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TABLE OF CONTENT

.....	1
Politeness Research: A Historical View on its Theoretical Development.....	1
Cherifa Benkaddour	1
Singlism - The quest for significance.....	12
Dr. Darya Maoz, Prof. Ami Shaked, Prof. Amiram Raviv	12
COVID-19 Pandemic And The Readiness Of Institution Of Higher Learning To The Use Of Online Teaching And Learning	13
Mabasa Fumani Donald	13
Lambs To Slaughter: An Indigenous South African Perspective On Workplace Bullying	19
Mabasa Fumani Donald	19
Grammar 101: Defining and Non-Defining Relative Clauses.....	28
Gregory VanderPyl.....	28
Promoting Computational Thinking with Visualization Programming through Project-Based Learning in Computer Science.....	29
Jirapipat Thanyaphongphat	29
Preeyada Tapingkae.....	29
Krittawaya Thongkoo	29
Kannika Daungcharone	29
Investigating University Students' Acceptance of Virtual Learning Platforms to Support Collaborative Learning During the COVID-19 Pandemic in the System Analysis and Design Course.....	37
Kannika Daungcharone*, Krittawaya Thongkoo, Jirapipat Thanyaphongphat	37
A Trial Study of Problem-Based Inquiry Learning Approach through MOOCs by Investigating in Programming Logical Thinking and Attitude	46
Krittawaya Thongkoo, Kannika Daungcharone and Jirapipat Thanyaphongphat	46
Patcharin Panjaburee	46
Is First-Year Grade Point Average (GPA) A Good Predictor Of Success In Business Courses?	53
Leiv Opstad	53
Religious, Political and Strategic Factors in the Syrian Civil War,2011-2021	60
Moshe Ma'oz	60
Leadership And Its Impact On The Education System.....	61
Nasih Osmanovic	61
Problems of Information Quality in Social Media Data for Business Analytics	68

Porntida Kaewkamol68

Ambedkar’s Neo-Buddhist Movement After His Death In India73

Pradip Barua73

The Stranger in the Mirror:.....84

Female Identity Crisis, Dissociation and Self-Fragmentation in Kafa Al-Zubi’s Novel X.....84

Dr. Sally Nasib Karmi84

Politeness Research: A Historical View on its Theoretical Development

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Abstract

This work is a glimpse on the theoretical background of politeness study and its development. We can say this is a historical overview of the development of politeness study with some special focus on the lately developed theories of the discursive approach. The motivation for this historical overview is to better understand the positioning of the research approach which has been called the 'discursive approach to politeness' (e.g., Locher and Watts 2005, 2008). This work thus presents some theoretical insights into the research topic rather than supplying data analysis and hopefully wishing to add to the current discussions about politeness and impoliteness studies.

1. Introduction

This work has been inspired by Miriam Locher ('Politeness research from past to future, with a special focus on the discursive approach'), Maria Sifianou ('Linguistic politeness: Laying the foundations'), Richard Watts ('Linguistic politeness theory and its aftermath: Recent research trails') and by the volume edited by the linguistics politeness research group (2011) which is on 'Discursive Approaches to Politeness'. All these works constitute the development as well as the critical issues on politeness research from past to the now views. Thus, in what follows is the positioning of the research interest of this paper. After this, an introduction of the early politeness frameworks by Lakoff (1973), Brown and Levinson (1978/1987) and Leech (1983) will follow. Next, we will present the most important critical points of Brown and Levinson's framework. After that, we give a brief overview of the discursive approach. At last, a special focus is given to the issues of relational work and rapport management.

2. Interpersonal pragmatics

Linguistic politeness studies lie in the field of pragmatics. In this respect, the pragmatic turn in linguistic research that took place in the second half of the 20th century initiated by Dell Hymes, John Austin, and John Searle (Feller 2009, p6) resulted as a critique of the lack of studying language in use at that time. Generally, these researchers shifted from studying language grammatically to communicative competence and hence to actual language use and performance.

Though no agreement on the scope of pragmatics is at hand in linguistic research generally, the definition adopted in this work is that it is viewed:

'a general functional perspective on (any aspect of) language, i.e. as an approach to language which takes into account the full complexity of its cognitive, social, and cultural (i.e. meaningful) functioning in the lives of human beings.' (Verschueren 2009: 19, italics removed)

In this broad field of pragmatics, politeness is clearly related to the interpersonal side of language rather than the informational one (Locher 2015). Watzlawick, Beavin and Jackson (1967: 54) refer to a couple of levels of every communication which are 'the content' and 'the relationship aspect'. Following this, Locher (2015) claims that in politeness research, '*the focus is not so much on what (informational aspect) is being said, than on how (relational aspect) it is being said and what effects the choices of the interlocutors create*'.

What should be noted is that the term 'interpersonal pragmatics', in politeness study is used as a perspective on language in use and not as an independent theory; language use which particularly highlights the interpersonal aspect of communication (Locher 2015). Thus, it is used to '*designate examinations of the relational aspect of interactions between people that both affect and are affected by their understandings of culture, society, and their own and others' interpretations*' (Locher and Graham 2010: 2).

3. The foundations of politeness research: Lakoff, Brown and Levinson, and Leech

With the pragmatic turn to language study, researchers started to be interested in language variation that results due

to stylistic and expressive reasons. Therefore while the message conveyed in the utterances of 'pass the salt' and 'would you please pass the salt?' might be the same, their way of being expressed are certainly different. This difference and variation is not considered to be random and is discussed under the heading 'politeness'. The most influential theories of early politeness research are: Lakoff (1973), Brown and Levinson (1978/1987) and Leech (1983). In reality, these theories established the foundations of politeness and induced a massive expansion of research within and outside linguistics (Sifianou 2010). These theories were influenced by the idea of 'communicative competence' by Dell Hymes (1972) and are based on Grice's Cooperative Principle (CP).

Lakoff (1973) was the first to explicitly match pragmatic knowledge to politeness phenomena (Locher 2015). However, this does not mean that interest in politeness studies started that recently. Watts (2003, p 53-56) claims that this interest dates back to the age of 'Romanticism'. He (ibid) describes this as being 'prepragmatic' and assigns the emergence of pragmatic and sociolinguistic politeness research to the appearance of the speech act theory and the linguistic cooperation theory. All these theories in addition to the concept of 'face' are considered to be the background of early politeness research. Thus they are now being seen as 'classics' (Sifianou 2010). These theories have been widely criticized due to some shortcomings such as focusing on the speaker (S) and neglecting the hearer (H) and focusing on 'utterance' in analysis along with the problem of their English linguo-cultural bias.

As noted earlier, these traditional theories of politeness have drawn largely on the pragmatics of the time namely Austin's speech act theory and Grice's theory of conversation. In fact, they stem from a remark made by Grice (1975) to the influence that the conversational maxims (Quantity, Quality, Relation and Manner) are not the only ones that have to be considered in a model of utterer's meaning. Grice (1975) additionally considered a number of other maxims and one of them was a 'politeness' maxim. While Grice's distinction between 'utterance meaning' and 'speaker's meaning' received very small recognition, his ideas were taken up in fact well before 'Logic and conversation' by Robin Lakoff in her first article that dates back to 1973. In her celebrated article 'The Logic of Politeness: or, minding your P's and Q's' is Lakoff's (1973) first endeavor to incorporate pragmatics, and more precisely, politeness phenomena into the core grammar. Thus, Lakoff (1973) started by considering the inadequacy of relying on grammatical rules and argues for the necessity of considering some pragmatic rules in utterances. She proposes two "Rules of pragmatic competence": "1. Be clear." and "2. Be polite." (Lakoff 1973, p296). What Grice later called the Cooperative Principle goes under her first rule. Her second rule "Be polite" could be further differentiated into: "1. Don't impose"; "2. Give options"; and "3. Make [alter] feel good - be friendly" (Lakoff 1973, p 298).

The first rule is associated with the distance and formality which is created, for example, by using passives. The second rule is related to the deference that can linguistically be manifested in some cases where the individual leaves options to the addressee, by using 'hedges', for example. In some instances, rules 1 and 2 are applicable, while in others only one rule can work. The third rule is associated with cases in which the devices used make the addressee feel wanted and liked. This is much like Brown and Levinson's positive politeness strategies (later developed in the next point). Later on, Lakoff reformulates her rules (1975: 65, 1977: 88). Lakoff's approach is universalistic and identifies general rules that guide interaction. Her definition of politeness is context free. Thus she argues "Politeness is a system of interpersonal relations designed to facilitate interaction by minimizing the potential for conflict and confrontation inherent in all human interchange" (Lakoff 1990: 34). Lakoff's approach of politeness is said to be a 'rule-based' one while Brown and Levinson's approach is considered being strategy-based (Sifianou 2011).

Brown and Levinson's extensive essay: 'Universals in language usage: Politeness phenomena' is the most followed theory of politeness to date. In the same way as Lakoff's work, it based on Gricean pragmatics and speech act theory. However, their core concept is Goffman's ([1955] 1972, 1967) notion of 'face'. Unlike, Lakoff's work, their study is empirical and based on a naturally-occurring, elicited data of three languages mainly: English, Tamil and Tzeltal. They had a clear aim of creating a universalized model in pragmatic knowledge exactly as what Lakoff aimed at.

The theory of Brown and Levinson is based on some theoretical and key concepts. It proposes the idea of Model Person who is rational and affected by face. Face is defined as 'the public self-image that every member wants to claim for himself'. Goffman (1967, p.5) says that face is *'the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact'*. He argues that face is not seen as a static image imposed on individuals. Rather, it is formed during 'a particular contact'. From this point of view, face is seen as the result of face-work during interactions. In this respect Goffman, in turn, defines face-work as *'the actions taken by a person to make whatever he is doing consistent with face'* (Goffman [1955]1967, p.12). Also, Brown and Levinson suggest that all interactants have an interest to maintain two types of face during the course of their interactions. They are (a) 'negative face' which refers to "the want of every 'competent adult member' that his actions be unimpeded by others" and (b) 'positive face' which refers to "the want of every member that his wants be desirable to at least some others" (Brown and Levinson 1987, p 61-62). So positive face needs are the need to be liked and admired whereas negative face needs is the need for not being imposed upon. Since face is central in all interactions and individuals are concerned with maintaining harmonious relationships, they tend to avoid what Brown and

Levinson call 'face-threatening acts' (FTAs) which are "acts that by their nature run contrary to the face wants of the addressee and/or of the speaker" (Brown and Levinson 1987, p 65). In reality, politeness, for them, is equated with minimizing the degree of threats and avoiding (FTAs). The motivation for face-threat minimization is the key concept of Brown and Levinson's theory. They propose that in order to avoid face loss, one has to rely on a set of 'strategies': (1) bald on record, (2) positive politeness, (3) negative politeness, (4) off record and (5) don't do the FTA. The first strategy is selected when the threat of face is not high or when the case is concerned more with, e.g., 'urgency' and not face. When the face threat is relatively estimated to be very high, the last strategy is the most suitable one. The choice of these strategies is based on three social variables: (a) the social distance (D), which is the degree of familiarity between interlocutors, (b) the relative power (P), which is associated with the social status existing between the speaker and his/ her addressee, and (c) the absolute ranking of the imposition (R) which is the level of face threat of the specific act in the particular culture. In this respect, they give a formula ($W_x = D(S, H) + P(H, S) + R_x$) to calculate the seriousness of an FTA and what level of politeness is required in any specific situation and selected by speakers.

Leech (1983), in the same way as Lakoff and Brown & Levinson, expands and sets his theory on the basis of Grice's views. However, his aim was to demarcate between semantics and pragmatics. So, unlike, Lakoff, he is not interested in rules of pragmatics and how they should be incorporated in grammatical rules. He suggests that semantics is rule-governed (i.e., grammatical) while pragmatics is principle-governed (i.e., rhetorical). He proposes a pragmatic framework constituting of two components. They are textual rhetoric and interpersonal rhetoric. Each type of rhetoric is refined with a number of principles. Leech embraces Grice's Cooperative Principle (CP) with its four maxims to which he adds his Politeness Principle (PP) for the interpersonal rhetoric. Leech considers his PP as a necessary complement for the CP. He also argues that the PP explains why the CP is often not followed in interaction. The PP is composed by six maxims (Leech 1983: 132): the tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim and sympathy maxim.

As Lakoff did, Leech (1983: 82) argues that the CP and the PP must not be in conflict. Thus, if the PP is sacrificed, there would be a risk of the equilibrium of harmonious relationships and this further reinforces the complementarity of the two principles. Leech identifies a number of scales (cost-benefit, optionality, indirectness, authority and social distance) interacting with the maxims to determine the degree of politeness needed in any given situation. The scale of 'optionality' can be equated with Lakoff's second rule 'Give options'. The cost-benefit, authority and social distance equal those of Brown and Levinson's ranking (R), relative power (P), and social distance (D) variables. However, the indirectness scale is almost equalized with politeness. This is also evident in Brown and Levinson's model of politeness where they consider indirect utterances as being more polite.

A common denominator between all the three approaches is that they endeavor to explain pragmatic rules, constrains and principles aiming at understanding pragmatic competence more generally (Locher 2011). Thus, they all claim for universality with little leeway for culture specificity (Sifianou, 2011). Politeness is viewed as a rational, rule-governed activity deeply rooted in the human need to maintain smooth, harmonious relationships and to avoid conflicts (Kasper 1990: 194). Another common point in all three theories is their emphasis on politeness as strategic conflict avoidance (Kasper 1990). Lakoff (1975, p 64), (1990, p 34) defines politeness as 'a system ... designed to facilitate interaction by minimizing the potential for conflict and confrontation.' Also, Leech (1983, p133) states that 'the tact maxim' is 'a means of avoiding conflict'. In their turn also, Brown and Levinson describe politeness as a means of mitigation face threatening acts (FTAs). Although politeness was not completely ignored as a means of seeking concord, but the over-emphasis on seeing it as a means of discord avoidance was problematic in all three theories (Sifianou 2011). "Fortunately enough, politeness cannot confine itself to keeping everyone's aggressiveness within reasonable limits!" (Kerbrat-Orecchioni 1997: 13) (In Sifianou 2011). A third common thread between the three theories is the merger between politeness as a theoretical construct and politeness as a lay concept. Eelen (1999 and 2001) criticizes this fact by saying that "the relationship between the scientific and the commonsense notions of politeness is a bit unclear to say the least" (Eelen 1999: 167). Ordinary speakers most probably are not aware of politeness elaborated in the theories, but empirical data are explored on this basis without any consideration of what actual speakers would have to say concerning such data (Sifianou 2011). This differentiation between the lay concept (first-order politeness) and the theoretical construct (second-order politeness), was initially voiced by Watts, Ide, and Ehlich (1992). However, it received little attention and was neglected at first. Later on, it was taken up and further elaborated by Eelen (2001) and Watts (2003), especially as Politeness1 and Politeness2. Both of them agree on the point that the study of politeness is necessarily the study of politeness1; that is first-order politeness. The distinction between politeness1 and politeness2 is one of the most important critical points raised against those early politeness theories.

Among all those early theories of politeness, the most influential and followed model to date is that of Brown and Levinson. This theory is so controversial that it attracted considerable criticism (Matsumoto, 1988; Ide, 1989).

4. Criticism of Brown and Levinson's model of politeness

The theory of Brown and Levinson has influenced a lot of research work on politeness since its publication but has been criticized by a wide range of theorists (Sifianou 1992; Spencer-Oatey 2000a; 2000b). Not only that, but there have been a number of theorists who rejected some elements of Brown and Levinson's theory. For instance, Eelen (2001) draws attention to a number of problems within this theory, namely their reliance on speech act theory, the model person, their model of communication, the definition of politeness, their understanding of the role of variables of distance, power and rank, and the issue of universality. It will be out of the scope of this paper to deal with these issues in detail, but we can briefly sketch them out since they constitute the basis on which discursive politeness is built namely as a reaction to these elements.

4.1. Universality

Universality is one of the issues which attracted most criticism in Brown and Levinson's theory of politeness. While considering their model to be universal especially by basing politeness on face mitigation, other cultures and languages may express politeness in different ways. Some theorists from East Asia such as Mao (1994), Ide (1989) and Matsumoto (1989), contested the applicability of Brown and Levinson's model and hence brought a different way of seeing politeness and different models of conversational behavior. In this respect, emphasized that within different cultures, politeness operated and was employed based on different values and premises (Mills 2011). Thus, although politeness and impoliteness are a universal, we must perceive that within different cultures, these terms have different meanings and function (Pizziconi 2008).

4.2. Speech act theory

Brown and Levinson relied on speech act theory to support their theory of politeness. Thus much work on politeness influenced by Brown and Levinson's model focused on the speech acts of requests and apologies. In this respect, quantitative analysis of apologies, for instance, is made up of counting the number of apologies realized linguistically that can be found in data. In her work about compliments for example, Holmes (1995) made a quantification of linguistic realizations of compliments based on what constitutes a compliment for her communities under study. However, while most these compliments fall into a formal and consistent pattern, many of them did not have a function of compliments to the hearer and did not have the intention of a compliment by the speaker. Also, individuals may use different linguistic realizations out of the conventions of linguistic complimenting. Mills (2011) gives the example 'I am sorry' that may not necessarily feature in utterances to be accepted by both speaker and hearer as constituting an apology. Moreover, the use of politeness markers indexing an apology within a certain community may be used playfully, especially by being insincere. As a result of this, in an analysis relying on traditional speech act theory, the above mentioned example where speakers apologize using different linguistic realizations would not be counted in the analysis and hence giving an incomplete view of the way how interactants apologize and in the latter example where the function of politeness markers differs from its conventionalized usage, this would count as an apology (giving a false view of the way that interactants use politeness resources to be insincere, ironic or impolite (Mills 2011).

4.3. The rational individualistic model person

The Model Person is central in the theory of Brown and Levinson. They present their participants in interaction as rational beings who use language to achieve their short-term and long-term goals. Thus, individuals use rational strategic ways to achieve their ends by calculating the best way they can do to appear pleasing their interlocutors. This notion of the atomistic individual is central to Western models who operate in rational self-interest, manipulating others only to achieve goals and hence viewing other people and community practices and society as a whole as instruments to achieve their goals. This model of politeness based on the individual and their goals is invalid, especially within some community practices of Arabic-speaking cultures and Asian societies (Ide 2005; Hamza 2007; Kadar and Mills 2011 a). That is to say, within Eastern societies, individuals are more concerned with their relationships with each other. These models of the self are useful in recognizing that it is no longer possible to see a model focused on the individual in isolation is adequate.

4.4. Model of communication and perfection

The model of communication between speaker and hearer is seen as perfect within Brown and Levinson's theory. Thus, they never consider instances such as misunderstanding. For them, when an apology has been uttered by saying 'I am sorry', the hearer recognizes that the speaker has apologized. Theorists such as Mills (2003a), Watts (2003), and Bousfield (2008) say that communication and interpretation of utterances is much messier than this model can allow

for. This is because of interpersonal relations and status being continuously negotiated. Thus, this model of communication by Brown and Levinson is untenable.

4.5. Distance, power and ranking of imposition variables

Brown and Levinson argue that the speaker calculates the social distance between the speakers (D), the power relations between them (P), and the rank of the imposition of the particular speech act (R) in order to see how much politeness he should use. However, this is not the reality within many institutional situations where institutional rank and status do not necessarily relate to the level or type of politeness used by participants (Foucault 1972, 1978; Thornborrow, 2002). In fact, those in positions of power tend generally to opt for deferential forms or forms indicating solidarity with their subordinates (Manke 1997).

4.6. Politeness definition

The definition of politeness in Brown and Levinson's work is mainly centered on the idea of mitigation of face threat knowing well that politeness has many other functions (Mills 2011). Some other theorists think that politeness as a term is problematic and use alternative terms instead. For example, Locher uses the term 'relational work' that is the 'work' individuals invest in their relations with others (Locher, 2006a). Thus, politeness, for her, is only one form of judgment within the wider term relational work.

Another problem with the brown and Levinson's model of politeness is that they did not give a clear definition of impoliteness, except by saying that impoliteness is an absence of politeness (Eelen 2001). Culpeper (2005, 2007), Bousfield (2007, 2008) Culpeper, Bousfield and Wichmann (2003) and Bousfield and Locher (2007) have theorised impoliteness in a way which unties it from its being associated from politeness (Mills 2011). That is to say they claim for the recognition that impoliteness is not simply the polar opposite of politeness. Thus, they have begun the process of analyzing impoliteness in the same way done with politeness.

Today, researchers are inter-relating the research fields of language and identity, social cognition, and politeness. For instance, Locher and Watts (2005, 2008) speak of 'relational work', Spencer-Oatey (2005, 2007) of 'rapport management', and Arundale (2010) of 'Face Constituting Theory'. They all embody the study of politeness phenomena interpersonal pragmatics. The next section will focus more on relational work.

5. Relational work

The study of 'relational work' is proliferated by Richard Watts and Miriam Locher (Watts; 1989, 1992, 2003, 2005; Locher and Watts 2005; 2008; Locher 2004, 2006, 2008).

This approach started with an interest in politeness phenomena, but its coverage is much broader than the original focus. According to Locher and Watts (2008), the notion of 'relational work' is *"the work invested by individuals in the construction, maintenance, reproduction and transformation of interpersonal relationships among those engaged in social practice"*

Locher and Watts say that relational work is based on the idea of communicative acts which can be both informational and interpersonal (cf. Watzlawick et al. 1967; Halliday 1978). They argue (2008) that any communicative act incorporates some form of relational work. According to Locher and Watts (2008), relational work is defined 'as the work people invest in negotiating their relationships in interaction (Locher 2004; Locher and Watts 2005; Locher 2006a). More deeply, it is considered as 'the work invested by individuals in the construction, maintenance, reproduction and transformation of interpersonal relationships among those engaged in social practice' (Locher and Watts 2008: 96). In this respect, the focus is on the interpersonal aspect of communication and on the effects linguistic choices may have on relationships (Locher 2012). Locher and Watts (2008) use the term relational work instead of 'facework' introduced in Brown and Levinson's politeness theory. However, while 'facework' is only restricted to mitigation of behavior, relational work refers to the entire gamut of interpersonal effects (Locher 2012). That is to say, relational work can embody face-enhancing and face-maintaining behaviour as well as face-damaging, face-aggressive or face-challenging behaviour (Tracy 1990). This has the aim of understanding language in use with a specific emphasis on the interpersonal side of communication. Relational work, as Locher (2012, p45) says, 'acknowledges the dynamic and emergent nature of identity construction' and 'highlights the situated nature of practices and relies on the concepts of 'face' and 'frame''. The notion of frames includes norms of interaction and an understanding of participants' roles which are constantly in negotiation. The norms that Locher and Watts (2008) refer to are defined as the 'expectations that individuals have constructed and acquired through categorising the experiences of similar past situations, or conclusions that one draws from other people's experiences.

Locher and Watts (2008) base their approach on the notion 'face' which is defined as 'the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact' (Goffman

1967, p 5). Locher (2012) sees this concept as more dynamic than the Brown and Levinson's definition of positive and negative face and relies on the others' interpretations of their interlocutors during any interaction. Relational work sees that we have to go beyond the mere encoding and decoding of face projections because face is contestable and emergent. Locher and Watts regard 'Face' to be linked to identity construction and relational work. Also, they see face as a shorthand of the process of the dynamic relationships which are constantly negotiated. They follow an interactional sociolinguistics paradigm and make the link to the study of identity construction (Locher 2008, and also Spencer-Oatey 2005, 2007). In the same way that they regard relationships as constantly constructed in interaction, and so is identity.

Locher and Watts (2005) argue that interactants perceive a message to be polite, impolite or appropriate depending on *judgments* that they make at the level of relational work during an ongoing interaction in a particular situation. These judgments are based on norms and expectations that individuals have shaped and constructed through similar past experiences and situations. These norms and expectations obtained over time and are constantly subject to change and variation. In the same way that norms of appropriate behavior change over time, judgments also do.

Concerning judgments of polite behavior, Locher and Watts (2008) present aspects of judgments that interactants might make when faced with relational work that might qualify as *polite*. This must be based on the norms of behavior that stem from the frames of expectations of specific social setting and the notions of appropriateness and markedness are the domains against which the lexeme *polite* is profiled (Locher and Watts, 2008).

Table 1. Aspects of the spectrum of relational work, exemplified with the lexeme 'polite', in a particular context Y

	LEXEME (first order)	Two of the cognitive domains against which the lexeme is profiled		
Judgement (a):	impolite	inappropriate/ non-politic	+	negatively marked
Judgement (b):	(non-polite)*	appropriate/politic	+	unmarked
Judgement (c):	polite	appropriate/politic	+	positively marked
Judgement (d):	over-polite	inappropriate/ non-politic	+	negatively marked

* The judgement 'non-polite' is unlikely to be uttered.

An interactant might judge a particular behavior as socially appropriate and hence it is unmarked (judgment b) with no evaluative comment. Any behavior that breaches a social norm (judgment a and d) evokes negative evaluations such as impolite or overpolite and thus is considered a negatively marked behavior. At another different instantiation of social practice, relational work might be seen as positively marked and socially appropriate (judgment c) and hence judged as *polite*, courteous, or well-mannered, etc.

The notion of relational work in relation to politeness has also been criticized by Spencer Oatey (2011) who claimed the model of relational work in politeness is narrow and cannot grasp the relational aspects and patterns that emerge over time and which cannot easily surface in the recorded data studied.

7. Rapport management

Rapport management is a communication theory firstly introduced in 2000 and later re-explained in 2008 BY Spencer-Oatey. Its main aim was to cope with the shortcomings and weak points of the theory of politeness by Brown and Levinson (1978-1987). She builds her framework on Brown and Levinson's theory of politeness and mainly bases her work on the concept of face. Spencer-Oatey defines Rapport as follows:

'Rapport refers to the relative harmony and smoothness of relations between people, and *rapport management* refers

to the management (or mismanagement) of relations between people (Spencer-Oatey 2005: 96).

Locher (2008) claims that rapport management is not only interested in the negotiation of harmonious relations, but also, neglect, challenge and maintenance as well. Spencer-Oatey (2005) argues that there are four types of rapport orientations. They are:

‘A *rapport-enhancement* orientation (a desire to strengthen or enhance harmonious relations between the interlocutors), a *rapport-maintenance* orientation (a desire to maintain or protect harmonious relations), a *rapport-neglect* orientation (a lack of concern or interest in the quality of relations, perhaps because of a focus on self), a *rapport-challenge* orientation (a desire to challenge or impair harmonious relations) (Spencer-Oatey 2005, p 96 in Locher 2008).

Also, Spencer-Oatey argues that rapport management is based on judgments (Locher 2008). She claims that such judgments are made out of three key elements. They are: ‘behavioural expectations, face sensitivities and interactional wants’ (Spencer-Oatey 2005, p96). The behavioral expectations stem from the interactants’ conceptualizations of ‘what is prescribed, what is permitted and what is proscribed’ in a certain social practice (2005, p 97). In face sensitivities, the notion of face for Spencer-Oatey is bi-dimensional, and can be divided into respectability face and identity face. The former reflects the interactant’s prestige, honor, etc. and the latter is related to self-aspects like physical traits, roles tastes and which is highly vulnerable (Locher 2008). The third element influencing judgments is interactional goals or ‘wants’ which is divided to transactional and interactional goals.

Spencer-Oatey’s rapport management and Locher and Watts’s relational work have the same understandings in communication in general with only slight differences. They both focus on aspects of interpersonal relations other than politeness like impoliteness, and mismanagements that can happen at the level of relations between people. However, while they define (im)politeness in the same way, Locher notes that Spencer-Oatey refers to the term (im)politeness as an umbrella term for all kinds of evaluations rather than using it as one of the meta comments (Locher 2008, p528). In

Also, they both base their concern on judgment which is related to frames for Locher and Watts and interactants’ beliefs about what is appropriate in a certain social practice for Spencer-Oatey. They also treat the notion of face which they relate to identity construction.

While considering relational work and rapport management as closely related frameworks, Spencer-Oatey (2007b) criticizes relational work to be reductionist and that rapport management as a more general concept (Locher 2008). However, Locher (2008) proved that relational work and rapport management are equal and carry the same understandings communication and relations between people.

At the level of methodology Spencer-Oatey (2011) also, considers relational work to be too narrow and cannot account for relational patterns that emerge over time (Locher 2013) where she gives an example of a workplace team who found a problem of lack of communication in interviews with the researchers. This problem could not easily emerge when recording data. Again here, Locher (2013) counters and asserts that relational work relies on norms that should be studied over time.

8. Conclusion

The study of politeness stems from the studies of interpersonal pragmatics. By shedding light on the first studies done in linguistics in relation to politeness, the pragmatic perspective is central within them. In this respect, there were attempts of adding ‘pragmatic rules’ to the ‘syntactic rules’ to better understand how language is used. Therefore, there was some kind of generalizing rules of politeness use which lately clashed with situated and emergent use of politeness in interaction. These recent approaches raised the question of emic and etic understanding of politeness. Also, politeness has been studied in relation to other aspects of interpersonal relations such as impoliteness or other sides of relational work. As mentioned above, the study of ‘relational work’ is broader than focusing on politeness only. Thus, it focuses on understanding how people create relational effects in the use of language. It tries to understand how this process is embedded in its cultural and situated context. In addition to this, it wishes to recognize the role of socio-cognitive processes in it. Rapport management (Spencer-Oatey 2007, 2011) is somewhat similar to relational work in its understanding. However, it tries to fill some gaps that relational work did not mention. As a result of this, Locher (2011) counters and asks for mixed methodology. What is important to mention is that the general understandings of rapport management and relational work certainly share the same inclinations and see (im)

politeness from the same angle. However, and according to the literature at hand, the theorization of politeness is more complicated and challenging and not easy to grasp.

Also, and according to the literature of politeness and communication in general, one concludes that while relational work has been criticized Spencer-Oatey (2007b, 2011), Grainger (2013), rapport management received few empirical analyses. In this respect, Hernández-López (2008, p59) says:

‘Even though rapport management has been widely quoted and supported in politeness and cross-cultural studies, in very few cases has this framework been analysed from an empirical perspective. Besides the contributions appearing in the book where this theory is published (Spencer-Oatey, 2000, 2008), its main applications have only appeared in some business studies (Sydow Campbell *et al.*, 2003; Sydow Campbell and White, 2007), a few contributions from the Hispanic world (Hernández López and Placencia, 2004; Fant, 2006) and one study related to doctor-patient interaction (Sydow Campbell, 2005).’

Not only that, but even the notion of ‘face’ itself gained more focus if compared to the components introduced by rapport management which are sociality rights and obligations and interactional goals (Hernández López 2008).

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Singlism - The quest for significance

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In the past, an un-married woman was labeled as "an old maid", and an un-married man was suspected to be weird and insecure. Today we have another term for this choice of living – *Singlism*, which stands for the stigmatizing of adults who are single, and includes negative stereotyping of singles and [discrimination](#) against them (Depaulo, 2004, 2006, 2019). However, more and more people choose to live alone – as a phase in life or for good. Some from choice, others – reluctantly, and this phenomenon is expanding worldwide.

Our qualitative phenomenological research study tries to shed light on the prevailing issue of singlism and the experiences of this phenomenon for Jewish-Israeli men and women, who are not married and have no children.

Israel is an extremely *family* oriented *society*, which sees *family* as its basic unit. It is also a pronatalist society, in which fertility levels are very high relative to other developed countries. As a result, single men and especially single women may face stigmatization because of their relationship status (Budgeon, 2016). Single women struggle with images of defected and incomplete and experience heavy pressure from their family and society (Bokek-Cohen, 2019; Reynolds & Taylor, 2005) .

Through snowball and purposeful sampling, 23 participants at the ages of 33 to 61 were interviewed. The aim was to find the reasons the singles suggest for their status, albeit the pressure to get married and have children.

The results from the data analysis indicated six primary themes: (1) High sense of self-efficacy and of significance (2) Fear from closeness; (3) A need for freedom; (4) Attachment issues and separation anxiety; (5) Traumatic past relations; (6) Lack of experience with long-term relationships.

Those singles, especially the older ones, feel need for control over their life and believe it can be obtained alone only. Their quest for significance, their desire to matter, to have dignity and merit respect (Kruglanski, Molinario, Jasko, Webber, Leander & Pierro, In press) – led them to believe in themselves while seeing an intimate partner as an obstacle.

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COVID-19 Pandemic And The Readiness Of Institution Of Higher Learning To The Use Of Online Teaching And Learning

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Abstract

The COVID-19 pandemic had a catastrophic effect on human life and shattered economies all over the world, with a huge shock to both developed and developing country educational systems. As a results, institutions of higher learning in South African quickly closed down to control a wide spread of epidemic. Nevertheless, institutions of higher learning later opened using of online classes or eLearning (including online assessment). As a results, most institutions conducted online teaching and learning for the first time. This paper uses an analytical approach from literature sources to argue how COVID-19 have compromised the standard of teaching and learning. Arguments still persist that the fact that most institutions of higher did not us remote learning prior COVID-19, the use of online learning compromised the output as well as educational standard. It clearly shows that institutions of higher learning were not ready for multimodal learning. This study concludes that institutions of higher learning should reconstruct their curriculum by designing one that focuses more on remote learning or even both.

Keywords: COVID-19; South Africa; Higher education; Online learning

Introduction

In January 2020, World Health Organisation (WHO) declared the COVID-19 pandemic as a global emergency crisis. As a results every country, including South Africa, took respective measures to flatten the curve. COVID-19 is a “disease caused by Severe Acute Respiratory Syndrome Coronavirus 2 (SARSCOV-2)” (Nicola et al., 2020: 185). COVID-19 has affected every aspect of human life, economically, socially, including educationally. In higher education Institutions, COVID-19 pandemic brought a forced significant change.

The change from traditional way of teaching and learning to online (E-Learning) forced both academics and students to adapt quickly so that 2020 academic year could be completed. It is imperative to note that offering of fully online learning started in the early 1980’s (Harasim, 2000). But in South Africa, this article argues that most institutions of higher learning did not really promote this kind of teaching and learning approach and that is the reason why it was in panic mode (Landa, Zhou & Marongwe, 2021). Thus, online learning in South Africa is at an early stage of development. Hence, Daniel (2020) stated COVID-19 pandemic introduced enormous challenge to education systems. As a results, after effects of such challenges will still be felt years to come.

As a results of COVID-19, institutions of higher learning had limited time available to embrace COVID-19 and address student’s needs. Motivation of the study is instigated by whether institutions of higher learning where ready to offers quality education remotely taking into consideration that COVID-19 came as a surprise. Does South Africa have adequate resource (Finance, infrastructure, technological resources, network coverage, policies etc.) to provide quality education remotely? On the other hand, students were left with concerns on whether 2020 academic year would be a success.

There are 26 public universities in South Africa, with over one million students, and over 50 higher education training colleges (TVET colleges – Technical vocational education training) with over 700 000 students. Over 90,000 students are enrolled in private institutions (Tjønneland, 2017; STATS-SA, 2019). A substantial expansion of student enrolment has been seen in South Africa. Thus, regardless of the increase in enrolment, institutions of higher learning still need to insure student’s outcomes and standards of educational quality.

Technological gadget

The first wave of COVID-19 instigated a significant need for students to use technological gadgets as means of learning. As a results, in the third quarter of 2020, the Department of Higher Education, Science and Innovation spent less on infrastructure and operations in higher education. As reported on Daily Maverick news, R4.9-billion

(\$3259091.02) allocated towards COVID-19 activities (van Schalkwyk, 2021). Precisely, of the R4.9-billion, R2.5-million (\$166280.15) was spent on NSFAS subsidies, particularly towards devices for students (laptops). Thus, student's laptops were a priority taking into consideration shift in teaching and learning. R2.1-million (\$139675.33) was spent towards university block grants, R162,000 (\$10774.95) was used towards TVET college operational subsidies, R210,000 (\$13967.53) was used on university infrastructure grants and R10,000 (\$665.12) was used on TVET new campus operations. By the end of September 2020, 730,000 laptops were distributed to students (Monareng, Ramraj & Mashau, 2020).

It is further important to note that South African president declared national state of disaster on 15 March 2020 (RSA 2020a), three months into 2020 academic year. But, it took the government almost 6 months to distribute laptops to students. This clearly shows that academic year was at stand still. The study argues that, first year students did not have enough time to adopt to university settings and culture, and they were forced to adopt to a university life while at home. Besides, most of rural area students are exposed to computers for the first time from their first year at the university.

For most institution of higher learning, computers were used for the first time as a mode to deliver teaching and learning. This means that both students and staff members were introduced to new way of teaching and learning. But using some curriculum designed for traditional way of teaching and learning. Did they have adequate training?

In a survey conducted by Statistics South Africa (Stats-SA) tracking the impact of COVID-19 on households, results show 75.9% indicated that they had smart phones which they could use to for E-Learning purposes. 36.1% had access to tablets and 61.2% to laptops. Which leaves high number of students without access to learning gargets. This was not the only problem, access to internet connection was also a significant issue due to network coverage as well as availability of data bundles. Therefore, all this factors need to be taken into consideration when discussing COVID-19 in institutions of higher learning.

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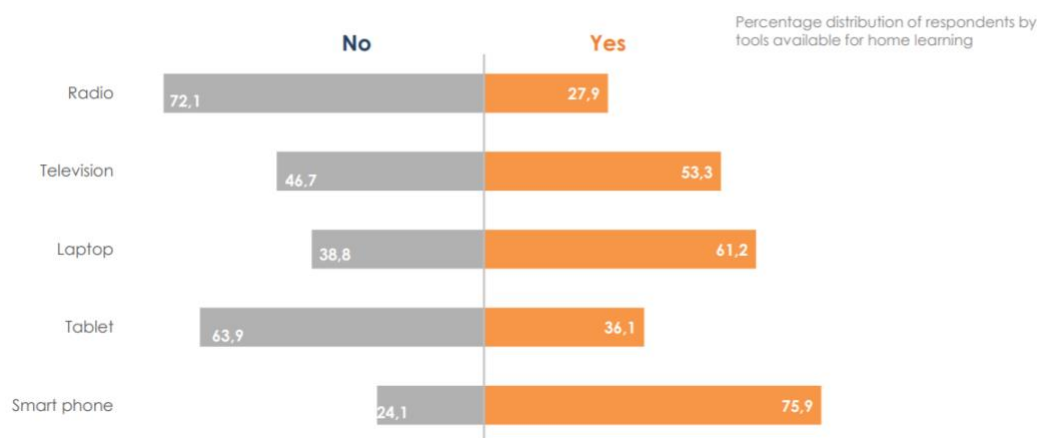


Figure 1: Use of technology (Stats-SA)

Network coverage

According to Cruz, Touchard, Buckwell and Liberatore (2018: 2), “in 2017, the number of unique mobile subscribers reached the symbolic mark of 5 billion, with 3.5 billion of them using mobile networks to access the internet”. They further stated that “despite this achievement, there are still 3.8 billion people who remain offline, out of which 1.2 billion are not covered by a broadband capable network – the vast majority of this uncovered population lives in the rural areas in developing countries”.

The lack of internet access and electronic devices are the most significant technological obstacles for online teaching and learning. This issue can exacerbate inequality by limiting students' and teachers' access to technology. "Indeed, not all students have access to the required technology, such as a fast Internet connection and a powerful computer, to benefit from online education" (Ferri, Grifoni & Guzzo, 2020: 1). This further exposed the institutions of higher learning's readiness to provide E-learning. Although technology makes things more open, accessible and simpler, it can also be restrictive, particularly in South African rural areas where many students lack internet access. As a result, attendance and participation in online sessions was compromised, making the use of online learning platforms difficult (Nambiar, 2020). On the other hand, Nambiar (2020: 784) stated that "face-to-face classroom setting can provide immediate feedback to faculty members and students about the quality of lesson, delivery, and experience". In a traditional teaching and learning situation, it is simply to observe student's body language and non-verbal cues for a lecturer to be able to identify students that may need assistance.

Online teaching and learning policy.

The adoption of online learning in a situation of emergency represents a need and it has also stimulated policymakers (Ferri, Grifoni & Guzzo, 2020). Policies are well known for saving time by serving as precedents as well as aiding in coordination. Therefore, the assistance of online teaching and learning policy can promote success in academia taking into consideration current conditions. In 2014, Department of Higher Education and Training (DHET) introduced new policies for online learning and distance education in South Africa. Nevertheless, such policies were not emphasized because most institutions (with exception for UNISA) didn't use remote learning. Furthermore, the existence of such policies didn't really serve the purpose until COVID-19 forced institutions of higher learning to adapt radically to remain relevant.

Regardless of DHET policies on online teaching and learning, do institutions of higher learning have remote learning policies to remain relevant in this era? Are these policies well known by academic staff members as well as relevant stakeholders (i.e. students)? Therefore, answers to such questions may promote how institutions of higher learning embrace Emergency Remote Teaching. Furthermore, online teaching and learning is no longer an option but a necessity, particularly in institutions of higher learning. "Due to the serious outbreak of this global pandemic COVID-19 and therefore many cities have turned into phantom cities and its effects can be seen in schools, colleges, and universities too" (Dhawan, 2020). Curtis and Lawson (2001) mentioned that whether flexible learning will influence quality outcomes and whether increased efficiency can be achieved through the use of remote learning remain open questions.

Curriculum design versus remote learning.

According to Mohanasundaram (2018: 4), "curriculum design refers to the ways in which we position the curriculum components". Regardless of the supporting curriculum model, all curriculum designs endeavor to address four curriculum components: "why do we initiate instruction or aims, what should we teach to realize our set aims and objectives, how can we interconnect target learning experiences, what have we realized and what actions should we take accordingly in relation to the instructional program, learners, and teachers".

Designing a curriculum is a process that is timely. Therefore, in South Africa most curriculum designed for institutions of higher learning, prior COVID-19, did not feature remote learning. In other words, these curriculums were designed and developed for traditional approach (classroom setting) not remote learning. This further questions the readiness of institutions of higher learning to the use of online teaching and learning. Therefore, this may result in serious implications when delivering a curriculum designed and developed for traditional approach through remote learning. Thus, this also raises concerns regarding universities' throughput rate (graduates). Do universities have enough confidence in students who are a result of COVID-19 restriction? Besides, long textual lectures, for example, may obviously be unsuitable for the online world, and students may be reluctant to participate in discussion activities (Joksimovic, et al., 2015)

Furthermore, as it is, there is currently no evidence available on when will COVID-19 become history, but most institutions of higher learning are still delivering teaching and learning remotely using curriculum designed for classroom purpose. Therefore, universities should re-design their curriculums to serve current purpose. Besides, universities, were caught between competing demands for greater productivity in delivery processes and improved teaching quality, thus, are forced to make challenging decisions for which they have little knowledge. On hiring an online graduate, particularly a product produced during the pandemic, employers may be likely to be cautious, if not skeptical. The belief is that an online degree is an interesting exercise, but it is not going to be rewarding or valuable

as a full-time traditional degree. Currently in South Africa there is no alignment between traditional teaching and learning as well and multimodal teaching and learning. This is partly, because most employers have traditional degrees or customary degrees and might be hesitant to recruit someone with a credential not yet established (Arsham, 2002)

Online learning for rural students

According to Plecher (2020), South Africa's urban population was roughly 66 percent of the country's overall population in 2019. A significant share of the student population in South Africa resides in these rural areas. This reflects the distribution of the student population, precisely in Limpopo, Eastern Cape and Mpumalanga provinces which are generally described as rural areas.

In addition, governments find it more difficult to provide high-quality education services in rural areas, and a number of factors erode the quality of teaching and learning in rural South Africa (Du Plessis & Mestry, 2019). Historically, South Africa's rural areas have been marked by extraordinarily high levels of poverty and unemployment, as well as extremely small employment opportunities (Makgetla, 2010). Gardiner (2008) stated that the legacy of poverty and neglect in the "homelands" is far from gone in the Eastern Cape, KwaZulu-Natal, and Limpopo provinces. Apartheid and its practices of dispossession contributed to the status of rural education in South Africa (DoE 2005).

Rural areas are also characterized by low access to internet connection. Owing to a lack of infrastructure, the unavailability of electricity and electronic devices, and a lack of trained teachers who can assist with online learning, many students in rural contexts now find themselves excluded on online teaching and learning activities. Thus, Dube (2020) is of an opinion that instead of uniting the country in the battle against COVID-19, it seems that online learning favors urban and well-privileged learners, widening the gap between the rich and the poor. As such, rural area students are disadvantaged. Furthermore, it is significant to note that most "rural students lack access to socio-economic amenities, such as quality education, good health services, transport, marketing facilities, and even electricity" (Dube, 2020: 4).

As a results, Dube (2020) further stated that COVID-19 pandemic and the implementation of online teaching and learning has magnified the challenges faced by rural students. Especially first year students who are not really exposed to university settings and approaches. Most of them are not even familiar with computers (shortage of computer skills). Therefore, online learning will be difficult. The availability of data can also serve as a challenge to rural area students due to the cost of data while taking into consideration that most companies have retrenched people (Onwughalu & Ojajorotu, 2020). All the above challenges will result into poor online class attendance and participation. Besides, according to Basilaia and Kvavadze (2020), online learning can be effective in digitally advanced places. Rural areas in South Africa are not. which is why rural area students will find it ineffective.

Opportunities

The argument of the paper does not turn on a blind eye on the opportunities and advantages of online learning. Online learning encourages flexibility and self-pacing as well as increased convenience. Baczek, et al. (2020: 1) stated that "benefit such as time flexibility can also be a limitation, especially for students who have difficulties with self-discipline". Online learning is cost efficient for both students and institutions when compared to venue base learning. That is the main reason why institutions of higher learning have adopted the use of online learning to complete academic activities. Besides, the longer the pandemic continues, the more likely it is that online learning will become a widely accepted way of teaching and learning. Adedoyin and Soykan (2020) alluded that that online learning promotes innovation and creativity as well as embracing the fourth industry revolution.

Conclusion

The COVID-19 pandemic has disrupted teaching and learning worldwide due to required change in institutions of higher learning to minimize the spread of COVID-19. Due to COVID-19 pandemic, there was an immediate need for physical separation. Thus, this may have had significant impact on quality education because most curriculums were designed for physical contact. Thus, it is difficult to claim that the shift from traditional to online mode of teaching and learning has increase quality of teaching and learning. According to Chapman and Adams (2002), as cited by Emmanuel and Asah (2019), quality education refers to all the inputs, processes, and output of education to produce the desired outcomes for the society to benefit.

The epidemic of COVID-19 triggered caused a downward trend in the global economy and had an immense and drastic impact on the institutions of higher education system. As a social distancing measure to discourage group transmission, the abrupt closing of campuses has moved face-to-face classes to online learning systems (Rashid & Yadav, 2020). This has changed the emphasis of traditional class room to eLearning resources and channels for successful student interaction, which might be out of reach and out of budget for many students. Furthermore, COVID-19 has exposed higher education system's readiness to embrace the use of digital platform. Thus, the pandemic forced institutions to quickly adapt to the rapidly changing education climate. Furthermore, Rashid and Yadav (2020: 340) believe that "in the post-pandemic situation, the use of eLearning and virtual education may become an integral part of the higher education system". In conclusion, the study maintains with the introduction of online teaching and learning, quality education has been compromised taking into consideration the above arguments of the study.

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Lambs To Slaughter: An Indigenous South African Perspective On Workplace Bullying

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Abstract

Workplace bullying is a complicated and widespread problem that has grown difficult to comprehend as an organizational phenomenon because of its complexity and the multiple names and terminology that researchers, the media, and the general public use interchangeably when characterizing the behaviour. Furthermore, workplace bullying has become a significant negative phenomenon that should be addressed and challenged. Nevertheless, in other countries, research has highlighted that young (entry level) employees are more likely to be victims of bullying behaviour. However, in African contexts, the young generation are always overpowered by elders. Thus, the purpose of this article was to determine the impact of bullying behaviour on young employees using South African indigenous perspective. A total of 21 indigenous employees were interviewed in semi-structured interviews, which included a purposive sample and a snowball sample. As a result, a qualitative research method was used. Thus, the constructivist worldview formed the basis of the study on workplace bullying accounts, which was generated through semi-structured interviews with the support of interview guide. The findings of the study indicate that emotional distraction and occupational stress, demotivation as well as turnover intention are the effects of bullying behaviour on young employees.

Keywords: *Workplace bullying; Indigenous knowledge; Western knowledge; Young employees; Africa*

INTRODUCTION

Millennium Declaration to “develop and implement strategies that give young people everywhere a real chance to find decent and productive work” (Tjahjono, 2006; 1). Following that, this pledge was included in the Millennium Development Goals. According to Gammarano (2019; 1), “in the 2030 Agenda for Sustainable Development, the international community pledged to significantly reduce the number of youth who are unemployed”. Nevertheless, young employees still experience challenges when they are in the job market such as bullying behaviour.

While there are workplace bullying studies in the South African setting, the dominant part of workplace bullying research have been conducted in the countries of the European Union and the United States of America (Hutchinson, Vickers, Jackson, & Wilkes, 2006; Simons, 2008; Park, Bjørkelo & Blenkinsopp, 2020; Schoville & Aebersold, 2020; Rosander, 2021). Thus, the concept of workplace bullying has been widely studied internationally (Einarsen, et al., 2011; Al-Ghabeesh & Qattom, 2019; Said & Tanova, 2021; Lassiter, Bostain & Lentz, 2021), researchers agree that workplace bullying is a universal phenomenon. Although scholars say that bullying is a universal phenomenon (Migliaccio & Raskauskas, 2015; Akella, 2016), in the South African context (world of work), there is a need for indigenous knowledge on the phenomenon, to understand it from an African point of view. Particularly, its impact on young employees.

As stated by Breidlid (2009: 140), “western science and knowledge systems have received criticism from a number of researchers and politician in both Africa and Asia”. Hence, this also raises questions on workplace bullying knowledge which is generated through the Western methods and philosophies which in turn can make it difficult to solve bullying in African workplace using these western methods and philosophies. As a results, this make provision to generate indigenous knowledge on the phenomenon. Thus, this study provides understanding of workplace bullying from indigenous knowledge perspective. By doing so, this study provides an original contribution to the body of knowledge (Branch, Shallcross, Barker, Ramsay & Murray, 2021).

Ntuli (2002) emphasised that indigenous knowledge systems are a counter-hegemonic discourse in the context of the African Renaissance. Hence, generating indigenous knowledge on the concept of workplace bullying will contribute to a more culturally nuanced and contextualised understanding of the phenomenon. Besides, the threat of adopting

and implementing the Western point of view to overcome African problems are clear. In this regard, Chivaura (2006) is of an opinion that African development can only be truly achieved through an African worldview. Therefore, studying workplace bullying from an African world-view (indigenous knowledge) may lead to a clearer and more acceptable contextualised understanding of the phenomenon, its manifestation and management in the South African work context.

PROBLEM STATEMENT

Evidence suggests that cultural beliefs and values may influence how individuals perceive and respond to aggressive acts (Salin, 2003; Tepper, 2007; Loh, et al., 2010). For example, in an African context, the elders hold more power and control over the young and it can be deemed acceptable when an elderly employee (manager) shouts at the new or young employee. There are other African proverbs that supports this study's argument: "*Where water is the boss, the land must obey*" and "*you have little power over what is not yours*". Additionally, Adamo (2015: 10) stated that "however clever a young man may be, he cannot do things as an elder would do them because he lacks experience". Thus, the young should serve the elders. Furthermore, others believe that "the young bird does not crow until it hears the old ones". Thus, Boer and Mashamba (2007) stated that power imbalance exists in the African context, which may be deemed acceptable norm from African belief. "The variation in workplace bullying because of cross cultural tendencies has also been considered by researchers" (Akella, 2016: 1).

It thus appears that there is a need to investigate, understand, diagnose and manage the phenomenon from an African viewpoint. Issues of bullying might mean different things to people from different ethnic backgrounds, this further shows a significant need to study workplace bullying from different ethnic backgrounds. Therefore, using selected young ethnic groups, this current study was conducted to answer the following research question: what is the impact of bullying behaviour on young employees?

RESEARCH OBJECTIVES

For the purpose of this analysis, following served as the central research objective: to determine the impact of bullying behaviour on young indigenous employees.

RESEARCH QUESTION

The following served as the core research question for this investigation, which focused especially on indigenous younger employees (aged between 21 and 35): What is the impact of bullying behaviour on young indigenous employees?

LITERATURE REVIEW

Empirical

To date, with rare exceptions (Van de Vliert et al., 2013; Power et al., 2013), workplace bullying research is fairly western-centric. Very little information is available on the impact of bullying behaviour amongst young employees beyond some Western and European countries. As stated earlier, bullying behaviour have been studied vividly in the West with limited studies conducted in Africa. Nevertheless, studies have been conducted in the West but workplace bullying was also documented in Africa (Ilongo, 2013; Adebayo & Juliet, 2014). The focus of these studies was not only on the prevalence of workplace bullying, but also on the effect on targets, bystanders and the organization. But rarely focused on young employees. In South Africa, Marias-Steinman (2003) reported that labour market issues like unemployment and affirmative action have had an influence on the incidences of bullying behaviour.

Studies on the impact of bullying behaviour on young employees in the South African contexts is still limited. Thus, this means that very little information is known about workplace bullying in South Africa. In 2003, Marias-Steinman conducted the most influential research on workplace bullying. Therefore, Marias-Steinman pioneered workplace bullying research in South Africa and may be recognised as the most cited scholar/researcher of the phenomenon. Marias-Steinman (2003)'s research on workplace violence in the health sector case study reported that 77.8% employees have experienced bullying by either a colleague or manager.

Marias-Steinman's study on bullying behaviour has positioned the phenomenon within the context of organizational factors such as poor management, organizational culture and culture of restructuring (Motsei, 2015). Cunniff and Mostert (2012) found that 31% bullying occurrence among participants and different bullying experiences among victims depending on demographic characteristics. Furthermore, Motsei and Nkomo (2016) reported that employees with low education and skills level were found to be experiencing bullying behaviour. Scholars or researchers mostly

use surveys focusing on the prevalence and magnitude of workplace bullying (e.g. Marias-Steinman, 2003; Visagie et al., 2012; De Wet & Jacobs, 2013). But no prevalence and impact of bullying behaviour on young employees has been documented, particularly in Africa.

Over the last decade, both quantitative and qualitative studies on bullying behaviour have been conducted in the South African setting, for example, Pietersen (2007), as well as De Wet and Jacobs (2013). These studies aimed at determining the interpersonal experiences of bullying and negative effects of bullying behaviour. Pietersen (2007) utilised a phenomenological technic to explain seven informants' experience of interpersonal bullying behaviours in a South African work context and demarcated four general themes namely: lack of recognition, discrimination, obstructionism and isolation. In her study, Pietersen (2007) also reported racial tension as one of the main contributors to the phenomenon. Bernstein and Trimm (2016) conducted a study on the impact of bullying behaviour on individual wellbeing. They reported that bullying has a direct influence on employees' well-being, self-esteem, job satisfaction and intention to leave. Visagie, Havenga, Linde and Botha (2012) conducted a study on the prevalence of bullying behaviour in a South African mining company. They reported that more than a quarter of the participants revealed that they had encountered bullying behaviour.

In their exploratory study, South African teachers' exposure to workplace bullying, De Wet and Jacobs (2013) found that 90.8% of teachers have been exposed to bullying behaviour. This shows that bullying behaviour in South African is high. Global research has concentrated on the likelihood that distinctive racial groups experience diverse dimensions of bullying behaviour (Lewis & Gunn, 2007; Fox & Stallworth, 2010), as well as genders differences (Jóhannsdóttir & Ólafsson 2004; Ortega et al., 2009). In South Africa, Steinman (2003) reported that women in the workplace are more likely to be subjected to bullying than men. However, in the South African context, there is limited information on how different races perceive and experience the phenomenon of workplace bullying.

According to Bartlett and Bartlett (2011: 71), "it surfaced that research on workplace bullying mainly focuses on the nature and extent, the causes and effects of workplace bullying on individuals and organizations". Contrary to extensive international literature on the topic, researches on workplace bullying in the South African context focused on experience to workplace bullying (De Wet & Jacobs, 2013), prevalence of workplace bullying (Cunniff & Mostert, 2012; Visagie, Havenga, Linde & Botha, 2012), the impact of workplace bullying (Upton, 2010), as well as systems psychodynamic description of organizational bullying experiences (Cilliers, 2012).

Various research studies have intensely highlighted the emotional effect, physical illness mental distress, pain and career destruction caused by bullying behaviour on targets (Needham, 2003; Namie & Namie, 2003; Roscigno, Lopez, & Hodson, 2009). Experiences of bullying behaviour have been reported to be significantly related to stress symptoms (Kaukiainen, Salmivalli, Bjorkqvist Osterman, Lahtinen & Kostamo, 2001; Bilgel, Aytac & Bayram, 2006). Mainly experiences to workplace bullying have been reported to be related to employees' higher recovery need (Notelaers, De Witte & Einarsen, 2010) and to increased worrying levels of employees (Hubert, Furda & Steensma, 2001). Taking into consideration the impact that workplace bullying may have on employees' wellbeing, workplace bullying in the South African contexts need serious attention and focus. Particularly bullying behaviour amongst young employees.

Accessible statistics in the predominance of workplaces in the South African context show that in 2006, 77% of workers reported having experienced workplace bullying (Cunniff & Mostert, 2012). Cunniff and Mostert (2012) further expressed that in 2012, it was recorded that 31% of employees in six sectors across the country reported bullying. A study conducted by the ILO, under the auspices of the United Nations, investigated workplace violence in the health sector in South Africa (ILO, 2003), and found that nearly 80% of respondents experienced hostile behaviour in the workplace during their working life (WHO, 2002). This is viewed as a serious problem worldwide that the European Commission has lodged an investigation into the prevention of violence at work as part of its current programme on safety, hygiene and health at work (ILO, 2003).

In addition, in the South African context, understanding of the concept of workplace bullying is not indigenous, like other phenomena. Therefore, the organization's workplace bullying policies and practices are more likely to be developed using western awareness and understanding of the phenomenon. As such, Western knowledge of bullying in the workplace may not be sufficient to generalize African understanding of bullying in the workplace because they have cultural differences.

Therefore, it is important to conclude that with limited original contribution from African perspectives or viewpoints;

the problem of workplace bullying is more Western focused. Its development and origin is largely a reflective of Western knowledge and perspectives. This also illustrates a substantial gap in researching this phenomenon from African perspective.

International research, for example, Magerøy et al., (2009) found that younger employees experience more workplace bullying than older employees. Nevertheless, Høgh, Pejtersen and Olsen (2009) found no significant differences between age groups. However, in the South African context, there is a lack of information on significant differences workplace bullying and age.

Theoretical framework

The underpinning theory used in this study was the Mezirow's transformational theory. Transformational model happens when someone's perception has changed as a result of a life changing event or experience (Hadeed, 2014). In this regard, being a victim of bullying behaviour within the workplace may be considered as a life changing experience because of the degree of damage which bullying may have on young employees emotionally or psychologically. For example, after being bullied, someone might need psychological help from a psychologist to deal with its impact.

Furthermore, based on the effect that bullying behaviour might have on the victims (young employees), it is rational to comprehend the phenomenon from the transformational theory perspective. Some of the victims of workplace bullying may have significant low job performance; their attention span may be reduced; sometimes they might turn to drugs and alcohol; and some might have suicidal thoughts (Hadeed, 2014: 6). Hadeed (2014) further states that transformational theory for these victims occur because of a reaction to a stimulus. However, it is important to note that Mezirow's transformational theory only explain the effect of workplace bullying on only the targets or victims not the perpetrator. In this case young employees.

RESEARCH METHODOLOGY

The most appropriate strategy for investigating the impact of bullying behaviour on young employees was a qualitative research design. Creswell (2007: 18) mentioned that qualitative research allows researchers to better understand phenomena in specific situations by allowing them to "conduct their studies in the field," where participants live or work", a term called "naturalist methodology" by Kivunja and Kuyini (2017). Furthermore, a narrative research method was adopted to explore the impact of workplace bullying by telling a story of their bullying incidences which they had experienced. Tuwe (2016) highlights that storytelling has been a ritual for the African people. Narrative design was deemed to be more suitable for this current study as it allowed the researcher to gather personal experiences on bullying behaviour. The narrative research approach is "designed to provide an opportunity for the participants to give a detailed narrative account of a particular experience" (Sparkes & Smith, 2008). According to Anderson and Kirkpatrick (2016), because of the fact that narrative approach is a means of collecting peoples' stories about their lived experiences, narrative research approach place people who are being interviewed at the heart of research. Thus, narrative research can increase the researchers understanding of the interviewees' experiences and certain behaviour.

Study area

Africans are known as good storytellers. Limpopo province was used as the area of study, this is because of its diverse nature, with more languages spoken than any other province in South Africa. Limpopo Province consists of mainly rural communities comprising of different ethnic groups that have different cultures. Furthermore, Limpopo Province has a largely rural Black population with strong traditional values and worldviews (Boonzaaier, 2010). As a results, this provided more authentic culturally based perceptions of the phenomenon under study.



Figure 1: Limpopo province map

Sampling

Both purposive sampling and snowball sampling was used to obtain the sample size. Thus, participants were recruited in two different stages. In the first stage, participants were recruited through a different source, including WhatsApp status post, colleagues and friends. In the second phase, flyers (which were distributed in Thohoyandou, Tzaneen, Polokwane & Mokopane) were used to attract more participants (October 2019-January 2020). Additionally, snowball approach was used by asking each interviewee at the end of each session to mention other people who have experienced bullying behaviour and willing to participate. Therefore, to achieve saturation, this study adhered to what was proposed by Patton (2014) and Creswell (2013). 21 participants were obtained in the study. 11 participants were obtained during the first phase of participants' recruitment and the second phased yielded 10 participants.

Instruments

Narrative interview technique was used for the purpose of this study. Anderson and Kirkpatrick (2016) stated that "researchers using narrative interview techniques do not set out with a fixed agenda or motivation, but they tend to allow the interviewee control the direction, content and pace of the interview". Thus, it is in the interviewee's For the purpose of this study, in order to comprehensively scrutinize the topic under study, face-to-face, semi-structured interviews were conducted. The interview lasted between 15 and 30 minutes. This technique gave the participants the opportunity to discuss and elaborate further on topics that they consider significant. Alshenqeeti (2014: 39) states that semi-structured interview "allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's responses".

Procedure

A telephonic and face-to-face appointment was set with the participant prior to the interview session. The interviews were performed in a way that did not cause respondents to be distracted from their work. As a result, it was critical to conduct the interviews during breaks (at lunch) and at the participants' homes. Respondents were informed of the expected duration of the interviews. Time of the interview ranged between 15 to 40 minutes. Furthermore, the interview sessions were recorded using a cell phone recorder to capture verbatim information accurately. However, permission was requested from respondents for the use of a recorder. In addition, notes were taken during the interview.

Data analysis

Interviews conducted were transcribed using Microsoft Excel, so as to develop themes as well as sub-themes. Besides, studies have shown how Excel can be used for qualitative analysis using conditional formatting and other functions

(Meyer & Avery 2009; Amozurrutia & Servos 2011; Ose, 2016). Microsoft Excel was used to arrange data and the responses that were collected to be grouped into themes and topics. It also portrays the thematic content of interview transcripts by identifying common themes in the texts provided for analysis. It is also imperative to note that no software can actually analyze qualitative data (Ose, 2016). Thus, in analysing the data, the researcher should identify common themes manifested from the contents. Data analyzed came from stories told by 21 participants, which consisted of 31,341 words of transcribed interviews. For the purpose of this study, trustworthiness of the results was determined by using Lincoln and Guba (1999)'s criteria for evaluating qualitative research: credibility, transferability, and dependability

RESULTS

Emotional distraction and Occupational stress

Bullying behaviour have significant impact on young employees. Literature has shown that victims of workplace bullying can have psychological symptoms anxiety, depression, sleep problems, burn out or increased substance use (Escartin, 2016; Haq, Zia-ud-Din & Rajvi, 2018). The results of the study highlighted that bullying behaviour resulted into higher stress level. Participants 1, 2, 3, 4, 5, 7, 10, 15, 19, 20 and 21 when asked how bullying behaviour affected them stated that they were very stressed. Participant 20 ended up seeing a psychologist. Participant 4 said *"I have internal anger and hatred. My day to day job was about pretending. I smile and pretend that everything is okay, knowing very well that nothing is okay"*. Participant 3 and 5 stated that workplace bullying has turned the organizations into toxic work environment.

Demotivation

Bullying behaviour can put victims under a lot of stress, which can lead to demotivation. In other words, as a result of being bullied, they do not feel motivated to perform their duties. research findings suggested that workplace bullying can lead to employee demotivation. Participants 2, 3, 6, 10, 14, 16 and 18 when asked how bullying behaviour affected them stated they were no longer motivated to perform their duties and this also had an impact on their overall performance. Thus, participants talked about how bullying have discouraged and demotivated them from working.

Turnover intention

Due to high bullying behaviour, research participants highlighted it affected their plans and intensions to stay with their organizations. Simon, Müller and Hasselhorn (2010), turnover intention can be identified as intentions or ideas about dropping a job. Participants 10, 14, 15, 19, 20 and 21 when asked how bullying behaviour affected them stated that they did not have intentions to stay and as soon as they get better opportunities will resign without thinking twice

Discussion

The primary purpose of this study was to determine the impact of bullying behaviour on young employees using an indigenous South African perspective. The implications of bullying behaviour on employees are visible and cannot be overlooked. Research participants reported how workplace bullying have increased their stress levels. For example, most participants (1, 2, 5, 7, 10, 15, 19, 20 & 21) stated that bullying behaviour increased their stress level which led to depression. Other participants (8, 12, 13 & 16) stated how bullying behaviour have damaged them emotionally. Similar results can also be found in literature (Bond, Tuckey & Dollard, 2010; Mathisen, Einarsen & Mykletun, 2011).

Furthermore, the research participants talked about how bullying behaviour has affected their level of motivation. For example, participant 2 said: *"It demotivated me. I just wanted to resign. Participant 3 said: I was not in love with my work anymore and this affected my dedication. The passion that I had was gone. So sometimes I was tactful on how to submit my work. Because no matter how early you submit your project files would always be delayed"*. Additionally, Participant 16 stated: *"had no motivation to wake up and go to work. But I needed the money to survive. I was not inspired to wake in the morning and go to work. It affected my productivity"*. Participant 14 stated that due to bullying incidents, her productivity was compromised. Furthermore, participant 14 said: *"when I thought of going to work it was a burden to me"*. Due to bullying behaviour, participant 18 stated that she became discouraged and demotivated to work. She lost the love that she had for her job. The research findings here are in confirmation with those of Salin (2003) and Verdasca (2011).

Furthermore, research participants reported that bullying behaviour affected them negatively because they wanted to resign from their duties. For, example participant 1 started that *"I always thought about resigning. but now she is gone. I am happy to work until 60 years"*. Participant 14 highlighted that *"due to bullying behaviour I had thoughts of stepping down"*. Participant 15 mentioned that: *"before I resigned from the first one, my mother could see that I was not happy. I was so stressed every day. My other even told me to resign since she was still working as well"*.

Participants 19, 20 and 21 share the same intention to resign.

Conclusion

From the indigenous perspectives, the study confirms that young employees are more likely to experience bullying behaviour. This study revealed that workplace bullying may have some significant impact on employees. According to Constantino, Domingez and Galan (2006), bullying does not negatively have impact on the individual employees only but as well as the organization itself. As revealed by the study, employee's well-being is also at stake to a point that others added up with high stress level and depression. Thus, this also holds an imperative impact on the organizational success.

As revealed by the study, workplace bullying accounts have the potential to harm motivation. Research participants stated workplace bullying experiences have compromise their motivation. majority of research participants resigned while others were planning to resign. Therefore, this will result in high turnover intention rate which has significant impact on the organization.

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Grammar 101: Defining and Non-Defining Relative Clauses

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Abstract

To define or not to define? We all are familiar with the reference to Shakespeare's Hamlet, but do we know the specific answers to the question? The relative clause is one of the most important components of English writing. Considered an adjectival, the relative clause can function to define a noun element or to add extra information (not define) to a noun element. Relative clauses are a feature of the English language that native speakers frequently utilize to reduce "wordiness" and pack more information into a single sentence. The ability to construct complex sentences is therefore considered a sign of a higher level English user. In a span of over 20 years of teaching EFL and academic writing, this author has observed and collected statistics that illustrate that students who speak English as a second language are significantly challenged by the grammatical complexity of defining and non-defining relative clauses. This paper/presentation will begin with a self-knowledge quiz for participants and follow up with an answer review. Next, a brief grammar tutorial will be given. Lastly, recommendations and resources will be offered to assist in the classroom instruction of relative clauses.

Keywords: defining relative clause, non-defining relative clause, adjectival

Promoting Computational Thinking with Visualization Programming through Project-Based Learning in Computer Science

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Abstract— In recent years, many countries have focused on teaching computer programming. Similarly, the Thailand Ministry of Education announced a computing science was a new subject in National Standards in 2019. Students across the country must formally study from the elementary school level until the secondary level. Their essential goal in developing learners is to provide students with the ability to use computational thinking skills with a variety such as analytical thinking skills solve problems in a systematic step-by-step. They can also apply knowledge of digital technology and understanding of media and information literacy in solving real-life problems.

Micro:bit kit and Code.org courses are selected to develop programming skills suitable for secondary students. Therefore, this paper proposes developing coding skills through a Project-Based Learning approach as a promoting solution for helping students develop Computational Thinking skills. With the benefit of visualization programming, it can be easily transformed from block-based programming to text-based programming. The Computational Thinking framework consists of five skills: creativity, algorithmic thinking, cooperativity, critical thinking, and problem-solving. This study, involving one hundred seventy-four junior high school (Grade 7-9) students, were recruited to participate in this program. The experiment includes a pre-test and a post-test. The responses of the participants demonstrated the methodology's success. The indicated finding reflects those learners had increased computational thinking skills overall, and each skill area. In addition, learning motivations can be encouraged learning for all students. The potential for practical ways that project-based pedagogical can help teachers design a suitable curriculum of computer science.

Keywords— computer programming, computer science education, project-based learning, computational thinking, visualization programming

Introduction

Computer science education is highly regarded all over the world including Thailand. The Ministry of Education in Thailand has also established a set of competency indicators for computer science. Most teachers utilize their materials to educate in elementary and secondary schools. Their education mostly concentrated on the computer operation aspects such as software application, internet usage, and information ethics guidelines. Computing Science has 3 related subjects as follows:

1. Computer Science (CS) focuses on students having computational thinking. Computational thinking solves big problems analytically and breaks them down into more minor issues to make them easier to fix. Students can use imagination to look at problems with abstract thinking. It shows the approach to problem-solving step-by-step and has an order of thought.
2. Digital Literacy (DL) focuses on equipping students with a basic knowledge of digital technology and familiarity with digital techniques and digital technology methods in everyday life.
3. Information and communication technology (ICT) focuses on media and information literacy for learners to distinguish between facts and opinions, especially information on social media.

Many countries recognize that learning Computational Thinking in Computer Science is critical for everyone because we live in the digital age and interact with computer-based technology (Sukirman et al., 2021). Understanding the particular language used in computer science is essential in comprehending challenges and developing successful solutions. This is especially true for computational thinking (CT) since several research studies show that this notion is best described abstractly and encompasses a wide range of abilities (Kazimoglu et al, 2012). Computational thinking is a problem-solving technique involving conceiving, constructing abstractions, and designing systems that overlap with logical thinking and require core computing ideas (Wing, 2008). Several studies support the idea of making CT accessible to everyone while simultaneously emphasizing the importance of students developing abilities.

CT is seen as a competency that should be mastered by students at all educational levels in the twenty-first century, as it fosters a way of thinking influenced by CS methods when solving problems (Nouri et al., 2020). When the goal is to assess Computational Thinking (CT), which is by definition a key set of 21st-century skills, focusing solely on code analysis is not the best method. As a result, different assessment methodologies have been presented in recent years.

In computer science, the Visual Programming Language (VPL) is a system that employs blocks to describe graphical programming grammar. VPL is simpler to learn than remembering large quantities of programming language. For novice programmers, the visual programming language is the best option. Micro Bit and Code.org are visual programming languages integrated learning activities. Learners establish the correlations between each programming statement using blocks programs. There is no need for students to memorize difficult programming languages because they can program by moving the blocks to build.

To address these issues, this study examines the benefits of Project-Based Learning in Computer Science in developing CTS abilities to aid in the learning of beginning programming. We show how our learning activities encourage computational thinking and how learning task pieces may be linked to various programming constructs and cognitive skills that are essential to computer programming. The major goal of this research is an investigation of the level of Computational Thinking Skills and the student's motivation for learning activities. The findings of this study could provide insight into the students' motivation for project-based learning activities and serve as a starting point for further research into how to improve their learning performance.

Related work

Computational thinking

Computational Thinking (CT), the first description was defined “solving problems, designing systems and understanding human”. Computational thinking is a skill that should be possessed by everyone, not only computer scientists. But it is a process of solving human problems in order to the computer to work and help solve problems as we want effectively. Computational is the way of thinking help make complex problems easier to understand. It is a skill that is extremely useful in all fields and in everyday life. It should be introduced into reading, writing, and arithmetical procedures for analytical skills of every child (Wing, 2008; Lu and Fletcher, 2009).

Computational thinking skill (CTS) classified in five categories as creativity, algorithmic thinking, critical thinking, problem-solving, and collaborative skills. These are the talents that have received the most excellent attention in the literature. However, when these skills are considered in combination, they describe a brand-new thinking capability known as computational thinking. When evaluated in this context, it will be important to describe other talents used

to characterize this thinking skill to fully comprehend computational thinking. The researchers developed CTS tools that accurate and dependable scales could measure to identify the computational thinking levels of students (Korkmaz et al., 2017). These skills can be summarized as follows:

Creativity is the ability to express oneself through the use of the mind and imagination. It literally means to create and develop items, art, and literature that suit human wants (Craft, 2003).

Algorithmic thinking is the ability to comprehend, apply, evaluate, and create algorithms, which is a time-consuming process that necessitates patience and careful consideration. Algorithmic thinking is a difficult process in which you must establish a specific sequence and write step-by-step instructions that are always correct (Korkmaz et al., 2017).

Critical thinking is described as "using cognitive skills or strategies increasing the possibility of the intended behaviors" according to Halpern (1996). Critical Thinking is a systematic process of thinking, analyzing, and distinguishing information without mixing personal feelings or beliefs. It is an important component of skill in Computational thinking, especially in the era where there is a lot of information.

Problem Solving Skill is the ability to discover the core cause of an issue and evaluate the interactions between elements and aspects of a system or structure is known as problem solving. Furthermore, students are able to evaluate an issue and apply the proper solution to the situation.

Cooperativity is a cooperative learning approach in which individual and group members of small groups assist one other in learning an academic subject using various methods in accordance with a common goal.

Visual Programming Language

Programming with displayed graphic components in a graphical user interface is referred to as visual programming language. Learners will find it easier to code using a block-based approach. It would be simpler to understand the structure, spot a problem, and keep the system running. The visual programming language tools like Microsoft MakeCode for micro:bit, Code.org, and Scratch don't need users to memorize programming languages, which might help beginners relax and understand the logic of programming. Visualization tools support students construct programs like Scratch to created projects with animation and block code. It has the ability to convert Scratch Blocks into text-based scripts. They discovered that some indications, such as deep nested iteration, may be utilized to accurately predict users' computational thinking abilities. Additionally, students use the scaffolding tool to develop computational thinking abilities from the shared Scratch projects (Chang et al., 2018).

Visual programming language is used in robotics education to show demonstrations and visualizations utilizing the existing support tools for robot control. Combining the Game-based learning approach with the blocks code program in robotics teaching helps increase students' understanding of programming loop ideas (Thanyaphongphat et al., 2020).

Students' Motivation about Technology

Maslow's hierarchy of needs influenced how individuals learnt, which was followed by Herzberg's Motivators and Hygiene Factors, and finally Vroom's hope theory in the late 1950s or early 1960s. These contributed to a clearer distinction between internal and extrinsic motivational forces. Self-determination was eventually incorporated around the close of the twentieth century and the beginning of the twenty-first.

Students might be motivated to utilize technology in the classroom for a variety of reasons. Liu (2016) investigated a primary school's classrooms. For eight weeks, thirty-one teachers were observed. They were given questions on how technology was used in their class. The outcomes were unexpected 14.8% of instructors believe that technology can help kids with their particular requirements. A lot of study has been done on the ability of technology to motivate people. However, certain studies have been done on the rigorous usage of technology in an academic curriculum. As previously stated, both instructors and students must be aware of the requirements for using technology in the classroom. Despite this, technology is employed sparingly (Gray et al, 2010).

The researchers show that learning through digital games promotes computational thinking and can be transferred to a variety of programming components. They considered the game to be fascinating and meaningful, and they expressed their belief that this technique could help students learning to program build problem-solving skills (Kazimoglu et al, 2012). It was also shown that using proper digital learning resources can help students stay motivated (Thanyaphongphat, 2019).

Developing Computational Thinking Skills and Learning Activity Programming

Table 1, we associate these with the previously defined skills that characterize CTS. We have demonstrated how a student's skills may be developed using the learning activities indicated below. This shows how cognitive skills may be acquired through Project-Based Learning on learning activities that are based on the justification for these skills. Furthermore, the visualization programming construct has a learning activity that corresponds to it.

Table 1. Examples of learning activities associated with various characteristics of CTS

Task	CTS category	Learning Activity
Add new compositions to your projects.	Creativity	The ability to combine new ideas, functions, colors, and words to create new compositions.
Creating and repeatable patterns.	Algorithmic thinking	To generate recurrent patterns, devise a solution strategy that allows you to complete all levels with the fewest number of blocks available.
Brainstorming	Cooperativity	Examine what has worked for other students in the past. Make a comparison and contrast between your responses and theirs. What tips would you give to yourself and others to help them improve their project?
Start the Simulator	Critical thinking	Examine your coding to see if you can follow the answer. Do you observe the expected results?
Problem identification	Problem solving	During the activity, describe how you uncovered the problem and what the primary reason is.

Rather than employing a challenging textual-based programming language, the Visual Programming Language features a user-friendly interface that is suited for beginners, as seen in Fig. 1. Users can create a project via Micro:bit in a short amount of time by dragging blocks.

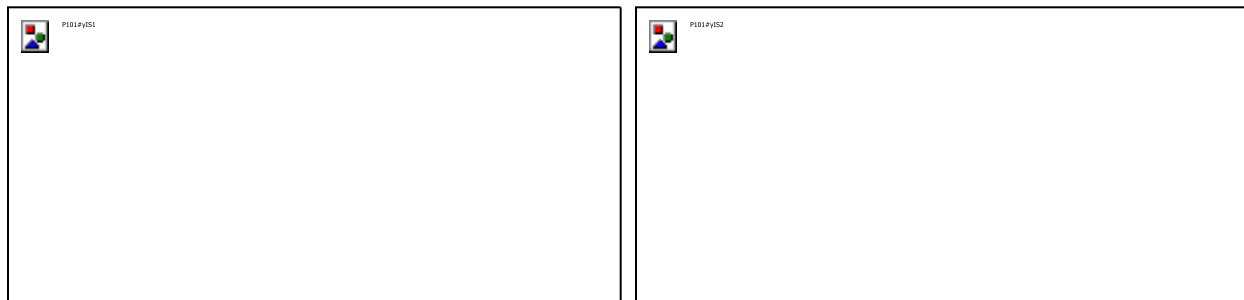


Figure 1. The illustration of Micro:bit: Blocks based convert to Text-based (Python).

Research Methodology

To evaluate the effectiveness of computer science's project-based pedagogical and design curriculum. The experiment was conducted on junior high school students in the north part of Thailand. They were recruited to learn activities. The activities are held for four weeks, with the first part allowing students to learn through "Code.org", and the second part allowing students to create a project through the Micro:bit kits and programming tools by "<https://makecode.microbit.org/>".



Figure 2. The learning activities based on project-based pedagogical.

Participants

We are randomly the students in each class. The same teachers taught the same unit content for groups. The participants in this study were junior students from the north part of Thailand. There were one hundred seventy-four students who registered for the computer science course.

Research tools

Computational Thinking is a talent that arises from the development of coding abilities and the use of tools to measure the results. Korkmaz (2017)'s Computational Thinking Skill, a five-level estimate scale from (strongly disagree) to 5 (strongly agree) consists of 29 items in a questionnaire with a Cronbach's alpha confidence score of 0.82. It is expertly translated into Thai and put through a second confidence test. Cronbach's alpha has a confidence level of 0.93, implying a very high level of assurance suitable for evaluating computational reasoning separated into five sections. Computational Thinking Skills are the total of all five dimensions: creativity skills, algorithmic thinking skills, cooperation skills, critical thinking skills, and problem-solving skills.

After completing the learning activities, the students completed a five-point Likert-type scale motivation questionnaire. The questionnaire is in the same Likert-type scale as the Computational Thinking questionnaire. The motivation for learning evaluation questionnaire was adapted from Glynn and Koballa (2006) and translated into Thai. There are 30 articles in all, divided into six dimensions. The factors studied included intrinsic motivation (IM), Personal Goals Motivation (PG), Extrinsic Motivation (EM), Anxiety about Computer Science Assessment (AC), Self-Determination (SD), and self-efficacy (SE). The Thai version was employed, and Cronbach's alpha was 0.91, indicating acceptable internal consistency reliability.

Research design

The students performed a pre-test to assess their computational thinking abilities before the experiment (20 mins). For four weeks, they took part in educational activities. After the students completed the learning activities, a post-test (20 minutes) was administered. They were also requested to complete a questionnaire to extract their reasons for studying computer science using the project-based pedagogical approach (10 mins).

Results

The results of the assessment before and after the development of coding skills through the Depa Yong Maker Space development area of the students of Ban San Pa Sak School computational thinking skills are statistically significant at the 0.001 level ($t = - 8.74, p.001$), indicating that such learning management. As a result, students' computational thinking skills increased overall and each aspect. But, problem-solving skills should be focused to be developed further.

Table 2 Comparison of differences in mean values of two independent populations (Paired t-Test) before and after Computational Thinking skills.

Computational Thinking Level		Mean	SD.	SE.	t	df	p
Computational Thinking	Pre-test	92.67	17.71	1.34	-8.74	173	.000***
	Post-test	104.38	16.75	1.27			
Creativity	Pre-test	26.51	5.32	0.40	-7.63	173	.000***
	Post-test	29.87	5.23	0.40			
Algorithmic thinking	Pre-test	18.56	4.65	0.35	-7.83	173	.000***
	Post-test	21.53	4.32	0.33			
Cooperativity	Pre-test	13.63	3.21	0.24	-7.21	173	.000***
	Post-test	15.29	2.98	0.23			
Critical thinking	Pre-test	16.16	3.76	0.29	-8.10	173	.000***
	Post-test	18.54	3.77	0.29			
Problem solving	Pre-test	17.82	4.69	0.36	-3.16	173	.002**
	Post-test	19.14	5.07	0.38			

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 3 shows the students' level of motivation after learning in order to investigate the influence of Project-Based Learning in Computer Science. It asserts that students' learning incentives were mostly positive. The worry over the evaluation component, on the other hand, was the lowest. It demonstrates that pupils are still worried about the post-test. These results confirm that Project-Based Learning is able to motivate all students learning on the Computer Science topic.

Table 3 Means and SD of the Students' Motivation Towards the Project-Based Learning in Computer Science.

Learning Motivations Dimensions	Mean	SD.	SE.	Remark
IM (Intrinsic Motivation)	3.95	0.70	0.05	Agree
PG (Personal Goals)	3.74	0.65	0.05	Agree
EM (Extrinsic Motivation)	3.69	0.58	0.04	Agree
AC (Anxiety about Computer Science Assessment)	3.12	0.85	0.06	Agree
SD (Self-Determination)	3.71	0.60	0.05	Agree
SE (Self-Efficacy)	3.44	0.86	0.06	Agree

For another analysis of questionnaire data, Pearson's correlation coefficient was used to verify the relationships among the six dimensions of motivations. According to Table 4, it shows that there are significantly the highest positive correlations between intrinsic (IM) dimension and Extrinsic Motivation (EM) dimension ($r = 0.729$, $p < 0.01$). It implies that students participate in learning activities that have the internal motivation and extrinsic motivation. They can complete their projects in a different way. Both motivations can enhance their interest and enjoyment to learn. In addition, it was found the negative significant correlations among anxiety about computer science assessment (AC) dimension with PG, EM, SD, and SE. However, their fear of failing a computer science exam did not affect their inner desire.

Table 4 Pearson's correlation coefficient between factor.

Learning Motivations Dimensions	IM	PG	EM	AC	SD	SE
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IM (Intrinsic Motivation)	1	0.702**	0.729**	0.146	0.684**	0.608**
PG (Personal Goals)	0.702**	1	0.662**	0.244**	0.642**	0.618**
EM (Extrinsic Motivation)	0.729**	0.662**	1	0.277**	0.644**	0.576**
AC (Anxiety about Computer Science Assessment)	0.146	0.244**	0.277**	1	0.265**	0.333**
SD (Self-Determination)	0.684**	0.642**	0.644**	0.265**	1	0.582**
SE (Self-Efficacy)	0.608**	0.618**	0.576**	0.333**	0.582**	1

** Correlation is significant at the 0.01 level

Discussion and Conclusion

In summary, we have demonstrated that when students engage in extrinsic motivation activities affect intrinsic motivation in the study of computer science. The results of the two surveys indicate that project-based learning activities were generally beneficial in increasing computational thinking skills. Most important of all, students can learn CTS with the scaffolding tool from Visualization Programming through Project-Based Learning in Computer Science. It may be integrated into classroom education in other disciplines. Students also gained a greater understanding of how computational thinking might be incorporated into future education by emphasizing problem-solving and critical thinking skills rather than just using computers and technology.

However, the findings of this investigation are encouraging. There are some restrictions on what can be discussed. In this study, there are no participants in the conventional tools to compare between a group. For further study, it may include the typical group of students who get learning activities in various instruments for additional research to compare and confirm the efficiency of the learning activities in terms of learning performance and learning attitude.

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Biography

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Investigating University Students' Acceptance of Virtual Learning Platforms to Support Collaborative Learning During the COVID-19 Pandemic in the System Analysis and Design Course

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Abstract

According to the Coronavirus Disease (COVID-19) that has spread throughout the world, including Thailand, it affects various sectors, including the economy, medicine, transportation, entertainment, as well as education. These aspects need to be changed their operating style to suit this situation. In terms of education, the onsite learning platform was completely replaced by an online learning platform at several levels of education to support social distancing and reduce the chances of spreading the disease. Many applications and technologies are utilized to assist lecturers and students in their teaching and learning via virtual learning platforms, which is another approach to creating an online mock classroom. This means that the instructors and students would exchange content and useful knowledge to be the same as the onsite learning. This study aims to assess the acceptance of three virtual learning platforms among 70 university students enrolled in the system analysis and design course, which studied the analytical model, system design, system development, testing, installation, and maintenance, all of which require students to complete activities and collaborate with their classmates. This research focusses on the three virtual learning platforms that are popular among most students and are promoted by the university; these include Microsoft Teams, Zoom, and Facebook. The two-way ANOVA test technique was employed to examine the hypothesis that whether gender and virtual learning platform affect students' collaborative learning acceptance? This study reveals that no significant difference between the students' collaborative learning acceptance based on gender and virtual learning platforms. Both male and female students accepted collaborative learning via the three virtual learning platforms with a high number of means in all four dimensions, including perceived ease of use, perceived usefulness, attitude toward the using, and behavioural intention to use. Therefore, creating an efficient virtual learning platform to assist teaching and learning and to promote students' achievement should be considered in the context of the course, the activities in the classroom, the students' qualifications, and the learning platform's features.

Keyword – Collaborative Learning, Virtual Learning Platform, Technology Acceptance, Higher Education

1. Introduction

The Coronavirus Disease (COVID-19) has spread around the world since 2019. It has an impact on a variety of sectors, such as the economy, medical, transportation, entertainment, and education (Wang et al., 2020; Debajyoti & Vajirasak's, 2020; Dana et al., 2021; Andrew et al., 2021; Mark & William, 2021). All sectors need to be changed their operating style to accommodate this situation (Zolotoy et al., 2020). In terms of education, more than 1.5 billion students and youth worldwide are or have been affected by school and university closures as a result of the COVID-19 pandemic. Working from home and maintaining a physical distance are required to create this pandemic countermeasure (UNESCO, 2020). The onsite learning platform was completely replaced by distance learning in an online learning platform at several levels of education to support social distancing and reduce the chances of spreading the disease. Many tools and technologies are utilized to assist lecturers and students in their teaching and learning through virtual learning platforms, which is another method of building an online simulation classroom with the main purpose of ensuring students still gain knowledge as same as they study in the classroom (Mais et al., 2021). Because of the sudden shift from traditional pedagogical techniques to online approaches, many students were unsure of what to adjust themselves to. In general, because online learning environments are defined by a wide range of educational practices using active student-centered strategies, students' cognitive and affective experiences are crucial to increasing learning performance (Elizabeth et al., 2021). To improve students' satisfaction with learning in an online environment would require understanding their appraisal of their experiences with the online learning platform.

According to Elizabeth et al. (2021) research, they summed up the attributes of online learning should be from various research. There are examples such as platform availability, quality of interaction, content, and resources, assessment, engaged learning, active learning, user personal factor, online learning experience, perceived ease of use, perceived usefulness, etc.

Students enrolled in the System Analysis and Design course must study theory and be able to apply that theory in a variety of contexts. Case studies are one aspect of this subject that goes beyond just studying. This will allow students to work in groups to help gather information, discuss opinions, and present the group's summarized ideas, and it will also train students to cooperate with others. To change the format of this course's learning to an online platform. Since Facebook is a free platform, and Zoom and Microsoft Teams are endorsed by institutions, they are utilized to assist with teaching and learning for this course. But the lecturer is unsure how much these three platforms can help students study to their full potential, and how do students of different genders accept these learning platforms? Therefore, the objective of this study is to investigate how gender and different virtual learning platforms influence students' collaborative learning acceptance in the System Analysis and Design course.

2. Related Work

This study collects data from various research that support the notion of employing a virtual learning platform to support students in online collaborative learning and encourage students' learning acceptance.

2.1 Virtual Learning Platform for Academic Purposes

Digital technology provides many positive social and behavioral opportunities for students and allows for the development of educational programs based on the characteristics, age, and health of the students (Chunfei, et al., 2021). The qualities of the virtual classroom that promote interaction between the lecturer and the student are referred to as online learning attributes. Flexibility, usefulness, structure and organization, perceived usability of online platforms, and lecturer quality are examples of these characteristics (Elizabeth et al., 2021).

There are many research studies about the usefulness of online learning platforms to support students learning on online platforms in the COVID-19 pandemic. According to Debajyoti and Vajirasak's (2020) research, utilizing Microsoft Teams as a learning platform was effective since the university provided an enterprise edition for lecturers, staff, and students to use via Office 365 Education. It offers a well-integrated teaching-learning space, supports both synchronous and asynchronous learning, social networking capabilities, and a variety of features such as uploading course materials, giving course assignments, sharing files, and chatting with others in the group. According to the findings of this study, the usability of learning technology has become a critical aspect in assuring the success and utility of online learning. Dana et al. (2021) research choosing Microsoft Teams and Zoom to be the online learning platform for their study because Microsoft Teams lets lecturers, staff, and students join teams with their channels. Each member has his or her unique channel for carrying out lessons, etc. Lecturers can also access other people's channels for collaborative work. Microsoft Teams has meeting tools that allow you to successfully hold classes and share documents. PowerPoint presentations, interactive webpages, videos, and e-books, for example, can be added to postings. There are also virtual whiteboards and video calls accessible. Furthermore, they use Zoom for audio/visual conference meetings, class teaching, office hours, student presentations, and so on. Invitations are used to recruit participants. Lecturers may mute everyone to eliminate disturbing background noise, or they may just mute and unmute people as needed. This platform enables teachers to connect with students online via virtual face-to-face teaching and provides synchronous courses at the regularly scheduled class time each week. Some classes are asynchronous, in which students work independently and watch recorded lessons. This study concludes that, while there are various technologies accessible for online learning, lecturers should choose those that are most suited for encouraging active student learning. Class size, student age, courses taught, and students' prior knowledge are all factors to consider. Support with Shannon and Morgan (2021) research that using Zoom to be the online tools in the Nursing education because Zoom can replicate classroom environments online, with features such as the ability to record sessions, share screens and files, breakout rooms, and surveys, all of which are appealing to faculty members wanting to replicate traditional classroom settings. They demonstrate the benefits of Zoom over traditional classroom learning, such as increased flexibility, cost-effectiveness, decreased travel time, and creative engagement activities. Besides, the lecturer believes Zoom provides professional and personal growth learning opportunities. Moreover, social media like Facebook can be used for online learning during the COVID-19 situation (Jogezai et al., 2021). According to Suleiman et al. (2019), Facebook has become increasingly popular with students in various learning contexts owing to the interactivity and cooperation that encourages participation in the development and reproduction

of knowledge among students. Students are more active in interactive learning settings, which supports Daungcharone's (2019) research. Besides, Suleiman et al. (2019) study examines teaching and learning through four criteria: learning motivation, academic communication, collaborative learning, and interactive learning. It was discovered that male and female Facebook groups have a high degree of interaction and learning activities, which affects the four learning criteria. Students interacted and communicated with classmates and lecturers via Facebook utilizing synchronous and asynchronous tools such as live chat textbox, voice, and video calls. It provides students with greater flexibility and opportunities for participation because of their increased degree of learning motivation. Mark and Willam (2021) research found that Facebook is not simply seen as a social network by students. They also saw it as a learning platform where they could readily retrieve academic sources and share them with their classmates for intelligent discussion. Students can share their academic opinions and contribute to the creation of new knowledge by submitting discussion questions on Facebook. It may encourage critical thinking and allow students to communicate, discuss, discourse, and think together.

2.2 Technology Acceptance in Education

Technology Acceptance Model (TAM), first proposed by Davis (1989), has been employed to fulfill these requirements and thus gained popularity as a model for evaluating acceptance of information systems based on the Theory of Reasoned Action. It also has been determined to be a model for better describing the behavior of persons who are positively motivated toward technology by taking into consideration four variables: perceived usefulness, perceived ease of use, attitude toward using, and behavioral intention to use, as shown in Figure 1 (Priyanka , 2012; Nagapavan et al., 2017; Ronny et al., 2019). According to Priyanka (2012), it explains that perceived usefulness is the prospective user's subjective belief that employing a given information system would improve their job or life performance. Perceived ease of use is the degree to which users believe the information system needs no effort to use. These two factors are influenced by external variables such as language, skills, and facilitating conditions. Besides, attitude toward using is concerned with the user's assessment of the attractiveness of using the information system. Behavioral intention to use is a measure of how likely a person is to utilize an information system, which affects the user's opportunity to use the actual system.

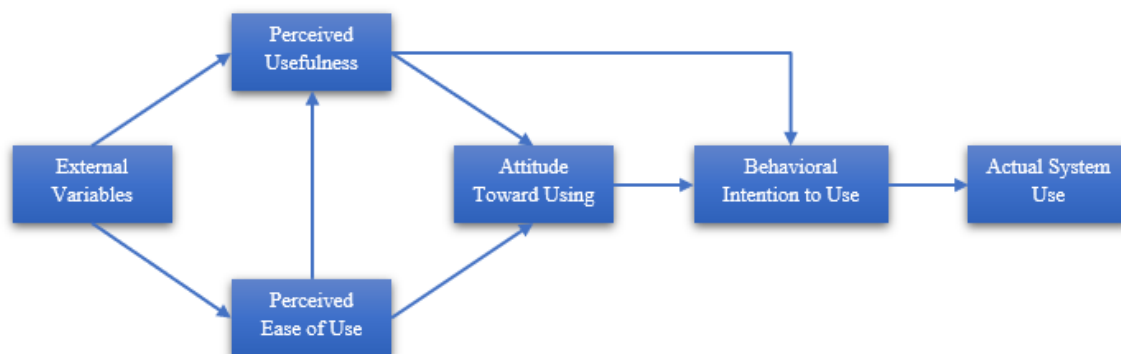


Figure 1: Technology Acceptance Model (Priyanka, 2012)

TAM has recently expanded to e-learning integration in education. Many academic frameworks have been utilized to comprehend technological integration. TAM has been the most extensively used and reported paradigm in the social science context. According to the TAM, the attitude; people's feelings, positive or negative, about their behavioral intention performance toward adopting a system are predicted by their perceived usefulness and perceived ease of use. Furthermore, attitude and perceived usefulness predict behavioral intention to use a system (Sukendro et al., 2020).

According to the dominant features of three online platforms: Microsoft Teams, Zoom, and Facebook, this research aims to apply such platforms to be the virtual learning platform for learning and cooperating between a lecturer and students. Then, examining the acceptance of using three virtual learning platforms to facilitate learning and collaboration in the System Analysis and Design course between male and female students by using the TAM model.

3. Experimental

This study was conducted to determine if gender and virtual learning platforms influence students' acceptance of collaborative learning. The experimental details are listed below.

3.1 Participants

The participants in this study were seventy students in their second year of studies, with an average age of nineteen, who were enrolled in the System Analysis and Design course. They study the same curriculum in Modern Management Information Technology Department, which has the same background in math, science, and programming. Throughout the experiment, all students (twenty-eight males and forty-two females) were required to learn and participate in group activities via three virtual learning platforms, including Microsoft Teams, Zoom, and Facebook.

3.2 Experimental Instruments

The questionnaire was applied using the Technology Acceptance Model (TAM) to investigate the study hypothesis. It is divided into two sections: the first asks for general student information, and the second asks about the students' acceptance into three virtual learning platforms. Part of the students' acceptance includes fifteen rating questions with five-point Likert rating scales: 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, and 5-strongly agree. It is used to investigate the acceptability of three learning platforms (Microsoft Teams, Zoom, and Facebook) that include four dimensions. There are three questions on perceived ease of use (EU), six questions on perceived usefulness (PU), four questions on attitude toward the using (AU), and two questions on behavioral intention to use (IU).

3.3 Experimental Procedures

Figure 2 depicts a comparison of learning methods and environments in onsite and online learning. Both begin with 90 minutes of course content study, followed by 90 minutes of group activity and 90 minutes of discussion. Onsite learning occurs in the classroom, which was the conventional learning setting before the COVID-19 pandemic. First, a lecturer explains the course content and assigns the group assignment to students. While students can listen, take notes, and ask questions of the lecturer if they do not comprehend the content. Next, each group must do face-to-face research, analysis, discussion, and conclusion of their group idea. Finally, each group must present their idea to a classmate and a lecturer; classmates may ask questions or make comments, and the lecturer must summarize their notion based on their presentation.

Due to the current COVID-19 pandemic, students are required to stay at home to limit their risk of infection. As a result, teaching approaches must evolve quickly. Online learning, often known as distance learning, was developed to address issues when students were unable to attend class. A lecturer offers content and teaches this course using Zoom software that can show slides, explain the subject, and interact with students. Furthermore, Microsoft Teams will be used to share course content, announce activities, establish group assignments, and review results. For the group activity, students can use Microsoft Teams to download the course material, get the group assignment, and examine the lecturer's remarks. They are capable. They can set up a group meeting on Facebook or Zoom to share the idea and work on the assignment together. While the students are engaged in the group activity, a lecturer can participate in each group using the Zoom software. Finally, students must join the Zoom program to present their group assignment as part of a discussion. Classmates can ask questions and discuss thoughts via sound or chat, and the lecturer will comment and summarize.



Figure 2: Comparison of learning methods and environments in onsite and online learning

4. Experimental Results

The result of this study considered the students' acceptance of three virtual learning platforms (Microsoft Teams, Zoom, and Facebook) between males and females. The gender and virtual learning platform are independent variables, while the four dimensions of students' acceptance, including EU, PU, AU, and IU, are dependent variables. The two-way ANOVA test was performed with Levene's test of equality of variance matrices. It presents that the equality of variance matrix was not violated with $F_{(2,68)} = 0.735, 0.440, 0.381, 0.786$ and $p = 0.598, 0.820, 0.861, 0.561$ of EU, PU, AU, and IU respectively. Table 1 shows that there is no statistically significant difference in student acceptance of collaborative learning based on gender and virtual learning platforms. Both male and female students accepted studying through the use of the three virtual learning platforms during their study in this course.

Furthermore, considering Table 2 shows descriptive statistics on students' acceptance of three virtual learning platforms in four dimensions. Male students have a higher mean score than female students in the dimensions of EU and PU when using Zoom and Facebook. Besides, male students had a higher mean score than female students in the dimensions of AU and IU in three virtual learning platforms (Microsoft Teams, Zoom, and Facebook).

Table 1: Two-Way ANOVA result of students' acceptance

<i>Acceptance Dimension</i>	<i>Source</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	η^2
EU	Gender	1.829	1	1.829	0.255	0.001
	Virtual Learning Platform	18.614	2	9.307	1.297	0.013
	Gender * Virtual Learning Platform	5.757	2	2.879	0.401	0.004
PU	Gender	0.917	1	0.917	0.026	0.000
	Virtual Learning Platform	338.144	2	169.072	4.882	0.046
	Gender * Virtual Learning Platform	56.506	2	28.258	0.816	0.008
AU	Gender	20.064	1	20.064	1.349	0.007
	Virtual Learning Platform	36.462	2	18.231	1.225	0.012
	Gender * Virtual Learning Platform	2.176	2	1.088	0.073	0.001
IU	Gender	4.829	1	4.829	1.019	0.005
	Virtual Learning Platform	38.748	2	19.374	4.087	0.039
	Gender * Virtual Learning Platform	0.062	2	0.031	0.007	0.000

* $p < 0.05$

EU: Perceived ease of use

PU: Perceived usefulness

AU: Attitude toward using

IU: Behavioral intention to use

Table 2: Descriptive data of the students' acceptance between three different learning platforms

<i>Acceptance Dimension</i>	<i>Gender</i>	<i>N</i>	<i>Virtual Learning Platform</i>	<i>M</i>	<i>SD</i>
EU	Male	28	Microsoft Teams	11.00	2.802
			Zoom	11.89	2.685
			Facebook	11.89	2.961
	Female	42	Microsoft Teams	11.19	2.222

<i>Acceptance Dimension</i>	<i>Gender</i>	<i>N</i>	<i>Virtual Learning Platform</i>	<i>M</i>	<i>SD</i>
			Zoom	11.26	2.490
			Facebook	11.76	2.978
PU	Male	28	Microsoft Teams	17.18	5.969
			Zoom	20.64	5.864
			Facebook	21.25	6.758
	Female	42	Microsoft Teams	18.52	6.455
			Zoom	19.57	5.438
			Facebook	20.57	4.988
AU	Male	28	Microsoft Teams	13.57	3.656
			Zoom	14.11	3.957
			Facebook	14.64	4.449
	Female	42	Microsoft Teams	12.86	3.930
			Zoom	13.76	3.214
			Facebook	13.81	4.014
IU	Male	28	Microsoft Teams	6.36	2.248
			Zoom	7.04	2.168
			Facebook	7.46	2.457
	Female	42	Microsoft Teams	6.10	2.173
			Zoom	6.71	1.852
			Facebook	7.12	2.244

EU: Perceived ease of use

PU: Perceived usefulness

AU: Attitude toward using

IU: Behavioral intention to use

5. Conclusion

This study examined the differences in students' acceptance of the three different virtual learning platforms (Microsoft Teams, Zoom, and Facebook) in both genders. According to the results, the two-way ANOVA results reveal that there is no significant difference between the students' collaborative learning acceptance based on gender and the virtual learning platforms (Microsoft Teams, Zoom, and Facebook) during the study and doing group activities in the System Analysis and Design course (Table 1). Additionally, both male and female students accepted collaborative learning via the three virtual learning platforms with a high number of mean scores in all four dimensions: perceived ease of use (EU), perceived usefulness (PU), attitude toward the use (AU), and intention to use (IU). Male students have higher acceptance of all virtual learning platforms than female students in all four dimensions, except for perceived ease of use (EU) and perceived usefulness (PU), where female students outperform male students on Microsoft Teams (Table 2).

There are reasons to support these results. The virtual learning platform can facilitate online learning during the COVID-19 pandemic, similar to the onsite learning environment. Microsoft Teams, Zoom, and Facebook support students' interaction between the lecturer and the student are referred to as online learning attributes. Flexibility, usefulness, structure and organization, perceived usability of online platforms, and lecturer quality are examples of them (Elizabeth et al., 2021). This study's findings are consistent with those of Suleiman et al. (2019), Dana et al. (2021), Shannon and Morgan (2021), Jomezai et al. (2021), and Mark and Willam (2021), who use Microsoft Teams, Zoom, and Facebook as learning platforms. All research shows that students are satisfied with learning platforms because they can join the online classroom as if they were in the real classroom, they can learn the content from the lecture via real-time conference, they can chat with the lecturer and classmates, they can do group activities by sharing materials and opinions, and so on.

For future work, we are considering how to sustain the use of virtual learning platforms after the pandemic, rather than simply switching back to the traditional face-to-face teaching routine. As a result, it is equally crucial to assess the virtual learning platform's sustainability, as this will provide insight into the amount to which these new technologies can support different courses, fields, or other areas.

6. Biography

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A Trial Study of Problem-Based Inquiry Learning Approach through MOOCs by Investigating in Programming Logical Thinking and Attitude

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Abstract

Learning design in the new normal era needs to maximize benefits for learners and meet their needs. MOOCs have been one of the available online courses and are recognized as affordable and flexible digital learning tools. Scholars have suggested that teachers use various pedagogical approaches to manage suitable learning activities for learners through MOOCs. The inquiry-based learning approach grounded in constructivist learning theory has altered the learners' ability to explore a particular phenomenon for the purpose of constructing their knowledge about the provided situations. However, the inquiry-based learning approach has difficulty during implementation, particularly fostering students to synthesize and critique the posted questions before creating their body of knowledge. Therefore, this research has applied the problem-based learning method to the inquiry-based learning approach in a programming-logical thinking course. This study has designed a learning system to encourage the students' programming-logical thinking by setting up curious situations to practice solving problems using various methods. In the basic information step of inquiry-based learning, students are asked to learn individually through MOOCs provided by the instructors. The content involves basic programming in various methods, including intro to programming, logical thinking, sequence structure, selection structure, and loop structure, which lasted five weeks. This paper presents a trial study, which was conducted to investigate the students' learning achievements in their programming logical thinking and attitudes toward the proposed learning environment. The sample group included twenty-five first-year students in the northern part of Thailand. The experimental results showed that integrating inquiry-based learning and problem-based learning activities could increase the students' learning achievement and attitudes towards programming logical thinking. According to the questionnaire data, it was found that the students were satisfied with these learning activities, and they perceived the benefits of using problem-based inquiry through MOOCs, making the learning atmosphere more attractive. It led the students to understand and be able to analyze the problems posted in the situations. In addition, it enabled students to both create a body of knowledge and understand the programming concepts.

Keywords: Problem-based learning, Inquiry-based learning, Logical thinking, Learning achievement, MOOCs

INTRODUCTION

In recent years, it is a common acknowledgment that Massive Accessible Online Courses, or MOOCs, could serve as learning platforms to deliver subject content for students as self-paced learning. It is also suggested that high interaction during MOOCs would support dynamic learning experiences (Loizzo & Ertmer, 2016). Problem-based learning (PBL) is a learning management concept suitable for 21st-century education with a student-centered focus. It may be that the learners are interested or have meaning to the learners that can be used to create the learning process. Learning with PBL aims to create a hands-on experience. Therefore, emphasis is placed on the students to practice thinking skills, cope with problems, and make a learning plan independently. PBL also helps motivate learners. While Inquiry-Based learning (IBL) is a prevalent form of learning today, developed from constructivist theory that believes learning is a process within the learner where learners are the creators of their knowledge. Because constructivist is learning management that allows students to practice and use their thinking fully (Active Learning) by asking questions, defining problems, and setting situations that encourage students to think to create their understanding,

furthermore, with this belief, this theory is used as an essential foundation for building learners' knowledge. The subjects related to programming are complex and challenging to understand, such as writing functions for specific applications, writing in an array format, or even recursive programming. Learners need to use computational skills together with practice to write programs. The problem often encountered is that the learners have no prior programming background because the learners are first-year students who have just graduated from high school from different fields such as science-math, art-math. Therefore, learners should be prepared to learn programming, which is a compulsory subject. That is to say; logical programming thinking is one of the programming-related courses in which the students take the first course in Modern Management and Information Technology, Chiang Mai University. The content of this course involves practicing the learner's logic. They will practice writing IPO patterns, Flowcharts and use Block Codes to practice their early skills. After that, learners will practice programming using a basic PHP and Flowchart to practice systematic thinking skills before starting the other programming subject in the following semester. It led to learning by self-paced with an online learning environment whenever and wherever could be strategically set up for the students.

The problem-based inquiry learning approach is combined both inquiry-based learning and problem-based learning. The inquiry problem-based learning guides students through the problem-based learning cycle according to inquiry-based learning principles and develops the whole class into a learning community. Teachers will prepare situations to encourage students to practice thinking by seeking and studying using scientific processes. Also acts as a facilitator by planning, designing the learning process, preparing what is needed, and media learning resources for learners, including acting as a coach by motivating and guiding students during learning activities to encourage learners to learn until learners are able to understand the subject content and build their knowledge. Therefore, in this study, inquiry problem-based learning activities have been designed to support learning activities in an online environment.

RELATED RESEARCH

Massive Open Online Courses (MOOCs)

Massive Accessible Online Courses, or MOOCs, are entirely free online courses that are open to anybody in the world who chooses to apply for an infinite number of courses. The education system, particularly at the higher education levels, is still restricted to the classroom and can only handle a limited number of pupils. MOOCs have revolutionized higher education by delivering highly interactive learning platforms that allow more dynamic learning experiences (Loizzo & Ertmer, 2016). Numerous educational institutions across the globe are increasingly promoting learning through MOOCs. For example, Harvard and MIT launched edX (edx.org), Salman Khan founded KHAN ACADEMY (Khanacademy.org), Stanford University staff produced COURSERA (Coursera.org), and Stanford University's computer science department founded UDACITY (Udacity.com). Additionally, Thailand has a website dedicated to MOOCs, a learning center created on the premise of facilitating Thai people's access to lifelong learning.

Additionally, to produce high-quality MOOCs that combine effective learning methodologies, educators should encourage students to understand better the material being taught in the online classroom.

Logical thinking

To learn in the programming logical thinking course, students must utilize various instructional techniques and self-study from the provided resources. They are attempting to get relevant information on issues that have arisen throughout the operations. Such that the students could enhance their cognitive abilities such as analysis, synthesis, and assessment. In addition, logical thinking is an intellectual ability that is more often utilized in problem-solving situations. Logical thinking is one of the characteristics found in Piaget's development's concrete operational and formal operational phases. In other words, logical thinking is the ability to demonstrate behaviors such as effective use of numbers, generating scientific solutions to problems, analyzing relationships between concepts, categorization, generalization, expression in a mathematical formula, calculating, hypothesizing, investigating, and assimilation.

For adolescents and young adults, the formal operational stage refers to a growth in logic, the capacity to utilize deductive reasoning, and a comprehension of abstract concepts. At this stage, individuals are able to perceive many possible answers to issues and think more logically about the world in which they live. During this stage, students are capable of varying degrees of logical reasoning ability. Certain ages (18-19) are critical for the development of students' logical reasoning abilities. Development of logical thinking ability was achieved via the use of the most frequently utilized problem-solving technique. It is necessary to apply logical reasoning processes to other areas of study, such as science education, mathematics, and daily life.

Inquiry-based learning and online learning environment

Prince and Felder (2006) define inquiry-based learning as an approach to teaching that is 'inductive' in nature and encompasses a variety of instructional strategies, including inquiry-based learning (IBL), problem-based learning (PBL), project-based learning, and case-based learning instruction, and even discovery learning itself. IBL is one of many instructional strategies that help students develop a body of knowledge by asking, observing, and interpreting assigned or actual inquiries. Students then research facts and issues and examine them for root causes to develop

solutions, guided by the teacher's methods and concepts. Banchi and Bell (2008) provided a succinct description of the various stages of IBL. Level 1: Confirmation Inquiry is an examination of knowledge that requires students to examine previously held beliefs or ideas to confirm them. Teachers define the issues and solutions and the body of information that students are expected to find. Students are required to participate in a variety of activities. Level 2: Structured Inquiry is a study of information that requires students to independently find new bodies of knowledge. Teachers are responsible for identifying difficulties and demonstrating or explaining the inquiry. Students must conduct the inquiry in the manner specified. Guided Inquiry is a kind of knowledge inquiry that requires students to explore new bodies of information independently. Students identify the issue, and instructors monitor and advise on the investigative process. Level 4: Open/True Inquiry is a process of knowledge inquiry in which students discover new bodies of information independently. Students are encouraged to think independently, discover issues, plan and perform investigations.

IBL has been used to create several online learning systems. The systems were shown to enhance and motivate learners' knowledge acquisition and construction, thus improving their learning performance. However, such systems would be unable to facilitate knowledge exchange among individual pupils adequately. It would be preferable if the systems enabled students to share information and create their relevant knowledge.

Problem-based learning and online learning environment

Problem-based learning (PBL) is an educational strategy that leads students through resolving real-world issues (Savery, 2015). Additionally, PBL is a student-centered method in which students learn about a topic by solving an open-ended issue in groups (Ali, 2019). This issue is what motivates and educates. It is anticipated that those issue scenarios in PBL will not be well-structured to represent students' real-world conditions. The students would actively participate in problem-solving activities. Compared to conventional teaching techniques, PBL is more successful in facilitating students' learning and increasing real-world skills and motivation for courses. Students are introduced to a topic via scenario-based scenarios in this method. Scenarios are critical components of the learning process. Teachers who choose the PBL method should be familiar with creating situations relevant to the topic they will be teaching and the anticipated features of the scenarios. Scenarios should be straightforward, uncomplicated, and unstructured for students to experience them in everyday life. The present literature demonstrates that several stages of the PBL process are highlighted. According to Hmelo-Silver (2004), this process entails many phases, including presenting problem scenarios, identifying the issue, generating hypotheses, identifying knowledge gaps, applying new knowledge, abstracting, and evaluating. Technological advancements also aid PBL settings.

In recent years, several academics have included problem-based learning in their training and lectures. For example, Alper Aslan (2021) expressed that student who participated in live online classes using a problem-based learning approach had higher learning achievement, problem-solving skills, and live online class interaction than students who participated in live online classes using teacher-based methods. Lawal, Ramlaul, & Murphy (2020) employed PBL to foster students' critical thinking and decision-making skills to promote the reduction of students' spoon-feeding expectations and make it a viable pedagogical application within radiography programs.

According to the previous study, an online learning support system that incorporates inquiry-based learning should be a practical approach for improving students' learning performance throughout the problem-based learning process.

Integrating inquiry-based and problem-based learning into the classroom environment of a programming class

In this study, the fundamental PHP programming language, comprising: Intro to Programming, Logical Thinking, Sequence Structure, Selection Structure, and Loop Structure, is utilized to show the efficacy of the problem-based inquiry learning method. The students are expected to grasp the fundamentals of PHP programming via the use of particular commands. Additionally, students are asked to respond in groups to two questions, followed by individual coding. To illustrate the problem-based inquiry method for encouraging PHP learning success, Fig. 1 depicts the students' learning flow.

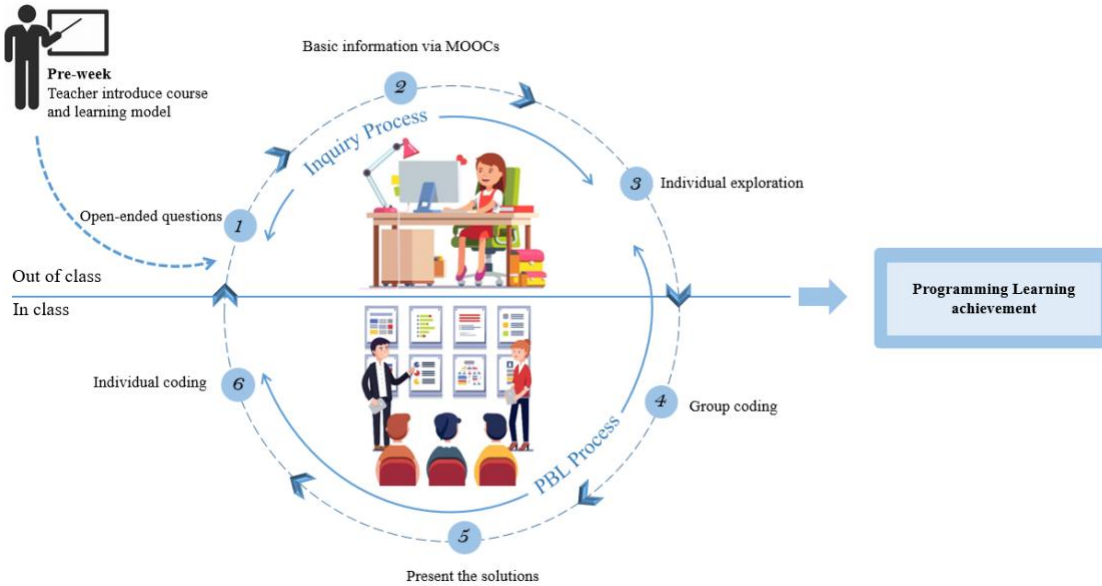


Fig. 1. Learning procedure using the proposed approach

The instructor begins by introducing learning goals and course outlines, followed by explaining the three modes of learning: out-of-class learning, inquiry-based learning, and problem-based learning. Students began studying in the out-of-class learning method once they understood the learning approaches; in the out-of-class learning approach, students can read digital handouts and self-study via MOOCs, as shown in Fig. 2. The inquiry-based learning approach provided students with open-ended questions or inquiry tasks, basic information, and individual coding exploration modes. In this approach, the students were asked to practice and independently discover the answer before beginning the in-class activities using the problem-based learning approach (i.e., Group coding, Present the solutions, and Individual coding).

Subtopic of Loop structure class

The instructor describes and illustrates the While Loop concept

WHILE LOOP

- While loop is a control flow statement that allows code to be executed repeatedly based on a given Boolean condition.
- The condition will be evaluated, if the result is True, the process in the loop is executed and back to evaluate the condition again
- The loop will be stopped when the condition's result is False

Chiang Mai University

The content of While Loop

MOOCs Control buttons

Fig. 2. A sample screen from MOOCs on the subject of the loop structure.

RESEARCH METHODOLOGY

Participants

The participants in this study were first-year university students enrolled in a university-level course on the programming logical thinking course. A total of 25 students aged 18-19 participated in this study. Students learned via a problem-based inquiry method, in which instructors were instrumental in motivating students to perform peer explanations and build their fundamental programming expertise. Five topics were utilized to gather data: Intro to

Programming, Logical Thinking, Sequence Structure, Selection Structure, and Loop Structure.

Measuring tools

The instruments included pre- and post-tests and a questionnaire on students' perceptions of the classroom were used in this research. Four experienced instructors who taught the programming logical thinking course created the pre-test and post-test. Each test included twenty multiple-choice questions, with one point given for each correct response; as a result, each test had a total score of twenty. The pre-test assessed students' previous understanding of fundamental PHP programming concepts such as PHP and Data Types, Sequence Structure, Selection Structure, and Loop Structure, while the post-test assessed students' PHP programming learning achievement after learning activities. Although the pre-test and post-test questions are distinct, they cover the same subject matter: PHP programming. The Kuder-Richardson Formula 20 of the pre-test and post-test were 0.75, indicating acceptable internal consistency reliability.

The questionnaire assessing attitudes toward educational activities was adapted from Liaw (2008). It included sixteen questions on a five-point Likert scale ranging from strongly disagree to agree strongly, including six items on perceived usefulness, five items on perceived ease of use, three items on attitudes, and two items on intention to use. Perceived usefulness refers to a student's belief that the learning activities or services offered by the learning method are beneficial in enhancing his or her learning performance. Perceived ease of use indicates how easy he or she considers utilizing the learning method to be. The attitudes indicate an individual's level of commitment to the learning method. The intention to use indicators indicates the extent to which the learner intends to apply the learning activities. Cronbach's alpha values for the four dimensions were 0.81, 0.88, 0.70, and 0.86, respectively, while the questionnaire's overall Cronbach's alpha value was 0.89, indicating its reliability.

Experimental procedure

The experiment was performed on basic PHP programming as part of a course on logical programming thinking to enhance students' PHP programming achievement. Before experimenting, students completed a pre-test to assess their prior understanding of fundamental PHP programming (30 minutes). The instructor next presented the learning activity and tools for learning (30 minutes). During out-of-class learning activities, students studied learning resources supplied by the instructor, including MOOCs and documents. Then, the students were taught fundamental PHP programming via in-class activities from the real-world scenarios they regularly face (120 minutes). After completing learning activities, students completed a post-test and questionnaire to elicit their attitudes toward the classroom (40 minutes).

EXPERIMENTAL RESULTS

In this study, students' learning performance in basic PHP learning achievement and their perceptions about the classroom were tested using the IBM SPSS.

Learning achievement

The dependent sample t-test was employed to examine students' learning achievements on basic PHP programming. The results are summarized as shown in Table 1 as follows:

Table 1 The dependent sample t-test results of learning achievement

Test	N	Mean	SD	<i>t</i>	Sig.
Pre-test	25	7.04	2.54	11.532	.000*
Post-test	25	13.60	2.71		

* $p < 0.05$

From Table 1, it was found that the student's academic achievement after learning the basic PHP programming was significantly higher than before at the 0.01 level, which was following the hypothesis.

Learner perceptions

Table 2 The summarized results of learner perceptions ratings

Dimension	N	Min	Max	Mean	SD
Perceived Usefulness (PU)	25	2	5	4.23	0.74
Perceived Ease of Use (PE)	25	2	5	4.18	0.83

Dimension	N	Min	Max	Mean	SD
Attitude (AT)	25	3	5	4.27	0.72
Intention to Use (IU)	25	3	5	4.34	0.69

From Table 2, the students' overall satisfaction with the basic PHP programming language learning activities was high (= 4.24). When considering each dimension, it was found that the students were most satisfied with the "Intention to Use" (= 4.34), followed by the "Attitude" (= 4.27), "Perceived Usefulness" (= 4.23), and "Perceived Ease of Use" (= 4.18), respectively. They felt that the problem-based inquiry learning was a helpful learning activity, easy and convenient to follow, supported them to complete the learning tasks during receiving proper learning material of basic PHP programming and accepted to use such learning approach for supporting their learning in other topics.

Spearman's coefficient was used to validate the correlations between the four aspects of perceptions in another investigation of students' perceptions. According to Table 3, there are significantly high positive correlations between Perceived Usefulness (PU) and the Perceived Ease of Use (PE) dimension ($r = 0.817$, $p 0.01$), as well as between Perceived Ease of Use (PE) and the Attitudes (AT) dimension ($r = 0.791$, $p 0.01$).

Table 3 shows the correlation analysis between students' overall perception towards the programming logical thinking course.

Perception dimension	PU	PE	AT	IU
PU	1.000			
PE	.817**	1.000		
AT	.726**	.791**	1.000	
IU	.543**	.673**	.750**	1.000

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

DISCUSSIONS AND CONCLUSIONS

The purpose of this research was to analyze first-year students' perceptions of and learning achievement in a course on basic PHP programming using a problem-based inquiry learning method. The experiment outcome indicated a high level of positive perceptions. Additionally, post-test results indicated that students' learning achievement had scored better than pre-test. Besides, we discovered that MOOCs increase students' engagement in the classroom and enhance the pedagogical process by changing students into active learners and allowing for more efficient use of classroom time. According to V.Feitasa de Moura et al. (2021), the MOOC was employed as a blended learning technique that improves the enhancement of the pedagogical process, decreases expenses, and replaces a section of the hours spent in face-to-face classes.

Once students develop favorable attitudes toward the new method of learning logical programming thinking, they may achieve higher levels of learning success while utilizing the suggested technique. This finding is consistent with the research (Thongkoo, Panjaburee, & Daungcharone, 2017; Thongkoo, Panjaburee, & Daungcharone, 2019), which indicates that students would develop favorable views about the system and subsequently accept its usage. As a result, we may recommend that the suggested method might be used to enhance perceptions and learning achievement in a course on logical programming thinking. This study offers in-depth information for higher education courses on programming and logical thinking. Thus, for future research, it would also be interesting to gather and analyze data in a variety of methods, including students' behavior in terms of learning interest, students' motivation in online programming learning, and the comparison of students' demographic factors such as age, sex, etc., with the technique employed.

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Is First-Year Grade Point Average (GPA) A Good Predictor Of Success In Business Courses?

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Abstract

A key requirement within higher education is to identify which factors influence academic success. The current paper investigates students' performance at a business school in Scandinavia. This study includes around 200 students. By using a linear regression model, we analyse the impact of different explanatory variables. The results show that gender and age have little impact on grades achieved. Academic results from upper secondary school also have only a minor influence. The most important indicator of undergraduates' performance for subjects in the second and third year is GPA (grade point average) from the first year. But it depends on the kind of business course. There is a clear link between performance in a subject during the first year and later outcomes in the same field.

Keywords: GPA, undergraduates, business school, success, regression model

Introduction

Measuring student success can be done from different perspectives, like access to further studies, job opportunities, ranking of the students, and assessment of learning methods. Therefore, it is useful to identify elements that can explain success in higher education. There are many published articles on this topic, but with different approaches. According to Leitner et al. (2017), the purpose of much of the research is to use available statistics to create predictors for performance in higher education. This topic is especially interesting for business studies because there is great heterogeneity in the composition of subjects. Some of the courses are based on an approach without using mathematics (marketing, organizational theory, and more), while others use mathematics as an important tool in the presentation of the subject (economics, investment analysis, financial subjects, etc.). In addition, there are some methodology subjects (business mathematics, business statistics, quantitative and qualitative methods). Students have various interests, and they differ in their academic skills. The intellectual variables can include measuring of writing skills, oral presentation abilities, capacity to use technical tools, personality traits, collaborative ability, and insight into quantitative methods. In particular, many researchers have taken a closer look at the extent to which mathematics knowledge is a way to achieve good grades in business subjects (Opstad, 2019; Opstad & Årethun, 2020a; Smith & Schumacher, 2006). Unsurprisingly, the research shows a close link between mathematical background and success in quantitatively oriented subjects.

Students' performance or outcome can be measured in different ways, in addition to the letter grade achieved (Kumar et al., 2021). Possible measurement methods can be dropout rate, post-course outcome, oral presentation ability, collaborate ability, success in working life, and more. It can be challenging to ensure that the grades achieved in written school exams and long-answer questions are an objective method of measuring students' knowledge. There can be many factors that influence students' academic level (Opstad, 2021a).

In this study, we will use achievement in traditional closed-book school exam as a measure of students' performance. We will try to identify factors that are linked to students' outcomes in the second and third years of a standard bachelor's degree program in business administration. The purpose is to gain knowledge on the factors that explain student performance. This is useful for educational administration, for planning study programmes, and for choosing the right pedagogical approach.

Literature Review

Gender and age

The research about the relationship between gender and performance among business and other students is mixed. According to Johnson et al. (2014), males get higher scores than females. Borde et al. (1998) suggest the same effect in corporate finance courses. Other studies find that females outperform males in business courses (Alfan & Otham, 2005; Yousef, 2011). Others do not observe any gender difference in students' performance (Parker, 2006; Rhodd et al., 2009; Yousef, 2019).

The research also shows no unambiguous correlation between age and students' outcome. Kaighobadi and Allen

(2008) suggest that older students perform better than others, while Koh and Koh (1999) report that younger students get higher grades than mature students. Other researchers do not notice any age impact on students' performance (Yousef, 2019).

GPA

Some articles suggest a positive relationship between GPA from upper secondary school (HSGPA stands for high school grade point average) and performance in business and economic courses (Brookshire & Palocsay, 2005; Cannonier & Smith, 2019; Opstad & Fallan, 2010). High GPA scores from upper secondary schools can be a good predictor for success in many business and economic courses.

Many authors claim that cumulative GPA (CGPA) is a key indicator of students' performance (Cui et al., 2019; Tatar & Düşteğör, 2020). They find a strong significant positive relationship between CGPA and current performance in higher education. Alternatively, one can study the students' first-year GPA and later achievements in the bachelor's degree programme. There is a strong significant positive link between first-year results and later academic outcomes (Allen & Robbins, 2008; Kaighobadi & Allen, 2008; Opstad & Årethun, 2020b).

Mathematical skills

According to Ross and Wright (2020), quantitative skills and mathematical background are critical factors for success in finance courses. This finding is consistent with the research of others (Arnold & Rawaan 2014; Opstad, 2018).

Yousef (2011) reports a significant variation in students' performance in different business courses. Students with low scores in one quantitative course tend to do the same in other quantitative courses. There is a positive significant correlation, but those students may perform well in non-quantitative oriented courses

Accounting

Accounting courses are an important part of business studies. Lane and Porch (2002) report that students' accounting background does not correlate with further success in this field, and Al-Twajjry (2010) also finds no link between accounting background and performance in accounting at university level. However, he suggests a positive relationship between mathematics and achievement in accounting courses. Furthermore, he concludes there is a positive link between performance in the introduction course in accounting and later courses within this field. Alfan and Otham (2005) claim that prior knowledge in economics, mathematics, and accounting are critical factors for success in business and accounting programmes.

Hypotheses

Based on the literature review, this study poses the following research hypotheses:

H₁ (Hypothesis 1): There is a strong link between first-year GPA and further success in business courses.

H₂ Hypothesis 2): The relationship between performance in subjects in the first year and later in the study programme is particularly strong for subjects in the same subject area.

H₃ (Hypothesis 3): Other factors such as gender, age, and performance in upper secondary school are correlated with second- and third-year achievements for studies in the bachelor's degree programme for business students.

The research shows that first-year GPA is a key indicator of performance further in the study. There is considerable heterogeneity in the subject portfolio within business administration bachelor's degree programmes. Therefore, it is assumed that the students' performances vary in the different subjects. Those who are well schooled in quantitative subjects are believed to do well in these subjects. Students who do not like quantitative presentation are assumed to have better success in non-quantitatively oriented subjects. It is also interesting to study how age, gender, and achievements from upper secondary school (HSGPA) affect students' outcomes.

Sample and Research Methods

The sample

In this study we have used administrative data from the NTNU Business School, Norwegian University of Technology and Science for 2017–2019. Due to the special conditions under COVID-19, we have only used data before 2020. A descriptive presentation of the data used in this analysis is presented in Table 1.

Table 1. Descriptive statistics (around 200 students in the sample)

	Mean	St. dev.	Skewness	Kurtosis
HSGPA (1 to 6, where 6 is top, high school GPA)	4.67	.35	-.868	3.600
Age (1:18–21, 2:22, 3:23, 4:24, 5:25–26, 6:27–30, 7:31–60)	3.79	1.40	.375	-.768

Gender (0:F, 1:M)	.50	.50	.010	-2.021
GPANQ (Non-quantitative subject first year: Marketing, Organizations and management, Business strategy) (0: F, 1: E, 2: D, 3: C, 4: B, 5: A),	3.25	.66	-.377	-.040
GPAMET (Business mathematics, Business statistics) (0: F, 1: E, 2: D, 3: C, 4: B, 5: A),	3.35	1.22	-.699	-.029
GPAEC (Microeconomics, Managerial economics and accounting) (0: F, 1: E, 2: D, 3: C, 4: B, 5: A),	3.56	1.02	-.725	.543
<u>Financial accounting with financial statement analysis</u> (FA). (1 st year) (0: F, 1: E, 2: D, 3: C, 4: B, 5: A),	3.33	1.34	-.597	-.391
Investment and financial analyses (IF) (0: F, 1: E, 2: D, 3: C, 4: B, 5: A),	3.63	.94	-.713	.898
Applied business statistics (ABS) (0: F, 1: E, 2: D, 3: C, 4: B, 5: A),	3.50	1.13	-.630	.428
Quantitative and qualitative methods (QQ) (0: F, 1: E, 2: D, 3: C, 4: B, 5: A),	3.17	1.00	-.568	.103
Organizational psychology (OS) (0: F, 1: E, 2: D, 3: C, 4: B, 5: A),	2.72	.98	-.460	-.135
Commercial law (CL) (0: F, 1: E, 2: D, 3: C, 4: B, 5: A),	3.03	.88	-.396	.094

Methodology

Based on the hypotheses, the following linear regression model is chosen:

$$Y_i = \alpha_0 + \alpha_1 X_{1i} + \alpha_2 X_{2i} + \alpha_3 X_{3i} + \alpha_4 X_{4i} + \alpha_5 X_{5i} + \alpha_6 X_{6i} + \alpha_7 X_{7i} + \varepsilon_i$$

where:

Y = grade attained in business subjects (0: F, 1: E, 2: D, 3: C, 4: B, 5: A),

i = student,

α_0 = constant,

X_1 = gender (0: F, 1: M),

X_2 = upper secondary school HSGPA, mean score for all subjects (1: Fail, 6: Top grade)

X_3 = Student's age (1:18–19, 2:20, 3:21, 4:22, 5:23, 6:24, 7:25–26, 8:27–30, 9:31–38, 10:39–60),

X_4 = GPANQ (0: F, 1: E, 2: D, 3: C, 4: B, 5: A),

X_5 = GPAMET (0: F, 1: E, 2: D, 3: C, 4: B, 5: A),

X_6 = GPAEC (0: F, 1: E, 2: D, 3: C, 4: B, 5: A),

X_7 = FA (0: F, 1: E, 2: D, 3: C, 4: B, 5: A),

ε = stochastic error.

The age of the students is divided into intervals to reduce the value of skewness and kurtosis. In this analysis, we have chosen to look at the following compulsory courses for second- and third-year students: Quantitative and qualitative methods (QQ), Investment and financial analyses (IF), Organizational psychology (OS), and Commercial law (CL). IF is a typical quantitative oriented subject, while OS is based on non-quantitative presentation. In addition, we have included a law course (not quantitative subject) as well as a methodology subject (QQ).

Findings and Discussion

The link between first-year GPA and second- and third-year performance (Hypotheses 1 and 2).

The results from the regression model confirm (H_1) that there is a strong significant correlation between first-year GPA and performance for the selected subjects (Table 2 and 3). The findings show the same pattern as shown in available research articles. Students who perform well in their first year can expect to do well in the two following years of their bachelor's degree programme.

The findings also confirm the research of Yousef (2011). There is a significant difference in which subjects are strongly correlated with the achievements later in the study programme. There is a strong link between performance in GPANQ and OS, with a standardized coefficient of over 0.3 with a significance level of less than 1 per cent. Good grades in non-quantitative subjects in the first year are a good indicator of good results in upper secondary courses in this field. On the other hand, for this subject there is no statistically significant correlation with GPAMET and FA. For the quantitative subject IF, there is no significant relationship to scores in MPANQ, while there is a statistically strong significant correlation with GPAMET and FA. The findings of links for IF are quite the opposite than those observed for OS. Students who do well in one field can expect to have success later within this topic. This confirms

the assumption in Hypothesis 2. The result shows great heterogeneity in the composition of the students for business administrative subjects. Some students prefer quantitative subjects, while others are more comfortable with non-quantitative subjects. The difference is quite substantial. If we look at the subject QQ that contains both qualitative and quantitative topics, we find an interesting observation. The achievements are particularly strongly correlated with GPAMET, but there is also a positive significant correlation with GPANQ. Good performance in either quantitative or non-quantitative subjects in the first year is positively related to the performance in QQ. Here it is not the same clear distinction that was observed for the OS and IF.

Table 2. Result from regression model QQ and ABS (VIF between 1.0 and 3.0) (VIF= Variance Inflation Factor)

	Quantitative and qualitative methods (QQ)			Investment and financial analyses (IF)		
	St. B	t-value	Sig.	St. B	t-value	Sig.
HSGPA	-.053	-.657	.512	-.095	-1.063	.290
Age	-.075	-1.025	.307	-.047	-.591	.556
Gender	.117	1.499	.136	.057	.641	.523
GPANQ	.176	1.939	.055	.111	1.143	.256
GPAMET	.373	3.829	.000	.274	2.414	.018
GPAEC	-.008	-.073	.942	.184	1.434	.155
FA	.277	3.254	.001	.290	2.948	.004
	N = 132. Adj R ^s = .403			N = 108. Adj R ^s = .438		

Table 3. Result from regression model OS and CL (VIF between 1.0 and 4.0)

	Organizational psychology (OS)			Commercial law (CL)		
	St. B	t-value	Sig.	St. B	t-value	Sig.
HSGPA	-.001	-.008	.994	-.001	-.268	.789
Age	.063	.721	.473	.080	.945	.347
Gender	-.178	-1.859	.066	-.109	-1.205	.231
GPANQ	.334	3.123	.002	.071	.653	.515
GPAMET	-.123	-.996	.322	.026	.203	.840
GPAEC	.329	2.232	.028	.321	2.092	.039
FA	.049	.418	.676	.263	2.222	.028
	N = 132. Adj R ^s = .403			N = 108. Adj R ^s = .332		

The findings for the fourth subject in this analysis are also interesting. Commercial law is not significantly connected either to GPAMET or GPANQ. However, the performance of CL is strongly positively significant related to the FA and GPAE. Opstad (2018) suggests a positive correlation between business law and mathematical knowledge. One explanation was that good analytical ability is important for performing well in legal subjects. In addition, good written presentation skills are awarded. These characteristics lead also to success in economics and accounting subjects. This may be the explanation for the close link between performance in CL and success in GPAEC and FA. Therefore, it is reasonable that performance in GPAEC and FA are better predictors of success in business law than GPAMET and GPANQ disciplines.

There is no clear intuitive explanation for why GPAEC is positively correlated to OS, but not IF. The same applies to the link between QQ and FA. On the other hand, as expected, there is a positively significant relationship between IF and FA. Both subjects focus on business analysis. This is consistent with the findings in previous studies (Al-Twaijry, 2010; Alfani & Othman, 2005).

Gender, age and HSGPA (Hypothesis 3)

Previous research shows mixed results when it comes to the association between gender and performance in business administrative subjects. Prior research does not give any clear answer about this topic. Due to greater gender equality in recent years, gender is perhaps to a lesser extent a factor explaining success in business subjects. Hence, there are many recent studies that do not find any gender differences in student performance in business subjects (Opstad, 2021b; Terry et al., 2015). Traditionally, men have performed better than females in economics and quantitative courses (Borg & Stranahan, 2002; Johnson et al., 2014). In this study, there are generally no substantial gender differences in terms of performance. The only exception is OS, where women perform better than men (with a 10 per cent significance level). Some previous research confirms this tendency in management courses (Friday et al., 2006). Previous research gives a mixed picture about the relationship between age and achievements in business courses.

This study does not find any age impact. Note that most of the undergraduates in this sample are around 23 years of age (Figure 1). In order to study the age effect more closely, it would have been desirable to have more variation in age among the students included in the survey.

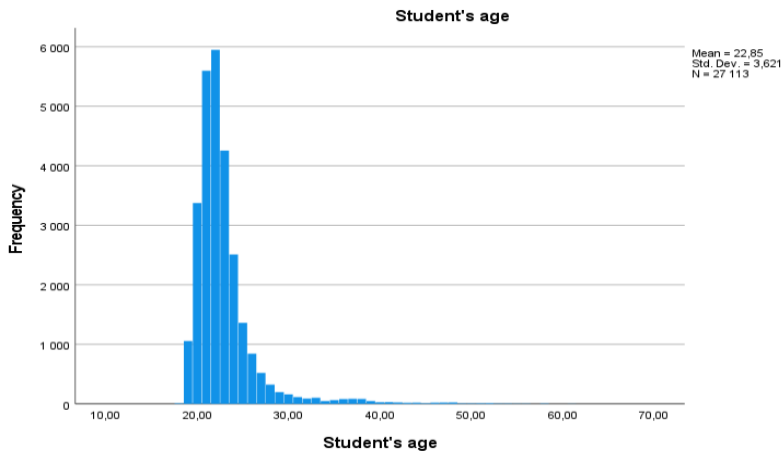


Figure 1. Distribution of age

In the model presented in this article, HSGPA does not have any impact on the performance in business courses after the first year for undergraduates in business courses. Based on previously published articles, this is a somewhat surprising result.

We can conclude this research does not confirm H₃.

Conclusions and Limitations

This research confirms the assumption that GPA in the first year of study is a very good predictor of further success for business students. This is consistent with the available literature (Allen & Carter, 2007; Parrish, 2013).

The independent variables explain between 33 and 45 per cent of the variation in success in the different subjects (see adjusted R square). These are rather high values. If we only keep GPA from the first year as an explanatory variable, this will have little impact on R square; the values will be approximately the same.

This study shows that undergraduates at the NTNU Business School are not a homogenous group. This suggests there is a close relationship between the students' success in the introductory course and their later performance in courses within the same field. This is in line with the findings of Bernardi and Bean (2002). Students' characteristics like age and gender seem to have minimal impact on the performance in business courses.

This study has clear limitations. Data are only from one business school in Scandinavia, and only administratively available data are used. Therefore, no conclusions can be drawn on other possible factors, including students' behaviour and degree of effort.

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Religious, Political and Strategic Factors in the Syrian Civil War, 2011-2021

Moshe Ma'oz

The Civil War in Syria has caused about half a million dead, numerous wounded persons, some eleven million refugees and displaced persons, as well as a wide destruction of the socio-economic infrastructure.

This conflict has been characterized by religious, political and strategic factors applied by many actors-domestic, regional and global alike. The crux of the war is the uprising of large sections of the majority Sunni-Muslim population against the heterodox minority Alawi rule and its harsh political, economic and military measures. The Sunni rebels have consisted of hundreds groups, the most radical and effective are Jabhat al-Nusra or Hayat Tahrir al-Sham; and ISIS or IS that aims at creating an Islamic Khalifate in the region and beyond. Several rebellious groups have been supported by regional powers or states Such as Turkey, Saudi Arabia ,Jordan and Israel ,as well as the USA. Turkey continues to back the militant Islamic organizations in Idlib region at northwest Syria, and combat Kurdish forces at the north and northeast Syria, who strive to establish there an autonomous region.

In contrast, the pseudo Shi'i Alawi regime has been greatly assisted by Shi'i Iran and its proxies, notably Lebanese Hizballah. Not only has Iran endeavored to turn Syria into a Shi'i state, but also to co-opt it in the regional strategic Shi'I crescent.

Russia, the power broker in Syria, has immensely helped Damascus to defeat most rebels, and attempts to mold a secular, pluralist regime in this state ,within a political solution. Moscow has also advanced its strategic goals in the region, including weakening American position and influence. Washington has indeed pulled out most of its troops from Syria, retaining small

forces at the northeast region, to protect the Kurds and oil resources there, as well as at al-Tanf strategic location by the Iraqi and Jordanian borders. Periodically attacking Islamic rebels, the USA has backed numerous Israeli air attacks on Iranian, Hizballah and Syrian targets. Significantly, Moscow has tolerated most Israeli assaults, apparently in order to weaken the military deployment of its partner/rival Iran in Syria.

Russia, Iran and Turkey have conducted a series of talks to settle the Syrian conflict, while the UN has worked to prepare a new constitution for post war Syria, and attempts are made to finance the reconstruction of its infrastructure. The aims of my paper are :to examine the factors, actors and developments of the Syrian civil war, as well as scenarios for its possible settlement.

Leadership And Its Impact On The Education System

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Abstract:

The education system plays important role in human life and the modern world. The impact of education is multiple, given that it indirectly affects the growth and development of the entire society and the state. Modern society is built upon the high standard of living and education that can be used in the best way to face a required standard. Leadership and learning are two components that are depending on each other. The paper analyzes the theoretical impact of leadership on education and the interrelation between these two components. This paper aims to emphasize the strategic importance of leaders in the education system as an unbreakable link between the transfer of knowledge and skills to their followers and show how best to approach the leader in the educational process to reach the desired goal.

Keywords: education, leadership, leader, educational process.

Introduction

Today modern society is built upon the high standard of living and in that way, only a well-educated society could be able to go in the line of technological and infrastructural requirements demanded from modern society. To follow new technological changes and be able to respond to its changes we need to focus on education. There is a lot of positive impact of education on the nation's economy. Education has a positive impact on the removal of poverty, if the individual is well educated he or she can get employed easily and increase social status in the society. The second very important aspect of education is the impact on security. An educated nation will not allow anyone to make them fool or will not be involved in crimes. Education will impact the nation's development. The educated population can serve well to its society. Education improves communication and allows people to communicate well and enable them to manage well professional and private life.

The process of education leadership has different levels depending on the types of educational institutions. The leadership of each educational level preschool education, primary and secondary education, and higher education institutions have their characteristics. Depending on the age of the students, the expected way of achieving the goals depends on different management positions. These management positions should be filled with knowledgeable and educated individuals who will be able to lead educational institutions. Educated management has an important role that improving the professional opportunity of the employees. As any institution can be managed by using 4 main management functions in the same way Education can implement these basic functions in its management process. Each segment in the educational organization can be managed by planning, organizing, leading, and controlling. For example, if a director is in a position to focus on change in his institution, he can apply the change management model; if it focuses on human resources in the organization, then it can use the human resource management model or, if it focuses on projects, it can use the project management model.

Management in education is not a profession, but a function for which they are needed knowledge and skills. Most research shows that experienced experts in their fields (teachers, engineers, lawyers, economists, artists, pedagogues, or psychologists ...), lack their leadership skills. Most of the leaders in educational institutions don't like the term manager but they rather express themselves as leaders. This is mostly due to misconception of business objective, making the profit. In this regard, today we will mostly have a chance to deal with the term leadership in education.

Literature Review

Educational leaders have a significant impact on education society. They manage and support teachers, students, and learning environments to make meaningful working and studying environments and to carry out professional work in an efficient manner. Definitions of education and leadership today become a focus of a lot of researchers. They

explored and defined these two concepts in different ways. Technology and globalization had been driven these definitions to the stage of fast acceleration (McNeill & Engelke, 2014). A variety of these definitions brought significant changes into schools and societies (Friedman, 2016).

Globalization and technology impacted positively education leaders and the education community. All these new technologies that we can see today in our classrooms, flipped and blended learning based on student-centered approach play important role in future education and leadership as well. As technology impacted the education sector it has grown at a fast speed during recent years. There has been enormous demand for the accredited training of education leaders, the development of classrooms, and the material used in the class. In that way, the school needs to ensure that there is the development of professional leadership which has been taking a part in the education (Scot, 2015; Hilliard & Jackson, 2011).

To be a good leader in education demands a lot of sacrifices to achieve sustainable growth in education. Great educational leaders always look for the faculty who could inspire and lead the students in the best effective way. To be an effective educational leader, the person should possess certain governing leadership skills which will help to achieve certain educational goals and growth of pedagogy (Honig, Copland, & Rainey, et al, 2010).

Leadership can be defined according to Bass and Stogdill (1990) as the focus of both the great man theory and trait theory on the individual. Great man theory implies that leaders are persons who possess great characteristics. While trait theory includes the individuals who possess specific characteristics that make a person to be fitted for a good leader. Great man theory focus on the endowment, where individuals are endowed with affinity to be good leaders, trait theory gives us the explanation of measurable characteristics such as gender, cognitive factors, appearance, etc. Teachers and educators, in general, are mostly dedicated to teaching and guiding the students in the right educational way. It is not easy to have a good leader who will focus his work on education and leadership and in that way contribute to education. That is one of the reasons why we need educational leadership and proficient leaders in education (Pont, Nusche, & Moorman, 2008). The organization should take care to employ leaders with the professional quality that can fit the education environment.

A broader and bigger review of more than seventy researches about education leadership is stated in the Wallace Perspective (2013). His perspective includes five basic practices: the vision of academic success, creation of the sense of hospitality in education, leadership cultivation, instruction improvement, and management of the people.

Louis, Keithwood, Wahlstrom, et al (2010), found that encouragement of instruction climate has a positive impact on teachers to extolled principals and those leaders who support the development of the leadership among the faculty. Honig, Copland, Rainey, et al (2010), at the University of Washington, show that effective leaders care about the quality of instruction in the class. Effective leaders are very much visible in the educational institution and they pay attention to making formative observations on the learning environment and growth by taking direct feedback.

Blase & Blase (2000) in their study have researched the impact of leaders on education talking with faculty to enhance reflection and the promotion of professional growth followed by 12 supporting strategies. Some of that strategies are feedback, instructional strategies, and giving the price to the faculty. They also mentioned that effective leaders support teaching techniques in the class and in the time of organizing the conferences. All this support from the leader's side that they show in their research has a positive impact on the faculty motivation.

According to Westerberg (2013) has shown in his work from his work experience as being principal to make a list of ten behaviors that differentiate successful leaders from irrelevant ones. He has found that a great leader very well articulates adequate instruction and enables feedback in the way how that instruction should look like. According to him, every leader should be in the line with research, professional literature and they should be willing to share with their colleagues what they learn in their experience. Quality leadership can think to use faculty meetings as a tool to organize professional development and different pedagogical training.

Marzano, Waters, and McNulty (2005) applied a meta-analysis that included 69 studies and about 2,800 schools with forecasted 14,000 faculty and 1,400,000 students. Researchers worked on 21 responsibilities of being an effective school leader. Some of the basic most critical results they obtained from the study are to be present in the effective communication between the faculty and students and the knowledge about current curriculum instruction and process. Educational leaders should possess great communication skills and they need to have updated curriculum knowledge.

Definition of Leadership

One of the comprehensive definitions of leadership is that leadership represents the ability to positively influence people and systems to achieve appropriate results. Leadership can be defined according to Bass and Stogdill (1990) as the focus of both the great man theory and trait theory on the individuals. Great man theory implies that leaders are persons who possess a great endowed leadership characteristic. While trait theory includes the individuals who possess specific characteristics that make a person to be fitted for a good leader. Great man theory focus on the endowment, where individuals are endowed with affinity to be good leaders, trait theory gives us the explanation of measurable characteristics such as gender, cognitive factors, appearance, etc. The leader has such an ability to create a goal that

can mobilize associates to voluntarily invest their maximum effort in their realization. The first duty of a leader is to define the situation. Leadership is all about intimacy and intimacy is there with people you serve (Dupree, 1990). Leadership as a term firstly is coming in non-economic social theories and according to these theories, a leader is a person who, by his words or personal example, strongly influences the behavior, thinking, and emotions of a significant number of human individuals (Gardner and Laskin, 1996). As we can see, these theories do not limit leadership only to political leadership. The basic division does not lie in political and business leaders as we might think, but in the attitude towards the audience: direct leaders speak "face to face", while indirect leaders exert their influence through their work or the works they create. The necessity of leadership management lies in the dynamic development of today's human society. According to the quality of interpersonal relations between a leader and his associates, we recognize resonant and dissonant leaders. The job of a leader primarily includes jobs that are important but not urgent. Leaders belong to individuals who train and influence their followers, while focusing on the mission and vision of the organization, by coordinating the organization's objectives. Leadership is not a new phenomenon it has been always there in human relations in society. Gardner talks about six components of successful leadership:

Story: A leader must have a central story or message. It must be effective for a large and heterogeneous group. In crises, the story must be fast, which has the effect of simplifying the central message.

Audience: Every, even the most eloquent story has no effect in the absence of the audience.

Organization: in the beginning, the leader addresses the audience directly and achieves initial success. For an established leadership, an institution based on an organizational basis is necessary.

Embodiment: The creator of a story must in some sense be the embodiment of his story. This does not mean that he should be a saint, but that he should not contradict his basic message.

Address: Most creative leaders address indirectly, through the symbolic product they create, while most political leaders address their stories directly to the audience. Direct contact is riskier, but, especially in the short term, it can be more efficient and effective

Skill: Only people who reach a high level of expertise in their work or credibility in their lives have a chance to succeed as leaders. Direct leaders generally lack technical knowledge, while the strength of indirect leaders is based on their knowledge of specific issues.

Leader and Manager in their roles

Management is closely linked to creativity. The ability to encourage and guide the innovation of people in the company is very much needed today. Connection with creative people is necessary if their activity is to be managed. A manager is a person in the company that is responsible for performing basic functions of management: planning, organizing, leading, and controlling. He is the person who is different in the qualities they possess what depends on their skills. (Gentry et al., 2012; Kwon & Feiock, 2010). Managers can perform the same duty as leaders. Nowadays in literature, we can find a lot of differences between these two job tasks. Not all managers can be leaders. A lot of managers have very weak communication and interpersonal skills, and in that way, they are not able to inspire and lead people. Managers in the organization mostly focus to meet the goals and objectives of the organization and at the same time, they are responsible for their subordinates. Culture of the managerial environment focus on rationality. Manager work on organizational goals and problem-solving issues. They will mostly ask what problems they should solve and what would be the best way. Compare to leaders, leadership will mostly focus on directing the organization's affairs. Managers will ask all people in the organization to work together to contribute to the achievement of organizational goals. Managers need to be equipped with three basic skills: technical skills, human relations, and conceptual skills. These three skills will notify the manager to be skilled for his managerial position. While from the other side, the leader should possess specific skills. The goals of managers are short-term because they will work to execute their plans. They mostly look at the ending results of the institution. If a person wants to be a successful manager he or she needs adequate training for that. To be a leader, a person needs to focus on the long-term goals of the institution. Most successful leadership has rules for the question to ask people what and why should be done while managers need to ask how and when the action should be done. Management and leadership are quite different and at the same time, they are compliments of each other. A leader must be able to endure the intolerance of others, to endure unpopularity without "falling apart". He must be able to say "no", to be determined, to be firm, not to shoot, not to hurt people, not to cause pain. He must not be driven by fear. He must be as brave as the situation demands. Most companies today need more people to lead, from there leadership consists of a collection of people (Humphrey, 1987). Leadership and Management are two complementary terms. Management talks about efficiency, and leadership is about effectiveness and change. Both these terms are needed in the organization today to achieve organizational success. According to Kotler, consequences of strong management and weak leadership could be seen as follow:

Insisting on short-term, detail, risk elimination, and ordinary rationality, with little focus on the long term, big pictures, strategies that involve risk, as well as human values.

Strong focus on specialization, work is above people, while they are enslaved by rules, with minimal insistence on integration, equalization, and personal engagement of people.
Control and anticipation are at the forefront, growth, training, and inspiration are not.

Disadvantages of strong leadership and weak management can be expressed in two terms:

Strong long-term vision without short-term planning and budgeting.

Almost a cult culture in an organization without a lot of specialization, structure, and rules.

Inspired people who use little or no control systems and problem-solving disciplines (Kotler, 1990).

Leaders need to have the power to be able to influence the opinions and actions of the people. Sometimes strong leadership with no effective management is much worse than vice versa. Some of the people have good leadership and some of them have good managerial skills. It is not easy to bring people with all good capacities to one place, but companies should try to employ good leaders and managers to work together, to achieve organizational success. This idea lies behind the most of research that shows leaders are much smarter as a group of people compare to non-leaders (Pollack, 1993).

Educational Leadership

Studies in the reform changes of education in many Western European countries show that the development of the education system should be based on centralization. That should include the strategies to improve education for the whole country, but also from the population of individual educational institutions, is starting from their institutional development. At the level of the state-integrated education system, leadership levels would include the level of governance of the education system as a whole, the level of leadership of an educational institution of any level such as preschool, primary, secondary or higher education, adult education, and management levels teaching in an educational institution. The education system at the state level can be defined as a social system that implies a set of parts whose mutual relations and individual actions are regulated by social laws and principles to achieve the education goals. Educational leadership plays important role in the education sector today. It is focusing on the motivation of the educators and on the improving school environment to become responsible for the latest practice and learning. The state should create conditions for the implementation of educational policy in the form of establishing competent institutions, creating regulations and rules for regulating their work, and providing material and financial resources for their functions, to create an appropriate and orderly educational system.

To adequately respond to all the challenges and demanding tasks of an educational institution today, it is necessary to constantly monitor and respect trends in a changing environment, skills of creating strategies, leadership skills, intelligent and rational use of available resources, involvement, and respect of all relevant stakeholders. A special area within the educational institution is the educational system that takes place in it. The leadership of the educational process is necessary because this educational teaching process is realized in a kind of organization - the classroom, which consists of students and teachers. For the realization of increasingly higher and more complex goals and tasks of the educational process, it is necessary to implement adequate management concepts. The education of the individual, the organization, the nation, and society as a whole, therefore, provides a sustainable advantage in the ever-changing living and working conditions. Management of such an important development process is therefore gaining importance and it is a scientific discipline that we call leadership in education.

Path-Goal Leadership Theory

Path-Goal Theory has been developed by Martin Evans (1970) and influenced with motivational theory developed by Vroom named Expectancy Theory (Evans, 1970; House & Mitchell, 1974). This leadership theory emphasizes the role of leaders in their knowledge and experience transfer to subordinates to achieve high results, receive appropriate rewards, or reward valences. It allows us to understand and predict the effectiveness of leadership in different situations.

Education leadership is associated with a theory that has a clearly defined path to achieve the goal, through monitoring and implementation of new teaching methods, the introduction of innovations in pedagogical practice, expanded forms of teaching, project and interactive teaching, and inclusive learning. The important element connecting path-goal theory is with the leader - teacher and follower - student in the encouragement and motivation of teaching staff for cooperation and transfer of pedagogical and professional knowledge. The path-goal management theory was created to interpret how managerial behavior affects the satisfaction and achievement of subordinates. The motivational function of a leader according to House (1971), is to increase the unique gain of subordinates if their work to achieve work goals, and to facilitate the path to that gain, which is achieved by clarifying, removing obstacles and pitfalls, and increasing opportunities for unique satisfaction. Depending on the situation, the behavior of the manager can affect satisfaction and achievement in the same way or in a different way. In the educational process, the role of the teacher

is to teach students with different methods, he has the role of a mentor where he is also a kind of role model, while the role of the leader is to motivate and coordinate the followers in achieving a common goal.

In the educational sense, the theory of expectations shows the degree of involvement in which the student as a decision-maker distributes his maximum in a given time frame. Choosing between maximum and minimum or moderate effort, the leader considers the likelihood that a certain amount of effort will lead to successful work and the likelihood that doing work will lead to desired outcomes such as higher salaries, promotions, sense of achievement while avoiding undesirable outcomes. This undesirable outcome could be dismissals, dissatisfaction, reprimands, rejection by colleagues from the teaching staff, extreme stress. The perceived probability of an outcome is called expectation, and the desirability of an outcome is called valence (Yukl, 2008).

The educational process takes place according to the principle of sustainability and knowledge transfer, both directly and indirectly through traditional teaching, as well as through (online) internet or distance learning using a computer or mobile phone. Path-goal theory has some conceptual weaknesses that limit its applicability in practice. The biggest weakness is relying on the theory of expectations as the primary basis for interpreting teacher influence. This model of rational decision-making provides an overly complex and probably unrealistic description of human behavior. Expectation theory does not take into account emotional reactions to decision-making dilemmas, such as denying or distorting relevant information about expectations and valences. One of the conceptual limitations is the reliance on broad categories of managerial behavior that are not closely related to mediation processes. It is easier to link managerial behavior and motivation of subordinates through specific behaviors, such as explaining roles, recognizing achievements, giving rewards, modeling appropriate behaviors that subordinates can mimic, and expressing expectations that subordinates will achieve significant achievements.

A further limitation of the path-goal theory is the separate consideration of each managerial behavior. Directive and participatory leadership styles are defined mostly in the field of decision-making and control as well as the organization of the work process. People-oriented styles and achievement-oriented styles have one dimension that does not have a participatory style. The people-oriented style is oriented towards teachers and students, to a much greater extent, it contains what is called the orientation towards consideration or understanding (Yukl, 2008). We could conclude at the end that planning is the key component of educational success. Good planning can contribute to the leadership effectiveness of the educational process today (Kim & Yukl, 1995).

Conclusion

Research explains the relationship between leadership and the educational process and is there any development in the performance of employees of the education sector. It was concluded that without an established goal and clear vision, it is not possible to accurately predict the time and path that will lead to the successful employee's performances affected by motivation from leaders. Based on the analyzed literature, leadership could be defined as a process that represents an interdependent continuous relationship within the group, between leaders - teachers and followers - students, which aims to influence leaders on followers and joint realization impact on the group. The goal of students is to achieve better and more noticeable performance by acquiring theoretical and practical knowledge by preparing for various competitions and exams.

Defining leadership as a social phenomenon implies that without effective leadership, there is no expected progress, both in the education system and in the development of the competencies and skills of the individual.

Observing the previous interest in developing and setting new definitions of leadership, the authors concluded that there is an impressive number of those supporters who deal with this topic at a higher level. The new teacher leader focuses less on managing and controlling student behavior, and more on developing their initiative and supporting their ideas. The role of the new leader is both creative and destructive, it supports individual initiatives while overthrowing bureaucracy and ruthlessness, essentially removing obstacles to progress. To become more effective in the education process and general leaders need to have good planning.

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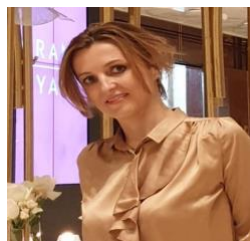
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Problems of Information Quality in Social Media Data for Business Analytics

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Abstract: Social media becomes a source of data for business analytics as it offers a flux of data to be selected, gathered and analysed. Data from social media provides opportunities for business to gain insights from their targets and prospect targets. The analysis of social media data may also support strategic decisions in the organisations, for example, new product development, service improvement. With the impacts of social media towards business opportunities and strategic decisions, organisations should concern the quality of social media information to ensure the reliability of the results from the analysis. However, it is argued that data collected from social media may have a weakness in terms of insufficient quality to perform business analytics.. As such, there is a gap in studying information quality problems of social media data that might be unable to cover in quality dimensions. In this study, we propose a framework to consider the quality of social media information based on data quality problems, such as missing values, as a suggestion to improve quality of social media data for business analytics. The framework was designed to present the mapping between social media data characteristics and related data quality problems in the context of business analytics. This study explores the characteristics of social media data from the literature review. This study also identifies the different characteristics between social media data and data from other sources that might have certain effects on business analytics.

Keywords: Information quality, data quality problems, social media data

1. Introduction

The advancement of technologies provides the tools to facilitate the process to generate, store and share information more conveniently than the past. In this information age, people are served with available information and also able to access a wider range of knowledge sources as needed. Information age also brings opportunities to organisations to use information to support their business. More importantly, data can be viewed as an asset of the organisations [1][2]. They are the key elements for supporting business operations and driving the proper strategic decisions [3]. Data is available from a variety of sources, for example, survey, open data, or social media.

Information from social media is available data from the internet-based applications that allow users to interact and share valuable information in real time [4]. As such, there are plenty of social media data across platforms to be collected and analysed. Consequently, this shared information can be gathered and analysed to discover the hidden insights for further uses especially for business analytics. There are several types of social media data, for example, data from Facebook, Instagram, Twitter [5]. Social media platforms can be one of the information sources to be used in to improve business strategies especially marketing strategies. In other words, data from social media platforms can help businesses to reach their target customers for their products and services [4]. Additionally, social media data has become a critical ingredient in a firm's marketing mix and business firm benefits when it includes social media in the firm's marketing mix [6].

In business analytics, although data can be gathered from many sources, it is important that the data has enough quality and are relevant to the purposes and objective towards its use. As a result, social media data may have a limit regarding the quality, such as reliability, correctness. The quality of analytics results also depend on the quality of the input data.

As such, considering the quality of social media is essential. In other words, despite the many advantages of investigating social media, however, there are also relevant statistical and quality issues [7].

With this skeptical issue of social media data, many researchers have studied about quality of the social media data. However, there is still a gap to identify the related information quality problems from social media data. As such, this paper aims to propose a consideration the quality of social media information based on data quality problems, such as missing values, duplication, as a suggestion to improve quality of social media data for business analytics. This paper consists of five sections and is organised as follows: Section 2 presents the literature review of data management, information quality, and social media data concepts. Section 3 presents the methodology of this study. Section 4 presents result and discussion, and Section 5 presents the conclusion of this study

2. Literature Review

Data management in business

Data management relates to the business processes to execute the creating, storing, controlling, and delivering data [2], to be used in other processes in the organisations. Data in organisations, for example, customer data, financial data, can be regarded as organisational assets as they have business values to the organisations [2]. As such, data requires the systematic management to process and monitor its quality so as to encourage business operations and achieve business objectives [2].

Information quality

Information quality can be regarded as a multidimensional concept that explain about properties of the information [8]. Furthermore, Information quality is context-dependent which means that data with good quality for one use may not be appropriate for other uses [9]. The consideration of information quality may be raised from many aspects. Quality dimension is one of data quality assessment principle that is used widely in the previous research. Quality dimensions can be categorised into four categories, which are, intrinsic, accessibility, contextual, and representational [10].

The intrinsic category refers to the dimensions which signify that data has quality in their own right. The intrinsic category includes accuracy, objectivity, believability, and reputation. The contextual category includes the dimensions that their context should be considered in the measurement of quality. The contextual category include relevancy, value-added, timeliness, completeness, appropriate amount of data. The accessibility and representational categories involve the roles of the systems and tools that enable the interactions between users [10]. The accessibility category includes accessibility and access security. The representational category includes interpretability, ease of understanding, concise representation, representational consistency. Data quality dimensions categorisation by [10] can be shown in **Table 1**.

Table 1 Data quality dimensions [10]

Category	Dimensions
Intrinsic	accuracy, objectivity, believability, reputation
Accessibility	accessibility, access security
Contextual	relevancy, value-added, timeliness, completeness, appropriate amount of data
Representational	interpretability, ease of understanding, concise representation, representational consistency

Social Media Data

In this study, social media data is the data from the internet-based applications that allow users to interact and share valuable information in real time [4]. There are several types of social media data, for example, data from Facebook, Instagram, Twitter [5]. Social media platforms can be one of the information sources to be used in to improve business strategies especially marketing strategies. In other words, data from social media platforms can help businesses to reach their target customers for their products and services [4]. Additionally, social media data has become a critical ingredient in a firm's marketing mix and business firm benefits when it includes social media in the firm's marketing mix [6]. Moreover, social media data can be transformed into valuable knowledge and be a source of improvements from business particularly in digital marketing [6].

Social media data is normally unstructured data and generated by human beings. However, the data generated by social media not only includes the content produced by human beings, but also comprises of metadata produced by machines. Meta data is the data that describes data, for example, the user account, the time of post, and the serial number of articles [5]. Meta data for twitter platform are the required fields, that is, the tweet numerical identifier, user identifier, username, tweet text, time of the tweet’s generation, number of followers, and number of tweets sent by the user [12]. These meta data sets are huge in quantity and variety [5]. The content of the data carried by social media results from the huge number of facts, opinions, imagination, and feelings people have produced Social media data is not only in large amount, multiple in form, and filled with noise, but also incomplete [5].

Besides, social media data need to be linked and combined from multiple sources, which often have variable data quality [11]. There are also risks of using social media analysis in terms of generalizability, as people might prefer different social media or refrain from social media entirely, which could result in bias and even drawing of the wrong conclusions [11].

3. Methodology

This study is qualitative research. Data in this study were gathered from the literature reviews. The literature review of this study focused mainly on the concepts of data management, information quality and social media data. There are reviews about data management to understand the use of data in organisations. There are reviews about information quality to understand data quality concepts and assessment. There are reviews about social media data to understand the characteristics of social media data and be able to identify the problems in terms of information quality in the use of social media data in business analytics.

After conducting the literature review, the framework to consider the quality of social media information based on data quality problems, such as missing values are provided. This consideration points can be regarded as a suggestion to improve quality of social media data for business analytics. This study also identifies the different characteristics between social media data and data from other sources that might have certain effects on business analytics.

4. Result and Discussion

After conducting the literature review, problems of information quality in social media data for business analytics are identified and grouped. Despite the many advantages of investigating social media, however, there are also relevant statistical and quality issues [7]. Additionally, social media data can come from a wide range of different sources, and therefore quality should be assessed specifically according to the source and the type of analysis.

Besides, the framework to consider quality of social media information based on data quality problems are provided. The framework was designed to present the mapping between social media data characteristics and related data quality problems in the context of business analytics. The framework to consider quality of social media information based on data quality problems can be shown in **Figure1**. Moreover, the mapping between problems of information quality and the related quality dimensions for the uses of social media data can be summarized in **Table 2**.

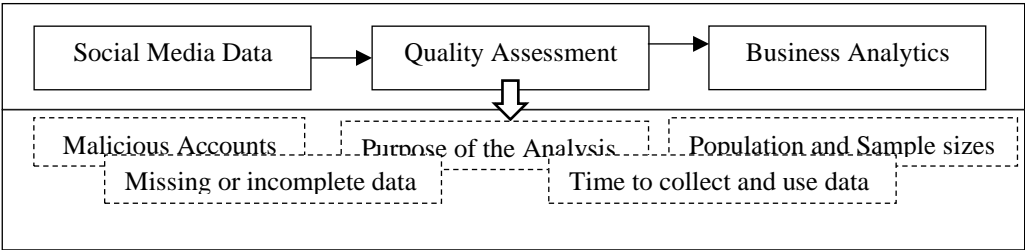


Figure 1 Framework to consider quality of social media information based on data quality problems

Table 2 Mapping between problems of information quality and related quality dimensions for the uses of social media data

Problems	Quality Dimensions	Effects on the analysis
Malicious Accounts	Believability	Information from malicious accounts can be biased to the results and mislead the analysis, for example, they can share fake news, or spam [7].
Purpose of the Analysis	Objectivity	Information that is collected from social media may have an indirect link between the statistical phenomena of interest and the collected data [7]. Scope and coverage of social media data should be relevant to the purpose of the analysis [12].
Population and Sample sizes	Relevancy	It is difficult to define the sampling scheme for social media data as data are usually retrieved according to the specific topic of the contents [7]. Therefore, social media data should be considered in terms of identification of the target population, representativeness of the data to avoid biases [12].
Missing or incomplete data	Accuracy and Completeness	Social media data not only include the content produced by human beings, but also comprises of metadata produced by machines [5]. However, some meta data might not be correct or missing, for example, demographic and/or geographic information. Some researchers may attempt to infer those users' missing data which might mislead the results of the analysis [7].
Time to collect and use data	Timeliness	Social media data might be modified or deleted by the users or by the platforms anytime. [7]. Any delay between data collection, data availability and frequency of data collection may have effects on the analysis [12].

5. Conclusion

This study aims to propose framework to consider the quality of social media information based on data quality problems, such as missing values, as a suggestion to improve quality of social media data for business analytics. This study was based on the literature review that focused mainly on the concepts of data management, information quality and social media data. After conducting the literature review, the framework to consider the quality of social media information based on data quality problems are designed developed. The framework was designed to present the mapping between social media data characteristics and related data quality problems in the context of business analytics. Although social media data can be an alternative source of data for business analytics, however, there are also relevant statistical and quality issues that should be considered. The aspects that should be consider in terms of information quality for the uses of social media data include malicious accounts, purpose of the analysis, population and sample sizes, missing or incomplete data, time to collect and use data.

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Ambedkar's Neo-Buddhist Movement After His Death In India

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Abstract: This article Ambedkar's Neo-Buddhism movement after his death. It was started to address injustice, inequality and liberality or "The Untouchables" the undesirable caste of India. The objective of this article- study life, social philosophy, neo-Buddhist movement and evolution of Ambedkar after his death in Indian context. This article based on the research: Ambedkar's social philosophical theories gave a tremendous boost to the development of the Neo-Buddhists social presence; they paved the way for freedom of speech, freedom of thinking, freedom of religious practice and gained recognition from the Government, as with others religions. They earned the right to enter any Hindus monasteries with respect and dignity; and earned credibility in the spiritual, educational, Buddhist and IT realm. At the Present time, Neo-Buddhists are very actively working with the socially engaged Buddhist movement.

Keywords:

Neo-Buddhism, Navayan-Buddhism, Touchable, Untouchable, Harijan, Dalit.

Introduction

Background and Significance of the Problem

Indian Social culture has been faced the problem of 'caste prejudice' which permeated the entire social system from very early times up to contemporary in India. This social culture was called '*chaturvarnya*' (four classes). It is a Sanskrit word derived from two different words: '*chatur*' meaning 'four', and '*varna*' meaning 'colour' here colour means 'caste'. So, the full meaning is implied and it is meaning 'four castes': Brahmins, Kshatriyas, Vaishyas and Shudras. This Idea had come from Indo-Aryan society, which was well accepted by all classes of Hindus and also by European scholars.¹ To address this imbalance, some intellectuals wanted to modify this social system to provide more equal status to all classes of people in India. So that reward and advancement would be based on merit rather than position of privilege, thus eliminating any social discrimination. But what happened, that social system didn't change, no one succeeded in modifying system without "the Buddha and Ambedkar". It is generally accepted that the Buddha has pulled the strings fundamentally with substantially at roots; and with many well-known Brahmins embracing and joining the Buddhist Order to path of enlightenment.

At the very latter, Ambedkar who was from a Depressed Class and used his utmost intellect, knowledge and finally, he was able to effect change through changing his own religion converted to Buddhism with a twist. It was called "Neo-Buddhism Social status movement". It emerged as a dynamic Buddhist movement, coherent with a rational way of thinking, with social upliftment as its primary social focus, amongst all Indian nationalities particularly for the "Depressed Classes" or "Backward Classes" or "Untouchables".

The originally 'untouchability' has two main factors- racial difference and occupational difference."² Dr. Ambedkar wanted that Untouchables be recognized as 'minorities' such as Muslims and Sikhs so on, but on the other hand, Gandhi had refused to recognize Untouchables as minorities.³ This was the basic different ideology between Ambedkar and Gandhi. Ambedkar having struggled so many ways to have his community recognized as minority but

¹ Jagjivan Ram, **Who Were the Shudras? How they came to be the Fourth Varna in the Indo-Aryan Society**, (Bombay: Dinkar Sakrikar for Thacker and Company Ltd, 1946-1970), p. 145.

² Dr. B.R. Ambedkar, **The Untouchables**, (Balrampur: Bharatiya Bauddha Shiksha Parishad, Jetavan Mahavihara, 1969), pp. 55-86.

³ Basil Fernando, **Demoralization and Hope: A Comparative Study of the Ideas of N.F.S. Grundtvig (1783-1872), Denmark and B.R. Ambedkar (1881-1956), in India**, (Hong Kong: Asian Human Rights Commission, 2000), p. 105.

failed. At the same time his thoughts changed at that instant arose a dynamic Buddhist movement which would address inequality in Indian society. This new approach became more diverse than any existing Buddhist doctrines in the world. It was starting to leaving behind the monastic traditional aspects of all existing Buddhist traditions in the Theravada, Mahayana, Vajrayana and others minor Buddhist sects too. Of course, minimizing influences from the ancient religious cults and sacrifices. For religious cults and sacrifices in ancient India had been used as the main elements by the upper caste Brahmin for gaining huge benefits and income. While used to deprive the lower castes people by not giving them a chance to perform religious activities.

India historically has a great heritage such as, in terms of religious background. Especially Buddhism has given comparatively background the India a world heritage to respect, to praise compared to any other existing religious. To understand the emergence of Buddhism in India is not a new concept, it was going back more than 2500 years. The founder of Buddhism was the Prince Siddhattha Gautam, who became a Buddha and had proclaimed a universal truth: the Four Noble Truths; the truth of suffering, the truth of arising of suffering, the truth of cessation of suffering and the truth of the path leading to the cessation of suffering, which was not preached by anybody in the human realm or human world ever. This dhamma can be found in the Dhammacakkapavattana Sutta, the first discourse was delivered by the Buddha in the Deer Park, Isipathana in Benares in India. The problem of Ambedkar's Buddhist movement was that the rejection of the Three Truths of the 'Four Noble Truths', but he seemed accepted only the 'Noble Eightfold Path' which is the last truth of the 'Four Truths'.⁴ This was the reason that his Buddhist movement was met by huge criticism particularly from the orthodox Theravada Buddhist countries. Nevertheless, his Buddhist movement gained support from the Western Buddhist movement. This was because, the Buddha himself allowed for individual comment and interpretation of his teachings and the historical record of his teaching left for humanity to be benefit and also it should be mentioned that this unprecedented historical event respected or praised by lower and or higher beings alike, such as: Brahmaloaka⁵ and Devaloka⁶ as well.

The Buddhist doctrine provides room for interpretation, argument, debate for new discoveries and the progression of humanity in the world. Out of this emerged intellectual person in India to address the dilemma of the caste problem. This was a very chronic disease for the whole society in India. Of those who are considered as low status and having not received even minimum privileges from the State authorities. So, prompted the movement to eradicate the caste system forever. Thus entered a very intellectual person with a strong personality, straightforward and having conviction to initiate the historic class war or struggle for socio-religious reform. The historic person was Ambedkar from the lowest strata of Hindu society. Without doubt, there have been other intellectual persons emerged before him to bring about social change in India. Specially to break down the caste system and to establish full democracy in light of basic human rights principles.

The new aspect reform of Buddhism by Ambedkar in India though his wasn't intended at the beginning as a struggle against the unfair conditions of different communities that prevailed at the time but based on the spiritual and religious context, evolving to the idea of changing religion to bring about social reform in India. This was forced upon him when he fully understood that without changing religion, he and his communities would not get the freedom. Ambedkar gave Indian soil a new lease on life through the new interpretation of Buddhism to benefit the untouchables. Yet he could not escape from the criticism over the doctrinal interpretation of Buddhism. He was prepared to seek refuge only in the Buddha and in the Dhamma but not in the Sangha. Because, he understands it doesn't necessarily invite any monks or Bhikkhus to attend cultural, religious activities' performances, so the laity were given the authority or priority but it is very difficult to say that in the modern version of the Neo-Buddhist movement, whether or not they

⁴ Dr. Babasaheb Ambedkar, **Writings and Speeches**, Vol.II, (Maharashtra: Education Department Government of Maharashtra, 1957-1992), pp. 120-131.

⁵ The concept of Brahmaloaka in Buddhism is meant a different type of beings who are supposed higher than the other beings. Their abode is not seen by the ordinary human beings, but only the Buddha had sought as he was the Supreme Enlightenment.

⁶ The concept of Devaloka in Buddhism is the abode of the deities, but here the term is implied to mean the higher deities, because among the deities there are different status or classes or division or designation has been found in the throughout the Buddhist Canonical literature

have been given the priority to monks.⁷

This shows that he seemed reluctant to accept the Members of the Sangha and unlikely to follow the principles of the Sangha or Vinaya. Especially, his book entitled: *The Buddha and His Dhamma* has drawn the criticism from the orthodox Buddhist countries, because in this book, he had summarized, modified in accordance with his own understanding and reasoning. In the contemporary Buddhist world, the Ambedkar Buddhist issue is still important to survey deeply regarding what forms, or what kind of the Buddhist activities are engaged in by the followers of Ambedkar and in which manner the world Buddhist nations to this reformed Buddhism in India.

The Life and the Social Philosophy of Ambedkar

Dr. Ambedkar is a prominent figure in the history of Indian. His philosophy and teachings were based on the objective of moving his community forward from the injustices of socio-economic and political rights deficiencies in India. He was born on 14 April 1891 and died in December 6, 1956. His father was a Subeder Major in the government military service, and had a high Rank in the military service in India. So Ambedkar benefitted from all the advantages afforded by the state Government through his father, such as to going to reputable schools, in spite of belonging to the outcaste community? He passed matriculation in 1907 and received his B.A. in 1912 with English, Politics, Economics and Persian and M.A in 1915, his thesis topic “Ancient Indian Commerce”. He finished his PhD degree, with “A Historic and Analytical Study”⁸ In June 1916. He finished the D.Sc. with his thesis “The problem of a Rupee”⁹, at the age of 32.

Ambedkar’s social ideology is three fundamental things: 1) liberty or freedom, 2) equality, 3) fraternity. First of all, he had to fight with the Hindus to gain political power and human rights in India. Ambedkar openly declared to the public, “I was born a Hindu but I will not die as a Hindu”¹⁰. Basically, Ambedkar protested that the outcastes never got any privileges or opportunities from the State but instead they were oppressed, tortured and enslaved by the high caste people.

Dr. Ambedkar’s social ideology and his social philosophy was not about politics but “more a spiritual and religious concern” and believing that this was “key to facilitating the social revolution in India”.¹¹ This social ideology could give freedom and equality. Dr. Ambedkar’s social ideology was mainly concerned with how the Untouchables should benefit from social equality. He understood his community would not get liberty, equality and fraternity from the Hindu social system without rejecting Hinduism. He wanted a suitable religion to convert which was Neo-Buddhism.

The Constitutional Assembly of Independent India appointed a Drafting Committee with Dr. Ambedkar as a Chairman to draft the Constitution of India. In February 1948, Dr. Ambedkar abolished untouchability in all forms. The mass conversion of Dalit class to Buddhism would be called a historic social revolution of India.

Basically, the origin of the Indian social system, the Vedic Aryans knew no caste system but they divided themselves according to different occupations. Those who took to learning were called Brahmins, those who undertook governance were classified as Kshatriyas, those who resorted to trade were termed Vaishyas and those who served the foregoing classes were known as Sudras. The Untouchables form the lowest strata of Hindu society and were condemned as Untouchables by the caste Hindus through centuries.

⁷ David Pandyan, **Dr. B.R. Ambedkar and the Dynamics of Neo-Buddhism**, (New Delhi: Gyan Publishing House, 1996), p. 102.

⁸ K. David Pandyan, op.cit, p. 57.

⁹ K. David Pandyan, op.cit, p. 58.

¹⁰ Sangharakshita, **Ambedkar and Buddhism**, (Delhi: Motilal Banarsidass Publishers Private Limited, 1986), p. 11.

¹¹ Kuber W. N., **Dr. Ambedkar: A Critical Study**, (New Delhi: People’s Publishing House, 1973), p. 289.

There was great discrimination between higher caste Hindus and outcastes Hindus: Prohibited diets, intermarrying, separate glasses, seating arrangements for Dalits in village tea stalls and in restaurants, segregation of seating for meals in village functions and festivals, restricted access to village temples, holding umbrellas in front of dominant caste members, entering dominant caste homes, riding a bicycle inside the village, using common village paths, separate burial grounds, resources (wells, ponds, temples.), hoisting the national flag during Independence or Republic days, etc.

With regards to Buddhism, just after the declaration by Ambedkar of his conversion to Buddhism, the secretary of the Buddhist Maha Bodhi Society said: You with your community are most cordially welcome to embrace Buddhism.¹² Most probably Ambedkar was concerned of the three-fold principles for purification of “Body, Speech and Mind”,¹³ and three principles: *Pragna* (wisdom), *Karuna* (compassion) and *Samatha* (equality), which teaches all human beings need for a ‘good and happy life’.

In the Indian historical context, the social revolution that took place against the caste system by the Buddha at his time was very successful. During the time, the social conditions turned more favorable and suitable, but at his death, the Indian Social Condition became worse again. Afterwards, Ambedkar succeeded to some extent to bring social revolution for the untouchables or outcaste. In order to bring social equality to the entire people India, Ambedkar became one of the first social reformers, gaining attention and support due to his excellent academic achievements and his impeccable personality. He advised and suggested to his community that the untouchables be a better educated in order to fight for the democracy, social justice and political right, freedom.

Buddhism does not accept social discrimination rather it emphasizes the unity among societies for harmony and prosperity of the suffering humanity. The Buddha says: “Go monks, for the happiness of the world, teach the Dhamma good in the beginning, good in the middle and good in the end, but do not go two of you on the same way.”¹⁴ This shows that the Buddha has laid much emphasis on the members of society and their welfare. Therefore, the old Buddhist monasteries became spiritual and culture learning centers.

The Sigalovada Sutta explains the family and social relationships. The Kutadanta Sutta explains the way of developing a country with proper planning and the nature of socio-economic progress. The Chakkavattisihanada Sutta explains the poverty, revolution, poverty-related crimes and the chaotic situation of a country and the reasons for those social ills.¹⁵ In the Agganna Sutta¹⁶ we find a theory of the origin of social classes.

The Pali term “Ehipassiko”¹⁷ constitutes an open invitation to all to come and see, or open to all, because there is nothing mythical or mysterious. The Buddha Himself declared: “Do not accept what I say. Just as purity of gold by melting. There are three foundational concepts existence: impermanence (*anicca*); unsatisfactoriness (*dukkha*) and selflessness (*anatta*). All things arise and pass away.

The Ambedkarite Neo-Buddhist Movements and Buddhism in India

The Ambedkarite Buddhist movement is sociological significance and a “status-seeking movement.”¹⁸ The untouchable started the struggle movement under the dynamic Buddhist movement which is called

¹² Christopher S. Queen and Sallie B. King, **Engaged Buddhism: Buddhist Liberation Movements in Asia**, (New York: State University of New York Press, 1996), p. 51.

¹³ Ibid. p. 93.

¹⁴ Hermann Oldenberg, **The Vinaya Pitakam** (The Mahavagga), Vol. I, (London: PTS, 1964), p. 21.

¹⁵ Ibid. pp. 395-405.

¹⁶ Ibid. pp. 407-415.

¹⁷ Rhys Davids T.W., William Stede, **Pali-English Dictionary**, (Delhi: Motilal Banarsidass Publishers, 1993-1997), p. 162; Buddhadatta Mahathera A. P., **Concise Pali-English Dictionary**, (Delhi: Motilal Banarsidass Publishers, 1957-1997), p. 69. Vism. 216.

¹⁸ Singh N.K., **Contemporary Indian Buddhism: Tradition and Transformation**, (New Delhi: Global Vision Publishing House, 2008), p. 54.

‘Neo-Buddhist movement’, which would distinct from other Buddhist movement in the world.

Ambedkar saw the entire teachings of the Buddha as having sociological significance. The Buddha strongly criticized the Indian social system, caste system and social structure. Ambedkar was also heavily criticized the social structure of India. The ideology of both the Buddha and Ambedkar can be differentiated thus: the first one in the social context of India, the second one in the religious context of both non-Buddhist religions and traditional Buddhism.

It is important to put a quote by Ambedkar here: “If there is any name which is known, popular outside of India, that name of the Buddha.”¹⁹ So, he only accepted Buddhism, after conversion to Buddhism, asked by B.B.C., why you had chosen Buddhism. Then Dr. Ambedkar replied that Buddhism has three principles: wisdom, compassion and equality, which are being a good life, happiness. Those are “Ahimsa (non-violence), Social freedom, intellectual freedom, economic freedom and Equality between man and woman.”²⁰

Actually, Ambedkar Buddhist movement was based on the solution of Indian caste system and his intention to leave Hinduism and pursue his interest in Buddhism. A large number of supporters, he converted on October 14, 1956 in Nagpur with three Refuge and Five Precepts from a Buddhist monk. Ambedkar gave his followers conviction in the Dhamma Diksha at Nagpur, which contains twenty-two vows after “Three Jewels and Five Precepts”. “Buddhism would not pose a threat to the concept of a predominant Hindus in India, which Islam or Christianity do.

Actually, Buddhism daily life practice encompasses: karma, rebirth, Dharma, meditation, spirituality, politics, individuality and social action. On the other hand, the Neo-Buddhist practice can differ from each other. “They pray to all gods, including Hindu deities. The Dalit Buddhist movement is a “symbol of identity transformation”²¹ rather than a true religious conversion. The devotees believe heart-fully by monk’s speech and chant, because according Buddhist societies law monks are placed top in leadership and action. On the contrary, the Neo-Buddhist does not wait for the Bhikkhu or any other ceremonies because “the responsibility of the Bhikkhu is conversion”²² It shows that the monastic community in the Buddha’s time had engaged in the social, political, economics.

The Dalit Buddhist movement is the most influential in the present society of India and popular in the Contemporary societies of the world.²³ They are getting help from the Western Buddhist Order and Buddhist leaders from Japan “to build monasteries, Buddhist institutions, they campaign to get freed Mahabodhi Temple at Bodh Gaya from Hindu control.”²⁴

The seeds of Ambedkar have germinated “the development of so-called untouchable’s socio-religious” in particular and other societies in India. But the Buddha’s teachings continue Five Precepts, Ten Parramatta’s, Yet, Ambedkar was not interested in traditional approach of any Buddhist teaching “to remove injustice and inhumanity,” rather than nirvana.²⁵

His perception on Buddhism was dynamic approach more socialization in order to put Buddhism. For example; he criticized the Order of the Sangha, because they are prohibited to engage in social activities rather staying in the monastic boundary. He insisted the monks should help the societies without any barrier from the movement. The Neo-Buddhists and others depressed class have turned on to the development constantly has increased “the Buddha’s path”²⁶, because of it is a code of morality to Liberty, Equality and Fraternity.”

¹⁹ International Network of Engaged Buddhists, Redical Conservatism: Buddhism in the Contemporary World, (Bangkok: The Sathirakoses-Nagapradipa Foundation, 1990), p.349

²⁰ Ibid. p. 352.

²¹ Ibid.

²² Ibid. p. 156.

²³ Ibid.

²⁴ Ibid.

²⁵ Ibid.

²⁶ Ibid.

The Impacts of the Neo-Buddhists Movement in India

It is historical perspectives; his social philosophy and religious movement was to abolish Indian caste system. Actually, Buddhism would not harm the tradition and culture and history of India but to bring the greatest benefit for the country by embracing Buddhism which has been a part and parcel of Indian culture.²⁷ The Neo-Buddhist movement came into existence to achieve recognizable status than other religions, “by their converts to Buddhism”²⁸ such as “Socially, political, religious and cultural”²⁹.

Ambedkar Buddhist movement has been reformed and progressive ways in the society by taking five precepts. To be creating peace for all human being with faithfully holding the Buddha, *Dhamma*, Sangha and human liberation.³⁰ Ambedkar had delivered to the lay people important teaching of the Buddha with regard to the body, speech and mind for cultivating skillful mental and to be faith of the Buddha image, his birth, enlightenment and parinibbana, each full-moon day of May in every year. Neo-Buddhist movement wasn't following Theravada or Mahayana Buddhism, but Neo-Buddhism is a modern revival by *Ambedkar*.

According to fundamental rights of humans, Education is one of them. So, everybody has right to learn in the government or private educational institutions. He knew that education is important to breakdown and fundamentally change the social system. According to 1971 census “the neo-Buddhists have progress in education and their literacy become equal of the Brahmins and all other castes in India.”³¹

Ambedkar was a keen student of economics. He wrote three scholarly books on economics: (1) Administration and Finance of the East India Company, (2) The Evolution of Provincial Finance in British India, and (3) The Problem of the Rupee: Its Origin and Solution. *Ambedkar* concentrated three major things 1) Land reforms, 2) Currency problems, 3) Problems of finance. The economic progress of the *Mahars* was one of the main concerns of *Ambedkar*, because without economics prosperity a person cannot sustain level in the society. So, the economic development should have the opportunity from the Government in the trades and the businesses. He had submitted a draft for the future constitution for the independent India. It was later as “States and Minorities.” For the aim of his mission was to arouse in men and women for right relations. Example “the Neo-Buddhists have achieved better social condition in India by undertaking Buddhist Morality.”³²As *Ambedkar*'s main objective was to reform the entire Indian social system, Neo-Buddhists got social status, so the answer is ‘yes’.

Social dimension of *Ambedkar* Buddhist movement was to change in social status. *Ambedkar* Buddhist movement has brought some development in the societies of India, particularly in the lowest strata of the people. Dr. *Ambedkar* said: I have based my philosophy on Buddhist teachings. The main parts of my philosophy are freedom and equality. The political rights to all people are provided the basic human rights principles: such as place to live, food for survival of life, cloths, medication, and education. The term of democracy is the human knowledge and understanding which can provide human equally. For example: “the concept of democracy is economic efficiency,”³³

²⁷ Ibid.

²⁸ Uttara Shastree, **Religious Converts in India**, (New Delhi: Mittal Publication, 1996), p. 24.

²⁹ Ibid. p. 23.

³⁰ Lokamitra, **Buddhism: Seeds of Social Transformation**, http://www.lifepositive.com/Spirit/Buddhism/Seeds_of_social_transformation102005.asp, retrieve on: November 18, 2010.

³¹ Ibid. p. 17.

³² Pravin Bhalesain, **Buddhist Ethics and Social Development**, Academic Papers Presented at the International Association of Buddhist Universities (IABU) Conference on “**Buddhism and Ethics**”, Symposium Volume, held in conjunction with the 1st IABU Summit at Mahachulalongkornrajavidyalaya University Main Campus Wang Noi, Ayutthaya, Thailand, 13-15 September 2008, (Ayutthaya: Mahachulalongkornrajavidyalaya University, 2008), pp. 558-559.

³³ Mohapatra, P. K., **Social Justice: Philosophical Perspectives**, (New Delhi: D. K. Printworld, 1999), p.

the social equality in Buddhism. The *Cullakammavibhanga Sutta* are:³⁴

- (1) One person is ugly, or low of social status;
- (2) Another person is also ugly, but opulent;
- (3) Still another person may be beautiful but impoverished, and of low social status;
- (4) Yet, another person may possess everything (beauty, wealth, high social position, etc.).

The Buddha had never classified on social, religious of the people, but he emphasized for mutual co-operation, helping each other and making good environment for living.

Conclusion

The Neo-Buddhist movement of India was called Dr. Ambedkar's Buddhist movement. The Buddhists monk from Arakan and Ceylon, Anagarika Dharmapala in India Bodh Gaya and later on by Dr. Ambedkar. Dr. Ambedkar was the last one who is a reformist under the social context of Buddhism. Knowledge and education are the backbone of the nation. Oppression, depression, torture, deprivation and neglect are not the correct human integration toward other humans.

He also raised the gender issues among men and women and gave equal status and freedom. Freedom of living in a sustainable and sufficient way of life, getting all men and women better education, economic development, medication, lands rights, exercise of religious freedom, women's freedom, freedom of speech, freedom of political rights. The latest Ambedkar's liberative model can be called as Buddhist liberative model, because he found the three basic things there, such as, equality, liberty and fraternity.

The Buddha had never distinguished that person are Buddhists, and these persons are Hindus and so on, because he had no intention to divide the people into different designations, This was very clear that after religious identity change. The untouchables converted to Buddhism' they got Buddhist identity, so, they got equality, freedom and fraternity as like other religious communities in India.

Ambedkarite's Buddhist movement is relevant, effective and affective in the religious dimension, in the educational dimension, in the economical dimension, in the social dimension and in the political dimension. He was a Hindu by birth but he did not hesitate to convert to Buddhism. As already Ambattha, Sonadanta, Upali had converted and entered the Order of the Sangha.

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The Stranger in the Mirror: Female Identity Crisis, Dissociation and Self-Fragmentation in Kafa Al- Zubi's Novel X

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ABSTRACT

This paper aims to highlight the crisis of female identity, dissociation disorder and self-fragmentation in Al-Zubi's novel X (2014). The novel portrays the female protagonist, X, with symptoms of dissociation and self-fragmentation. X's dissociative identity forces her to live a life of seclusion. She demonstrates signs of loss of interest, a manifestation of self-fragmentation, relational difficulties, and a desire for death. To elaborate further, the novel will be analyzed using the psychoanalytic approach in defining concepts of dissociative identity disorder and self-fragmentation. Besides, postcolonial theory will be used in dealing with the theme of identity.

Textual analysis reveals that within the socio-religious fabric of a patriarchal society, a female's identity is rather restricted and psychologically confused. The dominant patriarchal system is destructive to the female's identity and her quest for individual independence. X suffers from an identity crisis that leaves her torn between a collective social identity that is dictated upon women and a private identity that adheres to her aspirations and dreams. A female's identity becomes rather fluid; manipulating its existence in an attempt to resist a socially bound and labeled identity that stigmatizes a woman's existence as a self.

Keywords: alienation; private self; psychological confusion; sense of loss; social identity.



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