things, but mostly I just want to be told what I need to do and the necessary materials that will help me do it, so that I can get home. I mean I have so much to do before tomorrow. I know head of department is capable of doing things well, he cares but it just takes ages (ISTCoDE-6).

It is instructive to indicate that stress could come as a result of annoyance or other people's negative behaviour towards each other. This is in line with Schonfeld (2001) who find out that poor human relations could cause stress among teachers in any working environment, there are bound to be frictions as people go about their normal activities some would stand aloof and not contribute to the growth of the institution but rather would attempt to derail what others are trying to do. This could cause stress to those who are concerned about the development of the institution or the organisation. This phenomenon sits well with the burnout theory by Dollard, Winefield, and Winefield (2003) which argues that burnout results from prolonged exposure to chronic interpersonal stressors on the job from working with troubled people.

1.3 Professional Factors

Stress also arises as a result of one's working environment. So, the next theme we categorised is on professional factor. This has to do with the fact that a teacher's working condition can induce stress for some reasons, for instance, the working environment and the kinds of students a teacher handles can be a source of worry to the said teacher. Some instances were captured by the participants.

Pupils are academically weak and needs more explanations before understanding a concept [(ISTCoDE 28)].

Some school environments do not allow staff to take initiatives and this can be frustrating especially for those who are initiative-oriented. When teachers are allowed to take decision on their own, it goes a long way to help them develop confidence as they grow professionally. Worrying is the situation where the head of the institution take unilateral decision and play down on the integrity of the staff. In other words, when the head practices autocratic leadership style, it kills the spirit of teachers in terms of taking control of their job. This aspect relates to cognitive phenomenological theory that argues that stress is a relationship between the person and the environment that is appraised as taxing or exceeding resources, and endangers a person's or worker's well-being (Dollard, 2003).

Apart from working environment, there is also another source of stress for teachers. Dealing with difficult students at times can be drudgery or a nightmare more importantly for the novice teacher. Studies show that novice teachers are likely to experience stress as a result of handling troublesome students (Fitchett, McCarthy, Lambert, and Boyle, 2018). This teacher exactly hit the nail right on the head:

Stubbornness of students during lesson delivery. Some pupils can get on your nerves. The annoying thing is that the not good ones are stubborn [(ISTCoDE 9)].

There are some students who are naturally difficult sometimes because of their conditions, whether physical, social, emotional or psychological. Some students can be hyperactive, insulting, maladjusted or physically challenged. This confirmed what researchers such as Manduku, Koech and Chepkirui (2016) found that unsatisfied and insulting pupils could cause stress for teachers. If teachers are not trained to

handle some of these behaviours in a professional manner, it can lead to frustration. And to a new teacher, it can be more disturbing especially if they were not given any training on handling such cases. Again, at times, the system in which one works can also contribute to stress conditions. When there is congenial atmosphere where one works can reduce stress. By implication, if the working conditions of teachers are not inviting, it could be a source of stress. This was captured by some participants: *Unnecessary demands made by officers at districts, regional and national level [(ISTCoDE 16)].* Studies by earlier researchers such as Hastings and Bham, (2003) indicated that working conditions such as pressures from subordinate's bosses can cause stress. High demands from teachers' workplace is said to trigger stress probably because of the fact that the teaching job involves handling pupils from different backgrounds.

Management or Leadership Factor

The part of research question one falls within management or leadership domain. It is true that management or leadership style can cause stress if the leadership style is negative. For example, if the right material or tools to work with are not provided by the management or the leadership and yet there is insistence on things should be done for the organisation to move forward. This can lead teachers to stress themselves up. This interviewee stressed:

Mismanagement at workplace. Sometimes, I become incest about my head because monies allocated for certain things are not used for those things. For example, our football is not in good shape and any time I complain, he would give you stories (ISTCoDE-14).

Another participant has a cause: Lack of support from our head teacher is troubling. He is not supportive at all. I think his style of leadership is not helping us at all (ISTCoDE-1). So, if the management or leadership is not doing what the subordinates are expecting, it can cause dissatisfaction which can lead to stress among staff. For example a study conducted by Rita et al. (2013) at the Pantang Hospital in Accra indicated that leadership or management styles were stress-generative for staff.

Effects of Stress among CoDE Student Teachers at UCC Study Centre

Literature reports on the negative outcomes or effects of stress among student teachers across the globe for which Ghana is no exception. The consequences of stress ranges from physical, emotional, social to psychological situations. For instance, de Souza, de Sousa, Belisio, and de Azevedo, (2012) found out that teachers' psychological stress affects their physical health. Again, a number of them were diagnosed with excessive daytime sleepiness and poor sleep quality, compromising health, quality of life, and teaching performance. This was found in what a ISTCoDE-8 said:

Stress affects teachers in general by forgetting sometimes what they have to do at a time. Due to fatigue, you can even forget that you have a lesson to teach (ISTCoDE-8)

Stress can have other physical effect such as dullness and tiredness.

It brings tiredness, fatigue and general body pains (ISTCoDE-1).

It was also found out that stress can affect teachers output greatly. This was acknowledged by most participants. For instance, participants said the following:

Teaching involves a lot of talking hence diminishing returns sets in during lessons. Some people say that talking is not difficult but I bet you, if you are tired, you cannot talk as you have to (ISTCoDE-5).

In support of this, another participant stressed: *Stress can make teachers ineffective in their teaching. If you are fatigued, you cannot do anything well. So, I can say that stress reduces work output (ISTCoDE-11).*

The ISTCoDE-1 to 28 were asked whether their job as teachers affected their home life or not. Majority of them claimed their job as teachers affected their home life. Their views pointed that it was so because bad mood at school translates itself to the home. They also commented that, they spent all their time on schoolwork which they missed out on personal responsibilities/ activities in the home; their family concerns were not well attended to. Most of the interviewees felt their status as teachers and students affected their home life. ISTCoDE-14, shared his experience:

My status as a teacher and a student affects my home life because when I am stressed and in a bad mood at school, I go home with it. I spend almost all day working on schoolwork and also spend on weekends on my academic peruse this makes me miss out personal activities; I don't get enough time to attend to my wife and children and extended family issues are not also properly attended to.

As can be seen, the effect of stress can be devastating especially on the health of teachers for that matter. For instance studies revealed that when there is loss of sleep as a result of fatigue, it affects one's health (Harmsen, Helms-Lorenz, Maulana, van Veen, and van Veldhoven, 2016) and output is also affected.

How to Manage Stress among CoDE Student Teachers

Management of stress among workers in general and teachers in particular has been researched a lot. There is no one particular antidote to stress management across the globe and stress management depends on the kind of person and work involved. However, it is reported that teacher stress can be managed by one, having good relations with pupils, engaging in healthy debates, seeking counselling, engaging in extra-curricular activities, reducing thing that cause stress. This can help in reducing the stress situation as this social support could serve as an avenue to let go the tension at workplace. Stressing the importance of this relation, a participant has this to say:

Teachers can reduce stress by having a good and cordial relationship with students. Students can make teacher happy through interaction and conversation (ISTCoDE-19).

Another participant outlined some strategies to manage stress as a teacher.

Teachers could involve in political arguments to while away time and reduce tension. Also, involve in community services and gatherings. Finally, one could sit by the road side and be watching cars and passers-by (ISTCoDE-25)

ISTCoDE-11, for instance, explained:

I walk up and down stairs to interact with colleagues, I crack jokes and we laugh over it. I interact with students who I consider to be matured and respectful. I also sit behind my laptop to browse for fun or visit facebook to chat with friends when I am on break. Sometimes I move outside the sit to exercise or stretch my legs. I also try to always think positively and pray constantly for assistance because the Lord knows better than human beings.

For this participant, when people do not have the opportunity to express themselves in terms of workplace conditions, it creates stress challenge for the person involved. This fits in a popular saying that "a problem shared is half solved". When there are avenue for people to express themselves concerning what happens at workplaces including schools, it makes them relieved. If people cannot share problem relating to their work with friends and family members, it built up and eventually blows up causing damage to the individual involved (Kahn, Schneider, Jenkins-Henkelman, and Moyle, (2006).

ISTCoDE-3 advice to deal with stress was in the area of seeking professional counselling. The ISTCoDE-7 belief was that managing stress goes beyond the individual capacity. If help is sought early from professionals in counselling domains, it does lots of good to the persons involved. However, ISTCoDE-28 stated that:

"Seek counselling services from those who are trained can help to deal with stress. So, I think that seeking counselling services can help to reduce the effects of the phenomenon" (ISTCoDE-28).

This revelation corroborated with the earlier finding by Manduku, Koech and Chepkirui (2016) that guidance and counselling services for teachers can help reduce the effect of stress. The counselling services would provide the teacher what to do and how to reduce it.

Researchers also suggest that stress is handled through physical fitness exercise. Those who experience stress when they engage in rigorous exercises are less affected by it. Kirkcaldy, Furnham, Shephard (2009); Gulwadi (2006), say that physical fitness programs have become widely available to employees as educative strategies of preventing stress. Additionally, relaxation was found to be a time-honored stress antidote (Benson, Casey, Dadoly, Coltera, Slon, and Allison, 2008). This was confirmed by a participant who said that:

Engaging in extracurricular activities by teachers could reduce some stress. When one engages in these events such as football, volleyball, running, you tend to forget about your worries thereby lessening the stress effects on you (ISTCoDE-12).

Another one mentioned that: *Teachers need to rest when they are stressed up. Relaxation helps the tensed body to rejuvenate so that you can bounce back strong (ISTCoDE-21).*

Another ISTCoDE-24 commented:

I talk with my friends when I am stressed. I also like sports a lot so I sometimes engage in sports small. I think positively and try not to internalize or harbour issues and also not forgetting my prayers because in Psalm 131:1-2 the Bible says “Destructive fear (worry, panic, suspicion) is generated from anticipation of the unknown. We all like to be in control of our circumstances. But when I compared my minimal human capabilities to that of an all-knowing, all-powerful, all-present God, I surrender my control. Suddenly my fears and anger diminished (ISTCoDE-24).

Another theme that came up was reduction of things that serve as a source of stress. Teachers engage in a number activities including preparation of teaching materials and lesson notes, teaching, and marking pupils exercises. These activities could pose serious challenge to teachers particularly if the class size is large. Teachers who found themselves in this situation could be tackled if these activities are reduced.

These are what ISTCoDE-S4 have to say:

Minimizing some of the things that give you stress can help reduce the phenomenon. We teachers perform lots of activities which tend to weigh down heavily on us (ISTCoDE-4).

Another one supported this by suggesting that:

In my opinion, there should be reduction of workload of teachers to so that they can be effective in the classroom (ISTCoDE-6).

Studies report of reduction in the workload for teachers as one of the best ways to manage stress. For instance Sharma (2008) recommended that there should reduction in the workload for teachers in order to reduce stress. Another dimension of coping strategy suggested by the interview data was effective time management. The interviewees were of the view that the little time when managed appropriately relieves one from stress and burnout.

ISTCoDE-3 shared this view commented that:

Coping with stress, deals with effective time management, so I plan my time table very well and adjust to it. When there is a clash I look for convenient time to attend to that schedule and make sure that the time is effectively managed as the saying goes “time is money”

It also emerged from the data that due to the large number of students, teachers tried not to pile up scripts. Others admitted that most of their questions were objective types so that they could be helped out.

ISTCoDE-7, for example commented: “My students are many so after assignment, I start marking as early as possible in order not to pile up the scripts to be a burden on me. Sometimes, objective questions are set so that I could be helped out”.

CONCLUSION AND RECOMMENDATIONS

This study provides an insight into the causes and the management strategies that those who experience it adopt. Stress among teachers must be approached proactively if teachers are to function holistically since it suggests from the findings that stress is a common place in the teaching profession. Stress management among teachers should be taken seriously because it affects productivity which indirectly leads to students’ poor performance.

Base on the findings, it is recommended that management of CoDE should organize regular orientation programme for teachers on how to deal with stress especially on how to handle troublesome students in classrooms. Ghana Education Service should intensify counselling services in schools to help

both teachers and pupils develop cordial relationships which culminate into reducing stress. Finally, GES should encourage teachers to engage in extra-curricular activities to reduce stress.

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The imbalance in the population structure of Kuwait society and its role in the reproduction of structural social violence.

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Abstract:

This paper presents a pivotal issue of great importance to Kuwaiti society in particular and to the international community in general.

The problem of violence and similar phenomena in its orbit, such as extremism, terrorism and others, which the issues of concern to the international community as they threaten its security, development and the safety and stability of its people.

The seriousness of this phenomenon is that it has produced many other phenomena that serve as indicators of its existence and the result thereof. At the same time, they are considered the causes of the reproduction of violence in new and multiple ways, in the sense that they are both a cause and a result. According to social theories and scientific studies, violence reproduces itself whenever community conditions are ripe for its emergence and outbreak, the paper will refer to one of the most widely accepted social theories in academia that provides an explanation for the re-production of structural social violence.

Moreover, this paper will focus on the phenomenon of imbalance in the population structure in Kuwait society, which is one of the most important indicators of social structural violence, while at the same time it is providing violence in people and emerging the violence in different forms that threaten the security of the homeland as well as the citizen and hinders their development and stability.

Finally, the paper reviews the main implications of this imbalance in the population structure of Kuwait society, which the researcher considers a strong indicator of the reproduction of social violence, and will provide some structural solutions that can deal with such structural social problems.

Academics' perceptions on academic entrepreneurs: a case study of a renowned university on the Chinese Mainland

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With the rise of academic capitalism, the pressure for scholars to compete for external funds is increasing in recent years. Academic capitalism refers to a multidimensional process of integration between higher education and the knowledge based economy. This integration is based on the blurring of boundaries between higher education, states, and markets. In the Chinese Mainland, academics are also urged to obtain great amount of external funds as one of the key indicators of their performance. Many academics conducted applied research collaborated with enterprises as well as policy researches supported by local government to ensure that they could obtain great amount of external research funding. In this study, we had in-depth interviews with 20 academics from departments of Physics, Education, Business and Information Technology in a first tier university in Mainland China. The preliminary observations of our study found that first, the team leaders should be academic entrepreneurs who obtained academic and entrepreneurial competence to lead the research team and to negotiate with the external funding agencies. Second, under the existing approval system of applied or policy researches in Mainland China, the team leader should also obtain affluent *guanxi* (social capital) which is the prominent factor on obtaining applied or policy researches. Third, the team leader should try their best to help team members publishing academic papers in high status journals in Mainland China besides obtaining great amount of research fund. Informants perceived that entrepreneurial competence, substantial *guanxi* (social) network, and the balance of academic as well as economic purposes of the research project constituted the key characteristics of an academic entrepreneur who actively participates in the research projects sponsored by external funding agencies in China.

Accounting Methodology approximated to the Theory of Self-efficacy

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Perceptions in the research demonstrate that the theory of self-efficacy displays an affinity with Methodology in accounting, an essential chapter in Accounting Theory. The epistemology of Accounting Science signals toward a teaching of accounting with affection by the means of teaching strategies which contribute to affective training of the students and future professionals.

This study relates conceptual aspects of the accounting methodology, specified in the field of accounting theory, to the theory of self-efficacy, in the context of vicarious experience. This study describes the experience in shaping self-efficacy into a pedagogical strategy during the implementation of activities in a distant education course on accounting on the sub-field of auditing, prepared for the purpose of modifying self-efficacy behaviour in students.

The theory of self-efficacy is a chapter of social cognitive theory that can support Accounting Sciences, which is a kind of social science applied to meeting its goals through the education of students of this area. The construction of self-efficacy has been pointed out in literature as paramount to identifying and inspiring confident behaviour in students from different areas of the academic domain. Vicarious experience uses cognitive and affective processes, such as: attention, retention, reproduction and motivation, to strengthen the perception of personal efficacy, by observing other people, objects or situations experienced.

The results of the study point out that teaching strategies in accounting disciplines can be modelled on vicarious experience with an impact on student behaviour, developing their confidence when the professor adopts a behavioural theory in the technical teaching of accounting methodology. Thus, students are trained to perform, in accounting practice, better resourcefulness and focus on their goals. The study is qualitative and descriptive in nature, and we used the technique of content analysis to propose a taxonomy of the conceptual elements detailed in the process of Attention, Retention, Reproduction and Motivation compared to elements of the sub-theories: language, reasoning and decree, presented in the methodology of accounting.

Keywords: Self-efficacy. Learning. Affection. Accounting methodology.

Teaching Mathematics In Honduras: Origins, Development, And Challenges

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This article presents an overview of the teaching of mathematics in Honduras throughout history, since pre-colonial period until to the Liberal Reform. It tries to capture the events, personalities and institutions that have set standards in the conceptualization of mathematics and its teaching, recognizing turning points, demands and challenges of mathematics education in Honduras.

PRE COLONIAL PERIOD AND MAYAN CULTURE

The indigenous groups that inhabited what was to become Honduras before the arrival of the Spanish in 1502—and that still exist—can be characterized as non-nomadic. Many were dedicated mainly to agriculture: the cultivation of corn, beans and tubers. Others were involved in hunting, fishing or navigation. Their social organization was based on the family, then on small groups. These small communities were governed by a “chief” or “cacique”, responsible for watching over the community. The caciques enjoyed significant respect and received, generally in kind, tributes from their groups. Research on the native groups in Honduras (Durón, 1956; Martínez, S. Z., & Edén, D. W., 2002; Rivas, 1993) has reported that before the arrival of the Spanish only the Maya used writing. There are no records of the mathematical practices of the non-Mayan groups, but nevertheless there are conjectures on their mathematical practices in the selection of the amount of tribute for the cacique, the ideal combinations for weaving garments, the quantity of a crop to be saved for the next cultivation, among others. There is also evidence that they utilized various counting strategies and other arithmetical knowledge that was transmitted orally.

The Mayan civilization developed in Mesoamerica, in a region comprising the current countries of Mexico, Guatemala, Belize, Honduras and El Salvador. In Honduras, the civilization came to prominence in the western part of the country, in the city of Copán. Researchers such as Bahena (2012b), and Docter, Reents Budet and Agurcia (2005) claim that this city was an important hub during the classical period (400 to 800 CE) and the main site of the economic, administrative, religious and cultural activity of the time. The city had a number of public squares as well as temples, city halls and palaces built atop platforms. These structures were colorful, well-formed and contained a considerable amount of symmetry in terms of their dimensions, size and placement. Not only were these structures temples, stelae and altars) part of the record of the cycles of celestial bodies such as the sun, the moon, the planets, and the stars, but they were used as observatories and/or calendars (Agurcia, et al., 2010). The Maya had a writing system based on hieroglyphics, many carved in stone. (In Copán the longest hieroglyphics in the Mayan world can be found on its stairways; it consists of approximately 1500 glyphs). To leave a written record, they also wrote on cloth—a parchment-like material, made of fibers, nowadays known as the Codices—and stone stairways. In this record, the Maya tell of their advances in mathematics, astronomy, the arts and in other areas, as well. As for their numbering system, the Maya used a vigesimal system with 20 symbols; this is different from our decimal system that uses 10. They discovered the concept of zero, wrote their numbers from 1 to 19 using dots and bars – a dot was worth 1 and a bar 5 (Bahena 2012a; Docter, et al., 2005). Their vigesimal system allowed them to carry out arithmetical calculations such as additions and multiplications as are seen in the Dresden Codex (Tonda & Noreña, 1991, cited in Bahena, 2012a).

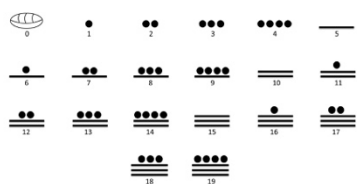


Figure 1: **Mayan Numeration System**

Mayan arithmetic was used a great deal in daily life. For example, Bahena (2012b) and Docter, et al. (2005) assert that the Mayans tallied days with their various calendars known as “Tzolkin”, “Haab” and “Calendario Redondo”. The first of these was 260 days long, divided in 13 months, each with 20 days. The second calendar consisted of 365 days, distributed among 18 months of 20 days and one additional month of 5 days. The third integrates the first two, with a total of 18,980 days, or 52 years. This way, each day of this last calendar had its own designation: “4 ajaw 8 K’umk’u” (these represent an interpretation of sounds in Mayan) would be as if some said “Thursday, January 8th” as “Thursday the 4th day of the week and 8 days in January, the first month of the year” (Docter, et al., 2005, p.34). The Maya recorded celestial events over extended periods of time, which is the reason that they invented another calendar system called “la Cuenta Larga” (it is a tally of days similar to how the Gregorian calendar counts. The “Cuenta Larga” has, as its base, the vigesimal system and is a sequence of as many as 13 vigesimal digits, in which a unit of time is represented by one of the 13 vigesimal digits and each unit of time is made up of twenty of the following unit of time. Typically only 5 vigesimal digits were used to express the time and they were called, starting with the smallest, the k’in, then came the uinal (or winal), next the tun and the k’atun and finally the bak’tun. In Copán, on Stela 2, dates such as Sunday, 1st of January, 2002 of our calendar have been found written as 12.19.6.15.0 or 9 Ajaw 8 Kank’in (Docter, et al., 2005). Another Mayan legacy involving their numbering system is its application to astronomy, a discipline that enjoyed a significant scientific development. Bahena (2012b) claims that in Copán a number of important discoveries were made, such as: the length of a tropical year being 365.2420 days (a result that differs from the actual result by one ten-millionth), the use of lunar formulas they developed starting with the 15th K’Atun and the equivalence between the days and the moon, namely, 149 moons corresponded to 4400 days, 235 moons to 19 years or 6939.597315 days, one moon to 29.53020134 days, two moons are close to 59 days, 6 moons are close to 177 days, 17 moons are close to 502 days and 21 moons to 620 days. Bahena (2012b, p. 20) contends that another Mayan contributions was the calculation of the synodic revolution of Venus (the amount of time that elapses between two passes of Venus either in front of or behind the sun, as seen from Earth). This has an oscillation that varies between 580 and 588 days (583.92 days). The Maya calculated it at approximately 584 days. That is, the alignment of the Sun, Earth and Venus is every 584 days.

Another of Copán’s with mathematical contributions is its buildings and the precision, accuracy and geometric form with which they were built. This indicates advances in geometry. Typically these buildings were built in order to observe celestial bodies. Docter, et al., (2005) suggest that the buildings in this Mayan city were placed to indicate specific astronomical events, such as: the dawn, the spring equinox or the winter solstice. They also served as observatories to identify specific dates of the year. Phenomena like the lengthening or shortening of a shadow can be observed at specific dates and times in some of the stelae of Copán.

Period Colonial to the Liberal Reform (1502-1876)

Cruz-Reyes (2005) contends that both laypersons and members of various religious orders were in charge of the first schools in Honduras. Although they directed their efforts to transmitting Spanish culture and in evangelizing, none of them had formal preparation for teaching. Those from the religious orders did have religious training, but it was basic literacy, rudimentary numeracy, and some notions of culture that

were the only qualifications for teaching for both groups. In 1731, bishop Fray Antonio López de Guadalupe, founded the Colegio Tridentino de San Agustín de Comayagua. It opened two years later to teach Latin language and culture, religion and mathematics.

During the colonial period there had not been any formal public and secular educational structure (Pérez, 1996) established by the government. Education had been in the purview of the Church. Private and denominational schools that offered limited access to a few had existed during those years. The creation of the Federal Republic of Central America marked the beginning of the responsibility of the State to address the educational needs of a new era, anchored in a liberating and progressive ideology throughout the region. A landmark in education for Honduras was 1830, when Francisco Morazán became the first head of state and enacted the “First Educational Policies,” from which the “First Educational Statutes” were derived. They established an organization for public education that was free, non-denominational and universal. Constant civil wars during that time prevented the realization of those aspirations (Zuniga, 1987). Nevertheless, at that time educational institutions were created that contributed to the progress of the nation. Among them were the first normal school based on the ideas of Joseph Lancaster (which functioned from 1836 to 1840), the Liceo of Honduras (1834), the the Literary Societies of Tegucigalpa and Santa Rosa de Copán. Those two Literary Societies became post-primary educational institutions (Pérez, 1996, 1997). Amaya (2009) reviews the production and distribution of textbooks and other written materials during this period. It was limited mainly to works of a religious nature and to a lesser extent philosophical. Personal libraries such as those of Dionisio de Herrera and José Cecilio del Valle existed. They contained a variety of works including arithmetic, algebra, geometry, physics, philosophy, history and the arts. Mathematics teaching in Honduras during this time was limited to fundamental arithmetic, with an emphasis on counting and basic operations. The classes were taught by priests. The textbooks they used usually came from Spain, but they did write a few themselves. General Francisco Morazán brought the first printing press to Honduras in 1829 and with it began a national production and distribution of printed material. In 1848 the first national Honduran textbook was published. It was entitled *Rudimentos de Aritmética* (Basics of Arithmetic) and was written by Domingo Dárdano, a teacher at the Colegio Tridentino de San Agustín de Comayagua.

The “Liberal Reform” marked a new direction for education and the teaching of mathematics in Honduras. Dr. Marco Aurelio Soto was elected President of Honduras in 1876. He and Ramón Rosa, his minister of education, began a significant transformation of the government of Honduras in many areas: economic, social, political and educational, influenced by positivism. During this period (1876-1883) the “First Statutes of Public Instruction” were created and declared that education would be non-denominational and obligatory, thus transitioning the schools from the scholastic thinking of the church toward a more scientific and technical point of view (Amaya, 2009). Part of this reform was the organization of schools into the elementary, secondary and university levels. The Public Instruction Act produced changes in the secondary curriculum. These changes included an increase in religious aspects and the arts. With respect to mathematics beyond th Thus the teaching of mathematics was expanded during the period of the Liberal Reform. The earlier vision was limited to arithmetic and a few rules of algebra. That vision expanded with the creation of technical and engineering programs. The first programs that were created for engineers included more advanced algebra, geometry and trigonometry, and differential and integral calculus.

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Early Entrant Teachers' Lived Experiences Of Their Teaching Professional Development And Their Teaching Practice

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Abstract

This paper explored the lived experiences of early entrant teachers of their teaching professional development and their teaching practice. Importantly, the paper looked into the circumstances that motivates early entrant teachers to sustaining their teaching professional development and how it impacts on their teaching practice after they have graduated as teachers. A phenomenological qualitative research was undertaken. A purposive sample of 8 early entrant teachers was employed. The participants' average age was 23 to 27 years with the mean teaching experience of 2.5 years. A one-on-one interview was conducted with five female and 3 male teachers in the Gauteng province. A thematic data analysis was applied to identify strands emerging from the interviews. The findings of the research study suggest that early entrant teachers are able to identify the opportunities that are offered by the teaching profession and use them. However, differences in gender showed that female educators are constrained by family commitments as well as social barriers to sustain their teaching professional development.

Impact Of Media Campaigns Of Selected Brands On The Spectators In Unorganized Environment

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Abstract:

An ideal assortment of advertising appeals and executional frameworks by the advertisers' in media campaigns, results in transiting consumers' brand awareness of the advertised brand and its benefits towards incorporating them with their personal value systems. Creativity, originality and uniqueness in an advertisement blended with suitable implementation and execution of the message themes, evaluates the viewers' understanding and accomplishment of the ad campaigns'. Based on a bidirectional perspective and on empirical basis, the present study proposed to highlight; first, the advertisers' objective in design of various advertisements of selected brands of fast moving consumer goods and second, the viewers' acceptance and susceptibility towards the ad concepts, influencing them to finally opt for purchase of the advertised brand. The study also intended to witness the impact of marketing communication through media campaigns on the television viewers of Sivasagar district of Assam, India, based on an unorganized environment, and to relate the role and contribution of the same on the buying behaviour of the urban and rural viewers' of the study area. Through judgmental sampling: at first; a total of seven (7) advertising agencies involved in designing twenty one (21) selected brands of media advertisements, and second; four hundred forty (440) television viewers' from the study area, were taken purposively for conducting the research. Finally, the study endeavored to contribute to the present body of literatures on the arena of advertisements and its impact on the patrons.

Keywords: Campaigns, Advertisements, Appeals, Marketing Communication.

1. INTRODUCTION

Media campaigns are inspiring when the ad message gratifies the audiences' need, desires and grasps their attention through meaningful and attractive message themes. Fresh, noteworthy and astonishing message themes are implicit among the viewers' which results in brand retention and execution. Buyers' patronage towards the advertised brands accomplishes the advertisers' objective in creation of promotional drives for the patrons.

Earlier studies paid attention on media advertising, print advertising, marketing messages, consumer behaviour and celebrity endorsements in organized environments. Marketing communication barrier in an unorganized environment has not been focused to a great extent in the earlier literatures. Distinct bidirectional studies considering both the viewers' and advertisers' end with special reference to fast moving consumer goods has also not been observed through the previous studies. Furthermore,

discernible studies were focused on the purchasing behaviour of both the urban as well as the rural population from an unorganized environment.

Additionally, from the study conducted by Cheng H. & Kim K.K.¹¹⁷, it can be inferred that there are discernible studies being carried out in India and other South Asian countries, especially in the field of advertising.

Therefore, on a comprehensive note the study endeavored to contribute to the present body of literatures on the arena of advertisements and its impact on the patrons in an unorganized environment from the Indian sub-continent.

OBJECTIVE OF THE STUDY

The study aimed to fulfill the following objectives: -

To understand the advertisers' objective in design of various advertisements of selected brands of fast moving consumer goods.

To study the viewers' acceptance and susceptibility towards the ad concepts, influencing them to finally opt for purchase of the advertised brand.

To witness the impact of marketing communication through media campaigns on the television viewers of the study area.

To relate the role and contribution of the communication content through media advertisements of selected brands on the buying behaviour of the urban and rural viewers' of the study area.

RESEARCH QUESTIONS

The study intended to address the following research questions: -

Existence or non-existence of communication gap, if any, between the advertising message of selected media advertisements and the viewers understanding level.

Existence or non-existence of impact of the communication content of the selected media advertisements on the viewers' buying behaviour.

Advertising features that, in general, catch the attention of the viewers of the study area.

METHODOLOGY ADOPTED

The study revolved around Sivasagar district of Assam, India, an unorganized environment, and accepting the view as given by Thomas¹¹⁸, case study method has been adopted. The study area has been considered as unorganized because, the market area of this place is short of; innovative and attractive advertising tactics and technologies, availability of fewer variants of consumables and limited purchasing options for the consumers. The place has dominance of local ownership, less sophisticated parking space in the market, less urbane storage and distribution networks, to name a few.

In addition, case study method has been adopted because, within the proximity of the researcher's venturing into the subject matter, it has been apparent that behavioural studies based on customers', has been limited in Sivasagar district of Assam, India. "The main characteristics of case study research are that is narrowly focused, provides a high level of detail, and is able to combine both objective and subjective data to achieve an in-depth understanding"¹¹⁹.

Additionally, Sivasagar being the capital of Ahom kingdom, "(1228-1826, also called Kingdom of Assam earlier. It is well known for maintaining its sovereignty for nearly 600 years and successfully resisting Mughal expansion in North East India.)"¹²⁰, it is considered a tourist destination, but with less

¹¹⁷ Cheng, H. & Kim, K. K. (2010), "Research on advertising in Asia: a critical analysis of the articles published in major advertising and communication journals, 1990-2009", *Asian Journal of Communication*, Vol. 20, No. 2, June, pp 248-263. Available at <http://www.tandfonline.com/doi/abs/10.1080/01292981003693427>, Accessed on 03/03/2013

¹¹⁸ Source: https://en.wikipedia.org/wiki/Case_study, Accessed on 21/05/2018

¹¹⁹ Source: https://cirt.gcu.edu/research/developmentresources/research_ready/descriptive/case_study, Accessed on 16/03/2019

¹²⁰ Source: https://en.wikipedia.org/wiki/Ahom_kingdom, Accessed on 16/03/2019.

developed market variants and opportunities for the customers. With limited variants in the commercial market and Fast Moving Consumer Goods (FMCG) being a prerequisite in one's routine life, the researchers were encouraged in undergoing a study on the impact of FMCG media campaigns on the buying behaviour of the spectators from the study area.

Also, the bidirectional perspective of the study required the respondents to be divided into two categories, i.e., advertising agencies and spectators of the media campaigns.

Advertising Agencies: A total of seven (7) advertising agencies having nationwide existence of their media campaigns have been considered, namely:

Creative land Asia, Draft-FCB-Ulka, J Walter Thompson India, Leo Burnett, Lowe Lintas, Ogilvy & Mather and Scarecrow communications.

The twenty one (21) brands for the seven (7) advertising agencies that were selected for the study were: - Appy Fizz (Apple juice drink), Godrej Expert (Hair colour brand), Mango Frooti (Mango flavoured drink), Sunfeast Dark Fantasy (Dark chocolate biscuits), Amul (Dairy products), Servo (Engine oil brand), Pepsi (Carbonated Soft drink), Kitkat (Chocolate covered wafer biscuit), Kurkure (Brand of corn puffs), Thums Up (Carbonated Soft drink), Maaza (Fruit drink brand), McCain Foods (Ready to make frozen snacks), Britannia Tiger (Biscuits), Dabur Hajmola (Digestive tablet), Surf Excel (Detergent powder), Cadbury Dairy Milk Silk (Dairy chocolate), Fevicol (Adhesive), Gems Surprise packs (Chocolate balls brand), Sona Chandi Chyawanprash (Herbal formulation with health benefits), Rupa Frontline (Brand of vests) and Anchor (Brand of home automation products).

An assortment of journals, internet search engines, e-books and printed books were considered as the source of collecting secondary data for the study. The videos of the campaigns of the twenty one (21) FMCG brands were taken from the websites like; youtube.com, campaignindia.com and the company websites. As this research focused on studying the advertising agencies dealing only with FMCG campaigns using media as the medium of communication, Judgmental sampling has been adopted.

In order to obtain a better insight on the advertisers' objective in design of various advertisements of selected brands of fast moving consumer goods and its execution, the secondary sources has been used in obtaining the qualitative data.

In addition, for collecting primary data, at first an online questionnaire with reference to the book titled "Advertising and Promotion An Integrated Marketing Communications Perspective" written by Belch, G. E., Belch, M. A. & Purani, K.¹²¹ was served to the seven (7) advertising agencies for filling up their responses.

Spectators of the media campaigns: The four (4) rural and seven (7) urban plots from the study area assisted in determining the sample size for the study. It has been observed that there doesn't exist any published or virtual data regarding the total number of spectators of the media campaigns of Sivasagar district, of Assam, India. Thus the total population of 1,151,050 from Sivasagar district, as per the District Census Handbook Sivasagar¹²² has been considered as the Universe for the study and, the sample size has been estimated through the Cochran's sample size formula.

The total population (N) of Sivasagar district, i.e., 1,151,050 with confidence level 95% and significance level 5%, assisted in identifying the representative sample size as 384. Thus with equal distribution of samples from the rural and urban plots (40 each), meticulously a total of four hundred forty (440) television viewers' has been considered, increasing the confidence level to 95.33% and significance level at 4.67%. The representative sample size is expected to minimize the margin of error and maximize the precision of the responses from the respondents' under consideration.

As the respondents were strictly spectators of media campaigns, Judgmental sampling has been adopted based on certain judgments' like:

The respondents should be frequent and strictly media campaign viewers'.

¹²¹ Belch, G. E., Belch, M. A. & Purani, K. (2013), Advertising and Promotion An Integrated Marketing Communications Perspective, Mc Graw Hill Education (India) Private Limited, New Delhi, 9e.

¹²² Source: http://www.censusindia.gov.in/2011census/dchb/1812_PART_B_DCHB_SIVASAGAR.pdf, pp 26, Accessed on 21/05/2018

The respondents should possess minimum knowledge and understanding level of Hindi and English language in order to finally understand the ad concepts of the selected campaigns, based on national platform.

The respondents should be of 18 years & above and should possess the minimum level of buying as well as decision making capacity.

Out of the 21 FMCG brands taken under consideration, the respondents should have viewed at least 15 advertisements of the selected FMCG brands. It is because, if majority of the advertisements were viewed by the viewers, the responses of that particular set of viewers tends to show more preciseness and less ambiguity in nature.

Furthermore, with reference to the response from the online questionnaire by the ad agencies, one structured questionnaire cum schedule was designed and as per the sampling design, the same has been administered to each of the respondent (spectator) of Sivasagar district, of Assam, India. The videos of the media campaigns were also displayed to the respondents, their responses were observed and interviews were done in order to monitor their understanding towards the ad concepts of the selected campaigns.

Both the sets of questionnaire acted as a bridge in creating a relationship and in identifying the existence or non-existence of communication gap, if any, between the advertising message of selected media advertisements and the viewers understanding and acceptance level of the ad concepts.

Analysis Technique

Descriptive Analysis

As the research was based on observing the advertisers' messages in designing the selected advertisements on one hand, and on the other hand, identifying the understanding level of the respondents regarding the communication content revealed through the media advertisements of the selected FMCG brands, the research was analytical and descriptive in nature. Thus, the qualitative aspect has been analyzed and descriptive presentations and interpretations have been put forward.

Formulation of Impact Index

At first, in order to comprehend the advertisers' intents and their prioritized factors while designing various promotional campaigns and second, for observing the impact of media campaigns of the selected brands on the spectators, the Customer satisfaction Impact Index has been considered. Thus the already adapted methodology of using Customer Satisfaction Index (CSI) by few previous researchers was considered. Formerly, this technique was adopted by American Marketing Association with the help of 10 points Likert's Scale. Likewise for this current study, the responses of each Statement were measured through Impact index with 5 points Likert scale but the points were named as; highly agree, agree, neutral, disagree and highly disagree.

The results from the questionnaire / schedule were presented both in absolute as well as in percentage. As the level of understanding among the respondents and the study area seems to be unorganized, the ranges of Impact Index have been considered with a 25 % interval level. However, in an organized condition, the interval level can be reduced in order to have a more precise observation.

Statistical Test

To relate the contribution of the communication content through media campaigns of FMCG brands on the purchasing behaviour of the rural-urban matrix, with the help of the Statistical Package for the Social Sciences (SPSS) software package, the normality tests have been conducted through Reliability Q-Q test and the data were found to be not normal. Thus, a non-parametric test named as Kruskal-Wallis H Test has been conducted, first; to understand the contribution of the communication content through media advertisements on the buying decisions of the respondents, and second; to observe the existence or non-existence of any significant difference in the buying behaviour of the viewers of the urban and rural plots of Sivasagar district, of Assam, India.

FINDINGS & DISCUSSION

Addressing the Objectives:

5.1 Understanding the advertisers' objective in design of various advertisements of selected brands of fast moving consumer goods.

With the qualitative responses through the secondary sources and with the help of the Impact index pyramid, the primary responses from the advertising agencies have been presented as mentioned: Media campaigns acts as a source of communicating the ad messages to the spectators and the advertising agencies make use of various advertising appeals in order to support their campaigns. Appeals such as emotions, humour, fear, adventure, suspense, music, etc., entice the viewers' towards the brand being advertised and this optimistic approach assists them in imprinting the messages, concepts and brand name to be recalled and finally, in their purchase. Along with appeals; frequency of an advertisement, simplicity in its approach, effective media plan, users' demand, medium of communication and originality in its concept acts as a key promotional strategy for positioning a brand in the market.

5.2 Viewers' acceptance and susceptibility towards the ad concepts, influencing them to finally opt for purchase of the advertised brand

The responses through the questionnaire cum schedules, interviews and observation of the viewers' behaviour in relation to their understanding towards the ad concepts of the selected campaigns have been mentioned:

The viewers' were able to take hold of either the principal factors or at least the secondary factors behind all the selected campaigns. Thus, the advertising agencies to an assured level were victorious in conveying the idea as well as the concept behind the selected promotional drives. The average acceptance and susceptibility of the campaigns has apparently displayed that the communication content used by the ad agencies were fairly suitable for the audience of this part of India. For most of the brands, the respondents were persuaded by the marketing message and thus showed positivity towards those campaigns.

5.3 Impact of marketing communication through media campaigns on the television viewers of the study area.

With the help of the Impact index pyramid, the primary responses from the spectators of the media campaigns have been presented as mentioned:

Through this study, as far as the factors like advertising and its impact, marketing communication and the buying intentions of the viewers' were considered, it has been observed that the campaign of Amul was highly successful in the FMCG market of Sivasagar district, of Assam, India. Entertainment with the right mixture of appeal acted as a mirrored reflection between the urban and the rural populace.

For all the remaining brands like; Mango Frooti, Maaza, Britannia Tiger, Fevicol, Surf Excel, etc., the coordination of the right information, in the right way and thus a proper execution was moderately in accordance with the customer preferences and demand. In cases like; Appy Fizz, Servo, Gems, Sunfeast Dark Fantasy and Pepsi, eye catching visuals has been adopted by the advertising agencies, but the impact of the marketing communication of these brands were moderate.

Along with the same, in cases like; Godrej Expert, Sunfeast Dark Fantasy, Servo, Pepsi, Nestle, Kurkure, Thums Up, McCain, Cadbury Dairy Milk Silk, Gems, Sona Chandi Chawanprash, Rupa Frontline and Anchor, the execution of the advertising appeals pulled back the audiences' reaction. The advertising agencies were not highly successful in maintaining a strong association of the appeals with the brand name, product features, its benefits, advertising message as well as the celebrity used in an advertisement. Among the twenty one (21) brands under consideration, Thums Up was one brand which showed the lowest impact value of 57 %, as far as the overall impact score was considered. It has been observed that the element of entertainment, emotional attachment with the appeals, convey of the accurate ad message as well as the brand benefits were a few reasons, which acted as a catalyst in pulling back the audiences' reaction towards the campaign and thus resulted with a low impact score.

The study outlined that for few brands like; McCain Foods, Surf Excel, Cadbury Dairy Milk Silk, Fevicol and Sona Chandi Chawanprash, the main motto of communicating the product information backed by a

steady flow of ad message was well executed among the viewers. Even if the purchase of the brand like McCain Foods was moderate, the audience showed a positive response towards the understanding of the ad message and recall of the brand. In comparison, for few brands like; Appy Fizz, Sunfeast Dark Fantasy, Servo, Kitkat, Kurkure, Thums Up, McCain, Gems Surprise packs and Rupa Frontline, the ad agencies were deficient in demonstrating the product benefits, its usage and a steady flow of the message, making the advertisements' execution a moderate one.

The advertising agencies design the campaigns keeping a distinct set of spectators into consideration. In view of that; the appeals, concept, advertising message, language, tag lines and creative portrayal of the brands are being designed to suit the selected target groups' desires, requirements and expectations from the campaign.

But when the campaign is on air, the ad agencies cannot keep a hold on the audiences' vicinity and thus cannot fix a definite target viewers'. Advertisements targeted through mass media modes of communication are always open for every category of spectators. For example, media campaigns targeted for urban viewers are even open for viewing by the rural people and vice versa. But the understanding and acceptance towards the campaign might be from a different perspective, if the targeted audience itself is different.

The impact scores together, from both the urban and rural viewers' response for all the selected brands reveal that, the advertising agencies had a limitation in defining the set of targeted audience for their campaigns and the mass media mode of communication made the viewing of the same, open for every audience. This has resulted in moderate acceptance of the campaigns, irrespective of the understanding on the main idea behind these campaigns. It has been observed that in certain cases, the sub factors like; celebrity endorsement, music, flow and high frequency of the campaigns has outperformed and made these campaigns popular among both the category of viewers and thus in the study area which falls under an unorganized environment.

5.4 Relating the role and contribution of the communication content through media advertisements of selected brands on the buying behaviour of the urban and rural viewers' of the study area.

In order to check the normality of the data, Q-Q plot has been considered. For the study, the two data sets were considered as; Television viewers from both the urban and rural plots.

When the data so collected and processed has been plotted in the Q-Q graph, it has been observed that the points of the two data sets don't fall in the straight line. The observed value shows a deviation from the reference line. Thus, it can be interpreted that the data doesn't fall under normal distribution and it is evident that the data sets were from different distributions.

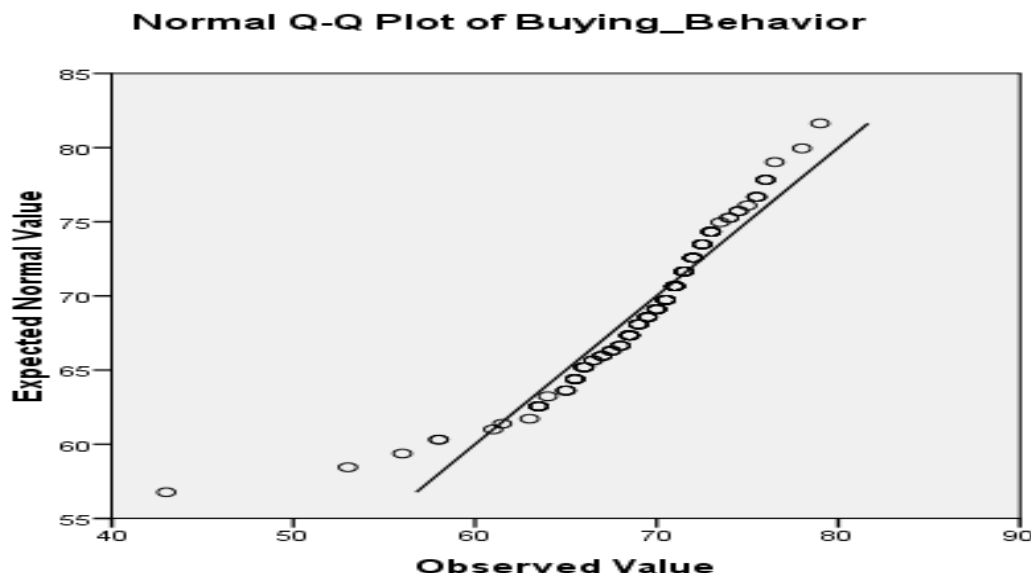
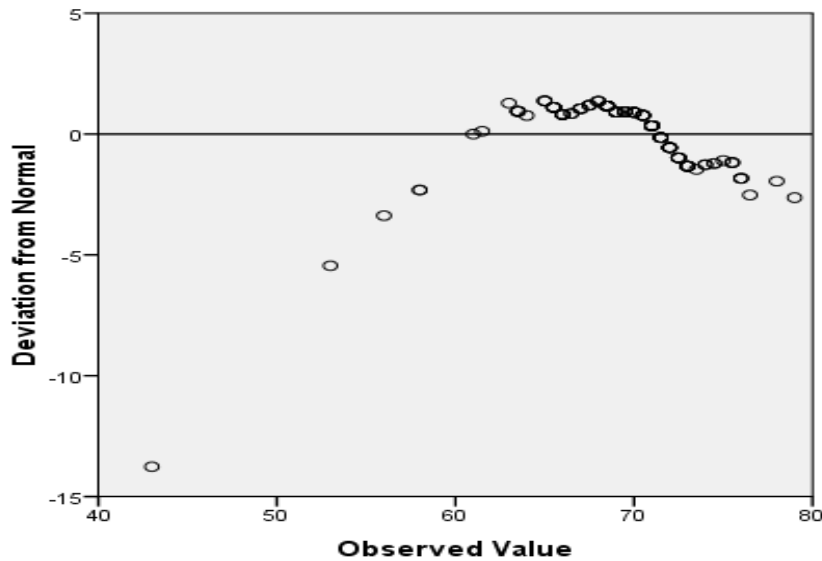


Fig 5.4.1 : Normal Q-Q Plot of Buying Behaviour

Detrended Normal Q-Q Plot of Buying_Behavior**Fig 5.4.2 : Detrended Normal Q-Q Plot of Buying Behaviour**

As the data doesn't fall under normal distribution, non-parametric statistical test has been conducted in order to understand the contribution of the communication content through media advertisements on the buying behaviour of the respondents of Sivasagar district, of Assam, India. The existence or non-existence of any significant difference in the buying behaviour of the viewers of the urban and rural plots of the study area were observed with the help of the Kruskal Wallis-H Test under non-parametric conditions and working Hypothesis has been formulated:

H₀: There is no significant difference in the contribution of the communication content through media advertisements of the selected FMCG brands on the buying decisions of the urban and rural viewers' of Sivasagar district, of Assam, India.

The Impact Index scores of the urban and rural location has been considered while conducting the Kruskal Wallis-H Test for the individual brands and the asymptotic significance value has been highlighted:

Table: 5.4.1 Test Statistics (a,b) regarding the Kruskal Wallis-H test for the individual brands

Brands	Asump. Sig.
Appy Fizz	0.127
Godrej Expert	0.261
Mango Frooti	0.184
Sunfeast Dark Fantasy	0.822
Amul	0.376
Servo	0.822
Pepsi	0.500
Kitkat	0.105
Kurkure	0.127
Thums Up	0.046
Maaza	0.376
McCain Foods	0.500

Britannia Tiger	0.275
Dabur Hajmola	0.658
Surf Excel	0.827
Cadbury Dairy Milk Silk	0.346
Fevicol	0.513
Gems Surprise packs	0.275
Sona Chandi Chyawanprash	0.827
Rupa Frontline	0.268
Anchor	0.658

Source: Data collection through survey

After incorporating the values under Kruskal Wallis condition, it has been observed that, the asymptotic significance value of twenty (20) brands, except Thums Up, is more than the assumed significance value which is equal to 0.05. Thus for twenty (20) brands, except Thums Up, we accept the null hypothesis and reject the alternate hypothesis. And in case of Thums Up, we reject the null hypothesis and accept the alternate hypothesis.

Therefore it can be interpreted that, there doesn't exist a significant difference in the contribution of the communication content through media advertisement of the mentioned twenty (20) brands on the buying decisions of the urban and rural viewers' of Sivasagar district, of Assam, India. The ad messages through these campaigns were able to appeal the audience and influence them in their purchasing behaviour. From the statistical test, it was noticeable that the purchasing attitude towards these twenty (20) brands was similar in case of both the urban and rural viewers' of the selected study area. Only in case of Thums Up, it has been clearly depicted from the significant difference of the impact scores of the buying behaviour and the results of the statistical test that, there exists a dissimilar trend on the purchasing attitude of this brand among the urban-rural matrix of the study area.

Additionally, the impact scores of both the location has been considered to observe the overall scenario through the Kruskal Wallis-H test based on the working Hypothesis as framed and has been mentioned:

Table 5.4.2 : Overall Test Statistics (a,b) regarding the Kruskal Wallis-H test

	Buying Behaviour
Chi-Square	.019
df	1
Asymp. Sig.	.891

a Kruskal Wallis Test

b Grouping Variable: Groups

Therefore overall it can be interpreted that, there doesn't exist a significant difference in the contribution of the communication content through media advertisements of the selected FMCG brands on the buying decisions of the urban and rural viewers' of Sivasagar district, of Assam, India. There exists similar contribution of the communication content through media advertisements of the selected FMCG brands on the buying decisions of the urban as well as the buying decisions of the rural viewers' of Sivasagar district, of Assam, India. It can be deduced that the conditions and the factors on which both the urban and rural viewers' makes the purchase decisions of FMCG brands were identical to a reasonable extent.

Addressing the Research Questions:

The comprehensive view on the existence or non-existence of communication gap for the selected brands has been compiled from the primary and secondary responses from the advertising agencies and the spectators of the media campaigns of the selected study area and an exhibit has been framed as mentioned.

Exhibit 6.1: Comprehensive view on the existence/non-existence of communication gap for the selected brands

Sl. No.	Brands of advertisements	Representations through advertising agencies	Factors leading to viewers' acceptance and susceptibility towards the campaigns	Existence or Non-Existence of Communication Gap
1	Appy Fizz (Apple juice drink)	Brand attributes and awareness through celebrity endorsement	Celebrity endorsement.	Moderate communication gap as the prime idea was outshined by the sub idea of the campaign
2	Godrej Expert (Hair colour brand)	Brand quality and its features	Product benefits, usage and simplicity	No communication gap between the campaign and the viewers' comprehension
3	Mango Frooti (Mango flavoured drink)	Product usage and benefits	Advertising message, brand information, advertising appeals, celebrity endorsement and simplicity	No communication gap between the campaign and the viewers' comprehension
4	Sunfeast Dark Fantasy biscuits (Dark chocolate biscuits)	Brand quality and features	Appealing flow of the visuals	Minimum communication gap as the idea to fantasize in association with the brand has not been observed
5	Amul (Dairy products brand)	Creating a sense of bond among the urban as well as rural populace with the inclusion of music appeal	Execution strategies, advertising appeals, marketing message, simplicity and the flow of communication	The campaign was a complete package and there was no communication gap in promoting the brand
6	Servo (Engine oil brand)	Popularizing the brand with the daily chores of the viewers'	Limited product information, benefits and low of communication led to reasonable acceptance	Abstract representation and thoughtfulness of the promotional drive created some communication gap
7	Pepsi (Carbonated Soft drink)	Inspiring young population by grabbing every prospects of life through celebrity endorsement	Celebrity endorsement, tag line, music, creativity and advertising message	No communication gap between the campaign and the viewers' comprehension
8	Kitkat (Chocolate covered wafer biscuit)	Product benefits with the use of a simple concept and appealing music	Limited product information, advertising appeals and creativity resulted in moderate acceptance.	Existence of a minor amount of communication gap as ad idea was not highly appreciated by the audience

9	Kurkure (Brand of corn puffs)	Popularizing the brand name through celebrity endorsement	Celebrity endorsement, simplicity, punch line and visuals	Minimum amount of communication gap in the campaign
10	Thums Up (Carbonated Soft drink)	Linked adventure with success in relation with a popular celebrity.	Entertainment, advertising appeals, brand information, simplicity, celebrity endorsement and the creativity	Minimum amount of communication gap in the campaign
11	Maaza (Fruit drink brand)	Product benefits and usage	Simplicity, entertainment, product information, features and usage benefits.	No communication gap between the campaign and the viewers' comprehension
12	McCain Foods (Ready to make frozen snacks)	Product information, its features and benefits through celebrity endorsement	Transparent communication, marketing message, celebrity endorsement, product features	Insignificant amount of communication gap in the campaign
13	Britannia Tiger (Biscuits)	Product attributes in relation to health	Simplicity, celebrity endorsement, punch line	No communication gap between the campaign and the viewers' comprehension
14	Dabur Hajmola (Digestive tablet)	Product benefits through celebrity endorsement	Transparent communication, simplicity, celebrity endorsement and ad message	No communication gap between the campaign and the viewers' comprehension
15	Surf Excel (Detergent powder)	Product benefits by showcasing a positive message to the society	Advertising appeals, transparent communication, simplicity, creativity, entertaining and innovative	No apparent communication gap exists for the campaign
16	Cadbury Dairy Milk Silk (Dairy chocolate)	Product benefits with inclusion of creativity	Product information and benefits, entertainment, music and frequency	Minimum amount of communication gap as prominent viewers' understanding has been noticed
17	Fevicol Marine (Adhesive)	Product benefits	Product information, advertising appeals, marketing communication, simplicity and transparency	No communication gap between the campaign and the viewers' comprehension

18	Gems Surprise packs (Chocolate balls brand)	Focused more on the tagline with limited display of the product features	Inadequate product information, brand usage, product benefits and entertainment led to moderate acceptance	Minimum amount of communication gap was noticeable in the campaign
19	Sona Chandi Chyawanprash (Herbal formulation with health benefits)	Product benefits in relation to health	Product information, marketing message and transparent communication	No communication gap between the campaign and the viewers' comprehension
20	Rupa Frontline (Brand of vests)	Product benefits	Marketing message, communication, appeals and simplicity	No communication gap between the campaign and the viewers' comprehension
21	Anchor (Brand of home automation products)	Brand portfolio through celebrity endorsement	Marketing communication and celebrity endorsement	Existence of minimum communication gap for the selected promotional drive

Source: Self compiled based on secondary and primary data

In consideration to the first research question, it has been observed that, prominent communication barrier in the field of advertising has not been observed. This signifies that the ad agencies were moderately successful in delivering and communicating their ideas through effective and innovative campaigns but there also lies a continuous scope of improvement for the advertisers.

Considering the second research question, it has been observed that there exists an impact of marketing communication on the buying behaviour of the viewers. In this case of twenty one (21) brands, the communication content of one brand, i.e., Amul showed an overall high impact on the audience. Communication content of the remaining twenty (20) brands was able to moderately impact the viewers' attitude.

Finally considering the factors that attracted the end users in the study area, it has been apparent that the viewers' of Sivasagar district, of Assam, India insisted on simplicity in the approach of the advertisements. Advertising appeals like; music, humour and celebrity endorsement as well as entertainment were extremely applauded. Clear, concise and transparent marketing message along with full product information, uses and its benefits, innovative and fresh ideas were highly acknowledged.

CONCLUSION

An ideal assortment of advertising appeals and executional frameworks by the advertisers' in media campaigns, results in transiting consumers' brand awareness of the advertised brand and its benefits towards incorporating them with their personal value systems. Creativity, originality and uniqueness in an advertisement blended with suitable implementation and execution of the message themes, evaluates the viewers' understanding and accomplishment of the ad campaigns'. Whether for an organized or an unorganized environment, very often the advertising agencies - creators of media campaigns, put immense effort in creating brand awareness by emanating effective marketing communication through artistic visualizations, which stimulates a sense of optimism among the spectators' towards the advertised brand. In addition, due to the short shelf life of the fast moving consumer goods, the advertisers' hold the buyers' attention by delivering the requisite information of the brands through new, informative and creative advertisements, with noticeable frequencies on air.

In view of the spectators' receptivity towards the selected campaigns, the viewers' from both the urban and rural plots were moderately amenable towards accepting the ad concepts and the message themes. Even though, the market area of this place is short of; innovative and attractive advertising tactics and technologies, availability of fewer variants of consumables and limited purchasing options are available for the consumers, the people showed moderate response towards the concepts as well as the communication content through the campaigns.

From the statistical results, it can be interpreted that marketing communication do have a similar impact in stimulating the buying behaviour of both the urban and rural plots. This gainsay the observations as can be laid down from the previous literature of Bishnoi, V. K. & Sharma, R. (2009), Velayudhan, S. K., (2013), Anilkumar, N. S. & Joseph, J., (2015) and Singh, J., (2011). Consequently in accordance to the studies as laid by Sulekha, & Mor, K., (2013) and Daud, M. A., (2013), it has been witnessed that the rural spectators' are getting inclined to urbanization, innovative marketing practices, change in habits and way of life; parallel with their urban counter parts.

Thus, these studies unlock the doorway for the advertisers' and companies dealing with fast moving consumer goods, to recognize the rural markets and unorganized markets from a different point of view, i.e., growth, expansion and development.

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Polygamous marital status and its effect on Children Education and Socialization.

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1.0 Introduction

Marriage is one of the ancient socially accepted institution and indispensable for the reproduction of children and satisfaction of sexual urges. However the norm of marriage is different in different societies, there are also different modes of marriages. Some societies permit a male to wed only a single female whereas at some places a husband is allowed to have more than one wife. Such a marital status known as polygamous marriages. These polygamous marriages have prolonged effects on the couples as well as their offspring in terms of education as well as their socialization. As some of the children are reported out of the schools due to polygamy marriages. The purpose of the contemporary study is to analyze these effects in rural and mountainous area of Dir upper in the northern part of the Khyber Pakhtunkhwa, Pakistan. Significance of this study is credited to its contribution towards understanding the effect of polygamous marriages upon the children socialization and removing the unequal state of affairs in the family for acquiring education by the children of two wives.

Key Words: Marriage, polygamy, education, socialization.

Literature Review

A literature review should make available understanding of some matters, it may connect a current theory with the outcomes or it may suggest new theories that connect with results (Baumeister, 2013). This review discloses some thought-provoking developments in solemnizing polygamy, the appearance of different ideas, and the necessity to extend the level of analysis to potential issues that arise from diverse cultures, civilizations, set-up and inhabitants.

Marriage is a social agreement between husband and wife after their common consensus. Polygamy is permissible in Islam that is why it is practiced in all Muslim countries of the world. Polygamy may take place due to the reason when first wife is suffers from serious health conditions such as infertility, sexual disorder, severe or laborious illness, and recognizes in polygamy a healthier way out than separation (Khasawneh, Hijazi, & Salman, 2011). Polygamy may also occur when the first wife do not have children and the husband wishes to have children the polygamy is the best choice in such situation (Ozkan, Altindag, Oto, & Sentunali, 2006). The family as a primary cause of socialization has influential effect on children which enrich or hold back educational achievement of children reliant on the social environment in such family. Polygamous families also are distressed from various family problems and conflicts; lack of attention and love for second wife and children finally becomes the cause of disorganization and clashes in those families. Members of polygamous families face problems like tension, depression, low self-esteem, suicidal thoughts etc. children in such families often become the victim of so many problems raised due to the second marriage of the father. District Dir upper is at the north side of the Pakistani province of Khyber Pakhtunkhwa. It is mountainous and rural area. Low literacy rate in the locality, female education is comparatively less than male. Practice of polygamy has observed in the aforesaid district.

Methodology

The current study uses quantitative methods of data collection. Here is a quantitative approach to the general population. In this study, the researchers mainly use late statements to develop the use of knowledge, such as dimensions and observation of the use, or by detecting specific theories, and then take

the experiment or investigation and other strategies. The researchers further collect data on the instrumentation that generated the statistical data (Creswell & Clark, 2017) p.18. Researchers in this study conceptualized the five structures of Marriage solemnization (MSOL), Family Structure (FST), Relation between family members (RFM), Effect on family socialization (EFS) & and the effect on children education (ECEDU). In addition, the demographic statistics of the respondents were included in the study. Closed questionnaires that enclose the dimensions of these variables are used for data collection. A total of 40 respondents are considered for this study. The respondents are polygamous spouse affiliated living in District Dir upper, Khyber Pakhtunkhwa, Pakistan. District Dir Upper is a rural area of Pakistani province Khyber Pakhtunkhwa. There is practice of Polygamy in the locality, i.e. number of wives is two or more than two. As a result number of children is also increases. Therefore, spouse (N=40) having two or more than two in the locality were taken as population for this study.

Results

Since data collected through self-developed 30 items instrument. Face validity determined from experts in the field. Internal reliability determined and found in the range of threshold value (Nunnally & Bernstein, 1978). Collected data was found normal by knowing values of Skewness and Kurtosis furthermore, KMO value was within the range ($KMO \geq 0.60$) (Kaiser, 1974). Bartlett test of Sphericity was also significant ($p \leq 0.05$) (Bartlett, 1950). To answer the posed questions and satisfying research objectives collected data analysed through descriptive statistics and Pearson correlations techniques.

4.1 Analysis:

4.1.1 Demographic statistics:

Majority of the respondents (27%) were in the age ranging between 41-45 years, followed by 22.5% respondents who whose ages were more than 50 years. Majority of the respondents (97.5%) having two wives, only one respondent has three wives. Majority of the respondents (45%) were illiterate, followed by 12.5% literate. Majority of these respondents (60%) were either working on daily wage basis or working abroad, followed by 17.5% respondents who were running their own businesses.

4.1.2 Causes of polygamy:

Majority of the respondents (37.5%) narrates that they have gone for second marriage because of love affairs, while another 37.5% states that this was a compulsion for them, when their brothers died; they accepted his widow as second wife to provide her and her children a support and source of protection in society.

4.1.3 Effect of polygamy on Children education:

Majority respondents (42%) says that due to polygamy education of both wives are focused, However 32.5% states that they are more focused towards second wife education. While 15 % narrates that they never give any importance that which children should be focused. Furthermore, majority (32%) narrates that children from both wives shows high academic achievements, followed by 30 respondents who accepts that second wife children are showing high academic achievements, while 20 % add that first wife children shows good academic achievements. While 17.5 % respondents admit that children from both are not showing satisfactory academic performance.

4.1.4 Relationship between children education and socialization:

Majority of the respondents (47.5%) advocates that education has an effect on socialization of their children to some extent, while (22.5%) describes that education has great effect on socialization of the children, contrary another 22.5% states that education has no effect on socialization of their children. Lastly, 7.5% perceive that education has little effect on the socialization of their wards. Pearson correlation test was conducted. Inter items correlations shows that there is a moderate correlation between

variable ECDUE and ESF ($r=.86$, $n=40$, $p<0.05$) followed by an insignificant and negative correlation between rest of the variables, these results highlights that education of the children effect socialization of children.

4.1.4: Effect of polygamy on socialization of the children:

Majority respondents(62.5%) narrates that second marriage affect personality development of their wards, followed by 20% respondents who think that second marriage has no effect on personality development, while 17.5% respondents believe that second marriage great affect personality development of their kids. These results further show that shows that second marriage victimizes the first wife and her children. Majority (52.5%) reports that it effects sometimes, while 25% states that it never victimize the first wife or her children. While 22.5% argue that it always victimizes the first wife and her children.

Conclusion:

Results of the contemporary study portrays that whatever is the cause of polygamy, it greatly affect children education and their socialization. There is a link between children education and their socialization. Therefore, this study recommends that unless there is a dire need to become a polygamy, spouse may refrain themselves to enjoy a polygamous marital life for the sake of children.

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Post-Cold War Horn of Africa: Military Bases Race and its Implications for the Regional Security

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Abstract – The battle for the Horn of Africa dominance between the United States and the Soviet Union during the Cold War remains a primary source of conflicts, security dilemmas, wars and the fear of wars within the states of the region. Linking the reality of the past to the current situation in South Sudan, Ethio–Egyptian impasse over the Nile, Ethio–Eritrean conflict on the border despite its recent rapprochement, Djibouti–Eritrean conflict on the border, and Somaliland–Somalia unsettled differences, remain the major hotspots that threaten the stability of this changing region. On the other hand, the underway military bases race in the Horn is a beginning of a new strategic order, which in one way or another challenges its fragile security and stability. Clearly, Emirates established a military base in Berbera, Somaliland, while it also sought another base in Assab, Eritrea. Similarly, Turkey established its first ever overseas military base in Mogadishu, Somalia; while Djibouti has been a base of over a half of the UN Security Council permanent members: the United States, China and France. This study examines the implications of the race for military bases on the deteriorating security and stability of the Horn of Africa. It recommends strategies to counter any challenge that emerges from those bases.

Keywords: Security, security dilemma, military base, Cold War, Horn of Africa, extremism, terrorism, Middle East, implication

Introduction

When the term ‘Horn of Africa’ appears in the news, the first thing triggered in the readers thoughts are the conflicts and crisis attributed to the region since the independence. The root causes of the Horn’s conflicts and fragility are multifaceted and lack any single explanation and logical point of analysis. However, when the political landscape and dynamics of the region are analyzed, it suggests that the problems in the region could be linked to two major factors: its diversity – ethnicity and religion as a center, and the presence of both untapped and scarce natural resources.¹²³ The region’s problems also have a link with geopolitical factors and its geostrategic location, and its proximity to one of the most crucial and volatile regions in the world, the Middle East.¹²⁴ The two regions, the Horn of Africa and the Middle East, are interwoven with history, culture, religion, ethnicity and share many commonalities, include: colonial legacy that makes the two regions still remain in a conflict.¹²⁵

Despite its proximity to the Middle Eastern region, which has its own unique problems and characteristics,¹²⁶ the Horn of Africa was trapped in the middle of intra/interstate conflicts for the past six decades. Somalia and Ethiopia fought over the border in one of the interstate wars in the region in the

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¹²⁵ Atarodi, Alexander (2010). *Yemen in Crisis: Consequences for the Horn of Africa*. Stockholm: Swedish Defence Research Agency.

¹²⁶ I. Rotberg, Robert (2005). “*The Horn of Africa and Yemen: Diminishing the Threat of Terrorism*”. In *Battling Terrorism in the Horn of Africa* (eds). Virginia. R. R. Donnelley: Harrisonburg.

1964 and 1977–78.¹²⁷ Ethiopia and Eritrea engaged another quite similar war and clashed over the border in a war remembered as one of the bloodiest wars between the Horn states in the post-Cold War era which claimed the lives of over seventy thousand people.¹²⁸ These kinds of state practices shaped the image of the region for the past and defined the future decades to come.¹²⁹

On the other hand, the involvement of external actors in escalating the conflicts in the Horn has been obvious.¹³⁰ The Soviet Union and the United States have played their role in aiding the militaries of the regional states to fight against one another. To manipulate the competition between the Superpowers and benefit the military bases established by both the United States and the Soviet Union in the region, Ethiopia and Somalia built the strongest militaries in Sub-Saharan Africa.¹³¹ The primary motivation for Ethiopia and Somalia in seeking foreign military aid was not to create a stable regional balance of power, but to balance threats, both internal and external, to their respective political and security objectives.¹³²

Of course, the establishment of military bases in the Horn of Africa has not provided an answer to all problems and challenges facing the Horn states during the Cold War era and even will not provide in the twenty-first century. However, the revival of Russia and its interest to return back to its former sphere of influence, including this strategic region, the aspiration of China to become the next global economic and political power, and the launch of America's strategy towards Africa under the Trump administration, makes the fate of the region's peace and stability in a grim of violence and competition.

This study unveils a range of issues related to the race of foreign military bases in the region, and bridges the gap between the policy and practice, the public and the decision and policy makers. It mentions some essential negative dimensions of the military bases not only in Somaliland, but also in the entire region. The study aims to be a starting point for exploring further studies that extend beyond narrative history of foreign military bases, and finally, the study closes with a few ways forward policies that could be used to tackle the challenges and problems of the foreign military bases.

Battling for the Strategic Horn Control: A Regional Outlook

In 1989, a great global political change has happened sweeping throughout Eastern Europe, Asia, Africa and Latin America. The collapse of the Berlin Wall, the demise of the Soviet Socialist Republics, and the subsequent end up of the Cold War was the precursor of this change. The Horn of Africa, which was the battleground of the Superpowers of the day, lost its strategic significance.¹³³ Subsequently, a change of leadership also rocked the 'Frontline states'¹³⁴ of the region, more specifically Ethiopia and Somalia. The two states violently competed against one another by switching their alignment either with the US or the

¹²⁷ Bereket Habte Selassie (1980). *Conflict and Intervention in the Horn of Africa*. United States of America: Monthly Review Press.

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¹³² A. Lefebvre, Jeffrey (1998). The United States, Ethiopia and the 1963 Somali-Soviet Arms Deal: Containment and the Balance of Power Dilemma in the Horn of Africa, *The Journal of Modern African Studies*, Vol. 36, No. 4 (Dec., 1998), pp. 611–643.

¹³³ Woodroffe, Louise (2013). *Buried in the Sands of the Ogaden: The United States, the Horn of Africa, and the Demise of Détente*. Kent, Ohio: The Kent State University Press.

¹³⁴ Ethiopia and Somalia were the two major countries that experienced the adverse impact of the Cold War as the two countries aligning either with the US or the USSR for political, military and economic as well as ideological reasons.

USSR. A change in leadership, swept Ethiopia after armed groups ousted the Derg regime, while the Somalia military ruler also collapsed following fierce fighting between the forces loyal to the regime and armed movements.¹³⁵

The tremendous change of the region's political settings is connected with the change of world political structures which shifted from a bipolar to a unipolar system. However, the regional dynamics also have its own role, for example, the Somalia state ceased to exist as a state, while Somaliland, a British Protectorate united the Italian colony on 01 July 1960 to form the Greater Somalia republic withdrew that union and declared its separation from the rest of Somalia in 1991.¹³⁶ This state collapse in 1991, made the remaining part of the Somalia state plunge into chaos, civil strife, and became a safe-haven for pirates and elements of violent extremists, albeit the presence of federal government sponsored by the United Nations.¹³⁷

The emergence of piracy in the Somalia coast off and the war on terror made the Horn of Africa important once again. However, Eritrea's isolation from the other parts of the region due to its long standoff between Ethiopia and Djibouti on the border, and its destabilization engagements,¹³⁸ and the absence of effective central government in Somalia, albeit weak federal government and self-autonomous clan-based quasi-states,¹³⁹ offered an uncontested opportunity to Djibouti and benefited this status quo. Djibouti is a tiny state on the Red Sea facing Bab el Mandeb,¹⁴⁰ a water strait and busy shipping lane, and bordering Ethiopia, Eritrea and Somaliland.¹⁴¹

Despite that Somaliland reclaimed the boundaries it inherited from the United Kingdom on 26 June 1960 and managed to build peace and state institutions from the ashes of conflict without an international intervention and engagement. Yet, this successful republic still has no international legal status.¹⁴² The absence of an international recognition seems to be the major factor that keeps foreign countries' from direct engagement with Somaliland as an independent state.¹⁴³

Though Somaliland lacks recognition from the outside world, it interacts with other world states and powers and has representatives in different countries and foreign consular outstations are in Somaliland.¹⁴⁴ This engagement could be linked to twofold important factors: its success stories in building viable state institutions and democratic governance structures with a flourishing economy, and its geographic significance which is more important than the first. These two factors attracted the

¹³⁵ When the Cold War ended, the Horn of Africa lost its strategic importance as one of the two opposing and competing powers collapsed and disintegrated, the USSR. In addition to that development, the two military regimes in the Horn also collapsed in the same year. This made the Horn of Africa quite stable, albeit civil wars ravaged some states in the region, for example, Somalia, Sudan, and Ethiopia-Eritrean conflict.

¹³⁶ Bradbury, Mark (2008). *Becoming Somaliland*. London: James Curry Publishers.

¹³⁷ Harper, Mary (2012). *Getting Somalia Wrong?: Faith, War and Hope in a Shattered State*. London: Zed Books.

¹³⁸ Abbink, Jon (2003). Ethiopia-Eritrea: Proxy Wars and Prospects of Peace in the Horn of Africa, *Journal of Contemporary African Studies*, No. 21, pp. 407-425.

¹³⁹ A. Bulhan, Hussein (2013). *Losing the Art of Survival and Dignity: From Self-reliance and Self-esteem to Dependence and Dhame*. Bethesda, Maryland: Tayosan International Publishing.

¹⁴⁰ Ismail N. Telci (2018). *A Lost Love between the Horn of Africa and UAE*. Doha: Al Jazeera Centre for Studies.

¹⁴¹ During the Cold War, Ethiopia and Somalia were the two competing states in the region, following the collapse of the Somalia central authority and Ethiopia which lost its access to the sea outlet following Eritrea's separation. Djibouti emerged as the only country which can host foreign bases due to Eritrea's isolation from the outside world.

¹⁴² Schoiswohl, Michael (2004). *Status and (Human Rights) Obligations of Non-Recognized De Facto Regimes in International Law: The Case of 'Somaliland'*. Leiden: Martinus Nijhoff Publishers.

¹⁴³ J. Cannon, Brendon (2017). Ethiopia, Berbera Port and the Shifting Balance of Power in the Horn of Africa, *Rising Powers Quarterly*, Volume 2, Issue 4, (2017). Pp. 7-29.

¹⁴⁴ Nasir M. Ali (2013). "Overcoming Diplomatic Isolation: Forging a New Somaliland Approach". In Somaliland Statehood – Recognition and the Ongoing Dialogue with Somalia. Hargeisa: the Social Research and Development Institute.

attention of the strong powers that have great influence on the countries in the Third World because of their colonial attachment and legacy. Former colonial powers, more specifically, the British and the French are the two major countries that colonized most countries in Asia and Africa compared to any other country.

Although the Western world has always been engaging in their respective former colonies, the emergence of China as an economic, political and military power challenged the Western world's security and political interests not only in the Horn of Africa, but also in the entire African continent.¹⁴⁵ This political challenge follows with the China's political gesture and arrival to the Horn of Africa to establish its first overseas military base in Djibouti.¹⁴⁶ Djibouti previously hosted different military bases: the US and the French bases plus the Japanese and the German.¹⁴⁷ In addition to that, Saudi Arabia had a deal with the Government of Djibouti to establish a naval base in Djibouti. This deal adds weight to the already existing bases in the region.

The question which arises from this analysis is: who is benefiting most from these military bases across the Horn of Africa, the foreign countries coming to this region or the hosting states? Looking back at the past, the countries in the region experienced similar military bases, though the time and the political goal were different, yet the legacies of those bases are still obvious. In the twenty-first century, it's the responsibility of those running the Horn states to balance the possibilities: glance back at the past and look forward in the future, and critically analyze the advantages associated with inviting those actors and clearly scrutinize the disadvantages those bases could bring to their countries. Seeing the coin from both sides doesn't necessarily mean, declining the interests showed by those foreign countries to this strategic region, but it's the right of the Horn states to calculate first the interest of their respective countries, and then reconcile the two interests.

Racing Powers in the Region: Old Guards versus Newcomers

The United States versus China

During the Cold War, the Horn of Africa has been a home of military bases, namely, the US and the Soviets. The Kagnew¹⁴⁸ base near Asmara during the imperial rule in Ethiopia by the Americans and the Berbera base by the Soviets and later by the Americans are the living legacies of the Superpowers of the day in the region. This involvement made the states of the Horn to remain in security dilemmas, war and a fear of war within the states.¹⁴⁹

In the wake of 9/11, the Americans returned back to the Horn of Africa and established a military base in Djibouti for two strategic objectives: as a surveillance base to follow the movements of the radical and terrorist elements both in the Horn and the wider Middle Eastern region as part of its global war on terror, and to secure the Bab el Mandeb strait which connects Africa, Europe and Asia together.¹⁵⁰ Admittedly, while the Horn has been a source of concern for decades, America developed its specialists with their

¹⁴⁵ Schneidman, Witney & Signé, Landry (2018). *The Trump administration's Africa strategy: Primacy or partnership?*. Available at <https://www.brookings.edu/blog/africa-in-focus/2018/12/20/the-trump-administrations-africa-strategy-primacy-or-partnership/>. Accessed on 23rd January, 2019, at 11:40 am.

¹⁴⁶ Euka, Chuka (2011). China's Military Presence in Africa: Implications for Africa's Woobling Peace, *Journal of Asia Pacific Studies*, Vol. 2, No. 1, 97–117.

¹⁴⁷ Sun, Degang & Zoubir, Yahia H. (2016). The Eagle's Nest in the Horn of Africa: US Military Strategic Deployment in Djibouti, *Africa Spectrum*, 51(1). Pp. 111–124.

¹⁴⁸ *Ibid.*, 10.

¹⁴⁹ *Ibid.*, 11.

¹⁵⁰ Styan, David (2013). *Djibouti: Changing Influence in the Horn's Strategic Hub*. London: Chatham House.

own expertise and experience.¹⁵¹ The argument advanced here suggests that the Americans came to this region to secure and dominate the strategic gates of the African continent for geopolitical and geostrategic interests.

Regardless of the US and the other European powers that have had a culture of overseas military bases due to their political, economic and cultural influence to the other parts of the world, China's arrival to the Horn of Africa and establishing its first ever military base in overseas deserve questioning.¹⁵² The most often asked question is: why China, albeit involving in massive infrastructure investments for many African countries had an interest in establishing a military base near to the existing American and French bases in Djibouti.¹⁵³ This is an alarming message not only to the Americans, but also to the entire Western states which are collectively against the China's emergence both as an economic and as a political power.

China, a world's fastest-growing and second-largest economy is already a global contender against the US, the world's largest economy.¹⁵⁴ Clearly, the arrival of the Chinese to the Horn of Africa isn't only a threat to the America's interest in Africa in general, but also it increases the vulnerability of the regional states by bringing together politically, economically and militarily contending powers. It is a reality that Djibouti will fall under the influence of opposing powers, which in one way or another affects the security and political interests of this small nation.¹⁵⁵

Another important dimension of the competition is the global political economy. China invested extensively in the African economic infrastructures without political preconditions. This political strategy made many African countries turn their back to their traditional donors and go to China for economic purposes. From Djibouti to South Sudan, and from Kenya¹⁵⁶ to Africa's western corner, China injected billions of dollars. The question that arises from this statement is: why African countries preferring to China and what is the benefits of China to investment African countries?

However, China has adopted a debt-trap diplomacy towards African countries, to exploit their natural resources in return.¹⁵⁷ China's policy is not only to gain natural resources, but also win the political support of the African countries at the world forums. On the other hand, the African countries sought China's investment because of its disassociation of their investments to any political issue. For instance, human rights profiles of the African countries, democracy and multiparty politics, among other important factors in which western donors or liberal institutions associate with their funding, but, China doesn't give any significance to those elements.

Emirates versus Turkey

The United States and China are not the only two competing powers in the region, but there are other newly emerging actors which involved in the region's political dynamics over the past few years. The Turkish, under the rule of Justice and Development Party is committed to reviving the Ottoman Empire

¹⁵¹ Woodward, Peter (2006). *US Foreign Policy and the Horn of Africa*. England: Ashgate Publishing Company.

¹⁵² Chaziza, Mordechai (2018). *China's Military Base in Djibouti*. Israel: The Begin-Sadat Center for Strategic Studies.

¹⁵³ Igbinoba, Emmanuel (2016). *Economic implication of China's military base in Djibouti*. South Africa: Centre for Chinese Studies, Stellenbosch University.

¹⁵⁴ D. Swaine, Michael (2019). *A Relationship Under Extreme Duress: U.S.-China Relations at a Crossroads*. Washintong, DC: The Carter Center.

¹⁵⁵ *Ibid.*, 30.

¹⁵⁶ Mirwoba, Siringi E. (2018). Kenya-China Trade Relations: A Nexus of "Trade not Aid" Investment Opportunities for Sustainable Development, *Journal of Economics and Development Studies*, Vol. 6, No. 2, pp. 24–35.

¹⁵⁷ Ayoub Taha Sidahmed (2017). The Economic Dimensions of Chinese Investments in Africa (2000–2015), *International Journal of Business and Economics Research*, Vol. 6, No. 6. Pp. 153–161.

influences in the Muslim world and other strategic places of the world, particularly in the Middle East, Eastern and Northern Africa, and Eastern and Central Europe.¹⁵⁸ As part of this ideology and pursuance of its political objectives, Turkey injected millions of dollars into the Somalia's worn-torn state, particularly Mogadishu, as an excuse of the severe drought that hit Somalia in 2011.¹⁵⁹

However, Turkey has its own political agenda and established its first ever military base in overseas in Mogadishu at a total cost of 50 million dollars. Similarly, it has built the largest Turkish Embassy in the world in this war-torn city, Mogadishu, and it also runs the seaport and the airport of Mogadishu. The question that arises here is that: why Mogadishu, a war-torn city? Whatever the motive is, the diplomatic and military presence of Turkey has its own political and security implications for the region.

It is recognized that the reason behind the establishment of this military base in Somalia has twofold objectives: to maintain a Turkish physical presence in Somalia and challenge the traditional donors of Somalia, particularly the Western countries which supporting Somalia prior and post-state collapse period on one hand, and to rebuild and train the military of Somalia, which disintegrated following the collapse of the state institutions in 1991 on the other.¹⁶⁰ The later raised the question: who's military to be trained by the Turkish?

This Turkish military maneuvering created suspicion and mistrust between Somaliland and Somalia. The two, have had an antagonistic relationship which developed during the first years of their unification in 1960 and made the outcome of the unification uncertain.¹⁶¹ Not only those two, but also the powers¹⁶² both in the region and beyond that involved in Somalia's internal affairs are skeptical about the establishment of Turkish military base in Mogadishu.

As a countermove to the Turkish strategy towards Somalia and its intention to build Somalia's military capability, Somaliland invited the United Arab Emirates to establish a military base in Berbera, a strategic former Soviet and the US military base that straddles to the Red Sea.¹⁶³ Though the lease of the base created some concerns between the Somaliland Government, the opposition parties and the public at large, the Emirates invested around 90 million dollars to this base and is due to operation in 2019.¹⁶⁴

Against the backdrop of the racing military bases in the region, the questions most often asked are: What is the intention of the Emirates in establishing this base? Who was behind the arrival of the Emirates in Somaliland? What was the role of the Western countries in securing this strategic location? Is there any other state which may have access to this base, along with the Emirates? What is the security implications associated with this base? And finally, what are the benefits that Somaliland gains from this base, having in mind that Somaliland is an unrecognized state in a volatile and a fragile region? These are the major questions which the citizens of Somaliland are raising, and needs proper and convincing answers.

To illustrate the issue further, the involvement of the Emirates in the Horn political dynamics has been on the horizon. Similar to Somaliland's Berbera base, the UAE has also sought a military base in Assab,

¹⁵⁸ Taguia, Haoues (2011). *Turkey: Stretching the bow towards the east so that the arrow can hit the West*. Qatar: Al Jazeera Centre for Studies.

¹⁵⁹ Ahmed, Aweis. Antonopoulos, Paul. Cottle, Drew & Villar, Oliver. Somalia: Turkey's Pivot to Africa in the Context of Growing Inter-Imperialist Rivalries, *Journal of Comparative Politics*, Volume 10, Number 2, July 2017.

¹⁶⁰ Asiedu, Michael (2017). *Turkey-Africa Relations: Spotlight on Somalia*. Istanbul: Global Political Trends Center, Istanbul Kültür University.

¹⁶¹ Dualeh, Hussein (2002). *Searching for a New Somali Identity*. Printed in the Republic of Kenya.

¹⁶² Ibid., 1.

¹⁶³ Ibid., 21.

¹⁶⁴ According to reliable sources based in Berbera, the majority of the work at the base were completed, including but not limited to the runway, taxiway, the naval dockyard, army hostels, among other facilities.

Eritrea.¹⁶⁵ Not only for a military base, but also the Emirates was behind the rapprochement of Ethiopia–Eritrea’s longstanding border conflict. The settlement could be associated with economic factors, for instance, the Emirates’ Dubai Ports World (DP World) – a global port operator owned by the Government of Dubai – interested to take the Port of Assab as the DP World has taken over other ports in the region, a case in point is Berbera Port of Somaliland and Djibouti Port. Though the latter were confiscated by Djibouti Government.¹⁶⁶

It appears that politics and economy are two inseparable factors in the current world political system.¹⁶⁷ Having acknowledged the geopolitical dynamics of the region, DP World and Djibouti relations soured after the Somaliland Government leased the Port of Berbera to DP World. Many believe that Berbera Port, 135 nautical miles southeast of Djibouti, is the principal contender of Djibouti’s port which monopolized Ethiopia’s import–export activities since the eruption of the border conflict between Ethiopia and Eritrea in the year 2000.¹⁶⁸ Though the two ports keep similar distances to Addis Ababa, Ethiopia’s capital, poor infrastructures of Berbera Port can’t make Berbera a viable competitor to Djibouti.

However, from the Djibouti perspectives, any improvement of Berbera’s port facilities will challenge Djibouti’s port services and facilities, thus the decision to revoke DP World presence in Djibouti and bring the Chinese as an alternative, strained the relations and escalated the conflict between the Djibouti Government and the DP World.

Russia versus the United Kingdom

One of the old guards of this region is the Russians who have had a physical presence during the Cold War. Both Ethiopia and Somalia served as a military base for the Russians at different times.¹⁶⁹ In the post-2000 period, when Vladimir Putin came to power, Russia militarily and politically revived and challenged the West;¹⁷⁰ a case in point is Russia’s aggression against Georgia¹⁷¹ in 2008 and the annexation of Crimea into the mainland of Russia in 2014.¹⁷² Interestingly, Russia moved beyond the eastern European boundaries and challenged the Americans in the Middle East, for instance, in the Syrian conflict. Russia apparently defended and advocated the ruthless regime of Assad, who destroyed his country following the Arab Spring which rocked the major Middle Eastern countries in 2011.¹⁷³

In the Horn of Africa, despite a little evidence to support this argument, there are many concerns associated with the Russia’s interest to return back to the strategic region of the Horn of Africa. Many argue that Russia has expressed its interest to establish a military base in Zeila, an ancient strategic town located on the western tip of Somaliland bordering Djibouti. It was in 2018, when a Russian delegation

¹⁶⁵ Ibid., 18.

¹⁶⁶ Ibid., 18.

¹⁶⁷ Nasir M. Ali (2014). Somaliland: Curbing Corruption and the Quest for Effective Governance, *Asian Journal of Humanities and Social Studies*, Volume 2, Issue 1. Pp. 54–65.

¹⁶⁸ AACCSA (2009). *The Management of Commercial Road Transport in Ethiopia*. Addis Ababa: Addis Ababa Chamber of Commerce and Sectoral Associations (AACCSA).

¹⁶⁹ M.Makinda, Samuel (1982). Conflict and the Superpowers in the Horn of Africa, *Third World Quarterly*, no. 1. Pp. 93 – 103.

¹⁷⁰ Monaghan, Andrew (2016). Putin’s Way of War: The ‘War’ in Russia’s ‘Hybrid Warfare’, *Quarterly Parameters* Vol. 45 No. 4, Winter 2015–16. Pp. 65 –74.

¹⁷¹ Cohen, Ariel & E. Hamilton, Robert (2011). *The Russian Military and the Georgia War: Lessons and Implications*. Carlisle, Pennsylvania: Strategic Studies Institute.

¹⁷² J. Iasiello, Emilio (2017). Russia’s Improved Information Operations: From Georgia to Crimea, *Quarterly Parameters* Vol. 47 No. 2, Summer 2017. Pp. 51–63.

¹⁷³ Lucas, Scott (2015). *The effects of Russian intervention in the Syria crisis*. Birmingham: University of Birmingham.

paid an official visit to Somaliland and visited also Berbera to see the remnants of Russia's past. However, there is no confirmation from the concerned bodies if Russia officially requested Zeila.¹⁷⁴ The major question which triggers one's thought is: what will be the response of the Western states if Somaliland offers this base to Russia in an exchange of recognition? Somaliland has been seeking recognition for the last 27 years and it's ready to take any political gamble necessary for their political destiny.

Equally important, other global changes and dynamics are also affecting the security and importance of the Horn region. In March, 2019; Britain is moving to exit from the European Union. This move directs the British Government to introduce other policies and strategies in the post-Brexit era. Hence, establishing military bases in certain geostrategic locations remains one of the major priorities of Britain.¹⁷⁵ On 6 January, 2019; the British Secretary of State for Defense, Gavin Williamson paid an unexpected visit to Somaliland, where he met the State's President, Minister of Defense, the Armed Forces Chief of Staff and other senior military officials. While the points of discussion remain largely unknown, many argue that the British Government has expressed its interest to establish a military base in Somaliland.

Military Bases on the Horizon and its Implications for the Regional Security

Since the independence, the Horn of Africa has been an epicenter of conflicts which has both internal and external dimensions. Clearly, the presence of hostile multiethnic groups, regardless of their religious beliefs is one of the major drivers of the region's conflicts. On the other hand, the involvement of external actors in the region's internal affairs for their political ends is another critical factor which has its own impact on the security and stability of the region.

In fact, competing military bases in the Horn of Africa is an indication of the revival of the Cold War paranoia and the international militarization of the region. This military maneuvering could impact the domestic affairs of the Horn states, while the conflict and competition between the regional states is also another critical issue that needs to be underlined.

Not only those two dimensions, but also the criminal networks present in the region, a case in point of *Al Shabab* and the pirates in the Somalia coast off can retaliate against the arrival of foreign powers into the region and launch wars both against the foreign powers and the hosting countries. This will give a room to other powers that are against the establishment of military bases in the region and perhaps help any force that is against those bases, to impede their influence.

Apart from these contradictions, the benefits and advantages associated with those military bases in the region remain largely unknown. A case in point is Somaliland, where its citizens are skeptical about the arrival of the wealthy Gulf Arabs in their country without exchanging formal recognition for their independence. While voicing their concerns over the issue, the successive Kulmiye party led governments have never said a word about the base and its ramifications on the state security.

As a result, multiple interventions both from the Horn and beyond exploited and manipulated the internal dynamics of the region since the independence. The race of new military bases in the twenty-first century should be regarded as a beginning of an era of mistrust, suspicion and competition among the regional

¹⁷⁴ Korybko, Andrew (2018). *Russia's "Pivot to Africa"? The Strategic Implications of a Possible Russian Base in Somaliland*. Montreal: Centre for Research on Globalization.

¹⁷⁵ The Independent (2018). *UK 'could build new military bases around world after Brexit'*. Available at <https://www.independent.co.uk/news/uk/politics/brexit-uk-military-bases-caribbean-far-east-eu-global-player-a8703816.html>. Accessed on January 21st, 2019, at 09:50 am.

states, thus impact on the Horn's security and stability. Clearly, while some argue that the establishment of new military bases in this fragile and volatile region will not bring any considerable development in the Horn of Africa, others argue that the military bases are not futile at all, but could have a positive development and contribution to the region's stability, security and its economic prosperity.

These opportunities include: development projects in the hosting countries that perhaps create job opportunities to the unemployed youth. A case in point is Somaliland, where the Abu Dhabi Fund for Development pledged to build a civilian airport as a substitute to Berbera's airport taken by the Emirates for military base purposes, and the building of Berbera Corridor, a 249 km asphalt-concrete surface road connecting Berbera to the town of Tog Wajale, a commercial town located on the border between Somaliland and Ethiopia.

The fact remains, however, as a clear dividing-line, the US and its allies will definitively retaliate against the real and potential challenges both from China and Russia and impede their infiltration into Africa. The launch of Trump administration's strategy towards Africa on the eve of the new year, 2019; is an indication. This strategy carries three main principles: prosperity through advancing US trade and commercial relations with the African nations, security through countering the threats posed by both radical elements and communal violence in the region, and stability through aid. The realization of those three principles is subject how Trump administration, who is critical against the migration and movement of the developing world, implement those points.¹⁷⁶

Conclusion

The Horn of Africa has long been a troubled region. The problems are basically characterized as a conflict that can be expressed in twofold: conflict between internal actors with different forms and characters, and competition between distant actors which exported their political differences to the region. Clearly, foreign powers have had a long-term interest towards the Horn of Africa. However, the chain effect of these internal and external factors has contributed its part in maintaining the region's prolonged communal conflicts and political instability.

Preserving the peace and stability of the Horn is necessarily important. Therefore, the regional states and the foreign countries interested in establishing military bases should reconcile their interests and tackle other factors that could jeopardize the stability in the long-term. For this reason, hosting states should develop concrete bargaining strategies that could sustain their peace and stability and bring a viable economy. However, making economic issues as the central objective of leasing military bases isn't necessarily important, but protecting the states' and individual and collective rights of the citizens and avoiding the tragic vision of politics is necessary.

In summary, while the war and the fear of war has been common in the Horn of Africa since the independence, the history of using force and threatening the citizens of the region should be substituted to cooperation and collaboration in the political and economic issues within the regional governments and societies. Glancing at the past history, multiple interventions both from the Horn and the world have worsened the situation in the region and made the conflict much complicated than expected.

Therefore, it is hard to ignore that external parties involved in the region's politics have derailed the momentum of peace and stability of the Horn over the past six decades. In the long run, the military bases established in the region will not give hope to the Horn states on the one hand, while dissipating the euphoria of the citizens on the other.

¹⁷⁶ Ibid., 23.

Therefore, more concrete priorities and policies introduced by the regional states can define their long-term survival strategies, and will promote mutually reinforcing relations between the hosting countries and the foreign states establishing military bases in the Horn. As it can be seen from the analysis of the study, economics is the major if not the sole factor that influences the regional states to host foreign military bases. To this end, building and strengthening the economy of regional states should remain a long-term key priority which requires more attention from the policy and decision makers.

The Effectiveness of Mindfulness based cognitive therapy in developing Basic Education Teachers' Psychological resilience in Dhofar Governorate – Sultanate of Oman

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The current study aimed at identifying the effectiveness of a counseling program based on Mindfulness based cognitive therapy in increasing the psychological resilience of the basic education teachers in Dhofar Region, south of the Sultanate of Oman. The experimental study sample consisted of (60) male teachers at cycle two of basic education in Dhofar Governorate who have high scores on psychological resilience scale. This sample has been randomly divided into two equal groups: one is an experimental group and the other one is a control group. Each group consisted of (30) male teachers. The researcher has conducted a process of homogeneity or equality between the two groups in preparation for applying the counseling program on the male teachers in the experimental group rather than the control group for developing the psychological resilience with them. The researcher has used the psychological resilience scale (prepared by the researcher), along with a counseling program based on mindfulness based cognitive therapy (prepared by the researcher).

The results of the study indicated that there are statistically significant differences at level (0.01) between the mean scores of experimental group and the control group in the pre-test on the psychological resilience scale in favor of the experimental group. There are also statistically significant differences at the level of (0.01) between the mean scores of the experimental group in both post-test and pre-test on the psychological resilience scale in favor of the pre-test. This revealed the effectiveness of the mindfulness based cognitive therapy in increasing the level of psychological resilience among the male teachers; as the scores of the teachers were increased significantly on the pre-test. In addition, the study has also concluded with finding non-statistical significant differences at the level of (0.05) between the mean scores of the experimental group in both pre-test and following up test on the psychological resilience scale. The results emphasize the continuation of effectiveness of the mindfulness based cognitive therapy in increasing the level of psychological resilience among the male teachers.

This study has also concluded with a number of recommendations as follows:

- 1 - To pay much attention to the female teachers' psychological aspects through designing sessions of emotional discharge and free self-expression of the internal feelings to alleviate work pressures.
- 2 – Organizing Workshops and open discussions forums between teachers as this approach will have a great role in motivating social relations and reinforcement of confidence among teachers and enhancement of occupational performance as well.

Key Words: Effectiveness – Mindfulness based cognitive therapy – Psychological Resilience – Basic Education – Teachers – Dhofar – Sultanate of Om

Training Machine Interpreting: the Russian Experience

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Abstract

Global social changes enhance the role of well-trained interpreters. In this connection, many Universities start educational programs aimed at professional training of interpreters in a specific setting. The curriculum of interpreters' professional training includes many subjects, and some of them are related to the use of modern information communication technologies. The most updated technologies used in interpreting are the machine interpreting technologies that are relatively new. The popularity of these technologies is explained as a result of the effect made by the technologies of machine translation that are widely spread nowadays.

The specific features of machine interpreting; the ways of its use should be the subject of training of interpreters-to-be.

The current paper provides the findings of the research held by the Department of Foreign Languages of Law Institute, RUDN University (Peoples' Friendship University of Russia). The research had the following purposes: first, to examine the fidelity of the samples interpreted from a foreign language into Russian made with the help of machine technologies and second, to present some aspects of training interpreters-to-be in legal setting. The paper shows the results of the practical experiment.

Key words: machine interpreting, training interpreters, examination of the interpreting quality.

The Future Of Education And Teaching In The Democratic Republic Of Congo

Ngoy-Fiama Bitambile Balthazar

ABSTRACT

The organization by The West-East Institute of the conference on education and teaching in Boston, offer us opportunity to think of the future of education and teaching in Democratic Republic of Congo.

Our communication begin with a brief history about education and teaching in D.R.C. It will broadly sum the present situation of education and teaching in DRC with support of statistics related to focus on the future of education and teaching with a glance on political, economic and social factors as well as cultural ones that have characterized the DRC which is victim of socio-economic crisis.

A conclusion stated in the form of recommendations to the government of the Congo and others actors of education and teaching, will end our speech. We also provide main references and bibliographical elements consulted in the drawing up of our communication.

How A University Can Contribute To The Success Of Local Tourism In A Developing Country

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ABSTRACT

Tourism is a crucial part of any local economy on the point of it supports a wide range of businesses, trades and professions in the country. Tourism supports training opportunities and improves prospects of employment. This study investigates ways a local university in a developing country can nurture Tourism in the local community. Participants in this study consisted of homestay owners, local guides and local key figures in Chiang Dao community in Chiang Mai, Thailand. Data were obtained through a needs analysis, interviews, instructional instruments, observation and focus group discussions. The findings illustrated that relevant knowledge management, tourism management and digital media coaching, including tools such as homestay websites, enhanced the effectiveness of the local Tourism business. Furthermore, the perception of sustainable Tourism including cultural values as well as other marketing channels excluding websites, were further discussed.

Keywords: local university, local community, knowledge management, media coaching, website

Introduction

The Travel & Tourism industry are evidently growing at a significant rate, and the number of tourists worldwide has been dramatically increasing year over year. According to the World Tourism Organization, International tourist arrivals grew by six percent in the first six months of 2018 compared to those strong travel contribution resulted in 2017, exhibiting a remarkable growth, which has been projected to be continuously increasing over coming years (World Tourism Organization, 2019). The importance of tourism and its economic value are clearly evident. Tourism is linked to a country's development and the emersion of new-found destinations, which both enhance economic progress, especially in the developing countries. Travel and tourism bring numerous benefits and advantages to the host country including those economic values, brand recognition, identity, as well as a stronger image. The economic value includes the impact on employment rates, gross domestic product and taxes, and the value created through local spending of wages earned in the host country as a result of tourism. Today, travel and tourism revenues have been reported to exceed those of oil exports, vehicles and food products. According to the Tourism Industry Highlights reported by UNWTO (World Tourism Organization, 2018), International tourist arrivals and the share of earnings in Asia and the Asia-Pacific region, where Thailand is part of, fall in the second place (24%, 29%) behind those of Europe (51%,39%) followed by the Americas, the Middle East and Africa, respectively. UNWTO also points out that, particularly in the developing countries, host countries tend to greatly benefit from sustainable tourism.

Thailand is located in South East Asia. The country's economy relies on exporting products and providing various services. Tourism takes a significant role in driving the Thai economy, generating high income for the country. It is clearly evident that tourism is a major economic contributor to Thailand's

economy. UNWTO reports that Thailand leads both Asia in international arrivals and receipts, and easily overpasses its neighboring countries.

World's top tourism in arrivals and receipts



Source: World Tourism Organization (UNWTO)

The figure above shows that Thailand has been ranked number ninth as one of the world's top tourist destinations and astonishingly, ranked fourth in respect to receipts in 2017, placing it on the top of the chart. Accordingly, Thailand has been historically the most visited country in Southeast Asia, and tourism makes up about 6% of the country's economy. In Thailand, estimates of tourism receipts directly contribute to the Thai's GDP. From January to September of 2018, Thailand welcomed visitors totaling 28,541,887, up by 8.71% over the same period in 2017. Estimated visitors' expenditures also rose significantly, up 20% to 1.49 trillion Baht, and UNWTO had also predicted that tourism expenditure would increase in the upcoming year (Ministry of Tourism and Sports; UNWTO 2018). Tourists primarily visit Thailand for its historical, natural and cultural sites along for its amazing beaches and islands in the south, for its trekking and adventure travels, and finally for its diverse ethnic minority groups and forested mountains in the northern part. Beside its attractive geographical features, the suitable climate and rich cultures, friendly people and Thai cuisine are key factors that trigger tourists' interest and desires. Tourism is more than just a factor driven by the economy. It also relates to cultural preservation, environmental protection, peace and security (World Tourism Organization, 2018). Tourism promotes exchanges between people from different parts of the world, strengthening the understanding between local cultures, while fostering peace between communities and nations. Accordingly, agents, hosts and local people, who welcome tourists and visitors, are key factors and take vital roles in contributing to the success for achieving goals of local tourism and those businesses involved.

In the northern part of Thailand, the increasing number of emerging tourist destinations in rural areas have been occurring. However, local people in the area, as operators, have been ineffectively running travel businesses, and have developed an unproductive mindset and perception, despite the fact that they need to know and understand tourists' behaviors, tourism trends and ways to effectively operate their businesses, which ultimately are critical to meet those tourists' needs. However, UNWTO suggests that the contribution of tourism to economic well-being depends on the quality and the revenues of the tourism offered (World Tourism Organization, 2017). According to this critical viewpoint, it is worth investigating ways a universities might be able to contribute to the success of local tourism.

2. Methodology

2.1. Participants

Participants in this study were 5 local key figures, 10 local guides and 10 homestay owners in Chiang Dao community in Chiang Mai Province, in Thailand.

2.2. Research instruments

A documentary study together with semi-structured interviews was conducted for data collection and for the purpose of the needs analysis. Furthermore, instructional instruments were used with 3 training courses, which were derived from the results of the needs analysis. The observation was used during the second training course, namely during website coaching. A focus group discussion was used with the aim to collect information about strategic choices which could be considered in order to reinforce the local operators' business strengths

2.3. Procedure

Phase I. The needs analysis

A needs analysis was conducted to determine global trends in tourism and to pinpoint the local operators' shortcomings and needs. The participants attended in this study included 5 local key figures, 10 local guides and 10 homestay owners in Chiang Dao community in Chiang Mai Province, Thailand. The needs analysis was collected using a documentary study and through interviews in order to evaluate trends in the local tourism and to determine those factors that hindered the operators to be successful in their businesses. Then the data from the documentary study and interviews were respectively analyzed qualitatively.

Phase II. Training course implementation

As a result of the needs analysis, three training courses were established in order to fulfill the local operators' needs and shortcomings. The training courses which were derived from the needs analysis included a) knowledge sharing in respect to global trends in tourism b) digital media coaching and ways to create a website for a homestay business and, c) business management coaching for tourism. The first training course was conducted involving all participants, while the second and third training courses were only offered to the homestay owners.

2.4. Data analysis

After gathering the required data from the sources, the data from the semi-structured interviews and the focus group discussions were translated, coded and qualitatively analyzed using Hyper Research Computer Program to find the descriptive content domains and detailed features. Moreover, the data from the documentary study, the observation and the focus group discussions were also translated, coded and qualitatively analyzed using Hyper Research Computer Program as part of this research study.

3. Findings

Finding1. Results from the needs analysis

The results from the documentary study revealed 3 descriptive content domains with a number of trends and features for local tourism. As Table 1 indicates, the descriptive content domains including international tourist arrivals and their behaviors, and communication channels that they used for the purpose of their travels.

Table 1. Descriptive content domains and tourism trend features.

Tourism Trends		
International tourist arrivals	Tourist behaviors of preferences	Communication channels
Solo female	Ecology tours	Social media
Family group	Soft adventure	Direct websites
Seniors	Food tourism	Mobile bookings
Millennials	Once-in-a-lifetime experience	Mobile site or app
Chinese	Local experiences	Direct communication
German	Preferred-option multi-day activities	
American	History & culture by a destination expert	

British	In-destination bookings for a tour or activity	through messaging Apps such as: -WhatsApp, -Messenger, -WeChat, and Chatbots attached in a website.
Polish	Personalization preferred	
Russian	Weddings and adventure honeymoons	
Canadian	Bleisure	
Malaysian	Destination unknown/unexplored destination	
French	User-generated content influencer	
Italian	Authentic, unique and personal	
Korean	Home stay rather than hotels	
Indian	Authentic and genuine experience	
Mexican	Bucket list experience	
Netherlander	Hassel-free and convenient experiences	
Hungarian	Safety, cleanliness and value	
Japanese	Travel photography	
Spanish	Wellness retreats	

The results from the interviews revealed that the participants did not have any information and knowledge about the tourists, their needs and travel behaviors. They were not be able to write in English, nor had they any ideas about websites and content marketing. Most of them used Facebook as a channel for marketing. Table 2 highlights the participants' needs and the required knowledge in order to improve the state of their businesses in regard to better understanding tourists and their behaviors, as well as ways to make use of online advertising. The participants also required tools to promote and market their businesses in English.

Table 2. Descriptive content domains and the participants' features of needs and shortcomings.

Knowledge	Language	Marketing tools
Tourists	English	Websites
Tourists' behaviors	Promotional language	Content advertising on YouTube
How to make use of online marketing		

Finding 2. The knowledge management and relevant knowledge sharing with the university reinforce the local operators' business strengths.

Knowledge management and relevant knowledge sharing with the university play a significant role in promoting the locals' understanding of trends in tourism and tourists' behaviors. The data analysis from the interviews reveals that all of the participants admitted that they did have any prior knowledge regarding trends in the industry of specific behaviors of their visitors, and that this information was totally new to them. However, they understood that the knowledge or information shared was very useful for running their businesses and for engaging and attracting tourists. Moreover, they stated that they were thinking of new ideas and ways to incorporate appropriate activities for their guests, and to design the appropriate accommodation and environment that would meet the needs of the tourists. 68% of them mentioned that the knowledge shared provoked new ideas in their minds in order to more appropriately deal with people from different parts of the world, while 52% indicated that they recognized the need for alternative ways of running small businesses which were important to their livelihood, and understood more about the cultural differences. The gathered information is presented in Table 3.

Table 3. Information from the interviews

No	Items	n	%
1.	New knowledge	25	100
2.	Be useful for tourism business operation	25	100
3.	Be useful for engaging and attracting tourists	25	100

4.	Promote new ideas regarding ways to conduct appropriate activities for guests	25	100
5.	Promote new ideas regarding ways to set the appropriate environments that meet the needs	25	100
6.	Promote new ideas regarding ways to set the accommodation that meet the needs	25	100
7.	Promote new ideas in terms of alternative small businesses that may be helpful	13	52
8.	Promote new ideas regarding ways to deal with people from different parts of the world appropriately	17	68
9.	Promote better understanding of cross-cultural encounters	13	52
10	Promote awareness of natural beauty and value	25	100

Finding 3. The digital media coaching is the other key factor.

The analysis of the data from the needs analysis pointed out that all participants made only use of only an American-based online social media, namely Facebook. 90% of them had no ideas about the websites for the purpose of their marketing, while 20% of them used to have a website for their homestay, however the websites were not functional at the time of the interview and they had no ideas how to fix it. The results of the observations from the digital media coaching, the website training, for homestay marketing revealed that the participants indeed made use of the knowledge gained in the first training course of knowledge sharing for their homestays' websites. They included more informative pictures and descriptions that meets the industry trends and the needs of potential visitors. The participants preferred to put more pictures of natural resources in the area to showcase their local wisdom alongside with their SME, and finally, to include appealing pictures of their accommodations. The participants also chose to add content advertising in their created websites.

Finding 4. Business management coaching plays a significant role in promoting the locals operators' ideas regarding ways to reinforce their business strengths.

The results from the focus group discussion revealed that the business management coaching for tourism has a significant role promoting the locals' ideas regarding ways to reinforce their business strengths. The representatives of the 3 groups of participants participated in a day-long discussion to determine those strategic choices which would reinforce their business strengths in order to attract and engage potential visitors. As Table 4 exhibits, the strategic choices which had been discussed during this session in order to incorporate trends in tourism.

Table 4 Strategic choices to reinforce local operators' business strengths

Strategic choices to reinforce local operators' business strengths	
1.	Female tour guides
2.	Availability of strong Wifi
3.	Patios for guests to get together
3.	Local cooking activities
5.	Mobile in use for communication
6.	Provide authentic experiences such as picking tropical fruits, fresh flower garland making, firebreak making, seasonal festival activities including making Krathong, Songkran festival and traditional tribal events
7.	Activities that meet the needs of family groups such as growing vegetables, joining Buddhist events and cooking
8.	Provide soft-adventure such as trekking and walking to some different village
9.	Provide wellness activities such as traditional herbal steam in the local style, Yoga in a natural environment, local style of massage

10.	Set landmarks for social purposes such as flower arch, attractive signs identifying local identity
11.	Set up guide posts
12.	Provide necessary and helpful amenities both indoors and outdoors including hill fence, trekking poles

4. Discussion

From the informal interviews and the focused group discussions it was found that all participants, especially the tribal groups, perceived their hometowns as a valuable resource and therefore insisted on preserving the environment rather than adding any concrete buildings. However, they agreed to include some necessary and helpful amenities outdoors using natural materials, which are readily available in the area. The tribal groups preferred to show tourists their real lifestyles including their SMEs. Few participants mentioned that international tourists, whom they welcomed to their villages, had told them to keep their original identity and environment in order to strengthen their marketing. It appeared that this direct feedback from the visitors had greatly influenced the locals' vision as it came straight from the source. The other interesting issue was concerning the marketing channels of the homestays. The selected participants were locals and owned their homestays in new emerging destinations. 90% of the homestays were young with no websites for marketing. The owners made use of Facebook channels by placing a phone number for communication and utilized word of mouth's strategy for marketing purposes. Interestingly, they were interested in content advertising on YouTube, which is an important source for many businesses today, however, the locals did not know how to make use of it. This issue may suggest that the locals are in need of more alternative content marketing channels such as Instagram, marketing automation or any other competing tools in the near future

5. Conclusion

The Tourism industry plays a crucial role in the economy of many countries, especially those nations in the developing world including Thailand. Today, the number of emerging tourist destinations worldwide is increasing. According to the analysis of this documentary study, tourists' behaviors and needs often change year over year. Local operators and practitioners therefore need to understand the upcoming trends in the industry so that they can select appropriate strategies in order to increase their competitiveness and strength for their business advantage. Educators and experts in local universities can thus play a vital role to help to share relevant knowledge and updated information to local operators, as well as to fulfill their needs and shortcomings, especially when it comes to online and digital skills.

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Determinants of Risk Management Information Disclosure: Evidence from Firms Quoted on Nigerian Stock Exchange.

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ABSTRACT

This study is on determinants of risk management information disclosure among firms quoted on the Nigerian Stock Exchange. It specifically investigated effect of ownership structure, investment decision, profitability, leverage, firm size and industry type on risk management information disclosure.

It is an ex-post-facto and longitudinal study in nature covering a time frame of five years (2013-2017). Content analysis was applied and historical data were obtained from financial statements and accounts of 127 sampled firms out of 186 constituted population. Data was estimated with computer software and analysed using descriptive and panel least square regression.

The study revealed that ownership structure, firm size and leverage are statistically significant and positively related, while investment decision purpose, profitability and industry type are statistically insignificant suggesting that they are weak determinants of risk management information disclosure.

KEYWORDS: Risk management, Quantitative, Information disclosure, Ownership structure and Investment decision.

1. INTRODUCTION

Over the years, information disclosure has been found to play a fundamental role in the corporate world as it does not only benefit the firms but the dispersed stakeholders in the corporate world (Katmun, 2012). Information disclosure is one of the basic principles of the stock market and it is a powerful tool for protecting investors and monitoring companies in the corporate world. According to Hieu and Lan (2015), adequate information disclosure is important because it gives room to judge opportunities, performance, risks of the investment and the manner in which the firm is being run. The information provided in corporate report consists of financial information (FI) which is expressed in monetary terms and non-financial information (NFI). Financial information is quantitative while non-financial information is qualitative in nature.

Risk management information disclosure which is qualitative information in nature helps in investors' investment decision-making process by closely evaluating the corporate report in order to ascertain levels of different risks it faces in their decision for the expected return and risk considerations (Cabedo & Tirado, 2004).

The need for risk management information disclosure is necessitated by various reasons which include the need to improve business reporting, encourage transparent disclosure standard, promote corporate accountability and promulgation of good corporate governance mechanisms such that users can rely on and have confidence in terms of information disclosed for decision making (Eccles, Serafein & Consulting, 2007).

Risk management information disclosures provide meaningful, relevant, reliable, accountable and dependable information to investors and other stakeholders about the financial position and performance of the business as well as its future prospects to help users in decision-making (Al-Shammari, 2008; Flack & Douglas, 2007).

As at now risk management information disclosure in the corporate report is still voluntary in Nigeria. Risk management information disclosure in most firms listed on world's most credible Stock Exchanges, is a logical development of basic information disclosure in corporate reporting which reflects the information about the economic realities of a company in a meaningful, transparent, and comparable manner.

The changing needs of shareholders have enhanced the importance of risk management information disclosure. In this context, a number of countries have enacted mandatory requirements for firms to report on qualitative issues. For instance, France, Spain, the Netherlands, the United Kingdom, Sweden, and Denmark have introduced legal requirements to enlarge the scope of conventional corporate reporting to include non-financial performance parameters which includes risk management information and other

qualitative information disclosure (Eccles & Krzus, 2009). This study examines the determinants of risk management information disclosure in corporate report.

Statement of the Research Problem

Issues of risk management information disclosure remain a major concern due to the insufficiency of traditional non-financial information or qualitative information disclosed in the corporate report. Hieu and Lan (2015) state that non-disclosure of risk management information is linked to low transparency and information asymmetry. Low transparency implies that not enough information is communicated to the investing community and users of the corporate report which presupposes that there exists information asymmetry between those who know the information and those who do not know the information but need the information for business or investment purpose (Madhani, 2007). This puts the various investors and stakeholders into moral dilemma for not able to assess and establish the value of decisions taken. Lokman (2011) opined that poor risk management information disclosure exposes outside shareholders to the risk of losing their money due to a lack of adequate information in the corporate report.

Barako (2007) states that companies tend to disclose more risk management information in their annual report in order to enhance their chance of getting funds from financial institutions while Li & Zhao (2011) observe that creditors derive some advantages from risk management information disclosed in the corporate report to protect their interests by way of increasing the interest rate resulting in an increase risk and in the firm cost of capital

According to Yi and Davey (2010), there is no widely accepted guideline to promote risk management information disclosed in corporate reports but the present state is inadequate and highly inconsistent.

Several studies on risk management information disclosure have been conducted in developed countries of the world (such as Barac, Granic, and Vuko, 2014; Ismail and Rahman 2013; Lakhali, 2004). To the best of our knowledge, very few of these studies have been carried out in developing countries like Nigeria.

These few studies from Nigeria include Onoja and Agada (2015) who examine the determinants of voluntary risk disclosure in corporate annual reports; Oyerogba (2014) study centres on voluntary risk information disclosure in determining the quality of corporate reports using quoted firms in Nigeria; Efobi (2014) study centres on voluntary information disclosure practice of listed companies in Nigeria; Also, Ikpor and Agha (2016) investigated the determinants of voluntary risk disclosure quality in emerging economies.

Hence, this study seeks to investigate the determinants of risk management information disclosures in corporate reporting among quoted firms in Nigeria.

Research Objectives

The broad objective of the study is to investigate the determinants of risk management information disclosure among quoted firms in Nigeria, while the specific objectives are to:

1. examine the relationship between ownership structure and risk management information disclosure of quoted firms in Nigeria;
2. determine the extent to which investment decision influence risk management information disclosure of quoted firms in Nigeria;
3. ascertain the effect of firm profitability on risk management information disclosure of quoted firms in Nigeria;
4. examine the influence of firm size on risk management information disclosure of quoted firms in Nigeria; and,
5. determine the effect of leverage on risk management information disclosure of quoted firms in Nigeria.
6. examine the relationship between industry type and risk management information disclosure of quoted firms in Nigeria.

Research Hypotheses

The hypotheses are stated in null form as below.

- H₀₁:** Ownership structure has no significant relationship with risk management information disclosure of quoted firms in Nigeria.
- H₀₂:** Investment decision has no significant influence on risk management information disclosure of quoted firms in Nigeria.
- H₀₃:** Firm profitability has no significant effect on risk management information disclosure of quoted firms in Nigeria.
- H₀₄:** Firm size has no significant influence on risk management information disclosure of quoted firms in Nigeria.*
- H₀₅:** Leverage has no significant effect on risk management information disclosure of quoted firms in Nigeria.
- H₀₆:** Industry type has no significant relationship with risk management information disclosure of quoted firms in Nigeria.

2. REVIEW OF RELATED LITERATURE

Risk Management Information

Another aspect of qualitative information disclosure is in the area of risk management. Risk is defined as the possibility that an event will occur which will impact an organization's achievement of objectives. (Institute of Internal Auditors (IIA, 2004). Solomon, Solomon, Norton and Josef (2000) define risk as “the

uncertainty associated with both potential gain and loss” (p.449). Linsley and Shrives (2006) provided a more specific definition of risk disclosure as any information disclosed to the reader on any opportunity, prospect, hazard, harm, threat or exposure that has already impacted or may give an impact upon the company or management in future. According to Ismail and Rahman (2013), risk refers to any uncertainty faced by the organisation that could lead to gains or losses. The importance of risk management was initiated when a Cadbury Report in 1992 highlighted the code of best practices requiring companies to establish an audit committee and make disclosure on the effectiveness of internal control. The main issue pointed out in the report was the need for companies to review their internal control system and reporting risk to their shareholders. The Hampel Report in 1998 further emphasised on the whole system of internal control which led to the requirement for risk management information disclosure as part of the internal control in Combined Code (The London Stock Exchange Limited, 1998; Ismail & Rahman, 2013).

Several studies have been conducted on qualitative information in the corporate reports in terms of risk management information disclosure in different countries (Oliveira, Rodrigues & Craig, 2011; Amran, Abdul Manaf & Che Haat, 2009; Ismail & Rahman, 2013). The various studies indicated that qualitative information disclosure in the area of risk management disclosure level are too brief, vague and not sufficient for the stakeholders to make decision, but risk management information are important to be considered for any investment decision.

Empirical Evidence on Determinants of Risk Management Information Disclosure

Several extant studies have examined the relationship and given empirical evidence on the determinants of risk management information disclosure in corporate reporting. These are discussed under the respective subheadings.

Ownership Structure and Risk Management Information Disclosure

Ownership structure of the firm entails foreign ownership, managerial ownership, institutional ownership, ownership concentration, family control and state ownership (Vu (2012)). Studies on the relationship between ownership structure in different perspectives in relation to risk management information disclosure were conducted in different countries.

Rouf and Harun (2011) study of 94 sampled listed firms in Bangladeshi found that the voluntary risk management information disclosure is positively associated with a higher institutional ownership structure.

Elmans (2012) carried out an investigation to find out the relationship between ownership structure and the extent of voluntary risk management information disclosure and found that there is a negative association between block holder ownership and voluntary risk management information disclosure.

Barako (2007) study in Kenya from 1992 to 2001 employed Ordinary Least Square (OLS) with Panel-Corrected Standard Errors (PCSEs) and showed that disclosures of all types of risk management information disclosure are influenced by ownership structure.

Investment Decision and Risk Management Information Disclosure

Several studies have shown the importance of investors' decision purposes in facilitating risk management information disclosed in published annual reports. The finding of Qu (2011) revealed that foreign investment has a significant positive influence on companies' risk management information disclosure. Oyerogba (2014) carried out a study on determining issues of risk management information disclosure among listed companies in Nigeria. It employed an exploratory design by means of interviews and questionnaire administration in collecting information from sample individuals and indicated that risk management information disclosure was satisfactory in explaining investor decision making and performance of listed companies. It was possible to conclude from the study's findings that risk management information disclosure was statistically significant in explaining investor's decision and performance of listed companies in Nigeria.

Kabir (2014) examined 76 sampled firms and found that a negative association exists between return on investment and voluntary risk management information disclosure. Hence, it is expected that investment decision purposes have an influence on the determination of risk management information disclosure.

Profitability and Risk Management Information Disclosure

The issue of profitability remains crucial to corporate organisation. Eccles and Krzus (2009) state that corporate organisations that are achieving high profitability would want to disclose more risk management information to the market and reduce information asymmetry. Vu (2012) conducted a study on three common ownership identities of 252 Vietnamese non-financial listed companies across the annual reporting year 2009 and revealed that profitability has an effect on risk management information disclosure. Ikor and Agha (2016) carried out study on the determinants of voluntary risk management information disclosure quality among listed firms in an emerging economy. Data was sourced from 123 corporate annual reports of firms listed on the Nigeria Stock Exchange between 2000 to 2014. The Generalized Method of Moment (GMM) regression technique was used to test the statistical significance of the hypotheses of the study. The results indicate that profitability has a significant effect on voluntary risk management information disclosure quality of listed firms in Nigeria.

Akbas (2014) revealed that profitability is negatively related to risk management information disclosure. Also, Barac, Granic, and Vuko (2014) carried out a study on the level and extent of voluntary risk management information disclosure practice in Croatia. A total of 130 medium and large companies constituted the sample and multiple regression was used in the analysis. Findings indicated that two-thirds

of the companies analysed disclose below-average number of additional information and that profitability is statistically insignificant in relation to voluntary risk management information disclosure in the annual report of Croatian firms.

Leverage and Risk Management Information Disclosure

Leverage is concerned with the use of various financial instruments or borrowed capital to increase the potential return of an investment. Andrikopoulos and Krikilani (2013) study showed that leverage can affect the volume of risk management information disclosure in corporate reports. Brammer and Prencipe (2004) revealed that leverage is significantly related to risk management information disclosure in order to reduce agency costs in the relationship with financial creditors. Lan, Wang and Zhang (2013) study of 1,066 sampled Chinese companies listed on the Shanghai and Shenzhen Stock Exchanges found that risk management information disclosure is positively related to leverage.

Meanwhile, Baroko (2007) investigated the effects of fundamentals on voluntary risk management information disclosure by businesses and a sample size of 65 firms quoted on the Tehran Stock Exchange covering the time period of 2005 to 2012 was used. The study revealed that financial leverage had a significant and negative impact on voluntary risk management information disclosure. Ikpor and Agha (2016) investigated the determinants of voluntary risk management information disclosure quality among listed firms in emerging economy. The study employed ex-post research design on the examination of 93 corporate annual reports of firms listed in the Nigeria Stock Exchange from 2000 to 2014 and introduced Generalized Method of Moment (GMM) regression techniques and eventually found that debt is negatively related to the voluntary risk management information disclosure quality of listed firms in Nigeria.

Firm Size and Risk Management Information Disclosure

The size of the firm in relation to risk management information disclosure has been examined from different perspectives by prior studies. Andrikopoulos and Krikilani (2013) note that majority of these studies have found a positive relationship between firm size and risk management information disclosure, with a few exceptions. Modarres, Alimohamadpour, and Rahimi, (2014) carried out a longitudinal study of listed firms on Tehran Stock Exchange (TSE) from 2005 to 2012. The finding of this study shows that firm characteristics like firm size has a positive and significant relationship with risk management information disclosure.

Barac, Granic and Vuko (2014) investigated a similar study on the level and extent of qualitative information disclosure practice in Croatia. A total of 130 medium and large companies constituted the sample and multiple regression was used in the analysis. The study found that firm size significantly and positively affect the level and extent of risk management information disclosure in the annual corporate report of Croatian firms

Industry Type and Risk Management Information Disclosure

Industry type refers to group or sector the firm belongs. It is one of the corporate attributes that can affect the level of corporate disclosure. Meek, Roberts and Gray (1995) reveal that the type of industry a firm belongs is the most important factor in explaining the level of the voluntary risk management information disclosure. While, Wallace, Naser and Mora (1994) suggest that firms in a specific industry might face particular circumstances that may influence their disclosure practice. For example, there are significant differences in the operations and reporting practices of a firm in the manufacturing industry and another in the financial services industry. In addition, Owusu-Ansah (1998) suggests that firms that operate in a highly regulated industry might be subjected to serious rigorous controls that can significantly impact on their corporate disclosure practices.

Theoretical framework

This study is anchored on the stakeholder theory. Stakeholder theory ideology can be traced back to Clark (1916) and later to Dodd (1932) as cited in Mahoney (2010). Edward Freeman was one of the first theorists to present the stakeholder theory as inherent in management discipline in the eighties (Freeman 1999; Freeman, Wicks, & Parmar, 2004). Stakeholder theory is a theory of organizational management and business ethics that addresses morals and values in managing an organization (Asemah, Okpanachi & Olumuji, 2013). Freeman (1999) have identified stakeholders as “the groups who have an interest in the actions of the firm. In a follow-up study, Freeman (1999) revisited the stakeholder theory and redefined stakeholders as any individual or group who has an interest in the firm because he (or she) can affect or is affected by the firm’s activities. Carroll (1999) has defined stakeholders as any individual or group who can affect or is affected by the actions, decisions, policies, practices, or goal of the organization. Directors are expected to be in a position of trust and be able to manage the company in a way that creates long-term sustainable value, while simultaneously considering their relationships with wider stakeholder groups including employees, customers, suppliers and communities that their activities affect. Stakeholder relationships have direct and indirect effects on the firm performance (Berman, Wicks, Kotha, & Jones, 1999). As such, interests of stakeholders are fundamental in risk management information disclosure. In effect, there are three (3) levels that explain the company’s reactions in line with the stakeholder theory. The first level explains the company’s reaction towards the demand from a broader base of stakeholders (Husillos & Alvarez, 2008; Sweeney & Coughlan 2008; Dincer (2011). The second level is consistent with the corporate response which is concerned with the qualitative information in relation to risk management information disclosure in the corporate report (Kent and Chan, 2009), while the third level referred to the economic performance that will determine the financial strength and weaknesses of the corporation (Elijid Van der Laan, 2009). It was observed that a higher achievement will be arrived at through disclosing of

risk management information (Jamali, Safieddine, & Rabbath, 2008). It is by reason of the stakeholders' views that risk management information is disclosed.

3. METHODOLOGY

This study employed ex-post facto type of research. It is a longitudinal study covering a time period of five years that is from 2013 to 2017 involving quoted firms on the Nigerian Stock Exchange. The population of this study consists of firms quoted on the Nigerian Stock Exchange as at 31st December 2017. A total of one hundred and eighty-six (186) firms constitute the population of this study. The population cuts across firms in different sectors of the economy. A total of one hundred and twenty-seven (127) firms form the sample size of this study. The sample size of the study is derived from Burley's formula propounded and popularized by Yamane (1967) for the determination of sample size in a finite population, stated as:

$$n = \frac{N}{1+N(e)^2} \quad 3(1)$$

$$n = 127$$

Where:

n = sample size;

N = population size (finite population);

e = desired level of significance, (in this case is 5%).

Incorporating the relevant statistics into equation 3.1, we have:

$$n = \frac{186}{1+186(0.05)^2}$$

$$n = 127$$

The simple random sampling technique was used in selecting each of the companies. This study employed secondary source of data collection and historical data are obtained from the annual report and accounts of sampled firms. Risk management information disclosure data is obtained from the Chairman's statement and other non-financial information by means of a checklist.

Analytical Framework and Model Specification

The framework for the analysis of the determinants of qualitative information disclosures is the stakeholder theory.

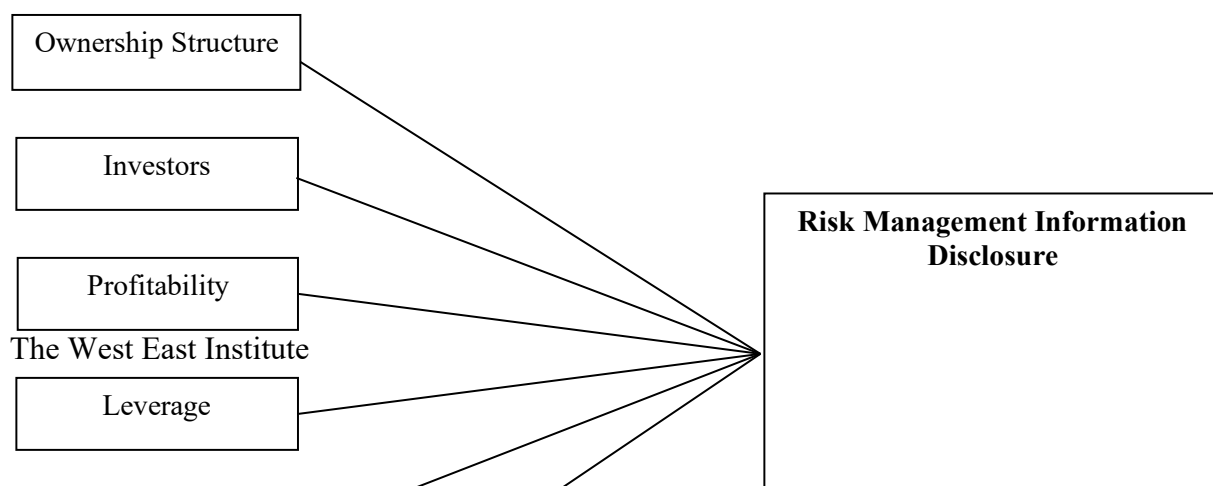


Figure 3.1: Analytical Framework (Source: Author’s Analytical Framework, 2018)

This analytical framework in Fig 3.1 above depicts the schematic representation of the causal relations with the dependent variables (Risk management Information Disclosure and independent variables which consists of ownership structure, investment, profitability, leverage, firm size and industry type for the purpose of this study.

In addition, the schematic framework culminates into the required model specifications. The study adapted the model specified by Ghasempour and Mohd (2014) which is specified as:

$$VolDis_{it} = \alpha_0 + \alpha_1 FValue_{it} + \alpha_2 Size_{it} + \alpha_3 M/B_{it} + \alpha_4 Lev_{it} + \alpha_5 Comp_{it} + \alpha_6 ROE_{it} + \alpha_7 Earn_{it} + \mu \quad \dots \text{ Eqn. 1}$$

Where:

VolDis =Voluntary disclosures

FValue = Firm Value: to calculate Tobin’s Q, the model proposed by Perfect and Wiles (1994) was employed.

Size = natural logarithm of the company’s total average stock market value;

M/B=Growth opportunity (M/B)

Lev=Leverage measured as total debts divided by total assets.

Comp= Complexity measured as total receivables and inventory/total assets.

ROE= returns on equity measured as profit before tax divided by total equity

Earn= Earnings measured as price earnings ratio (PER)

For the purpose of this study, our model is specified below:

Our model is stated in implicit form as:

$$RMID = f(OWNS, INV, PROF, LEV, FSIZE, IND) \dots \text{Eqn.2}$$

While the explicit model is given as:

$$RMID_{it} = \beta_0 + \beta_1 OWNS_{it} + \beta_2 INV_{2it} + \beta_3 PROF_{it} + \beta_4 LEV_{it} + \beta_5 FSIZE_{it} + \beta_6 IND + \mu \dots \text{Eqn.3(11)}$$

RMID = Risk Management Information Disclosure

$U_1, U_2, U_3, U_4, U_5,$ and U_6 = Coefficients or parameters of the proposed estimates

it = Where “i” for firm and “t” for time

OWNS= Ownership structure

INV= Investors decision purposes

PROF= Return on Asset used as a proxy for profitability.

LEV= Leverage

FSIZE= Firm Size

IND = Industry Type

RMID= Risk Management Information Disclosure (Risk Management Information Disclosure index can therefore be defined as:

$$\text{RMID index} = \frac{1}{n} \sum_{i=1}^{nj} Widi$$

RMIDj index is the disclosure weight index for the firm j, and W_i represents the assigned weight to the informational item i, as disclosed by the company.

Disclosure Index

This study uses the unweighted index as the use of unweighted dichotomous index reduces subjectivity involved in determining the weights of each item (Williams, 2001; Ismail and Rahman 2013). The disclosure item is scored as one (1) if it is disclosed in the annual report or zero (0) if it is not disclosed in the corporate annual report. This total disclosure score (RMID) is converted into percentage terms by applying the following formula:

Total no. of items appearing in the annual report x 100

Max. no. of items which should appear in annual reports 1

OWNS = Ownership Structure was measured using proportion ratio held by various institutions (Institutional Ownership), held by first twenty highest shareholders (Ownership concentration) and the proportion of shares held by CEO and executive directors (Managerial ownership). For the purpose of this study, ownership structure is proxied by managerial ownership.

INV= Investors decision purposes (Investors decision making purpose is assessed using series of accounting data or financial information from corporate report for investors decision making and these include: Earnings Per Share (EPS), Dividend Per Share (DPS), Book Value Per Share (BVPS) or market price per share (MPPS) (Ball & Brown, 1968; Menike & Prabath, 2014; Perera & Thrikawala, 2010; Vishnani & Shah, 2008). For the purpose of this study we employ earnings per share (EPS) measured as profit after tax divided by number of ordinary shareholders)

PROF= Profitability(Profitability was measured as net income divided by total asset (Gupta & Newberry, 1997)).

LEV= Leverage (Leverage was measured as total debt divided by total assets (Mohammed, 2013))

FSIZE= Firm Size (Firm size was measured as the natural logarithm of the book value of total assets (Richardson & Lanis, 2007; Andrikopoulos & Krikilani 2013)

IND = Industry Type (Industry type was measured using a dummy variable of 1 for firm in the financial sector and 0 for other companies)

Our apriori expectations are as follows: $\beta_1 > 0$, $\beta_2 > 0$, $\beta_3 > 0$, $\beta_4 > 0$, $\beta_5 > 0$, and $\beta_6 > 0$

4. RESULTS AND DISCUSSIONS

The results of the analyses are provided thus;

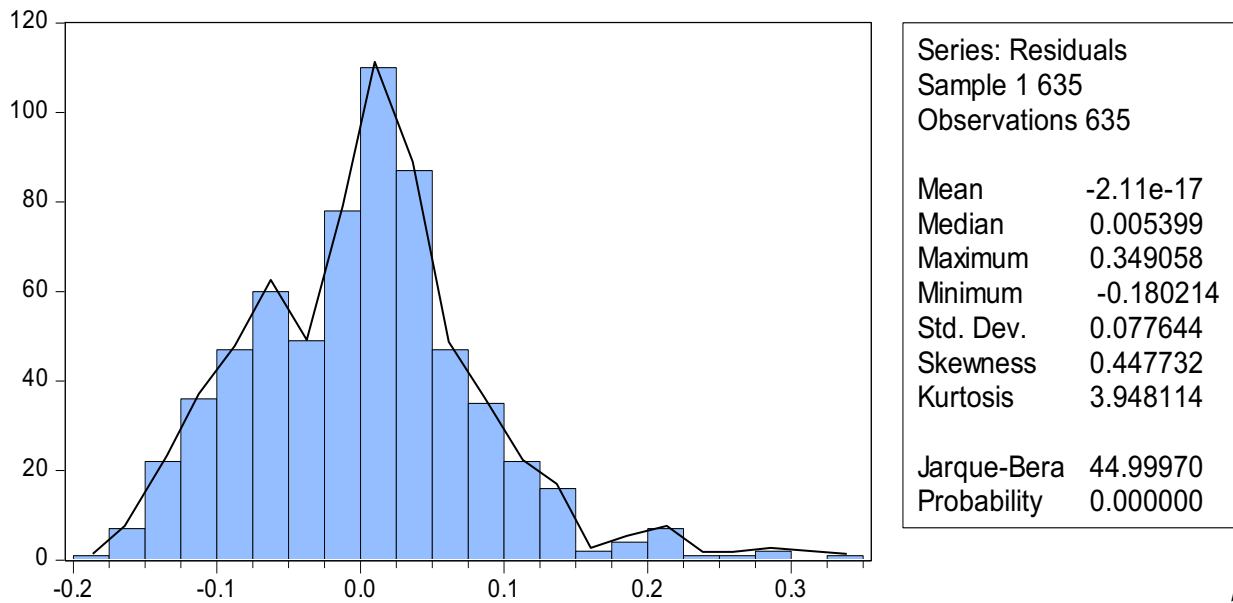
Table 4.1: Descriptive Statistics

	RMID	INV	PROF	LEV	OWNS	INDTY	FSIZE
Mean	0.174320	1.078425	2.322205	62.29172	14.88770	0.307087	7.239496
Median	0.151567	0.250000	2.370000	61.57000	5.870000	0.000000	7.050000
Maximum	0.581576	29.95000	53.96000	168.9400	76.31000	1.000000	9.640000
Minimum	0.021739	-20.23000	-39.78000	6.340000	0.000000	0.000000	5.340000
Std. Dev.	0.085490	3.384600	8.812379	23.73932	18.71083	0.461649	0.884656
Skewness	0.737432	3.849447	0.063441	0.499040	1.276848	0.836416	0.711013
Kurtosis	3.321933	33.62001	9.800895	4.116971	3.566143	1.699592	3.187745
Jarque-Bera	60.29502	26375.19	1224.181	59.36692	181.0248	118.7828	54.43550
Probability	0.000000	0.000000	0.000000	0.000000	0.000000	0.000000	0.000000
Sum	110.6932	684.8000	1474.600	39555.24	9453.690	195.0000	4597.080
Sum Sq. Dev.	4.633615	7262.799	49235.19	357294.0	221960.3	135.1181	496.1788
Observations	635	635	635	635	635	635	635

Source: Authors Computation using E-Views 8 2018.

RMID is Qualitative information disclosure; INV is Investment decision; PROF is Profitability; LEV is Leverage; OWNS is Ownership structure; INDTY is Industry type; FSIZE is Firm size

The result of the descriptive statistics as revealed in Table 4.1 above, shows a mean risk management information disclosure of 0.174320, which signifies that the sampled companies, on the average, discloses about 17% of qualitative information in their annual financial information. The result of the normality test revealed a standard normal distribution of the data.



Source:

Researchers Computation 2018

Figure 4.1: Histogram Normality Test

The mean positive kurtosis of 3.948114 revealed a positive kurtosis in excess of 3.00 which signifies a leptokurtic kurtosis in excess of the 3.00 benchmark. The mean positive skewness of 0.447732 means a rightward skewed regression variables as depicted in the histogram normality test in Figure 4.1 above. The average standard deviation of 0.077644 shows that the deviation from the mean of the regression variables is relatively small, which is indicative of the quality of the regression data.

Table 4.2: Correlation Coefficients

Covariance Analysis: Ordinary

Date: 12/06/18 Time: 16:34

Sample: 1 635

Included observations: 635

Correlation							
t-Statistic							
Probability	RMID	INV	PROF	LEV	OWNS	INDTY	FSIZE
RMID	1.000000						

INV	0.007905	1.000000					
	0.198889	----					

	0.8424	----					
PROF	-0.180678	0.398395	1.000000				
	-4.621825	10.92812	----				
	0.0000	0.0000	----				
LEV	0.360856	0.021243	-0.298307	1.000000			
	9.734887	0.534587	-7.863262	----			
	0.0000	0.5931	0.0000	----			
OWNS	0.023908	-0.102531	-0.018931	-0.165352	1.000000		
	0.601698	-2.593305	-0.476392	-4.218237	----		
	0.5476	0.0097	0.6340	0.0000	----		
INDTY	0.195490	-0.121724	-0.095741	0.068075	0.003237	1.000000	
	5.015201	-3.085463	-2.419904	1.716713	0.081448	----	
	0.0000	0.0021	0.0158	0.0865	0.9351	----	
FSIZE	0.200619	0.220483	0.097096	0.314183	-0.168493	0.388289	1.000000
	5.152211	5.687185	2.454492	8.326302	-4.300674	10.60094	----
	0.0000	0.0000	0.0144	0.0000	0.0000	0.0000	----

Source: Researchers Computation 2018

All correlations are significant at the 5% level

The correlation coefficient on Table 4.2 revealed a mixed coefficient of both positive and negative values. The correlation coefficient between the dependent variable of risk management information disclosure and the independent variable of profitability is negative, with a value of -0.180678. The correlation coefficient between the dependent variable and the other independent variables are positive. The correlation coefficients did not pose any problem of multicollinearity. The correlation coefficients are relatively small and indicative of the absence of the problem of multicollinearity in the regression variables. The result of the variance inflation factor is a further confirmation of the absence of the problem of multicollinearity in the variables of regression.

Table 4.3: Test of Variance Inflation Factor

Variance Inflation Factors

Date: 12/06/18 Time: 16:39

Sample: 1 635

Included observations: 635

Variable	Coefficient Variance	Uncentered VIF	Centered VIF
C	0.000822	85.79282	NA
INV	1.09E-06	1.426995	1.295286
PROF	1.70E-07	1.470139	1.374539
LEV	2.23E-08	10.31559	1.306403
OWNS	2.89E-08	1.721274	1.053351
INDTY	5.70E-05	1.826797	1.265812
FSIZE	1.83E-05	101.3865	1.489365

Source: Researchers Computation (E-Views 8) 2018

The variance inflation factor revealed a relatively low centered variance inflation factors of 1.295286 for investment decision; 1.374539 for the variable of profitability; 1.306403 for the variable of leverage; 1.053351, for the variable of ownership structure; 1.265812 for the variable of industry type, and 1.489365 for the variable of firm size. The results of the variance inflation factor, as mentioned earlier, revealed relatively low level of centered VIF, which is indicative of the absence of multicollinearity in the regression variables. The result is a further confirmation of the results of the correlation coefficients in Table 4. 2. The result of the variance inflation factor further strengthened the result of the correlation coefficient which is indicative of the absence of multicollinearity in the regression variable

4.4 Regression Diagnostics

Table 4.4: Test of Serial Correlation

Breusch-Godfrey Serial Correlation LM Test:

F-statistic	096.4294	Prob. F(2,626)	0.3000
Obs*R-squared	089.4505	Prob. Chi-Square(2)	0.1000

The Breusch-Godfrey test of serial correlation indicates the absence of serial correlation in the variables of regression. The F-statistic of 0.096.4294 and the probability value of 0.1000 could not sustain the null hypothesis of serially correlated variables. Hence, the alternate hypothesis of non-serially correlated variables was accepted.

Table 4.7: The Results of the Regression Analyses

VARIABLE	POOLED	RANDOM EFFECT	FIXED EFFECT
C	1.768098 (0.0775)	-0.828250 (0.4078)	-1.3843935 (0.3078)
INV	1.335002 (0.1824)	-0.676815 (0.4988)	-0.760045 (0.4988)

PROF	-2.284269 (0.0227)	-0.150038 (0.8808)	-0.150038 (0.8808)
LEV	7.677451 (0.0000)	11.97434 (0.0000)	10.014925 (0.0000)
OWNS	2.394498 (0.0169)	3.493172 (0.0005)	3.852450 (0.0005)
INDTY	3.670177 (0.0003)	1.316921 (0.1883)	1.202018 (0.1883)
FSIZE	1.240814 (0.2151)	2.149039 (0.0320)	2.557318 (0.0120)
R-squared	0.175130	0.238579	0.856231
Adjusted R-squared	0.167249	0.231305	0.819148
F-statistic	22.22205	32.79567	23.08941
Prob(F-statistic)	0.000000	0.000000	0.000000
Durbin-Watson stat	0.456604	1.537020	1.900672
Hausman		0.0666	
Observations	635	635	635

Source: Researchers Computation (E-Views) 2018.

(All variables are significant at the 5% level. The probability values are in parenthesis)

The F-statistic of 32.79567 and the associated probability value of 0.000000 shows a significant linear relationship between the dependent and the explanatory variables. The variables of leverage, industry type, ownership structure, and firm size were positive while the variables of profitability and investment decision were negative. On the basis of individual significance, leverage, ownership structure and firm size were both positive and significant at the 5% level.

The result of the Hausman test in Table 4.7 with a probability value of 0.0666 shows preference for the random effect model. The result of the Hausman test supports the null hypothesis of equality of coefficients between the random and fixed effect model.

The results of the pooled regression analysis and the fixed effect model are not any different. The results show that a robust linear relationship exists between the variables.

Test of Hypotheses

H₀₁: Ownership structure has no significant relationship with risk management information disclosure.

In consonance with our apriori expectation of a positive relationship, the regression analysis reported a positive and statistically significant relationship with a coefficient of 0.000607; a robust t- value of 3.493172, and probability value of 0.0005. The correlation analysis in Table 4.2 shows that ownership structure significantly correlates with risk management information disclosure ($r= 0.023$). In addition, the

regression result shows that ownership structure predicts risk management information disclosure ($t=3.493172$, $p<.05$). Hence we accepted the alternate hypothesis of a significant positive relationship between ownership structure and risk management information disclosure. The result is consistent with the positive relationship reported in extant accounting literature which suggests that high ownership structure increases the volume of risk management information disclosure in listed firms (Rouf & Harun, 2011; and Vu, 2012). In addition to the positive relationship between ownership structure and qualitative information disclosure, extant literature also documents a negative relationship between qualitative information disclosure and ownership structure (Elmans, 2012; and Barako, 2007).

H₀₂: Investment decision has no significant relationship with risk management information disclosure.

The result of the regression analysis shows that our apriori expectation of $\beta_2>0$ could not be sustained because the result reported a negative and statistical insignificant relationship, with a negative coefficient of -0.000671 ; t -value of -0.676815 , and a probability value of $0.4988 > p=0.05$. The result revealed a negative relationship between investment decision and risk management information disclosure. The negative relationship between the explanatory variable of investment decision and the dependent variable of risk management information disclosure is consistent with the findings of Kabir (2014). The findings revealed that in the Nigerian context, risk management information disclosure is not decision relevant. The negative relationship however contradicts the positive relationship reported in extant literature (Oyerogba, 2014; and Qu, 2011).

H₀₃: Profitability has no significant effect on risk management information disclosure

The result of the analysis supported our apriori expectation of a positive relationship between corporate profitability and risk management information disclosure ($\beta_3>0$). The result reported a coefficient of $-4.56E-05$, t -value of -0.150038 and the probability value of $0.8808 > p=0.05$ could not reject the null hypothesis of no significant relationship between profitability and risk management information disclosure. Our result of a negative relationship corroborates the findings of Akbas (2014); Barac, Granic, and Vuko, (2014). Another strand of literature reported a positive relationship between profitability and risk management information disclosure (Eccles & Krzus, 2009; Ikpor & Agha, 2016; and Vu, 2012) The result of our study indicates that the level of profitability of the firm does not significantly affect the likelihood that the firm will disclose risk management information in the annual financial statement..

H₀₄: Firm size has no significant effect on risk management information disclosure

The result of the regression analysis revealed a coefficient of 0.014319 , t -value of 2.149039 and a probability value of $0.0320 < p=0.05$. The result is in tandem with our apriori positive relationship ($\beta_4>0$). Consequently, we rejected the null hypothesis of no significant positive relationship. Our positive results

is a confirmation of the predominant positive relationship in existing literature (Modarres, Alimhamadpour, & Rahimi, 2014; Barac, Granic, & Vuko, 2014; Andrikopoulos and Kriklani 2013).

H₀₅: Leverage has no significant effect on risk management information disclosure

The result of the regression analysis reported a coefficient of 0.001524, t-value of 11.97434 and a probability value of $0.0000 < p = 0.05$. The regression result is in tandem with our apriori expectation of ($\beta_5 > 0$). The result of the study could not sustain the null hypothesis of no significant relationship between leverage and risk management information disclosure. The positive relationship is in tandem with the findings of Andrikopoulos and Kriklani (2013); Brammer and Pavelin (2008); Lan, Wang, and Zhang (2013); who revealed that leverage are more likely to increase the volume of risk management information disclosure to lessen agency cost. Extant literature also reported a negative relationship between leverage and risk management information disclosure (Barako, 2007; and Ikpor & Agha, 2016).

H₀₆: Industry type has no significant relationship with risk management information disclosure.

The result of the regression is in agreement with our apriori expectation of of a positive relationship between industry type and risk management information disclosure ($\beta_6 > 0$). However, the coefficient of 0.0195452, t-value of 1.316921 and the probability value of $0.1883 > P = 0.05$ suggest that the relationship is positive but statistically insignificant, suggesting that it has no significant effect on risk management information disclosure. The positive relationship reported in this study corroborates the findings of Barac, Granic and Vuko (2014); Omoye (2013) and Rajab and Hadley-Schachler (2009). The findings differ from extant literature as a result of the methodological differences

5. CONCLUSION AND RECOMMENDATIONS

Considerable attention has been given to risk management information disclosure in extant literature. The result of the study suggests that ownership structure, firm size and leverage are significant determinants of risk management information disclosure in corporate annual financial statements. Investment decision, firm profitability and industry type were not significant determinant of risk management information disclosure in corporate annual financial statements. The results of the analyses are interpreted to suggest that, in line with the agency theory, larger firms tend to disclose more risk management information to reduce agency cost associated with the conflict of interest between management and owners of the business. Following from the outcome of the analyses, we therefore observed that risk management information disclosure in corporate reporting in Nigerian quoted firms are determined by ownership structure, firm size, leverage (strong determinants) and investment decision, profitability (weak determinants).

Against the backdrop of the above analyses, the study advanced the following recommendations.

Policy Recommendations/Implications

Policy recommendations for implementation are below.

1. Ownership structure includes directors' shareholdings, ownership concentration, institutional ownership, and state ownership in the firm. The proportion of each held in the firm is very fundamental. Disclosure of the respective ownership in the firm could further promote good corporate governance, more accountability and transparency in the firm especially those held by directors whether executive or non-executive directors.
2. The use of corporate report for investment decision making purposes remains very important to investors. Risk management information disclosure is the foundation upon which investors' confidence is built. Firms should disclose more risk management information in corporate reports for the interest of intended or existing investors of the firms. Low risk management information disclosure will lead to poor decision relevant annual reports which will ultimately lead to a negative relationship between investment decision and risk management information disclosure.
3. Firms that reported profit should be able to disclose enough risk management information that support the attainment of the profit. Firms should show transparency and accountability in information disclosure relating to the performance of the organisation.
4. Firms use debt to finance their assets. Creditors need adequate information to know about the operation of the firm and how the debt covenant entered with the firm are being utilised to avoid loss of resources. Quoted firms in Nigeria should disclose good numbers of risk management information in the corporate report for the interest of the creditors. Firms should use more of debt to finance their operations.
5. Large sized firms should disclose more risk management information in their annual reports. Since the relationship between firm size and risk management information disclosure is positive and significant. Large firms are more open to public scrutiny hence they should report more risk management information to avoid sanctions from government or experience poor public image.

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APPENDIX 1

S/N	Risk Management Information Disclosure Checklist
1.	Risk assessment
2.	Control environment
3.	Control activities
4.	Information and communication
5.	Monitoring
6.	Operation risk
7.	Integrity risk
8.	Strategic risk
9.	Information technology risk
10.	Financial risk
11.	Network security risk
12.	Equity risk
13.	Market risk
14.	Credit risk

15.	Reputational risk
16.	Legal risk
17.	Transaction risk
18.	Systemic risk
19.	Business risk
20.	Credit risk
21.	Liquidity risk
22.	Credit management risk
23.	Property risk

“My Hijab Reflects My Identity Rather My Religion” Perspectives Towards Wearing Hijab By A Sample Of Palestinian University Female Students In Israel

Omar Mizel

Abstract:

At almost every phase, the question of Hijab resurfaces as different parties raise this issue and its relationship with Islam and the other. Issues like liberty, terrorism, persecution, fanaticism, democracy and others are also addressed. It has been recently noticed that the number of Palestinian university female students (PUFS) wearing Hijab is on the rise. The researcher took notice of this phenomenon and decided to find the reasons behind such behavior.

The purpose of the study is to understand how PUFS wearing Hijab view Hijab; it seeks to answer a central question, “How do these female students justify their choice of wearing Hijab? and “How do these justifications differ according to their socio-educational context?”

The study consists of 25 in-depth interviews with female students studying at a mixed Arab and Jewish College.

The study revealed that the perception and justification of wearing a Hijab is not only a religious one. In fact, it is a social, cultural, economic and political perception as well. The notion of traditional Hijab, as an act of suppression of woman freedom, no longer exists. In fact, it is quite the opposite since PUFS indicate that wearing Hijab harmonies with modernization and contributes to Moslem woman adaptation wherever she is found for it is an essential factor for engagement into the society.

Design Of Interactive E-Learning Based On The Digital Competence For Adult Learning

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ABSTRACT

Advances in technology offer a vast array of opportunities for facilitating e-learning. Interaction across continents has become a forefront of e-learning engaging. With ongoing enhancements of technology, people are now able to communicate and learn in e-learning similar to that of the real-world interaction. Digital competence is one of the key competences for lifelong learning strategies. This competence can be broadly defined as the confident, critical and creative use of technologies to achieve the goals of learning. This study aimed to examine the concept of interactive e-learning design based on the digital competence for adult learning. The qualitative study was conducted by using content analysis of documents in the digital competence to get the new frontiers of learning. Documents and research papers related to the interactive e-Learning design for adult learning were analyzed and synthesized. This article presents the design and the direction of interactive e-learning in order to reflect and move forward on it.

Keyword: Interactive e-Learning design, Digital Competence, Adult Learning

Predictors of Attitude Towards French Language in Secondary Schools in Oredo Local Government Area of Edo State, Nigeria

Peace Alufohai

Abstract

For years, "Comment tu t'appelle?" and the response "Je m'appelle..." has remained a popular argot among young Nigerians, who were taught French language at the basic education level. What makes the problem nauseating is the fact that this subject (French) was introduced into the Nigerian school curriculum as far back as 1859 when other subjects like English language, Mathematics, Sciences etc were introduced. In order to address this lukewarm attitude of students towards this subject, there is need to determine the factors that predict it.

Two research questions were raised. The descriptive survey design was employed. A self structured modified questionnaire titled Attitude of Students Towards French Language (ASTFL) was used to elicit information from respondents. A total of 200 junior secondary school students was randomly selected using simple random sampling technique. The data collected will be analyzed using the t-test statistics.

Keywords: French language, Attitude, Predictors.

The Easter Community Colonial Traditions In The Philippines: Challenges In The Age Of Globalization

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Ramon A. Boloron, Socorro Anne R. Zaluaga,
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Abstract

The Boholano cultural community has witnessed the growth of arts and culture in the province, alongside the celebrated progress of mass and cultural tourism in select towns. One of the most precious, living, and still engaging paraliturgical practices is the mounting of the Boholano version of the *Salubong*, called *Hugos* in Bohol. The varieties of choral music, design practice, community engagements, and production staging culture, are the most intriguing components of the *Hugos*. Each town in Bohol has its own way of doing the *Hugos*, let alone its implied values and communal perspectives and worldviews. The research study is meant to be a selective descriptive survey of four of the most distinct *Hugos* traditions in Bohol, those of Loboc, Dimiao, Panglao and Tagbilaran. Five researchers were harnessed to do specific studies for each of these towns.

The main aim of this research is to fill in the gap of urgent community-based participatory cultural research needed to describe the quality, character, spirit of Boholano arts and aesthetics as found in community traditional practice. Specifically the objectives are: (1) to determine the following aspects that characterize the *Hugos* Tradition- history, artistic aspects, creative processes, significance, and challenges for preservation; and (2) to ascertain possible venues and strategies for future revitalization and preservation for sustaining the culture of communal spirituality.

The research findings probed deeper into this well-loved Boholano tradition through Focused Group Discussions and personal interviews with culture bearers and the researchers found out, as affirmed by the community informants, that the Holy Week in Bohol is incomplete without the *Hugos*. Its longevity and its endearing quality to most of Boholano Catholic communities attest to the aesthetic, social and, most importantly, spiritual significance in their lives. The presence of heritage bearers and heritage keepers and cultural leaders ensures the safeguarding of some of its basic elements, like music, design icons, etc. Values of cooperation, voluntarism, generosity, family ties, creativity have sustained the sense of community spirit and ownership of the practice. Social cohesion and inclusiveness are clearly evident in the process of the mounting of this tradition, providing children and adults, community members and leaders alike, an opportunity to witness and re-create an important climax of a story of faith and redemption.

It has been observed, however, that this intangible cultural heritage is challenged by the lack of unanimity in interpretation among the clergy due to the cultural governance which has perennially been led by the church as ecclesiastical authority. Also, rapid forces of change specifically technological innovations and the impact of globalized culture like the use of recorded soundtracks, cinema, fireworks, multi-media and boom-trucks may have caused the gradual loss of this cultural heritage vis-à-vis concepts of holistic socio-cultural development. The research points some paths for how a colonial tradition like the *Hugos* may truly be revitalized to make it more meaningful and relevant to communities in rural Philippines despite the vicissitudes of time.

Keywords: Hugos, paraliturgical practice, Roman Catholicism, Philippines

Utilizing virtual reality technology in the preservation of architectural heritage: An empirical study of the local architecture of Hijazi identity in the Mecca region.

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Abstract

Architectural documentation is considered one of the first processes that take place in the preservation of historic and archaeological buildings. The emergence of the digital revolution and what it brings from modern technologies provide a new way to document and archive these historic locations.

Due to the historical value of these buildings and their status in local heritage, it was deemed important for these locations to be archived in a way that helps in availability and ease of access for scholars and researchers.

This paper outlines some methods that reach this goal, alongside an applied example of a historical building (a Hijazi palace in the Mecca Region) modeled in virtual reality. This paper is divided into two sections. The first section focuses on methods of archiving historical locations, while the second focuses on the applied example of the use of VR in archiving.

This paper concentrates on the details of interior architecture to help researchers of interior design. These details have not previously been given attention due to the difficulty of reconstructing life in the time period, and the scarcity of reliable sources on the subject. However, utilising photographic evidence, some historic illustrations, field visits of other historic buildings of the period, and visits to houses containing personal possessions of people who have lived in these buildings, it is possible to reconstruct spaces from the period in a way that depicts the fine details that represent the lives of the inhabitants of these historic buildings.

Keywords: Architectural Heritage - Virtual Reality - Local Architecture - Hijazi Identity - Mecca Region

History of Indian Music

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Abstract

The origin of Indian music is said to be 5000 years ancient. The earliest reference to music in India is found in Samaveda. Ritualistic hymns or chants in samaveda had vowels which suited for the emergence of one to 7 notes which was the first ever scale which was formed in Indian music. We get ample references in Samaveda about the long process of how notes, scales, rhythmic patterns got evolved gradually. The earliest reference in written form is the ancient most text 'Natya shastra' written by Bharatha during 1st century BC. He wrote 34 chapters which contains Sanskrit chants pertaining to dance, theatre and music of his period. Later on we get 'Brihaddeshi' written by Matanga during 7th century AD. In this text the author explains the new terminologies in music.

During 12th century AD another important text called 'Sangita Rathnakara' written by Sarangadeva throws light on various Indian musical compositions. This text is historically very precious as it is the text which was written just before Indian music got bifurcated into South Indian and North Indian music systems. Several musical styles belonging various schools emerged thereafter and various changes took place in both practical and theatrical aspects. Several great composers preserve and promote the ancient performing Arts –music, dance and theatre through creating great platforms for the performers by great artists and also to promote excellence in research in those art forms. As Indian music mainly consists of creative music along with compositions the need for preserving this system basically depends on proper documentation. Branches of creative music in India consists of ragaalapana, swara kalpana, tana and neraval. These elements which are the essence of Indian music are aptly called as 'Kalpana sangita'(creative music) and the compositions which leads to more than 80-100 variables are called as 'Kalpitha Sasangita'(Created music). A perfect balance between these two finer components is most essential and a difficult task to musicians, teachers, students and musicologists. As in Indian music no boundary can be drawn to exhibit the knowledge of music as far as creative music is concerned the knowledge of music turns to be oceanic. Several newer scales are added to the stream of music even today. By changing the nomenclatures of scales which are obsolete and found only in texts without any other details of notes are given new names and to stamp that particular scales compositions are composed and the scale is reproduced in the stream in new and precise form. All these components formed in a scientific, systematic and artistic framework is the essence of Indian music system.

Keywords:

Indian music, Vedas, Samaveda, Natyashastra, Bharatha, Brihaddeshi, Matanga, Sarangadeva, Sangitha ratnakara, Musical trinities of South India, Scales, Rhythmic patterns, Compositions, South Indian music system, North Indian music system, Educational Institutions, Music therapy, Ethno musicology, Inter disciplinary research, Devotional, Folk, Light, Semi classical, Opera, Harikatha, Kavya vachana, Yakshagana, Theatre, Dance, Documentation, Platforms, Branches of Creative music, Alapana, Swarakalpana, Tana, Neraval, Kalpitha-kalpana music, Scale Nomenclatures, Obsolete scales.

Introduction:

Indian music is one of the most ancient music systems of the world. Lot of deep research has been done by various scholars. It is very interesting to testify the ancient available references to music through

manuscripts, texts, sculptures, inscriptions, iconography and practical evidences. This paper throws light on the various aspects of history of Indian music from different dimensions.

Body of the paper:

Introduction to Music in general and Indian music in particular .

Ancient Indian music – Origin, Development, of Indian music i.e., Ancient, Medieval, Modern periods.

Structure of various musical compositions.

Systems of classification of scales.

System of classification of Musical instruments.

Ancient and modern texts pertaining to Indian music

Various composers of Indian music.

Creative music.

Research in Indian music.

Role of criticism.

Role of electronic media.

Role of music institutions.

Conclusion:

Indian music system has the richest branch of creative music which is very rarely found in any other music systems of the world. Manodharma sangitha which is called as creative music forms the most important branch of musical genius. It is the epitome of a musician knowledge . Since ancient times Indian music went through several forms which are complimentary. Along with practical presentation, theoretical advancement also has contributed to an overall development of Indian music system.

A brief biography of the author:

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Passed /m A music with first rank with gold medal.

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Started serving as permanent Assistant Professor in music from 1994.

Visited Cambridge university UK and presented a paper on “Music therapy in India” during the International conference in the year 2007.

Presented a paper at Leibnitz Germany on the topic “Teaching methodology of Indian music” during 2011.

Presented a paper on “Science of music in an International conference Agra, India during 2008.

Also presented papers in many other national and International Conferences.

Guided 12 students for PhD

Subject expert in UGC, BOS, BOE in many universities.

Have been giving various music concerts all over the country.

Presently guiding 8 students for PhD.

Conducted many Project works in music.

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7. Sangitha Vijnana-Dr. Rathna Shivashankar.
8. Royal composers of Karnataka-Dr.Meera Rajaram.
9. Karnataka Rangabhoomi-Dr. H K Ranganath.
10. Karnataka sangitha shabdakosha- Dr. V Sampathkumar.

A Study of Efficacies The Refrigerator Connected to The Temperature Controller to Replace The Incubator for Science Laboratories on “The Method of Measure BOD of Water”.

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ABSTRACT

In Thailand, the secondary school science experiments on water Biochemical Oxygen Demand (BOD) measure often have problems because the equipment used in the experiment is expensive, especially the incubator. Therefore, the researchers developed a replacement equipment from the refrigerator connected to the temperature controller to replace the incubator for the method of measure BOD in the water. This research was three purposes of the study: 1) to develop a replacement equipment from a refrigerator connected to the temperature controller to replace the incubator for the science laboratory “The method of measure BOD of water”. 2) to study science teachers’ satisfaction in using the replacement equipment to measure BOD of the water. 3) to study the learning outcomes: knowledge and skills of science process of Matthayomsuksa 3(Grade 9) students using the developed replacement equipment.

The research was conducted with the following steps: 1) The development and evaluation of the quality of replacement equipment by BOD measurement of different types of water compared with standard equipment 2) To study the satisfaction of teachers in the use of replacement devices to measure BOD values of various types of water. 3) Performing experimental teaching by employing the science laboratories with the sampling coming up with a group in one class for 8 periods for experimental teaching.

The results of the research were as follows:

1) The replacement equipment were able to measure BOD in the range of 0- 200 mg/l. When using the replacement equipment to measure BOD compared with measuring the standardized BOD value from a standard equipment, it was found that the value of BOD in the water measured by replacement equipment could be estimated accurately with 99 % confidence.

2) The teachers’ satisfaction in preferring to use the replacement equipment was at a high level.

3) learning outcomes: knowledge and skills of science process of Matthayomsuksa 3 students(Grade 9) using the developed replacement equipment were found to be positive: 1) Students’ post-test scores on knowledge were significantly higher than their pre-test scores, and 2) students’ post-test scores on science process skills were significantly higher than their pre-test scores.

Keywords: Measuring BOD for Secondary Students, Low-Cost Incubator, Science Laboratories for Measure BOD.

Introduction

In the past, canals in Thailand had an important role in boat transport, commerce, agriculture and domestic consumption, and there were many communities along the canals. At present, the current social and economic situations are changing, as an urban society is expanding from the inside to the outside. In the metropolitan area, buildings are congested along the canals which have become residential and business areas as well as being key routes for water transportation. Such rapid changes have made the water quality in all canals poor.

(Pollution Control Department, 2010)

There are various factors affecting the water quality in the canal and the following factors contribute to the problems: 1) excessive organic inputs from tributaries, households, businesses and industries, and point- and non-point sources; 2) too much sediment in the water and at the bottom of the canal, which generates a high oxygen demand for the water; 3) resuspended sediments due to the shallow depth of the water and turbulence from the boats; and 4) waves from the boats which are not dissipated due to the fast speed of the boats and the vertical nature of the walls; as a result the waves last for an excessively long time and exacerbate the sediment resuspension. (Thongpan, 2017)

At present, the enrichment of the community has caused water quality problems at source from water pollution. A larger population has resulted in waste contaminating the water and as a result, the amount of Biochemical Oxygen Demand (BOD) in rivers and canals has caused animals that live in the water to suffer from hypoxia and even death. The local residents have been aware of the amount of BOD in the water from their own observations. It is very important to use water quality monitoring as a way to prevent, control and monitor the misuse of water resources by using the information in the planning and management of water resources for maximum benefit. (Pollution Control Department, 2011)

The BOD of water is measured using the Azide Modification method, which uses an Incubator to control the temperature of the water. The samples are analyzed for a constant temperature of 20 degrees Celsius (APHP, AWWA, WOCF.1985), which costs about 3,600. USD, so the school can not teach the practice of "The method of measure BOD of water" due to lack of budget for organizing the Incubator Therefore, the researchers developed a replacement equipment from the refrigerator connected to the temperature controller to replace the incubator for the method of measure BOD in the water.

Due to the above-mentioned problems, the researcher was interested in developing an Incubator of low-priced which science teachers can create manually to apply in laboratory science as the method for measuring BOD of water. In addition, it was used as a tool to carry out a science project measuring the BOD of water resources in the community. This will result in the conservation of water resources to achieve sustainable development in the future.

Objective

- 1) To Development Replace Equipment (DRE.) wick to the temperature controller for the science laboratory "The method of measure BOD of water".
- 2) To study science teachers' satisfaction in using the replacement equipment to measure BOD of the water.
- 3) To study the learning outcomes: knowledge and skills of science process of Matthayomsuksa 3 students using the developed replacement equipment.

Method

The research was conducted with the following steps:

1) The development and evaluation of the quality of replacement equipment by BOD measurement of different types of water compared with standard incubator with the Standard Methods for the Examination of water as described below.

- Development Replace Equipment (DRE.) from the temperature controller from a set of electronics that are available from electronic equipment stores that can be used to control the temperature in the refrigerator to the temperature. 20 degrees celsius.

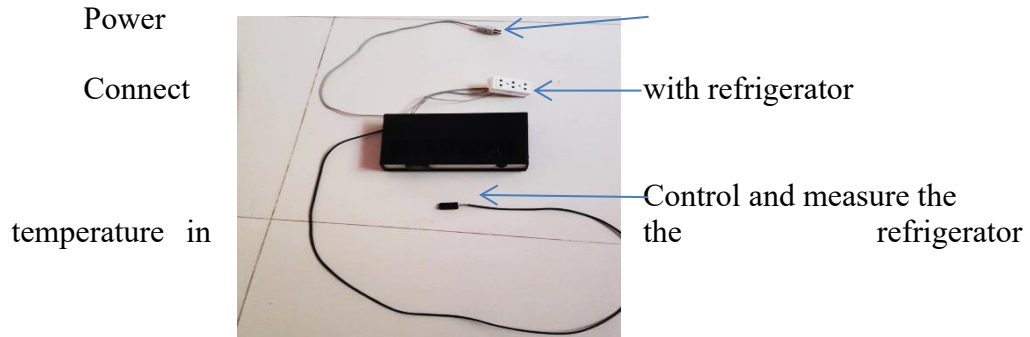


Figure 1: Development Replace Equipment (DRE.) from the temperature controller.

- Try DRE.to test the temperature inside the refrigerator water samples to be analyzed at a temperature of 20 degrees Celsius.
- The DRE. were trialed by measuring water samples with the 0-220mg /l 20 times / sample measurement. These results were compared with those from a standard incubator and were used to calculate the percentage accuracy of the measurement by setting the criteria to higher than 98%.

Temperature Controller



Figure 2: Development Replace Equipment (DRE.)



Figure 3: Standard incubator

- The DRE.were trialed by measuring the BOD of water samples from natural sources and water from waste water treatment. These results were compared with results from a standard incubator, in order to find out the percentage accuracy of the DRE.s' measurements.
- 2) To study the satisfaction of teachers in the use of DRE. devices to measure BOD values of various types of water as described below.
- Twenty science teachers, with expertise in teaching the measurement of BOD, used the DRE.in order to study the level of satisfaction in using such DRE. as tools.
- 3) Performing experimental teaching by employing the science laboratories with the sampling coming up with a group in one class for 8 periods for experimental teaching as described below.
- Development of the science laboratories practicing “The method of measure BOD of water” by using DRE. for teaching.
 - Determination of the quality of the science laboratories practicing “The method of measure BOD of water ”, by specialist science teachers. A total of 5 people evaluated five areas: 1) contents, 2) using language, 3) learning activities, 4) illustrations and 5) post-test. Each area was evaluated with one of the following ratings:
 - 1.00-1.50 = very low
 - 1.51-2.50 = low
 - 2.51- 3.50 = medium
 - 3.51-4.50 = good
 - 4.51-5.00 = Very good
 - Evaluation of the science laboratories by specialist science teachers, by conducting a teaching experimentation with a group of three students and nine students successively, before the real trial.
 - Performance of experimental teaching by inviting a single sample group (sampled from 10 classes of 40 Matthayomsuksa 3 students, from Sriboonyanoon school, Nonthaburi, Thailand) for 8 periods (50 minutes a period) of experimental teaching.
 - Evaluation of the students' knowledge gained from learning in science laboratories and practicing “The method of measure BOD of water”.
 - Evaluation of the students' science process skills gained from learning in science laboratories and practicing “The method of measure BOD of water”.

Results

The results of the research were as follows:

1. The quality of replacement equipment by BOD measurement of water compared with standard incubator with the Standard Methods for the Examination of water. The details re shown in Table 1.- Table 2.

Table 1: Shows the percentage accuracy of the measurements obtained from the DRE. (water samples in the range of 0-220mg /l) compared to those from the standard incubator.

Water samples	BOD of the prepared water sample (mg/l)	N	The average BOD measured by the DRE. (mg/l)	The average BOD measured by the standard incubator (mg/l)	The percentage accuracy of the measurement (%)
1	0.00	20	0.00	0.00	100
2	5.00	20	5.20	5.20	100
3	10.00	20	10.30	10.20	99.02
4	20.00	20	20.80	20.50	98.54
5	40.00	20	40.20	40.10	99.76
6	60.00	20	60.40	60.10	99.51
7	80.00	20	80.60	80.10	99.38
8	100.00	20	101.20	100.40	99.21
9	120.00	20	122.30	120.80	98.76
10	140.00	20	139.40	140.50	99.22
11	160.00	20	163.80	160.90	98.20
12	180.00	20	185.70	182.50	98.25
13	200.00	20	207.20	203.20	98.04
14	220.00	20	228.30	223.80	97.98
				Total average	98.99

Table 1: The percentage accuracy of the measurements obtained from the DRE. (water samples in the range of 0-220mg /l),when compared with measurements from a standard incubator were as follows: 100.00%,100%,99.02, 98.54%,99.76%, 99.51%,99.38%, 99.21%, 98.76%, 99.22%, 98.20%, 98.25%, 98.04%,97.98 % and 98.99% (total average) respectively.

Table 2: Shows the percentage accuracy of the measurements obtained from the DRE. (water samples from natural sources and water from waste water treatment) compared to those from the standard incubator.

Water samples	N	The average BOD measured by the DRE. (mg/l)	The average BOD measured by the standard incubator (mg/l)	The percentage accuracy of the measurement (%)
water samples from natural sources				
1	20	8.50	8.40	98.82
2	20	5.25	5.20	99.04
3	20	9.20	9.10	98.90
water from waste water treatment				
1	20	0.00	0.00	100
2	20	93.20	92.10	98.80
3	20	198.90	195.40	98.20
			Total average	98.96

Table 2: The percentage accuracy of the measurements obtained from the DRE., in testing water samples from natural sources and water from waste water compared to measurements from the standard incubator, were as follows: 98.92%, 99.00% and 98.96% (total average) respectively.

2. With regard to the satisfaction with the use of DRE. devices to measure BOD values of various types of water, the science teachers with expertise in teaching the measurement of BOD in water were given 5 areas to evaluate: 1) ease of use, 2) performance measurement, 3) self-assembly and low prices, 4) level of safety for users and 5) use in Science Laboratory experiments on the method of measuring BOD in water. Each area was evaluated with one of the following ratings: (Thongpan, 2016). The details re shown in Table 3.

- 1 = very low
- 2 = low
- 3 = medium
- 4 = high
- 5 = very high.

Table 3: Shows that the satisfaction in using of DRE. devices to measure BOD values of various types of water among science teachers with expertise in teaching the measurement of BOD in water.

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Areas	N	1.00	2.00	3.00	4.00	5.00	\bar{X}	Levels
ease of use	20			1	16	4	4.35	high
performance measurement	20				15	5	4.25	high
self-assembly and low prices	20				13	7	4.35	high
level of safety for users	20			1	14	5	4.20	high
use in science laboratory experiments on the method of measuring BOD in water	20			1	12	7	4.30	high
Total average							4.29	high

Table 3: The average satisfaction level in using DRE. among science teachers with expertise in teaching the measurement of BOD in water was evaluated across 5 areas: ease of use, performance measurement, self-assembly and low prices, level of safety for users and use in science laboratory experiments on the method of measuring BOD in water. The total averages were as follows: 4.35 high, 4.25 high, 4.35 high, 4.20 high, 4.30 high, and 4.29 high respectively.

2. Achievement of learning outcomes among students who used DRE. to practice for Science Laboratories on “The Method of Measure BOD of Water” was assessed using the average pretest and posttest scores. The details of the results are shown in Table 4.

Table 4 : The comparison of the achievement of learning outcomes among students who used DRE. to practice for science laboratories on “The method of measure BOD of water” assessed by pre-test and post-test.

average score	n	\bar{X}	S	\bar{D}	S_D	t
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pre-test	40	21.95	2.93			
				10.23	2.47	26.12**
post-test.	40	32.18	2.34			

Significance at the level of .01(df=39, t.01= 2.43)

Table 4 Compares the average achievement of knowledge learning outcomes among students who used DRE. to practice for science laboratories on “The method of measure BOD of water” assessed by pre-test and post-test. The increase in post-test scores on pre-test scores was statistically significant .01.

3. The achievement of learning outcomes with regard to science process skills in science laboratories practicing on “The method of measure BOD of water” was assessed by comparing the average pretest and posttest scores. The details are shown in Table 5.

Table 5: The comparison of the average achievement of learning outcomes, with regard to science process skills, among students in science laboratories practicing “The method of measure BOD of water”. This was assessed using pre-test and post-test.

average score	n	\bar{X}	S	\bar{D}	S_D	t
pre-test	40	63.05	8.76			
				20.30	7.38	17.37 **
post-test.	40	83.35	7.12			

Significance at the level of .01 (df=39, t.01=2.43)

Table 5 compares the average student achievement of learning outcomes, with regard to science process skills, in science laboratories practicing “The method of measure BOD of water” , using pre-test and post-test scores. The increase in post-test scores on pre-test scores was statistically significant .01.

Conclusions

The results were as follows:

1)The replacement equipment were able to measure BOD in the range of 0- 200 mg/l. When using the replacement equipment to measure BOD compared with measuring the standardized BOD value from a standard equipment , it was found that the value of BOD in the water measured by replacement equipment could be estimated accurately with 99 % confidence.

2) The teachers’ satisfaction in preferring to use the replacement equipment was at a high level(4.29).

3) learning outcomes: knowledge and skills of science process of Matthayomsuksa 3 students using the developed replacement equipment were found to be positive: 1) Students’ post-test scores on knowledge were significantly higher than their pre-test scores at statistically significant .01., and 2) Students’ post-test scores on science process skills were significantly higher than their pre-test scores at statistically significant .01.

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State of the art of innovation adoption research in communication context

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Abstract

This research aimed to systematize knowledge about innovation adoption in the context of communication and provide suggestion about future research directions. Data were collected from 37 research papers done during a 15-year period, from 2001 to 2015, accessible on <http://tdc.thailis.or.th/tdc/>. Keywords used in the search included innovation adoption, innovation diffusion, innovation of communication, innovation management, and innovation. The research findings were as follows.

The number of researches on innovation adoption in the context of communication, mostly graduate studies, had increased continuously. The innovation that was studied the most was innovation of communication. The sample group that was studied the most was documents/communication products; the second most studied sample group was students and university students. Most of the researches used survey and interview methods. The theory/concept that was used the most was the theory/concept of innovation diffusion/innovation adoption, followed by the concept of communication and communication behavior. The data analysis method that was used the most was descriptive statistics.

Regarding topics of studies, the most popular topic among researchers was the use and adoption of innovation, followed by innovation and learning, innovation in organization, commercial innovation or a new channel for presentation of content, and innovation and campaign.

About future research directions, this research suggested development of research projects with research questions that can be used in policy making, innovation developing, and problem solving and encouraged cooperation between scholars of different fields because knowledge about innovation adoption requires integration of a variety of sciences.

In a policy level, to develop the country with innovation, people in the society have to accept innovation first. Accordingly, relevant agencies should make a plan and strategy to encourage adoption of innovation among target groups, using a theoretical framework of innovation diffusion in the topics of innovation adoption process and perceived attributes in the planning.

Keywords: innovation adoption, state of the art, innovation of communication, innovation diffusion

Introduction

Innovation can be explained as ideas, techniques, or things that are new and useful. To define something as innovation, it may be a novel thing that has never happened before, an already existing thing but has just been used, an already existing thing that had been used for a period of time but not popular and has been used again under a new circumstance, an already existing thing that has been used in some societies or countries and is now used in new societies or countries, or an already existing thing that has been developed or improved to suit changing situations. Therefore, when one innovation is widely accepted and regularly used, it is no longer innovation.

In the building of innovation adoption, channels of communication are integral to spreading innovation to target groups. While mass media have been a widely popular channel for innovation diffusion, a peer-to-peer word-of-mouth method is also accepted and effective. The problem is, there is still not a systematic assessment of the use of those channels or media for spreading innovation. Most of relevant studies only surveyed the opinions of users. Moreover, time needed in each process of innovation spreading and innovation adoption differs and adoption (or rejection) of innovation is subject to psychological and sociological backgrounds of users (Whattananarong, 2003).

Innovation is the first attempt to carry out an idea into practice, so it concerns introduction or diffusion of innovation, with a goal to create acceptance and change behavior of the target group. Katz et al. (cited in Jariyaporn, 1999) suggested that innovation diffusion was adoption of ideas and practices by a person or a group of people through media or other communication channels and the adoption depended on structure, culture, and core value of the society. Innovation diffusion is the process when innovation is communicated through a channel for a period of time to members of the community (Rogers and Shoemaker, 1971). Four basic elements of the diffusion process are 1) the innovation, 2) the channel of communication, 3) time, and 4) the social system. Perception of characteristics of innovation is a key factor to explain the adoption rate. Five common characteristics of innovation are 1) relative advantage – the innovation that has more advantages than the competing or previous option will be easily adopted, 2) compatibility – the innovation that is compatible with a lifestyle of potential adopters will be easily adopted, 3) complexity – the innovation that is simple to learn will be easily adopted, 4) trialability - the innovation that potential adopters can gradually explore at low cost will be easily adopted, and 5) observability – the innovation that has visible results or benefits will be easily adopted (Rogers, 1983: 206). Apart from those perceived attributes of innovation, other variables that affect the innovation adoption rate include 1) the type of innovation-decision, 2) the nature of communication channels diffusing the innovation at various stages in the innovation-decision process, 3) the nature of the social system, and 4) the extent of change agents' promotion efforts in diffusing the innovation.

In addition, the type of innovation decision is related to the innovation adoption rate. Generally, an innovation adoption rate made by optional or individual innovation decision is quicker than that made by a collective innovation decision. The more number of people related in the innovation decision, the slower the adoption rate. This means we can quicken the adoption rate by reducing the number of decision makers.

The channel of communication and the characteristics of innovation are related and can quicken or delay the innovation adoption rate. For example, a study of Petrini and Co. (Roger, 1993: 207; Citing Petrini and Co., 1968) suggested that a communication channel to create perception and adoption of innovation was varied by the complexity of each innovation. Simple innovation could be efficiently communicated and spread through mass media such as agriculture magazines, whereas communication of more complex innovation required personal media such as agricultural development officers to effectively build innovation adoption.

There have been numerous studies on innovation adoption in a variety of social contexts, especially the development of communication, communication process, and communication technology. These studies can be synthesized as knowledge about adoption of social communication innovation for academic and practical use, so it is important to compile, analyze, and synthesize knowledge about innovation adoption in the context of communication for the concrete development of education on innovation communication in the Thai society.

Research objectives

1. To systematize knowledge about innovation adoption in the context of communication.

2. To provide suggestion about future research directions and innovation plan policy.

Methodology

This documentary research used a narrative review method. The population of the study was research papers done during a 15-year period, from 2001 to 2015, in Thai Digital Collection, accessible on <http://tdc.thailis.or.th/tdc/>. The Thai Digital Collection is a thesis database and full research report compiled from various universities in Thailand by the library network project.

Keywords used in the search included innovation adoption, innovation diffusion, innovation of communication, innovation management, and innovation. After screening for research papers that used a theory of innovation adoption/diffusion as the framework, especially innovation adoption, 37 research papers were chosen as the sample group of the study.

The research tool was a survey form, which was divided into three parts: 1) basic information, i.e., research titles and researcher names; 2) research methodologies, i.e., methodologies, research populations or sample groups, research tools, and statistics used for data analysis; 3) research knowledge/innovation, i.e., findings such as education development and innovation.

Findings

Research findings were divided into two parts: quantitative results and qualitative results.

Quantitative results

The number of research on innovation adoption in the context of communication had increased continuously. There were eight studies in 2014 and four studies in 2015. Most of the researches were graduate studies (83.78 percent). Only 16.22 percent were studies of lecturers or researchers at academic institutes.

Table 1
Number and percentage of researches classified by year of study

Year	Frequency	Percentage
2001	2	5.4
2002	2	5.4
2004	1	2.7
2005	4	10.8
2006	1	2.7

2007	1	2.7
2009	2	5.4
2010	1	2.7
2011	2	5.4
2012	4	10.8
2013	5	13.5
2014	8	21.6
2015	4	10.8
Total	37	100.0

The research objective that was found the most was descriptive or to describe situations (89.2 percent). Only 40 percent of the studies were explanation researches or casual researches to test hypotheses about cause-and-effect relationships.

Table 2
Number and percentage of researches classified by research objective

Research Objective	Frequency	Percentage
Descriptive	33	89.2
Explanation	15	40.5

The theory/concept that was used the most as the research framework was the theory of innovation diffusion/innovation adoption (62.2 percent), followed by the concept of communication and communication behavior (21.6 percent), the concept of innovation (18.9 percent), and the concept of consumer behavior/consumer decision making/media expectation (18.9 percent).

Table 3
Number and percentage of researches classified by theory

Theory	Frequency	Percentage
Diffusion of innovation/innovation adoption	23	62.2
Communication/communication behavior	8	21.6
Innovation	7	18.9

Consumer behavior/consumer decision making/ media expectation	7	18.9
Media exposure/information exposure	5	13.5
New media technology	4	10.8
Technology acceptance model (TAM)	3	8.1
Innovative communication	3	8.1
Technology determinism	3	8.1
Organization communication	3	8.1
Attitude	3	8.1
Information technology and communication	2	5.4
Media usage and gratification	2	5.4
Marketing communication	2	5.4
Relationship of knowledge, attitude, and practice (KAP)	2	5.4
Community communication	2	5.4
Others	9	24.3

The type of innovation that was studied the most was communication innovation (16.2 percent), followed by the internet (13.5 percent), innovation technology in teaching and learning process such as computer assisted instruction, e-learning, m-learning, and LDTV) (10.8 percent), information technology/computer such as smartphones and tablets (8.1 percent), mobile phone network (8.1 percent), and social networking sites (5.4 percent). Studies on other types of innovation such as e-media, online newspaper, information technology for communication, animation, satellites, e-auction, intranet, game show applications, and websites) accounted for 35.1 percent.

Table 4
Number and percentage of researches classified by type of innovation

Type of Innovation	Frequency	Percentage
Communication innovation	6	16.2
The Internet	5	13.5
Innovative technology in teaching and learning process	4	10.8
Information technology/computer	3	8.1

Mobile phone network	3	8.1
Social networking sites	2	5.4
Others	13	35.1

The sample groups of most studies were documents/media artifacts (24.3 percent), followed by students (18.9 percent), teachers/lecturers (13.5 percent), and general users (13.5 percent). Users in community were the sample groups of 5.4 percent of the studies. Studies on other sample groups such as elderly people, website members, conservation groups, business entrepreneurs, mobile service providers, and farmers accounted for 27.0 percent (see Table 5).

Table 5
Number and percentage of researches classified by sample group

Sample Group	Frequency	Percentage
Documents/media artifacts	9	24.3
Students	7	18.9
Teachers/lecturers	5	13.5
General users	5	13.5
Media producers	4	10.8
People in organizations	4	10.8
Specialist in any areas	4	10.8
Gen X, Gen Y, Gen C	3	8.1
Users in community	2	5.4
Others	10	27.0

Top three research methodologies that were used in most studies were a survey (22 studies or 59.5 percent), an interview (16 studies or 43.2 percent), and a document analysis (nine studies or 24.3 percent). One study used a quasi-experiment methodology (2.7 percent) and one study used a Delphi technique methodology (2.7 percent).

Of the 37 researches, 12 were qualitative studies (32.4 percent) and 17 were quantitative studies (45.9 percent). The other eight studies (21.6 percent) used a mixed methodology of quantitative and qualitative methods.

In addition, the data analysis method that was used the most was descriptive statistics (70.2 percent), followed by qualitative descriptive (48.6 percent), and inferential statistics (43.2 percent).

Table 6
Number and percentage of researches classified by research methodology

Research Methodology	Frequency	Percentage
Survey	22	59.5
Interview	16	43.2
Document analysis	9	24.3
Field observation	4	10.8
Content analysis	3	8.1
Focus group	3	8.1
Quasi-experiment	1	2.7
Delphi technique	1	2.7

Quantitative results

The findings of 37 researches with communication perspective were synthesized and categorized by addressed issues. The central addressed issues on innovation adoption were the following:

- Use and adoption of innovation
- Innovation and learning
- Innovation in organization
- Commercial innovation or a new channel for presentation of content
- Innovation and campaign

Details of each issue were as follows.

1) Use and adoption of innovation

Studies of the use and adoption of innovation were done separately on different target groups. However, collective findings showed that all target groups – teenagers, working age people, and elderly people, had adapted themselves to new communication technology. A study of Pekan (2013), for example, found that elderly people were more open and exposed to media than other generations because they were retired people who had many hours of free time each week. New media that was accepted the most among the group was the LINE application. Yet, with their health limitation, they tended to become less exposed to the media when they were older.

Meanwhile, teenagers and working age people had grown with technology, particularly the teenage group, so they were increasingly exposed to new media. A positive correlation was found between adoption of communication technology and innovation ownership; when there was a high level of communication technology adoption, there was also a high level of innovation ownership (Sirithorn, 2011).

Moreover, the findings showed that the characteristics of innovation that led to adoption of innovation among target groups were consistent with key elements in the theory of innovation diffusion, which included 1) perceived ease of use, 2) social influence, 3) perceived usefulness, 4) observability, and 5) trialability.

2) Innovation and learning

Technology and innovation is one of the tools to reinforce learning for people in the society, both through formal and non-formal education. Some of the researches studied the efficiency of technology and innovation in the context of learning and found that technology and innovation could enhance learning achievement of learners and teaching efficiency of teachers, encourage self-learning and learner-centered learning, and lead to a learning society.

For example, a research of Jan-In (2012), which developed a web-based instruction courseware using the knowledge management process of innovation diffusion in education, found that the average efficiency score of learning using the knowledge management process was higher than standard and the post-test score of learning achievement after using the courseware was significantly higher than the pre-test score.

Totaiya (2012) studied the acceptance of instructional innovation through e-learning of teachers in Phanom Phrai District, Rot Et Province, and found that the teachers were aware that e-learning could help in the teaching process by making learning more interesting among learners, and in the learning process by enhancing learning efficiency and facilitating learning on any topics anywhere and anytime.

Innovation is not limited only to inventions or new things in the society, but it also includes ideas such as ideas about agriculture and ideas about nutrition.

3) Innovation in organization

There were studies on the use of innovation in organizations to improve work efficiency and innovation usage and gratification of people in organizations. The innovation that was used in organizations was information and communication technology.

For example, Aumyong (2005) studied the use of intranet for communication in an organization and found that the employees used intranet to search for announcements, rules, and orders of the organization the most and had the highest level of gratification from the use of such information. The mostly found problem or obstacle in the use of intranet was network failure, followed by insufficient number of computers, outdated information, and boring content and format.

Rattanamaythanon (2002) studied intranet system development for organizational information and communication. The findings showed that an intranet system was developed and adopted to strengthen and improve competitiveness of the organization. The intranet system was used in the communication between employees of

different departments, which was interactive communication, and there was also sharing of information resources. The intranet system was also used in information management process by allowing sales agents of all levels to get access to information in the central database of the organization and take part in the determination of product selling prices, sales strategies, and promotional campaigns to achieve corporate targets.

A study of Punjamoj (2013) showed that the studied telecommunication company still had weak points in innovation management, which were 1) the personnel spent all the time working and did not acquire new knowledge, 2) the working atmosphere did not reflect innovation in the organization, 3) there was not concrete innovation management, 4) the knowledge management system in the organization was not favorable for innovation management, 5) there was not management of important information in the organization, and 6) there was not an innovation communication system in the organization.

4) Commercial innovation or a new channel for presentation of content

As information technology has developed rapidly and continuously, the business sector, including media, had to acclimate to emerging communication innovation. At the same time, behavior of media users has changed. Some researches tried to capture the results or related factors of such adaptation and changes. Toommanon & Whattananarong (2012), for example, studied reliability and adoption of online newspaper innovation among people in the newspaper industry, the television industry, the radio industry, and creators of portal websites. The findings showed that the most important factor was the production process, followed by content accuracy and timeliness, whereas they overlooked morality and ethics of news producers. Regarding the role of online media and newspaper, it was found that editorial teams of newspaper adjusted themselves and were active to adopt the new media as part of their activities.

5) Innovation and campaign

The internet is a new channel of communication that allows quick and wide communication, interactions, and participation. Accordingly, it has been used for campaigning on many public issues, gathering opinions, exchanging and discussing ideas, initiating activities, and calling for social reforms.

Synthesis of research results regarding the role of innovation in campaigning showed the use of websites in civil society campaigns, promotion of environmental sustainability, social marketing, and political communication to protest against the amnesty bill.

For example, Chaichuy (2015) studied the communication of Thailand's public issues through communication innovation for campaign, website 'Change.org'. The findings showed that website Change.org Thailand had driven many current public issues in Thailand, especially on human rights, environment, and society, respectively. Moreover, website Change.org Thailand encouraged civil society participation by opening public space for people to get involved in creating a campaign or supporting their interested campaigns. People could participate in every stage of campaigning such as counseling, planning the movement strategies, compiling the list of supporters of the movement to build social trend, and acting as an intermediary to send messages from the campaigners and supporters to the decision makers.

In addition, a research of Phengkul (2015) studied the types of campaign messages distributed on a Facebook Fan Page of Greenpeace Thailand during the period of 2011 – 2014. The findings showed that the messages that matched the interest and demands of the target group, Generation C, consisted of the following characteristics: 1) having up-to-date and creative content, 2) providing complete and accurate information, 3) having well-organized content, 4) having direct meaning and easy to understand, 5) using symbols in the content effectively, 6) clearly stating the objective of the project, 7) using pictures for

persuasion appropriately, 8) easily accessible, 9) communicating that the issue is not distant, and 10) choosing personal media that can encourage participation. Another interesting finding of the study was that not only the message type but social trend had a direct effect on perception, attitude, and participation of Generation C.

Conclusion

This research systematized knowledge about innovation adoption in the context of communication from 37 research papers done during a 15-year period, from 2001 to 2015. The findings showed that most of the researches were graduate studies and the theory/concept that was used the most as the research framework was the theory of innovation diffusion/innovation adoption. More studies aimed to describe situations than to test hypotheses about cause-and-effect relationships. The type of innovation that was studied the most was communication innovation. The sample groups of most studies were documents/media artifacts, followed by students, and the research methodology that was used in most studies was a survey.

Regarding topics of studies, top five popular topics among researchers were the use and adoption of innovation, innovation and learning, innovation in organization, commercial innovation or a new channel for presentation of content, and innovation and campaign.

From synthesizing the research findings relating to innovation diffusion and adoption among Thai users, the conclusions were as follows.

1) All target groups of different ages had adapted themselves to new communication technology and there was a positive correlation between adoption of communication technology and innovation ownership; when there was a high level of communication technology adoption, there was also a high level of innovation ownership.

Moreover, the characteristics of innovation that led to adoption or rejection of innovation among target groups were 1) perceived ease of use, 2) social influence, 3) perceived usefulness, 4) observability, and 5) trialability, and the adoption rate also varied in different target groups.

2) Technology and innovation is one of the tools to reinforce learning for people in the society, both through formal and non-formal education, so improving technology and innovation could enhance learning achievement of learners and teaching efficiency of teachers, encourage self-learning and learner-centered learning, and lead to a learning society.

3) The innovation that was used in organizations was information and communication technology. It was used in both organizational communication and organizational management such as information search and information management. Most of the employees were satisfied with the adoption of communication technology in the organizations.

4) Even the media business had to acclimate to the rapidly changing communication innovation to keep the business going and compete with other players in the industry. For example, newspaper editorial teams adjusted themselves and were active to adopt the online media as part of their activities. The most important factor to reliability of media amid the technological change was production process.

5) The internet is used as a channel for promoting public issues. It is a public space for campaigning, gathering opinions, exchanging and discussing ideas, initiating activities, and calling for social reforms.

People could participate in every stage of campaigning such as raising issues, supporting the campaigns, or acting as an intermediary between stakeholders.

Recommendation: future research directions

1) Because most of the researches were graduate studies, there were many limitations. For example, the scope of problems was usually limited so that the researches could be completed within a short period of time or with not much funds, but it means the research problems might not be the most helpful or useful as well.

2) Overall research management can be improved by encouraging co-research between advisors and graduate students who are interested in research about innovation, focusing on a macro level of knowledge for making policies, planning, and developing innovation or a micro level of knowledge for explaining cause-effect relationships, innovation use and adoption behavior, and impact of innovation diffusion, for further development of useful innovation.

3) There should be research projects on topics or problems that can be used in policy making, innovation developing, and problem solving by encouraging cooperation among scholars of different fields because knowledge about innovation adoption requires integration of various sciences.

Recommendation: policy plans

1) The vision of the national reform policy focuses on changing the traditional economy into an economy driven by innovation. Therefore, management of knowledge, research results, inventions, resources, and wisdom of the country regarding innovation is crucial.

2) To develop the country with innovation, people in the society have to accept innovation first. Accordingly, relevant stakeholders should make a plan and strategy to encourage adoption of innovation among target groups, using a theoretical framework of innovation diffusion in the topics of innovation adoption process and perceived attributes of innovation in the planning.

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Challenges in Distance Learning Programme: A Case Study of Koforidua Technical University

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ABSTRACT

Distance Learning has become the major focus for majority of people for upgrading themselves which otherwise might be difficult if not impossible to execute by some individuals who would like to further their studies. Even though Distance Learning has numerous benefits, students are faced with a lot of challenges which are affecting their performance that ought to be addressed to enhance their studies. The purpose of the study is to find out the challenges students are facing on the distance learning at the Institute of Distance Learning (IDL) at Koforidua Technical University Study Centre. The researcher made use of Questionnaire and observation to collate information at the Koforidua Technical University Study Centre. The study revealed that students are facing various kinds of challenges which include; financial challenges resulting in difficulties in paying fees due to long term of servicing loans, inability to learn due to busy work schedules as well as managing family responsibilities, inability to access additional information due to expensive nature of computers and tablets. Poor concentration level due to loud noise from the learning environment during Sunday services and others as well as uncomfortable nature of studying seats, lack of teaching aids and material such as projectors couple with ill equipped laboratories making teaching and learning uninteresting at the study centre. Recommendations were made on how some of the challenges could be managed by the authorities to help reduce the problem if not totally eradicate them.

Analyzing school images to reveal the values and norms of Greek Middle Schools

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Abstract

Visual methods are often marginalized in educational research and have not been employed to collect information about cultural identities of the school and its effect on the students. The aim of this paper is to examine visual methods for understanding the visual culture of schools and how these images are perceived and processed by High School students in Greece. It reports on a participative research project in four secondary schools in Greece from distinctively different cultural and economic backgrounds. The strategy of research applied in this study is grounded theory and the qualitative methods of research are: structured interviews (4 interviews done and transcribed during one month), scaled questionnaires were distributed (80 done during one month and transcribed) and photography (800 photos taken-during one month and described) and repeated visits in schools. There were at least 80 students involved at the project during one month. Moreover this presentation draws on content analysis as a systematic, rigorous approach to analyzing documents obtained or generated in the course of research. Finally the presentation will conclude that these approaches provide a comprehensive view of how visual images are produced and interpreted, and of what their potential social consequences may be. The use of visual methods is not without challenges however. Securing ethics approval and school participation along with problems protecting participant agency were some difficulties encountered in the current study. For those wishing to pursue less conventional educational research methodologies in school settings, this presentation will also highlight possible benefits and problems.

Keywords: school culture, visual images, multimodality, participatory social research, hidden curriculum

INTRODUCTION

Over the last three decades visual studies have come to play a particularly meaningful role in social science research. Many remark on the potential this type of methods can have on educational research especially in understanding the ethics (Cook-Sather 2014), policy (Bragg 2007) and practices (Mitra 2001) of school units. There is a growing recognition that observable and tactile information is important for understanding school culture (Prosser 2007). Moreover, as many prominent scholars put forward, one strength of visual research lies in its use of technology to slow down and repeat observations and encourage deeper reflection on perception, and meaning (McDermott 1977; Mehan 1993). This is important since in visual images the connotation, denotation and significance of collected material that are too often taken for granted. In addition, it has also been remarked that the visual images of a school can have a strong influence in developing and forming civic identity (Fielding 2004). It is also noted in the work of Halpin and Croft (1963) that the visual messages of a school reveal the implicit powerful forces that shape everyday activities, as well as the values norms beliefs and customs that an individual holds in common with the members of the social unit. It can easily be understood, from the above reasons, that visual methods can assist educational researchers in unraveling the forces present but also hidden in a school, thus understanding the forces that can influence and even shape the educational outcomes of particular school units. It's important to recognize however, that the visual culture of a school is a combination of generic and unique elements (Prosser 2007). Generic visual culture describes observable, inscribed and encrypted similarities of schools in terms of visual norms, values and practices, which constitute taken-for granted in schools. However, as Prosser continues, because schools comprise of individuals, agency and the capacity to (re)interpret generic visual culture, school people create their own unique visual culture. The visual culture of schools reflects teacher folklore i.e. 'all schools are the same but different' (Prosser 2010). There are also warnings about practices that simply use visual

methods as informing of the meaning of messages, (Ruddock and Fielding 2006) or, as described by Alderson and Montgomery(1996), simply ‘informing’ children and young people. The desired alternative is a spectrum of dialogue (Lodge 2005) with children taking increased responsibility on which images will be placed in the school as well as taking significant roles in the decision-making processes (Robinson and Taylor 2007); although the extent to which full participation is necessary, possible, or indeed desirable, to qualify as ‘voice’ is up for debate (Hart 1997). The aim of this paper is to analyze the visual messages of 4 distinct school units and examine the meanings, significance of production, consumption and circulation of material culture; crosscut by thematic concerns i.e gender, race, or communication. Also, since this research focuses on students whose age group is, according to UNCRC, able to express their experiences and opinions for their formal education (UN General Assembly Resolution 44/25). This paper will be a research with and for the students rather than on them since students will actively participate in the research. Educational research on visual images of schools is under developed in Greece. There are no studies that focus on visual messages. Educators often either ignore and overlook school visual culture, or in most cases educators as well as those in authority make decisions on what should be placed or allowed in a school under the perception that high school students are incapable of having opinion on the issue: they do not have firmly formed views (James et al. 1998), will be influenced by the adult asking the questions (Hill, 2006) or need to be protected from the perhaps sensitive/threatening issues (Alderson 2008; Cremin and Slatter 2004). Finally this paper will view the way school images affect students of particular school units–(Kalatzis & Cope 2008).

Methodology

Our sample consisted of 4 schools chosen from areas, with a wide variety of economic and social background. Economic zone ranking of the Ministry of Economics was used in order to indicate the extent to which a school draws its students from low or high socio-economic communities. Moreover, rankings from the Ministry of Education, that rank schools according to their performance in university entrance exams were also taken into consideration, while selecting the schools. Student population was ethnically diverse comprising mainly of Greek students, but with a significant number of students from Albanian and Middle East origins. The staff was only from Greek origin however. Two hundred students and 50 teachers participated in the research. In total, 65% of the participants self-defined as European the 20% as of Balkan origin and the rest as of Middle East origin.

The procedure followed was: First the researcher, applied for the consent of the Ministry of Education to ensure access to the schools and their collaboration to research. This process took about 3 months to be completed. Afterwards, the researcher contacted the principal of the school to arrange a convenient date to visit the school and take pictures and video of the images in and outside school premises. Also, she emailed the school the parent consent form that should be distributed to students in order to have their parents’ permission to answer questionnaires and participate in the research. Then, in the arranged date she took photos of the school, in one day after school hours, in order not to interrupt school life but also so as not to have issues of shooting students while trying to capture an image. This made the research logistically possible while offering a discrete moment of school life to analyze. Afterwards, the images were examined and ten most prominent regarding their place in school as well as their frequency of message, were developed. The images were classified in the following categories:

Classification of visuals

The visuals were first classified in categories relating to who was responsible for producing and placing them. Teacher-Students or Other. Then they were classified in one of the 20 categories : related to courses, racial, insults, sexual insults, general insults, sexual humor, general humor, dominant gender (male female) romanticism, politics, drugs, religion, morals, names, sports, personal problems, art, music, sexuality, philosophical remarks, and miscellaneous. The researcher then returned to school, usually after two days, to distribute questionnaires to both teachers and students (usually 20 students participated). We designed questionnaires because they are frequently used and are considered as accurate and precise

methods, in quantitative research in social sciences and associated research areas (Parfitt 2005). We used Linkert scale questionnaires drawing from their advantages as a method, since they are easily understood and do not require a lot of time to be completed; show a distinct advantage when dealing with abstract issues such as opinions and feelings (Nemoto & Belgar 2013). Moreover, since Linkert extend from one extreme to another, they assist the researcher to arrive at a thorough understanding of the target construct. As result, this strategy can conclude in a more well-developed, accurate comprehending of the construct of our research (Nemoto & Belgar 2013). The questions were carefully designed and on accordance to theoretical standards. Each question was designed to measure one idea and was written in straightforward, easy-to-understand language so that the meaning of the item was unambiguous to respondents (Wolfe & Smith, 2007). For instance, high-frequency, nontechnical vocabulary were not used, and complex grammatical constructions were eliminated. Moreover, conjunctions, such as and, or, and but were not employed, as they generally indicate the presence of two ideas (i.e., a so-called “double-barreled” question). Finally, issues of insincerity of response, particularly the tendency of respondents who want to please and the related problem of “attitude forcing” (Parfitt 2005), as well as issues of non-response were taken into consideration while designing/analysing the questionnaires. Numerous techniques have been employed in trying to maximize questionnaire response rates (Armstrong 1975; Kanuk and Berenson 1975; Linsky 1975 cited in Yu & Cooper 1983), such as variations in questionnaire design and presentation as well as offering of incentives for responding and follow up contacts. After the questionnaires were collected the researcher displayed in print the ten collected images (the most prominent in school according to various visual theories regarding the prominence of the message Kress (1996), Leeuwen & Oyama (2001) Denis, M., & Kosslyn, S. M. (1999) and initiated an informal discussion on students’ feelings about these images or about any other images the students wanted to talk about and the researcher had not put forward. The researcher kept notes of their responses.

Results

From the visual collected 81% was placed in the school by teachers particularly Technology, Biology and IT teachers. The messages teachers displayed, were either mainly related to courses 20% or to general issues. The most common being Environmental issues with smaller percentages of Art. The remaining percent of schools visuals involved graffiti and visual messages carved or drawn by students on desks, chairs or outside school usually during lessons or after school hours. Most of these visuals and messages, concerned sexuality (18.9%) (image 01) and sports (image 02). The proportion of student produced visuals concerned sexuality in addition to the categories of sexual request, sexual humor, sexual insults and remarks was 41%. The second highest proportion was reference to sport teams (15%). Of the 20 categories of graffiti, sexuality, sports-music and politics were those found most frequently in student produced messages. (18.4% and 15.4%, respectively). What seems to be particularly interesting is that schools that could be classified as of a high socio-economic status had political messages put by students’ supporting left wing political parties that are traditionally associated with the working class (image 03). Another interesting finding is that of the “non-legitimate” and offensive messages 70% were produced by male students while female students appear to produce messages relating to philosophy, art and courses. Also reported in the study is that visual with romantic content were found more frequently in women’s desks chairs or restrooms than in men’s (image 04). This anonymous school testimony bears witness to the importance of emotional relationships for women (Mellen, 1998). All the categories of visuals were present at some level in the male’s visual messages, whereas racial insults, references to drugs, and references to sex were absent from the women’s. Female’s visual messages were more conservative and conventional than male’s; morality and religion represented 11.6% of the content of the female’s visual messages but only 2.1% of the male’s. We also need to note that male’s visual messages were prevalent and dominant outside the schools building while female’s were limited inside the premises. A final point that needs to be pointed out is that although the messages students of all backgrounds produced could almost be equally fitted in the above classifications, in school of low

economic background the percent of racial, ethnic and racist remarks was very high. Also, as it can easily be seen from the sample of the images shown. In the schools of low ranking and socioeconomic background there is a distinct absence of visuals and images “formally” displayed, while this gap is “filled” by students’ own messages on school walls and equipment. Finally in no school discussion among staff and students, as of what should be on the school space was ever conducted. The most that was asked of the students was to draw a theme that would later be displayed by staff around the school.

Discussion

Drawing on the results of the survey we could argue that schools of low socioeconomic background were exposed to very few visual messages and where visual were present they only portray images that showed school values and rules. In Schools of high socioeconomic rank, however, there are more and more images of school activities in schools particularly since digital photography has made it so easy to capture events and activities for displays. Many of these images reinforced positive messages about pupils and about the opportunities the school provides for excitement, enjoyment thereby playing a significant role in reinforcing/promoting desirable norms and establishing ideals. However, this use neglected much of their potential contribution to educational processes and to the development of school as educational institutions. There were groups of teachers, as well as students that wanted to portray images that showed their pride in their school and images that portray school values that otherwise could be lost. Many teachers mostly focused on the displays and pictures that showed school performance in certain subjects such as technological projects and participation in European programs i.e youth parliament, Erasmus etc. We need to point out though an important finding. In the low income schools students felt freer to place messages around the school. However, at the same time they felt unsatisfied with the appearance of the school that seemed to them as neglected. In the case of the high income schools most students however focused on images that were linked to aesthetically pleasant results and on messages, and again on images mainly produced by students (image 05). Then, there were some mostly older students that focused on images linked to school management and relationship with their peers. This last point highlights the contribution that images can make to informed discussion of the perspectives of those whose critical voice goes unheard. The students thoughts and feelings interestingly matched the percentages of visuals. Meaning that where, for instance, sports were more prominent the interests of students and the discussion did evolve around this topic. Accordingly, in schools where visuals of cultural issues were present students seemed more aware, sensitized and willing to talk about issues in such areas. They felt mostly satisfied with the appearance of their school, though not free to put visuals or interact with the school space. We must note that every month they were asked to clean their desks of any messages and the schools was maintained and painted annually. Another finding, was that in high income schools the community, especially the parents association were allowed and given space to put messages inside the school, usually of informative nature about forthcoming activities. We need to note that while the perspectives of teacher and even parents are often well represented in qualitative school based educational research the perspectives of students are often marginalized if not ignored entirely (Allen 2009). Since pupils have the least amount of power in school communities (only through the 15 elected board) and the least say in terms of their education, authorities make it even more complicated and difficult for students to engage in research. Yet in my opinion it is these marginalized pupils opinions that are of most value in stimulating institutional change; **because** they are the most strongly subject to the taken for granted and unquestioned by those who are more powerful. Interviews and questionnaires although difficult to obtain were not adequate methods to unravel students’ perspectives. Student’s also reported that our research offered the students and staff an opportunity to view their school from their and other’s perspectives. Our research was thought by students, as something “out of the ordinary” an interruption of the routine. Some of the students also valued the fact that their opinion not only was asked but also that it was treated as equal to those of their teachers. They valued that they were treated as equals in the process, although in practice their different status afforded them minor involvement in the educational processes. It was interesting to find that images such as (01) signified different things and

provoked different to students and staff. **Image (05)** in most students of the school provoked feelings of happiness and joy while for teachers it seemed as self-evident, unimportant signifying emptiness and loss. However, it was also found that certain images provoked a shared perspective between teacher and students mostly images that had to do with litter and environmental issues. However, we must point out that, there were many hurdles that needed to be overcome for our research to be feasible. Obtaining consent to enter the school was time consuming and involved a lot of bureaucracy. Another major challenge this project faced was securing schools' participation. Even with the ministry's permission most schools were reluctant to participate and posed several hurdles on the process. Particularly most school principal wanted to check the photos taken and usually insisted on deleting photos that contained messages/signs that could diminish authority or could portray the school as neglected by the principal. Faced with a method not commonly used and not anticipated the principal expressed considerable anxiety and skepticism. The teachers' and principal's reactions reflect wider anxieties about camera-use at school. A number of high profile media cases involving students taking photos on mobile phones and distributing them via the internet have heightened fears about this issue (Netsafe 2005). Some of the schools enforce strict rules around camera phones and punish students for inappropriate use. When cameras were routinely perceived as problematic their research use was perceived too perilous and as undermining school authority. Anxiety about cameras appears to invoke a 'double standard' with photographs viewed potentially more exposing and dangerous than written text. Emmison and Smith (2000) reveal this point in their discussion of authors' and editors' reluctance to include photographs in published works: What is ironic, we suggest, is that whilst photographs are often deemed to be unacceptable by authors and editors, textually explicit descriptions of morally suspect materials are considered less so. Such a 'double standard' tells us quite a lot about the relationship of our society to the image as opposed to the text. Whilst texts are associated with reason and higher mental faculties, images are seen as subversive, dangerous and visceral. (Emmison and Smith 2000, 14) This unease related to the school being identifiable even with the use of a code. The research was only allowed to proceed on my guarantee measures would be taken to prevent the school's identification. School-based research can also be hindered, by congested timetabling also hampers accommodating 'an extra' like research, when academic pursuits take precedence. In addition, the need to negotiate alterations to ethical approval prolonged fieldwork. Although time-intensive, acting on teachers' suggestions was a means signaling their concerns were valued. Key to participation in schools was the ministry's consent and supportive teachers who considered the research beneficial to students and helped quell senior management's anxieties. Securing school participation was subsequently a challenge as the research was constituted as 'too risky' by principals anxious to avoid unwanted publicity. During our research issues of gender, sexuality emerged since, visual images/messages regarding gender and sexuality were the second most commonly produced, by students. However, researching issues of sex representation and gender issues in schools is challenging because it asks questions about an issue which is socially constituted as 'private', 'embarrassing', 'non relevant to educational goals' "political" and subsequently 'problematic'. As a result, the researcher was not allowed by the present class teacher to discuss such issues with the students even though students did point out several times such issues, drawing from the pictures shown to them. In some occasions, even such visual were not permitted to be shown at all to students, though they were collected in the school and had a prominent presence in the school space. To conclude, it was of major interest to see that visual around the school do shape and express the values of the school and the local community. To take things further, the researcher shape the belief that using visual methods can provoked students into thinking further of what they took for granted. Also, Images of a school can act as a contact zone, where teachers and students of different ages of ethnic groups can come together, if not on equal terms, nevertheless in a place where communication is possible. The images and texts can foreground different perspectives which provide different questions and alternative to the dominant accounts of schooling. None of this however is possible if visuals are not "seen" and explored in the educational process.

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Image placed by students concerning sexuality

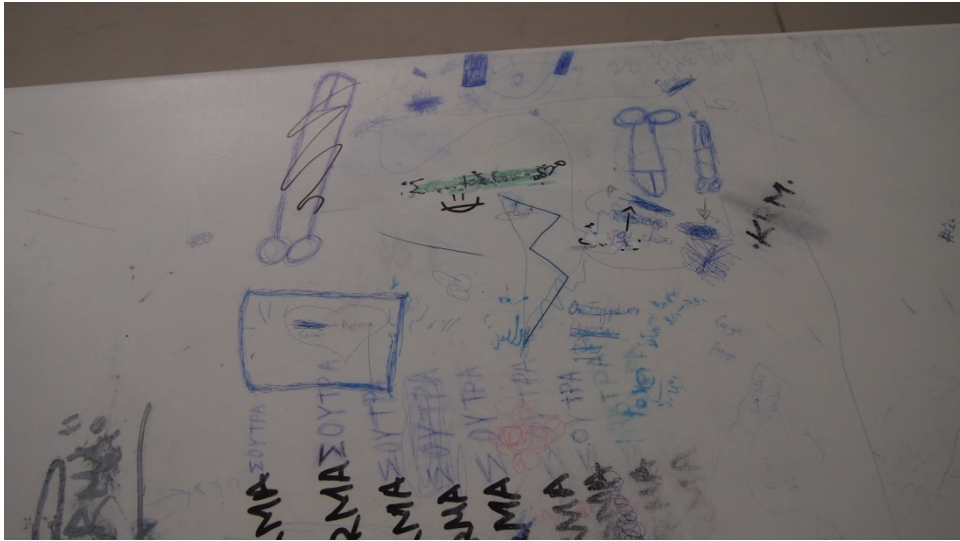


Image1.

Image placed by students concerning sports



Image2.

Image placed by students concerning left wing parties support



Image 3.

Image with romantic content placed by students



Image 4.

Job Seekers Preferences in Georgia

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The survey aimed to identify company characteristics that are important for young job seekers in Georgia whilst choosing the employer. In Summer 2017 online survey has been conducted with 312 respondents, students at two Georgian Universities, located in Tbilisi – capital of Georgia. The data were analyzed via SPSS 23.

The research found that the respondents are more sensitive according to certain aspects of the employer than to others. When seeking a job, young people give the highest priorities to employers' characteristics like: continuing education and training, opportunity to participate in decision making, variety of tasks and challenges at work, creativity and innovation. Social engagement, consideration of environmental and social issues within the supply chain, energy and resource efficiency and contribution to reducing emissions are listed as the least important. In general, the socio-environmental responsibility of the employer, in comparison with employers' other characteristics that are more related to job seekers own material and psychological wellbeing, is overshadowed.

Also, the research found that the importance of some company characteristics when selecting an employer is related to job seekers' psychological characteristics. Certain groups of respondents value certain aspects of the employer. The respondents who value equality and equal opportunities for everyone, who are modest, emphatic and value the safety of other people and the environment demonstrate preference for the employer with high socio-environmental responsibility.

Factor analysis was used to group 25 attributes given in the questionnaire according to certain aspects of employer. Five dimensions were identified that conditionally were called and described as following: employer's orientation towards creativity and innovation; employer's orientation on the strength and fairness; employer's orientation towards employees; employer's orientation on reputation and quality; employer's orientation towards societal and environmental issues.

The research found that caring for environmental and social issues are the most important only for this small part of our respondents (5.8%). Accordingly, the means of this dimension is the least (4.86 – on 1 to 7 scale, where 7 means highest importance of an attribute) among the five identified employer dimensions. Instead, employee responsibility, as well as the strength and fairness of an organization, are more decisive when selecting an employer, thus 21.5% and 25.7% of the respondents prefer organizations with similar characteristics. Additionally, 33.4% of the respondents preferred attractive jobs with a variety of challenges, creativity and opportunities for innovation. Company traits like continuing training and career opportunities, variety of tasks, and opportunity to participate in decision making held the highest importance for the respondents. Accordingly, the means of this dimension is the highest - 5.65. Finally, the reputation of the company and quality of products seems to be more important to young job-seekers (13.5 %) than social and environmental responsibility, but less important than all other mentioned dimensions.

The respondents - young job-seekers were grouped in five dimensions according to 21 personal characteristics, given in the questionnaire. These dimensions conditionally were called and described as follows: pleasure seekers, rule defenders, creative enthusiasts, "socialist" security seekers and appreciation seekers.

The largest group among our respondents is pleasure seekers (23.2%), followed by rule defenders (20.9%), creative enthusiasts (19.3%), "socialist" security seekers (19.3%) and finally appreciation seekers (17.4%).

Further analysis of the survey data, revealed that different types of job-seekers have clear differences in preferences for employer choice. The most sensitive to socio-environmental responsibility of the employer are “socialist” security seekers followed by creative enthusiasts.

“Socialist” security seekers strive for equality and safety for everyone and would rather choose strong, sustainable companies, than a company with good career possibilities, different challenges and responsibilities. Ecological, social and material guarantees from the side of organizations are important to them, which is why they choose employers who care for their employees, the environment and social issues. In general, the reputation of the company and quality of the products is not important to them. When selecting an employer, creative enthusiasts show clear career orientation, strive for attractive and interesting jobs, without any interest in material aspects or company reputation. Primarily, they pay attention to the following attributes of an employer: attractiveness and innovation, variety of tasks and challenges at work, continuing education and training opportunities, opportunity to participate in decisions, career opportunities and work climate. Thus, creative enthusiasts choose employers who are focused on creativity and innovation. Additionally, creative enthusiasts prefer to work in sustainable companies, with fair management policies, which follow ethical principles, are fair towards employees and all other concerned parties.

Appreciation seekers express the least interest towards socio-environmental responsibility of an employer whilst looking for employment. At the same time, they pay attention to employers’ who appreciate creativity and innovation and exhibit employee orientation. Appreciation seekers are focused on success and recognition, show clear career orientation and strive for material wealth. However, social, ecological and other ethical aspects, as well as sustainability and the reputation of a company are not important to them, because they do not serve them for achieving prosperity and success.

Finally, the largest group of respondents was pleasure seekers. This group of respondents shared a similar indifference with rule defenders when selecting an employer and try to avoid strong and sustainable companies, as well as companies with creative, challenging and encouraging working environment. In companies like these it will be difficult for them to satisfy their desires and need for pleasure.

The drivers of local bitcoin trading volume: Evidence from emerging countries

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Abstract:

While most of the debates about cryptocurrencies are centered on the global bitcoin market, in this article, we focus on local bitcoin trading volume in 21 emerging countries. In particular, we attempt to determine the drivers of bitcoin trading volume in these countries over the period August 1st, 2015 – June 2nd, 2018. Based on VECM and ARDL models, we find evidence of significant relationship between the local bitcoin trading volume in each country and the associated banking system access, especially in the short-run. Moreover, altcoins (ethereum, ripple) prices are shown to affect positively and significantly the local bitcoin trading volume for most countries in the long-run (VECM results) and the short-run (ARDL results).

Keywords: bitcoin, cryptocurrencies, banking system access, altcoins, VECM, ARDL.

JEL Classification: C22, C58, G12

Design Of Online Media To Enhance Creative Economy For Community Enterprise

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ABSTRACT

Online media is becoming the need of the knowledge society whether educational or non-educational ones entering the domain rapidly. The purpose of this research was to design the online media to enhance creative economy for community enterprise of Thailand. The objectives of this research were: 1) To study the need to promote community products by using online media. 2) To study the design of online media management system of community enterprises. Because of the research aimed to study the needs of community enterprises therefore, the researcher used the qualitative research method by using structured interview in order to gain in-depth information for analysis of the needs. The samples were 15 informants consists of five farmers group leader, two agricultural scholars, two academics and experts in online media, two entrepreneurs and four customers who bought community products. Documents and research papers related to the theories, principles and concepts of online media design for community enterprises were analyzed and synthesized. The research findings were as follows:

1. Community enterprises and related persons need to promote community products by using online media knowledge. The online media feature must be able to share content, open the opportunity to show products, knowledge and experience as well as being a medium that interacts with the receivers which can be divided online media types are as follows: Video, graphics, infographic and poster by using application on the online media that community agriculture can communicate such as social media as well as the community also needs a centralized, website management system aggregates all the data of media online into one location that receiver can access the information when they need it.
2. The online media design system via website consisted of five components:
 - 1) Accessibility
 - 2) Speed of displaying data
 - 3) The website must be interesting and attractiveness
 - 4) Ease of use
 - 5) Credibility.

Keywords: Online Media, Creative Economy, Community Enterprise

Adverse Event on Educational System

Case Study; Historical Thailand's Educational Policy and National Testing Score

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PHANTIKA SAHAIMIT, M.A.179

Abstract

Under a democratic system, the policy is the most crucial factor that made the party is selected to be representative of the citizen. Furthermore, "Favorited" policy is a key success factor to indicated which party would be selected as "Government" or "Opposition." Similarly, in Thailand, all parties propose the policies that hopefully would gain a number of voters. Regarding to official Thailand national statistical office report 2015, there are 696,321 voters (who work for school, both public and private school, ministry of education's staff are included) in educational system and 13,954,735 related voters (students from primary school, secondary school, undegraded students and graduated students) that is around 29.7 % of total voters. As the historical data from 2001 to 2011, all of Thailand's government came from the party got 11,637,495 – 15,387,223 voters then voters from the educational system was being focused from all parties.

Educational policy was used as the key attractiveness for the party from the democratic system. Every composition of the educational system was defined and typed for understanding that finds "How to assess them?" Especially in school level, government welfare was created for teacher and more increasing in every government. Finally, the teacher's average total income was higher than others who similarly work for the government. By theoretical assumption, the performance of teaching process should vary with input on return to someone who is responsible. The empirical results from national testing examination show controversy on the assumption, result from national testing examination stable and trend to die-down while total return to staff of teaching process is significantly increasing and still trend to higher.

But not for the coup, educational policy from the revolutionary party look like base on idealism, focus on problem-solving by theory, that sounds good by logic at the first but there are many limitations to the theory. National testing's result increased scores by the revolutionary party's administration but not significant gain scores as people's expectation. Although, the coup's policy on education was not canceled or inhibit the favorite educational policy but is not the same advantage as a democratic party. Outcomes from teaching process required more than during democratic government that effect to educational staff's norm, more strictly control process and more systematic process (also create some non-skill and time consumed in the same time). Finally, resistance to enforcement/punishment was the major cause to create "Ignorance."

The primary purpose of the study is to explore the adverse effect of the educational system by the relationship between cause, educational policy, and education output, historical result from Thailand's national testing score. Analysis of data was based on documentary research methodology from empirical evidence, both official and un-official documents were analyzed, the content analysis was used in this study. The bias of pollical interest is declared by self-support in the study; without any support by both democratic and revolutionary parties.

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Background

Thailand's System of Government

Basically, Thailand's system of government follows democratic form of government with the King as Head of State. The current king of Thailand is his majesty king Vajiralongkorn (Rama X) since October 2016. Thai's people praise king as the highest institute, beyond other institutes and above all of political conflict. Both people's representative from house of senate and house representative give the most respect to majesty king Vajiralongkorn; that is major reason to remain peace in Thailand.

For twenty years ago, although Thailand's democratic form has been challenged by many threats but a commitment for the response to the crown can make Thailand overcome critical situation up until now. There are six governments and 15 ministers of education in 13 years. Six government came from the national election (democratic form) 4 governments and the last come from the revolution until the present.

This study specifically concerned on Thailand's system of government between 2006 –2018 that was analyzed and discussed in the next part.

Thailand's Educational Policy

Before 13 October 2018, Thailand's educational policy was set under the three key components. The first is the constitution of Thailand that guarantee the minimum right to access education. The second is the national economic and social development plan, the master plan for Thailand development. And, the last is government policy that prime minister declares to parliament, the framework of policy that all ministers transform to educational policy. After that national strategy, was created by constitution power, is the second component above national economic and social development plan and government policy.

History of Thailand's National Testing

National testing was organized by national institute educational testing service (public organization) under national education act B.E. 2542 (1999). There are five national educational tests including as the follows.

Ordinary national educational test (O-NET) is the test for students in normal educational program, grade 6 (primary school), grade 9 (middle school) and grade 12 (high school). Vocational national educational test (V-NET) is the test for both students in vocational certificate program and diploma/high vocational certificate. Non-formal educational test (N-NET) is the test for students in non – formal educational program that includes certificate of junior and senior high school. Budish national educational test (B-NET) and Islamic national educational test (I-NET) are the tests for students in the religious educational program.

From the official record of the ministry of education, there are more than 95% of Thai's students that have been tested by 2 levels of O-NET at grade 6 and 9. Then O-NET score is used to be the indicator for educational policy success.

Data Analysis

Educational Policy Analysis

As the previous paragraph, there are 15 ministers of education in 13 years, 10 ministers came from democratic government and 5 ministers were from revolution. Average time in positional period is 10.404 months, 8.04 months for the democratic ministers and 12 months for revolution ministers. The detail was shown in figure 1. Under the assumption that success depends on continuous times, educational policy from revolution look like trend to success than democratic minister, especially less than a year. Each minister of education set educational policy under the 3 major components, under the assumption that approximately time to success is 2 years after the policy was launch (estimated policy success time is initial year + 3) as

figure 2. Under the same assumption, the success of policy time from democratic ministers shown in 2009, 2010 to 2016 and the rest from revolution minister as figure 3.

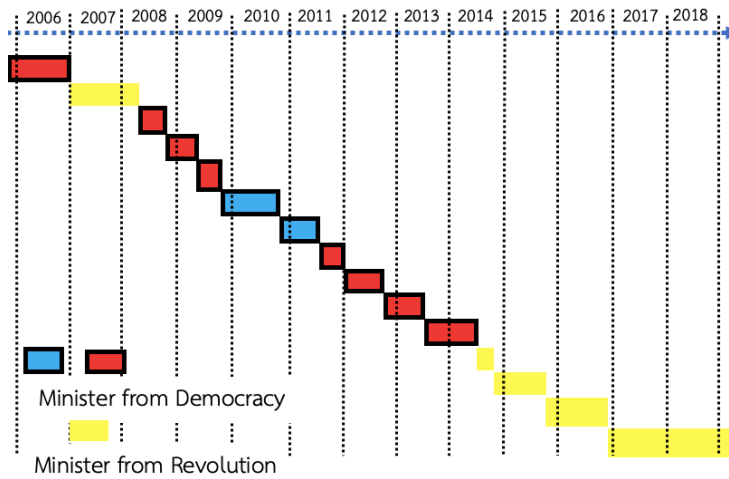


Figure 1. Positional period of minister of education

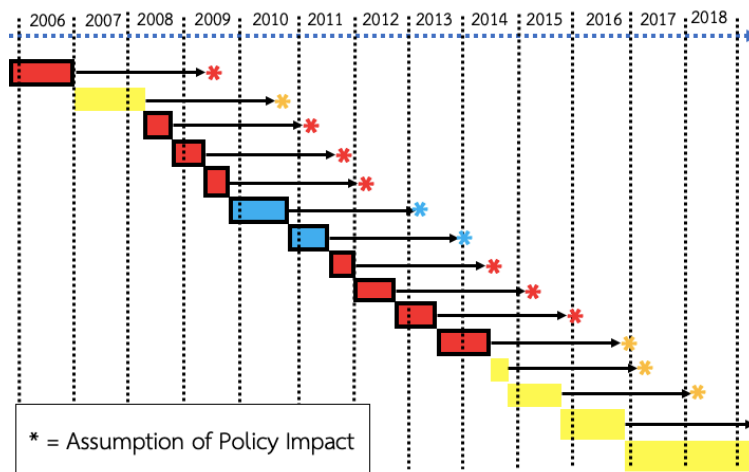


Figure 2. Estimation of policy success time

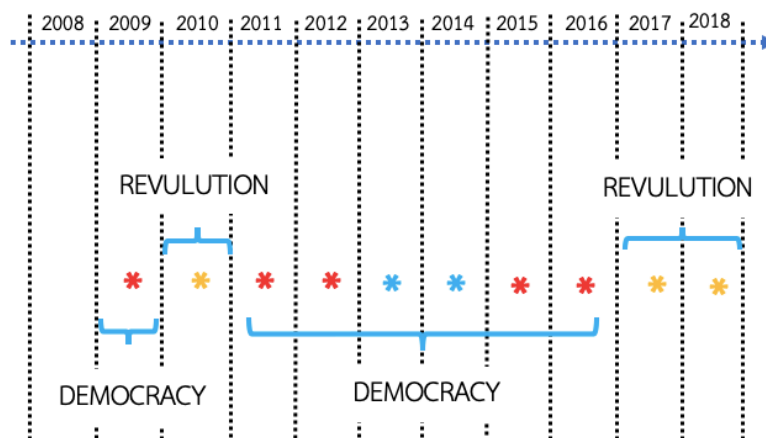


Figure 3. Success of policy time

Component of Educational Policy

Data from the official document, minister of education announced their policy, was analyzed by value chain model in this paper. The results are described as follows:

Period 2007 - 2008

This period is the educational reform. After the revolution in 2006, the government appointed the ministry of education as change agent. Minister put strong policy on the educational system and organization reform

Period 2008 - 2014

This period is the democratic educational system, there were many investments in infrastructure, educational tool and supportive system. Human-ware was concerned to develop as a key success factor. However, there were less evidence to approve the success of educational policy

Period 2014 – 2018

This period is the supportive educational system, After revolution in 2014, government appointed soldier to be a minister of education in 2 terms after that medical doctor in psychology was appointed. Major policies are promoting of learning by activities and human-ware development, related educational tools also included.

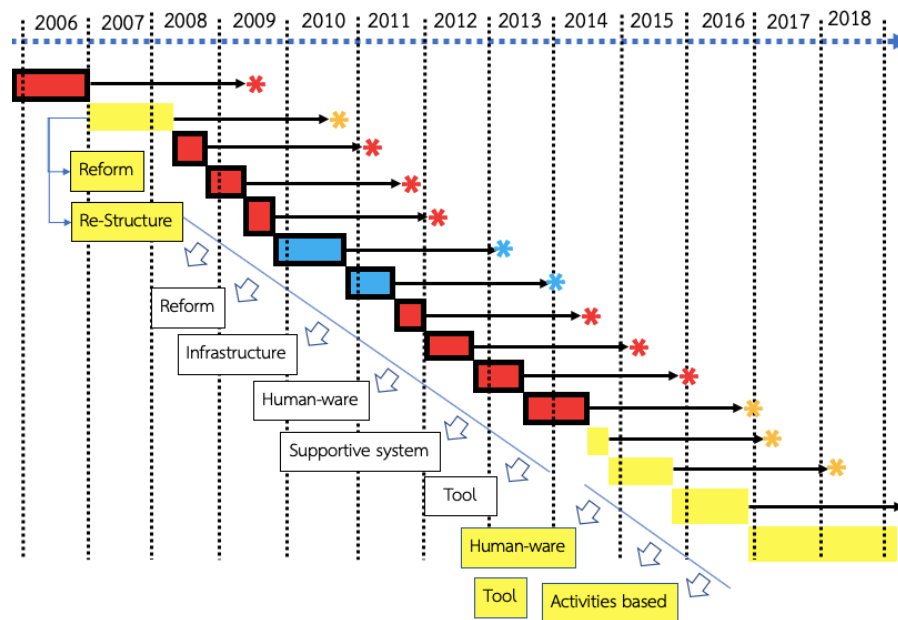


Figure 4. Composition of educational policy

National Educational Score Analysis

Concept of Analysis

Under statistic assumption, the national educational score cannot directly compare year by year because there are many factors that affect the population variance. The suitable method should compare with targeted score (50%) and based on standard value (Z – score); calculated from population’s mean and population’s variance as follows;

$$Z = \frac{(x - \mu)}{\sqrt{\sigma^2}}$$

Where

- Z = standard value
- x = variable
- μ = population mean
- σ² = population variance

If x = 50 %

- μ in unit of %
- σ² is population variance that calculate in unit of %

This study modified O-NET score to Z-score as follows;

$$Z = \frac{(50 - \mu (\%))}{\sqrt{\sigma^2}}$$

After Z – score was modified, area under the curve (AUC) of normal distribution from Z - score was used to be an indicator for educational policy success.

Under both statistic assumption and approximately time to success, this study analytes pattern of AUC, 3 subjects; mathematics, science and English, in term of year + 3 from the first time of policy launch.

Analysis of National Score by Subject

Mathematics Subject

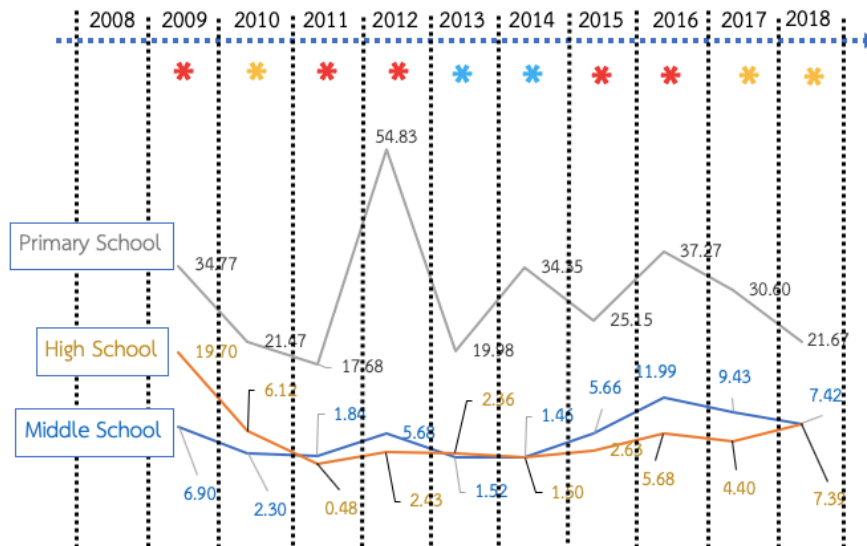


Figure 5. Pattern of the national educational score in mathematics subject

From figure 5., all of the graph look like have a cyclic pattern, especially in 2011 to 2013 and 2015 to 2017.

Science Subject

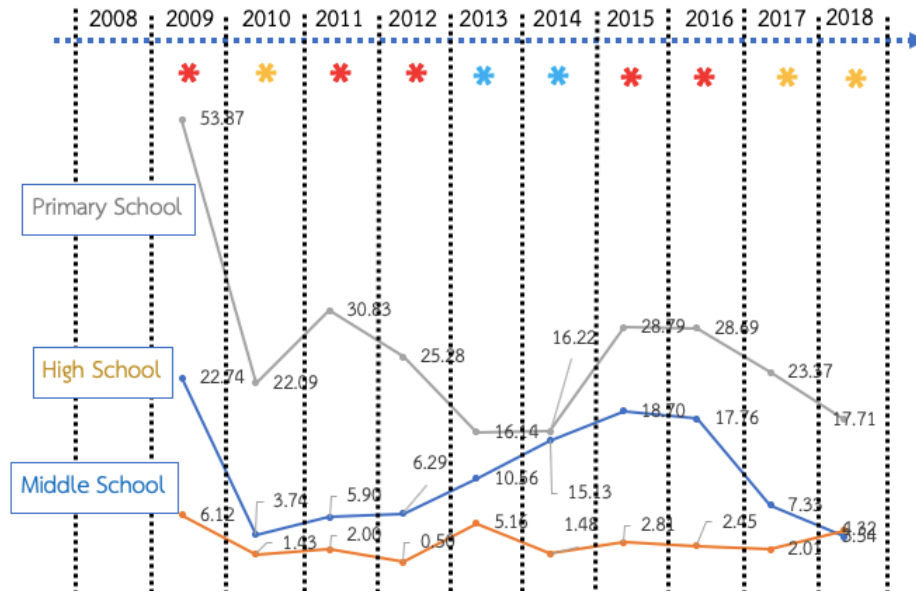
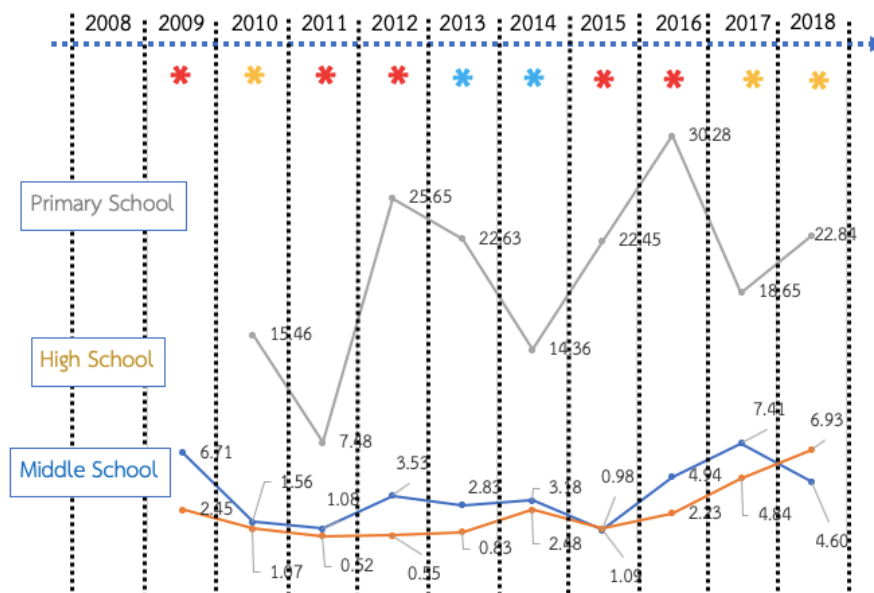


Figure 6. Pattern of national educational score in science subject

From figure 6., all of graph look like have a cyclic pattern, especially in 2009 to 2011 and 2014 to 2017.

English Subject



remark: national educational testing in English subject was established in 2010.

Figure 7. Pattern of national educational score in English subject

From figure 7., there are not pattern of national educational score in English subject

Analysis of National Score Movement

In the longitudinal study, students have been stepping up every three years, from primary school to middle school and from the middle school to high school, then the set of national score at year Y, Y + 3 and Y + 6 come from the same student. Pattern of the dataset may be used to explain the success of policy in a continuous approach.

Mathematics Subject

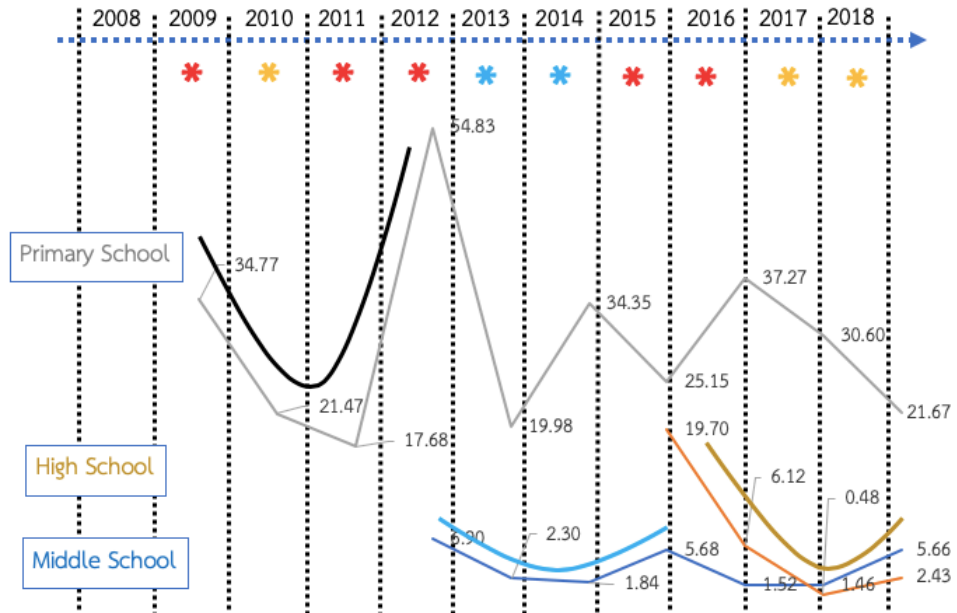


Figure 8. Movement of mathematics national educational score

Science Subject

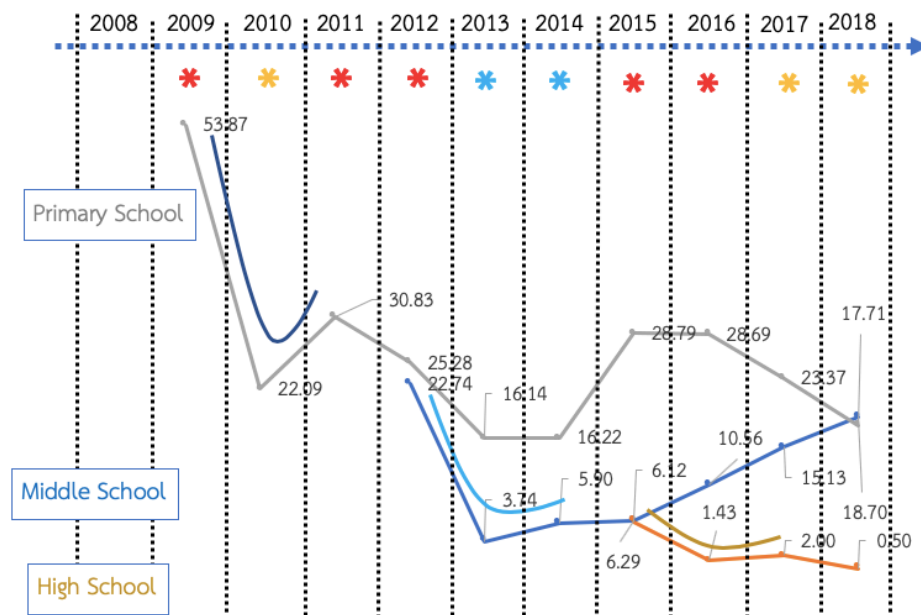


Figure 9. Movement of science national educational score

English Subject

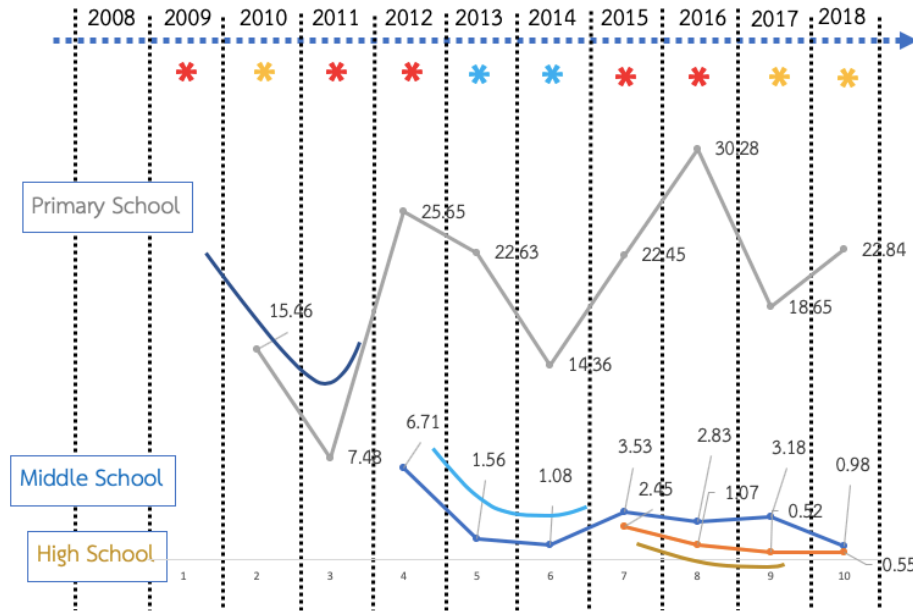


Figure 10. Movement of English national educational score

Figure 8, 9 and 10. show movement pattern of mathematics national educational score. There is a parabola pattern in each student generation, Y, Y+3, and Y+6. The highest score is shown in primary school then drops down at middle school and raise in high school. In the other point of view, there are look like a parabola pattern in the first three years in each level of education that minimum value may affect democratic minister in primary and middle school and high school may affect by the revolution minister. The patter cannot confirm with statistic method due to the data limitation.

Adverse Event on Educational System

As previously analyzed and discussed data, under the assumption that national educational score is representative of educational policy success. The expected national educational score should have a positive coefficient with linear trend of data or naïve pattern. However, the majority of the data have an irregular pattern or die to drown. There are the swing data pattern in the period of educational policy change both of switching in democratic form and revolution government. The continuous policy may produce effective output to the educational system.

However, after 13 October 2018, Thailand’s national strategy was announced and force all government to formulate an educational policy under the national strategy framework that may solve the problem of discontinuous policy.

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Towards Teacher Preparation at the College of Distance Education: Mentors' Experience

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Abstract

This study aimed at exploring mentors experiences at the College of Distance Education (CoDE), University of Cape Coast. The study adopted qualitative approach to bring out mentors insights into the mentoring process. Researchers employed census sampling techniques to select 145 participants. The main data collection instrument was open-ended questionnaire. The study revealed that mentors played the role of guidance and counselling, motivators, and vetting and supervision of lessons. It was also revealed that mentors face professional-related, institutional-related and transportation challenges. Finally, it came out that mentors adopted sacrificial, guidance, effective communication approach to manage the challenges they faced. The study therefore recommended that mentees be given enough orientation so they would understand the importance of the teaching practice. Again, the study recommended that the management of CoDE should consider adopting advance payment plan for mentors to reduce their financial burden. There should be some form of motivation or recognition for mentors since they appeared to make lots of sacrifices during the mentoring process.

Key words: teacher preparation, distance education, mentors, mentees, mentoring, teaching practice

The Equivalence of Sanskrit Didactic Literature and Universal Declaration of Human Rights.

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The modern society is very much concerned with regard to human rights. The origination of the concept of human rights, as it was in the west, is considered not only by the western but also by Eastern critics. Yet their interpretation is absolutely wrong. If somebody would delve into the Vedic or classical Sanskrit literature, they could understand very clearly that the inception of the Human Rights concept was in Sanskrit literature. Consider the following expression taken from one of the didactic fables named Hitopadeśa.

Then,

Ay< inj> praeveit g[nalguçetsam!,
%darcirtana< tu vzuxEvk...qubkm!.
ayaà nijaù paroveti gaëanālagucetasām |
udāracaritānāà tu vaçudhaivakuöubakam | |

The consideration that this is one's own and the other is another's is of the narrow minded. While like the whole earth is their family to the broad - minded. According to the universal declaration of human rights, everyone is equal without separation of any kind, such as race, colour, sex etc.

And then

mat&vTprda;e;u prÔVye;u laeòvt!,
AaTmvTsvREUte;u y> pZyit s pZyit.
mätâvatparadäreñu paradravyeñu loñöavat |
ätmavatsarvabhüteñu yaù paçyati sa paçyati | |

He is wise who thinks of other's wives as his mother. And also others property as valueless things, and all the other living creatures as equal to one's own self.

The universal declaration of Human rights emphasizes that every one has the right to education. In Hitopadeśa it is said svRSy laecnm! zaô< ySy naSTyNx @v s>, It means the education is the eye for everyone. He is indeed the blind one, who does not have education. In this comparison of the universal declaration of Human Rights and Sanskrit dialectic literature, very much similarities can be seen.

Keywords - Human Rights, Hitopadeśa, Sanskrit dialectic literature

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