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Romance Fanfiction Analysis:
An Adversary or A Benefit in Teaching Literature?

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ABSTRACT

The aim of this research is to identify whether romance fanfiction is an adversary or a benefit in teaching literature since it contains novelties students want and it is technology-natured especially literature in the Philippines experienced pitfalls and oftentimes disregarded by students. A mixed-method approach was utilized to realize this objective. The qualitative part included a semi-structured interview. Ten informants from Grade 7 to 10 were purposively selected using specified criteria. For the quantitative, the sets of information from the informants were analyzed to devise a tool reflecting the elements needed for romance fanfiction to be teachable: connectivity, literary skills, values formation, and language acquisition. Five thematic clusters emerged after the analysis of the responses: **Rendering Fanfiction** talks about the perspective of the students, **Rapport Fixation** regards the connectivity of the students to the text, **Recreational Faculty** is the application of reading romance fanfiction, **Reformational Facture** is the development of values through reading, and **Rhetoric Fluency** tests the students' ability to express more by the aid of expanded vocabulary. The Likert-scale questionnaire was then made based on the themed statements where five teachers participated in evaluating a romance fanfiction. The result was acceptable and reflected a Cronbach's alpha of 0.80 which meant that it is reliable. Hence, romance fanfiction is a benefit in teaching literature because it contains the elements needed which are the prime sources for high literary appreciation. Moreover, it will unlock a linkage between the literature and the students which had been the dilemma in teaching literature.

Keywords: romance fanfiction, literature, adversary, benefit, teaching

Introduction

Literature is considered a heart of every country for it speaks the culture, ideas, beliefs and traditions written. In other words, it is a representation of life (Hake, 2001). But because of evolving human needs and nature, it is a dilemma nowadays that literature, or reading books per se, is being neglected. The question, "Why do we need to read or even study these literatures?" is already a manifestation of doubts of the essence of the arts.

This is a case shown here in the Philippines. In fact, an irony has underscored the literacy of the Filipinos: according to the National Statistics Office (2010), the literacy rate improved into 97.5% compared to the result on 2008 which was 95.4%. Despite the reading and writing competencies being very high, a study stated that Filipinos do not read as published in an article of the Philstar, an online gazetteer (2008). The National Book Development Board (NBDB) fortified the statement, wherein they conducted a reading survey from Luzon to Mindanao and had 1,200 respondents, as only 92% can read but obviously would not use their skill (2007). This is reflected as well on their survey titled, *Are We Reading?* (2012 as cited in Miranda, 2014) where Filipinos have the "somehow" decorum of choosing the selection they wanted just to manifest the said macroskill. This is such a bizarre picture for Filipinos have the capacity of attaining the main benefit of reading i.e. intellect and yet they do not choose to do so. Thus certain inquiries evolved as how important literature is and how it is needed, especially for the students.

With this notion, many approaches have been used in teaching literature. One of these is the introduction of new media literacy. This is defined as the new form of literary approach that focuses on the subculture of the youth (Berkowitz, 2012). An example of this is what we called now as fanfiction. With the technological advancements permeating the environment of the students, fanfictions have become part of the subcultural reference for these enable them to have a rapport between a text and themselves---a basic yet vital ingredient for literature appreciation. The accessibility of the sites and creation of fanfiction applications greatly increased the fanaticism of the readers and the reader population tremendously.

But what is the reason behind this phenomenon? Fanfiction (or fanfic) is a product of technology that is an accepted trend today. Black (2007) defined it as: "Fan-produced texts that derive from forms of media, literature and pop culture." It is a practice of youths for new media literacy (NML) (Berkowitz, 2012) where they are able to express themselves more than the limitation of the school's environment. Several schools in the Philippines had already integrated the usage of fanfiction to their teaching (Reyes, 2015, from a personal interview). With this introduced environment, the researchers believed that there are three main reasons of literature pitfall in the Philippines: (1), curriculum, (2) resources, and (3) connectivity which are explained further in the Review of Related Literature.

The Progresses of Fanfiction

On a recent conference of the Manila International Book Fair (2013), Wattpad, an online website used for posting of fanfictions and labeled as "world's largest community for discovering and sharing stories (Wattpad, n.d.), was highlighted due to its growing Filipino population. Though majority of the users of this website are from the United States, 9.7% of its demographics comes from the Philippines (Alexa, n.d., as cited in, Korobkova, 2014). Over 300 thousands of Filipino teens write their stories in Wattpad to share their common interest (Aguila, 2013) in "spazzing" (a term of extreme lose of emotions or physical control [Google, n.d.]) as a result of fanboying or fangirling (a form of showing how fans appreciated their idols through pictures, creation of fan pages, and etc.). The relevance of online community to students becomes a safe place as it corroborated their own ideas without even contradictions.

The interaction between the author and the readers paved way for furtherance of ideas between them. The comment sections or the forum of the site would candidly create new flow of the stories for authors can ask what the readers would want for the next chapters or the actor they wanted to make a cameo in the online novel. This definitely increased the fascination of the readers as the connectivity has been established already from the point of fanaticism and the readers' central interest has been targeted which is obviously, though considered shallow and ironic, their interest to non-academic material.

The Setbacks of Fanfictions

Conversely, the extreme liberty found in this kind of sites becomes the target of marginalization from the professors, parents and even the media itself. On Berkowitz's (2012) study, there was already an attempt to use fanfiction as a medium for learning. However, the perception of the people with this novelty is quickly categorized as a distraction for students as it does not possess "real" knowledge for it commonly deals with romance, labeling fanfictions as informal literatures. This can bring addiction as fanfictions are easily accessible. In a report in the United States of America, it shows that young teens who read fanfictions or even write fanfictions were showing symptoms of antisocial attitudes (*Column: What is Fan Fiction – and why is it making people nervous?*, Downes, 2014).

They tend to have more time with reading and/or writing fanfiction. This also calls forth the irresponsibility of the students as they choose more fanfictions than doing their assignments (Downes, 2014) which is very detrimental.

The lowbrow of fanfiction is based on the technicalities of the language. As Wattpad is a free website, anyone can upload their stories without someone to edit or proofread the selection. Noticeably, grammatical, semantic, and syntactical errors are evident in most of fanfictions. This brings the quality of the work substandard as compared to those published. At the same time, the nature of professionalism is the underlying problem in fanfiction. Authors of the canon works view fanfiction as a form of plagiarism for they are "stealing" concepts from them. Fanfiction writers are also associated in stealing audiences they do not have the rights to (Gabaldon, n.d., as cited in, Alter, 2012). Furthermore, literature must be developed through a teacher-centered approach rather than a student-centered (Karagiorgi and Symeou, 2005 as cited by Wong Gonzales, 2011) which is promoted by fanfiction due to its too much connectivity to the readers that the purpose of analyzing the text becomes too linear.

Literature Review

Literature Curriculum of the Philippines

Curriculum comes from the Latin word, currere which means "to race." It is basically the list of goals that a student will learn by the teachers' pedagogy. The first teachers were the Spaniards who managed to share the basic knowledge in life. Came the time of the Americans, the education system of the Philippines was standardized and reached formalization regarding the teaching materials. Up to present, literature was integrated. In the newest implementation of the Department of Education (DepEd) in the system of the academic field (Republic Act No. 10533, 2012), K-12 developed an advanced curriculum for literature as seen in senior high school. From the pre-colonial period to the contemporary literatures, foreign influences cannot be separated anymore as a semester was allotted for the seniors to learn.

In retrospective, there were already of the lists of literature being taught in school. In Libre's study, The Filipino literature students do not read (2007), she cited that because of colonial materials used during the American period in teaching the English language, the "lives" of Filipinos were being forgotten.

Colonizers wanted to erase the teachings of Spaniards that they forgot the identity of the Philippines which is more important. Filipino poet, Abad (2003 as cited by Martin, 2007, said: "Our writers and artists create our country." But because of being conquered by other countries, we are now on the era of not being able to recognize our own.

Additionally, Kelly (2009) defined curriculum as the learning experience of the students happening during the educational process. And yet there are strict constraints of the instructor's and learners autonomy (Adams, 2003, as cited by Horn & Staker, 2011). This is a reflection of today's scenario of the Philippine education even with the new implementation of the K-12 curriculum. In 2012, Filipinos are despising the "forced" change of the Basic Education Curriculum (BEC) to the K-12 system. There has been protest for the rioters wanted to cease the execution of the program as it would just be a burden and not an innovation according to the president of the Manila Public School Teachers Association (MPSTA), Benjie Valbuena (Abelgas, 2012). But still the commencement continued and forwarding to 2015, regardless countless seminars, there are still heated discussions for the Philippines if the country is really prepared for K-12. The MPSTA, on the blog Philippines' Basic Education, said that [we] need: 101,612 teachers, 68,000 classrooms, and 135,847 sanitation facilities to be fully equipped in the program (2012).

These events would be a shout of inability of the government in implementing rightly a program. The unpreparedness contributes to the deterioration of the quality of education and more so, the curricula. A negative impact for the students and teachers would limit the learning acquisition and the environment of learning could be haphazard. Specifically, the content of the curricula would be modified drastically. On the K-12 Curriculum Guide (2013), the literature for Grade 7 students, the objectives are recurring and despite the focus to the Philippine literature, the underlying strategy is a representation of American colonizers just like this objective: "Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways." The experience of the country to the colonizers reflects this statement due to the "non-violent" ways just like how Americans became the mediator for the Spaniards and the Japanese. This shows how we are still anchored to the influences of the foreign.

This same sentiment was voiced out by Constantino in his essay *The Miseducation of the Filipinos* (1966) which raised the concern of colonial education. He purported the idea that education never has been for Filipinos since General Otis opened schools around the country and only him selected the books to be utilized and to be taught by American soldiers themselves. Because of the confinement of the setup, it is inevitable that our youth would be subjected to western principles and even be categorized as part of the conquest scheme of the Americans (Constantino, 1966). In the same paper, Recto's speech was cited:

"…they allowed themselves to become more and more the tools of colonial rule and less and less the interpreters of the people's will and ideals…"

This statement signified already the early stages of "misidentity" of the Filipinos that cannot be alleviated anymore. In fact, these dilemmas are still present up to now that the influences of the Americans (or even other colonizers) are much heavier than our own for which we are becoming a new breed of what Americans are (Constantino, 1966).

Academic Resources of the Philippine Education

Physical resources are tangible materials used for academic materials. However, there has been lacks of textbooks for the students to use especially in public schools. Reference materials are quite limited as bookstores and even the library do not contain the resources. Much more, the discouragement of Filipino authors to write their own books due to the reason that even the Filipino, themselves, caters foreign works. Alternatively, applicative resources are knowledge of the educators and the students regarding literatures. Due to the alien nature of some selections in our textbook, we cannot even teach cultural definition authentically. Literatures become a test of comprehension skills, grammars and even social refinement which obviously ruin the value of the arts.

Physical Resources

Despite now that we are on the neo-millennium age, still it is a gladdening thought to see tons of books being displayed in bookstores. Fiction books are quite the banal components which tended to be the underlying problem. As aforementioned, because of dominancy of the alien cultures, teens become the major audience of bookstores as Young Adult (YA) genres are much evident in shelves rather than non-fiction books and even books created by our own authors.

This trend has been the basis of the interest of the students that the resources for the academic materials are limited only to textbooks. Likewise, it is only through school that some students are able to read literature for it is indirectly mandated from the beginning.

The data given by the NBDB manifested the cultural inclination as they analyzed that 67% of Filipinos read non-schoolbooks (NBS) (2012). Despite the high percentage, still 25% preferred only to read English literatures written by their native nationals (*Are We Reading?*, 2012, as cited in Miranda, 2014). This fluctuation might be a fault of the bookstore and even libraries as they put books in the least accessible area (Jose, 2013 as cited in Miranda, 2014), showing much favor to colonial mentality. Additionally, the tendency that people chose more the business field because of financial aid and gratification lessen their time to even pick a book (Hidalgo, 2014 as cited in Miranda, 2014).

The agreement of Miranda (2014) to the stated report has caused the furtherance of the deteriorating culture of Filipinos in reading books published by another Filipino writer and when given the chance to read a selection created by a Filipino, they would choose to read in their primary language. Philstar (2007) created a board where netizens can cite their own opinions regarding the topic, "Filipinos Do Not Read." The commonality of all their perspectives were books are costly and Filipinos do not have the luxury of reading (Young, Manalastas, et. al., n.d.) while others believed, it lies on the aspect of poor introduction to reading because of poverty (Sison, n.d.) and the integration of media in our lives (Leobrera, n.d.).

Applicative Resources

Such, this is a symptom of the youth for reading has never been a habit to them. If so, they tend to read NSB more than the textbooks. If to be examined, academic materials for English and Filipino have become a tactic of encouraging students to develop reading but their interest was never associated to it, lessening the fruition of the act. This is why the applicative resources of gaining knowledge are limited. Teachers would really have the ability to make the students understand literature but the information became so measurable that the essence of learning it was for graded purposes.

The learning acquisition of the students is constricted because of the textbooks in front of them and thus they are being subjected to the "expertise" of the teachers (Black, 2007) --- a notion debunked by literary scholars as they believed that it should be changed to promote non-reflective subcultural influences rather than the rudiments of classroom (Gee and Hayes, 2010 as cited by Berkowitz, 2012).

Connectivity of the Students

Literature must be a reflection to the life of the readers, a supposition of Hake (2001). Furthermore, according to him in his article, *Why Study Literature* (2001), it represents human experience. But how can students be able to have a reflection of them if everything is *foreign*? Still, the acceptance of literature studies interest decreased for the interest of the students have become a major factor in learning it and in fact in cultivation of the language. Hence, it is a common dilemma for education to really assess if the literature material is worth of teaching. The question: "Why do studying literature of foreign countries are more important than giving emphasis of what materials we have?" Especially now, with the advent of technology, it would be very hard to advert the attention of students on appreciating literature more.

Nevertheless, a phenomenon amongst Filipinos has become a factor of gauging literature---we were able to adapt the technicalities of the literature and adopt the influences imposes unto us. We survived. Thus, going back to the main concern, literature evolved as well and it is still part of everybody's life that it has become mandatory to have literature classes in the Philippines that even dates back in 1898 (Martin, 2007). With the boom of technology, educators did not doubt to incorporate the media to infuse more learning to their students. In America, online learning is a movement of education to reach more students who spend most of their time in devices where in 2009, 3 million K-12 students enrolled in the program and by 2019, it is expected that 50% of high school courses would be sent via online access (Horn and Skater, 2011). The influx of this era superimposed information and communication technology (ICT) much on the necessity of the students as they find a virtual space where the novelty is much appreciated. Applying literature with technology is a provision of language and literacy acquisition (Black, 2007).

This setup is a shift from the conventional process of learning which is a good point, as it is more "meaningful and engaging" (Black, 2009; Thomas, 2006; Chandler-Olcott and Mahar, 2003, as cited by Berkowitz, 2012) to students where the connectivity is much present as technology meets the eye level of youths as stated in a study of Harrison Interactive (2007) where kids ages 8 to 18 spend 44.4 hours per week online. The easy passage to another part of the world because of Internet is a factor that students are fond the most as the different cultures can be diminished quickly. Internet served as interpersonal space of the youths for socialization is accessible wherein they read, give opinions through FaceBook walls, comments and even write their own stories which are a materialization of two macroskills highly important in literature: reading and writing. This virtual space is labeled by Foucault (1986 as cited by Black, 2007) as heterotopias where the personal and social interests and experiences where gathered in a single space (Hirst, 2004, as cited in, Black 2007). As Black (2007) points out:

"Adding a spatial dimension to such analysis focuses attention, not only on the ways in which discourse mediates and shapes interaction, but also on the ways in which language and discourse can serve to shape and transform social space, thus creating new possibilities for interaction."

Despite the misconception of technology as a diversion for students to learn, this is already a utility of the effect of colonialism. For reiteration, the influences acquired by Filipinos cannot be changed anymore. This goes as well to the educational system of the country. Literature can still be considered as a questioned matter as it is debated of what materials are to be taught given these dilemmas. Literature was rejected by students because of the vital ingredient in learning literature: connectivity. This factor affects the quality of literature as it is highly dependent on the response of the readers. According to Carrie Bebris, "The books we love the most are the ones where you close the book and you're still thinking about those characters," (Contrero, 2014), but this can be an oxymoron for whenever the students closed their textbooks, the inquisition was never there.

Research Methods

Research Design

The researchers used mixed-method in coming up an analysis regarding the nature of fanfiction. For the qualitative part, the researcher believed that an exploratory-descriptive approach should be used to fully comprehend the underlying problem of literature in the Philippine education setup. In the sense of the exploratory view, a new angle was introduced to the field of literature and that was the incorporation of the romance fanfiction which led to a theoretical groundwork of whether the interest of junior high school students of Dr. Yanga's Colleges, Inc. would heavily influence their appreciation and acquisition to learning literature.

When the groundwork had been introduced, through the descriptive approach of this research, it became more comprehensible as new sets of information should explain the cause of fanfiction and obviously its effect in literature as what was found out on the exploration of the topic. This broadened the aspect of the problem of the research in finding out whether romance fanfiction would be an adverse or beneficial factor for the dilemmas of literature. This approach was reflected in an interview with the informants of this research which focused on analyzing the content. Then, the researchers devised an instrument to wholly encompass the knowledge of the research which shall serve as the quantitative part wherein the three findings stated in the theoretical framework (literary skills, language acquisition, and values formation) and the vital tool of literature (connectivity) would serve as the foundation.

Research Locale

The researchers chose Dr. Yanga's Colleges Inc. (DYCI), a private school, because of its advancement to technology. This school uses a modern approach in literature and the reading ability of the students. The SRI or the Scholastic Reading Inventory aided students to enhance their literary skills through computers. A selection would be read by the students and afterwards, there would be a formative assessment. The main goal of SRI is to increase the comprehension level of the students by giving Lexile points. This would evaluate if the students' ability is suited on their grade level.

Because of this major factor, the researchers decided to conduct the interview for: (1) fanfiction is a product of the Internet making it not anymore a foreign concept for them, and (2) the discreet discrimination of the levels of the SRI could manifest a setback of the students. Furthermore, DYCI was chosen due to the reason that the school also have the DYCIan Words of the Week and the Writing Club. The former is part of the curriculum of the Junior High School where it focuses on the vocabulary expansion of the students. It aims to help the students be able to express themselves fluidly in English and unlock terms in regards to reading literature where, admittedly, as a Filipino, some words are considered "highfalutin." The latter program is a newly established co-curricular activity of the school which encourages students to write essays, poems, or any literary pieces.

With these programs of Dr. Yanga's Colleges, Inc., which caters to the improvement of the students with regards to their appreciation of literature (connectivity), reading and writing (literary skills), vocabulary expansion (language acquisition), and the morals in learning (values formation), it is still in doubt why the appreciation of the subject literature is waning extremely.

Research Participants

The respondents were the Grade 7-10 students of the said schools. Junior High School students were selected because with the introduction of the students in regards to this technology, they are more prone to encountering and reading romance fanfiction. Junior High School students are also at their adolescence stage (Erikson, 1956). As regard to the psychosocial aspect, their emotions are quite erratic which could contribute to their interests in romance fanfiction for oftentimes, they find relatability in characters which also are undergoing in the same situations as them, figuratively and literally.

Peers are also a contributing factor of why the researchers chose Grade 7 to Grade 10 students. At this age, peers are considered as an important element in the Junior High School students' life. The influences of peer are a great effect for a student to acquire certain trends. Romance fanfiction becomes a boom in the subcultures of the youth, thus, if a friend would read it, then therefore the influential capacity of persuading others to read is high.

Purposive sampling was used in choosing the informants of the research. Criteria were set to provide a narrowed selection: (1) students must be reading fanfictions; (2) they must be from Grade 7, Grade 8, Grade 9, or Grade 10; and (3) students must only come from the locale of the research. Ten students were randomly selected from these grade levels.

Research Instruments

For the qualitative data, guide questions were used for the interview. The interview was semi-structured to provide prompts in consideration regarding the answers of the informants. This was done to know the knowledge of the students in regards to the field of fanfiction. All interview questions was translated into Filipino so the students were able to feel comfortable during the process. The data that would be gathered shall serve as the basis in materializing the instrument for the quantitative data.

The interview started with knowing the profile of the informants. Likely, inquiries served as the springboard of the researchers in answering the problems presented:

1. What is fanfiction for you?
2. What are the things you acquired from reading fanfiction?
3. What is your favorite fanfiction? Why?
4. Do you write fanfiction or just stay as a reader? Why?
5. What makes you interested in reading fanfictions?
6. Do these help you to become more fanatic of the fiction you are reading? How?
7. Does reading fanfiction help you to ease difficult words that you have trouble unlocking, for example in your English class?
8. How well can you relate to the fanfiction you have read into yourself?
9. Does fanfiction improve your prior knowledge in any literary pieces?
10. What is the impact of reading fanfiction that affects your personality?

Results and Discussions

The interviews were analyzed to produce the themes the researchers identified in order to congregate the framework of the romance fanfiction to its effects in the students. The researchers segregated the significant lines from the interview and derived with five concepts: Rendering Fanfiction (perspective of the junior high school students to fanfiction); Recreational Faculty (the literary skills of the students in regards to its applicative nature; Rhetoric Fluency (how language usage has been affected by romance fanfictions); Reformational Facture (the values of the students in reflection to the fanfictions they are reading); and, Rapport Fixation (how connection was established between the text and the readers).

The researchers categorized the statements to positive or negative as a manifestation of the problem of the study.

Perspective of the Junior High School Students about Fanfiction
Rendering Fanfiction

The schema of the students regarding the romance fanfiction was triggered due to its faddism. Students are acclimatized to the nature of romance because it served as a form of relation to them and the text presented. This is where their definition delineated what fanfiction is about in their perspective.

Table 3.1. Students' Perception about Fanfiction

Emergent Theme	Theme Cluster	Formulated Meanings
Rendering Fanfiction	Positive Rendering	• Fanfiction is romance. • Fanfiction heightened emotions. • Fanfiction is an outlet of imagination
	Negative Rendering	• Fanfiction can never be real. • Fanfiction is considered informal and corny.

Students were able to materialize the definition of one concept of fanfiction which is romance, despite having other genres. The researchers believed that the connotation of romance to the students is a positive factor of identifying their perspective since romance implies the emotions of love. The happiness and/or the spazz (*kilig)* felt on reading these literatures boost the interest of the students, as cited:

"Romance (po)."
("(It is) romance.")
(R.F. 01, Line No. 5)

"Minsan nagbibigay saya po."
("Sometimes it gives happiness.")
(R.F. 01, Line No. 66)

These emotions contribute to perception of the students reading romance fanfiction. On the definition of Wikipedia (n.d.), fanfiction can either be categorized into romance or specialized where writers could create their own stories. Similarly, informants believed that fanfiction is an expression of the author's imagination:

"Yung fanfiction po tungkol lang po siya sa nilikha po ng author. Para pong imagination lang po nila para pong ine-expression niya yun sa Fanfiction."
(Fanfiction is about the creation of the author. Imagination was expressed through fanfiction)
(R.F. 03, Line No. 238)

The statement made congruence that fanfiction is an outlet of imagination which the readers perceived as positive because they can be part of the process where they can visualize the setup provided by the author. According to Le (2013), it is better to create another world than to recycle concepts which is a common fad in writing fanfictions.

However, this paved way for the negative associations of the perception of fanfiction for simply: it being fictitious. On a metaphoric view, the romance can bring forth "hope" to readers, for example, in having the chance of making unrequited or platonic love be a genuine one. But, if this sole purpose of fanfiction would be not accepted by the readers through labeling that it is impossible to happen, then the value would be lessened, to wit:

> *“Fanfiction ah para sa’kin yung mga story po na kumbaga mga love story po na kadalasan po hindi nangyayari sa totoong buhay."*
> *(Fanfictions are love stories that are not truly happening in real life.)*
> *(R.F. 04, Page no. 1, Line No. 244)*
>
> *"Yung parang ano po hindi makatotohanan.”*
> *(Something that is not real.)*
> *(R.F. 03, Page no. 2, Line No. 156)*

This can be purported on an article of Lord (n.d.), 13 Things Fan Fiction Writers Are Very Tired Of Explaining, wherein fanfiction can be mocked due to the reduced authenticity and legitimacy the authors have done into their works. Moreover, because of such generalization, the face value of fanfiction has been doubted as well. Too much focus of romance could shun readers from picking up the book, typically from male respondents:

> *Admittedly, parang wala po talaga kong pakialam sa mga fan fiction para ang corny, ang corny magbasa ng mga ganyan kasi di po talaga ako, ano bookworm yung ganun po, di po talaga ako reader...*
> *(Admittedly, I do not care about fanfiction for it is corny and I am not a bookworm so I do not read fanfiction...)*
> *(R.F. 10, Page no. 9, Line No. 740)*

The bottom line of the perception of the students regarding fanfiction was, fanfiction is romance. The varying degrees of conceptualization served as the furtherance of their definition. Either wrongly or linearly rendered, fanfiction had became a part of the schema of the students.

Connectivity of Fanfiction
Rapport Fixations

Worthy (1996) opined that student interest is a factor of considering literature because if not, then there would be no students reading outside the school. But based on the problematic curriculum setting, the interest of the students is placed out of the picture in replacement of foreign cultures (Martin, 2007; Constantino, 1966). This is why the connectivity or rapport cannot be fixated to the students. Connectivity is very important for literary appreciation and it is also the triggering point of acceptance of the literature but if it is disregarded, then the teaching process would be futile.

Table 3.2. Connectivity of the Students in Reading Fanfiction

Emergent Theme	Theme Cluster	Formulated Meanings
Rapport Fixation	Triggered Interest	• Romance fanfiction is relatable because it can give emotions. • Romance fanfiction sparks interest because the overall theme is about life.
	Untriggered Interest	• Romance fanfiction has sub-themes that students cannot relate into like mafia, and sexuality. • Romance fanfiction has no connection to academics.

Triggered Interest is about how the fanfiction could indicate the relationship of the readers to the text he/she reading. The interest is a coordinator of how the romance fanfiction could lead to appreciation concerning the student's common philosophy. This reason undergoes the principles of how literature can be conceived not as an academic material but a linkage to their lives.

"Kasi po yung mga story nakakarelate tapos napaka interesting tsaka yung ibang story po nakakakilig nakakadala ng emosyon ."
(The story is relatable and interesting. This is why I was carried by the emotions.")
(R.F. 04, Page no. 32, Line No. 248)

"Lagi po akong umiiyak, laging nasasaktan."
("I am always crying, always hurt.")
(R.F. 01, Page no. 10, Line No. 57)

The emotions that the romance fanfiction delivered to the readers satisfied the interest of the students and thus, create connectivity. If students had cried, or were carried away, then they were able to relate to the theme of the story. An author of the fanfiction, named xLoveless19, deemed in a forum board that: "There are a few select fanfics that have struck such a strong emotional chord within me that I actually end up tearing up, and even sometimes, crying pretty hard. It takes a lot for a fanfic to pull that out of me. (Have you ever cried from an emotional scene in a fanfic?, 2013)."

This instance could was also reflected in a statement of one of the informants:
"Actually, yung iba po nai-inspired, kasi po may part pong talagang naiiyak po talaga ko. Nagbibigay po sila ng strong emotions para sakin."

("Actually, the other parts are inspiring and made me cry. They gave strong emotions for me.")
(R.F. 08, Page no. 21, Line No. 568)

Because of strong emotions, students are inspired to continue reading and explore other romance fanfictions in assuming of experiencing the same sensation. Inspiration caused motivation to be increased (Oleynick, et. al., 2014) which further the students' connectivity. The intrinsic reward the students had gotten from reading fanfiction (Kaufman, 2011) boosted the emotions of the students and hence, developing a more motivated understanding in the literature they are reading. In the article, Fan Fiction Takes Flight Among Teens (Philpot, 2014), an established connection could signify that fanfictions are not just mere literary tools for reading but a place where sexuality, emotions, and liberality of ideas are being upheld.

In opposition, such venues could deteriorate the quality of romance fanfictions. As stated, these social perspectives are marginalized elements for they are somehow foreign in some students like extreme violence, same sexuality romance, and even incest.

"Hindi po kasi hindi ko po yun mararelate sa buhay ako kasi estudyante ko tapos mafia river ganun."
("No for I cannot even relate in my life as a student the concept of mafia river, something like that.")
(R.F. 04, Page no. 13, Line No.303)

“Wala po masyadong koneksiyon sa pag-aaral po."
("There are no connection in my studies.")
(R.F. 05, Page no. 13, Line No. 356)

These statements single out that the extreme liberty of the fanfiction, though students' interests were caught, made the connection untriggered. Untriggered interest is a branch of Rapport Fixation on which the established interest waned because of the foreign or extreme concepts introduced in the story.

Literary Skills in Fanfiction
Recreational Faculty

Literary skills of the students are being enhanced in reading literature. Thus, the question: "Does it imply likely on romance fanfiction?" would manifest on the reading and writing skills of the readers. Recreational Facture is the third theme of the data analysis that centers only on the reading and writing interest of the students during their experience of romance fanfiction. According to Freund (n.d.), reading and writing could serve as a portal in maturing the ideas of a person.

Table 3.3. The Reading Skills of the Junior High School Students in Romance Fanfiction

Emergent Theme	Theme Cluster	Formulated Meanings
Recreational Faculty (Reading)	Valid Effect	• Romance fanfiction makes students interested in

		reading. • Romance fanfiction promotes critical thinking skills.
	Null Effect	• Romance fanfiction affects studying habits.

Table 3.4. The Writing Skills of the Junior High School Students in Romance Fanfiction

Emergent Theme	Theme Cluster	Formulated Meanings
Recreational Faculty (Writing)	Valid Effect	• Romance fanfiction casts inspiration for students to write their own stories.
	Null Effect	• Romance fanfiction can oftentimes be never produced by students due to lack of practice and its long process.

For Recreational Faculty, the researchers grouped the statements into two: Reading and Writing. It was then sub-branched into two again: Valid and Null Effect---the former conveys how it could have a positive effectuation to the readers and the latter, though it has an impact to produce the macroskills of reading and writing, it is too minimal or detrimental.

In some informants, fanfiction became their springboard to read more. The accessibility of the nature, Internet and published books (see Journal Transcription), was one of the factors that caused this opportunity.

"Doon po ako nahilig magbasa ng libro."
(That is when I became interested in reading books)
(R.F. 01, Page no. 1, Line No. 6)

Abovementioned, fanfiction instated reading to students. In fact, many of them read it for leisure. Analyzing this given datum, students would tend to read non-school books (NBDB, 2012) for they either tend to divert their boredom to something or relive stresses originating from academic environment. Ergo, the skill of reading is being honed from time to time despite it being for leisure as the gratification could increase competence (Kao, et. al. 2010). Likewise, reading develops critical thinking. Through the events transcribed in the romance fanfictions, students were able to adapt and enact necessarily if they found themselves on a similar occurrence as in the book.

"Uhm... pag nagbabasa po kasi ako nun parang natutunan ko po kung ano pwedeng mangyari sa future. Kunwari po naka-encounter po ko ng isang situation, alam ko na po kung anong gagawin ko."
(Uhm... when I'm reading that (fanfiction), it seemed I am learning of what might happen in the future. For example, if I encounter a situation, I know what to do."

(R.F. 07, Page no. 18, Line No. 477)

Through reading, students were able to delve in into real-life scenarios. As what is explained on the theoretical framework of this study, schema can be triggered once exposed to a stimulus that an individual experienced already. Applying, the social events of the romance fanfiction and the relatability to these would provide a schematic action between the readers and their environment. Kao, and et. al., (2010), on their study, "An acquired test: How reading literature affects sensitivity to word distributions when judging literary text," indicated that readers of literary writing would have empathic social awareness as they are more connected to what they are reading. According to Young (2014), social learnings can be acquired in literature discussions for it has human factor like personality.

On the contrary, the relatability could cast a null effect to the readers themselves. Due to the theme of the romance fanfiction and the perspective of the students, the reading interest might be too intensified.

"Medyo, nakaka-apekto po… Napapabayaan ko po pag-aaral po… Ano po, doon po nauubos oras ko po."
("It somehow affects me. I neglected my studies... my time is consumed because of it.")
(R.F. 04, Page no. 13, Line Nos. 321-323)

This behavior is linked to the extreme connectedness (see Rapport Fixation) of the readers to the text. Because they like what they are reading, because they can relate to what their reading, and because they are inspired of what they are reading, the emotional attachment piloted the null effect to the first macroskill which Downes (2014) deemed a common conduct found in fanfiction writers and readers.

Likely, students who had been in the fanfiction sphere for a long time would create their own stories. They are stimulated to have their own fanfiction due to the responses the author gets or their motivation is increased. Writing stories has never been a culture of the students for they tend to be bored of it and/or it is mentally strenuous. Nevertheless, students still write for ideas are being conceptualized whenever they are reading and there must be an outlet for these ideas especially that writing is a significant form of communication where the students' lives are reflected (Kao, et. al, 2010).

"Ano yung grade 7 kasi nag try ako na parang mag-sulat ng ganun tapos nakaka-inspire kasi yung pinaka pinaka sinulat ko yung pinakanakaka-relate sa buhay ko."
(When I was in Grade 7, I tried to write fanfiction. It is inspiring because the things I am writing are those I can relate so much in my life.")
(R.F. 04, Page no. 10, Line No. 260)

Romance fanfictions could be categorized as "slice of life," a terminology of online literature, where diurnal activities are the hub of the story. Despite the un-authenticity of the works, the history of writing fanfiction served the transcendence to aspiring writers (Ferri, 2013).

The field of fanfiction then could served as training ground for writing and the development of this skill especially now that Dr. Yanga's Colleges, Inc. heavily implemented multiple-choice type of examinations where essay writing could be forgotten by students. This might caused these students to be withdrawn in sharing written works as it would be unorthodox to their learning nature (Lau, 2013, as cited in Aguila, 2013) as shown on the statement below:

> *"Opo, nagsusulat po ko, pero minsan po kasi yung mga gusto kong isulat lahat nasa utak ko po yun tas kapag isusulat ko na po, nakakapagsulat po na po ko, after nun later on hanggang chaper two lang po ko, iimagine ko na lang po yung gusto kong story, hindi ko na po magawa kasi nakakatamad po magsulat pero gustung-gusto ko pong magsulat kasi nung bakasyon po tiniry ko rin pong magsulat ng story kasi na-inspire po ko sa mga author."*
> *(Yes, I write but because all of my ideas are in my head---I will write it---when I reached Chapter 2, it stopped there. I just imagined what I wanted for my story and I can never write it anymore for it is tedious. However, I really like to write. In fact, on vacation, I tried to write because I was inspired by the authors."*
> *(R.F. 10, Page no. 23, Line No. 729)*

Without proper training in writing, students would never realize its arts. Romance fanfiction could improve their imagination and develop ideas but thinking could become rustic if there are no grounds established and no teachers to assess their works for improvement.

The causal problem of literature is, only few have the time to read. If they are reading, then the process would stop there as no feedback---which is found in writing---has been set.

Values Formation in Romance Fanfiction
Reformational Facture

It is a question if romance fanfictions can impart values knowing that the singularity of the theme could limit the perspective of the readers. Reformational Facture focuses on the building of personality once the readers finished reading or in the process of reading. "Does the selection have an impact on them?" "What does this effect do them?" These questions revolve around the facture of the reader.

This domain of romance fanfiction specifically zeroes in on the positive and negative effect.

Table 3.5. Values Formation Acquired by Junior High School Students in Reading Fanfiction

Emergent Theme	Theme Cluster	Formulated Meanings
Reformational Facture	Positive Affect	• Romance fanfiction changes the perspective of the students regarding their lives.
	Negative Affect	• Romance fanfiction has different viewpoints that could

		be clashing to the reader's set of values.

It could be identified easily that the effect of romance fanfictions to the Junior High School students are two only: positive and negative. In other words, once they read romance fanfiction, they could gain something from it or none. The purpose of romance fanfictions is to either increase the reading and literary level of the students or to serve as a leisure. This would underscore what impact has taken place to the students. Increasing the reading and literary level could promote the second stage of decoding text: reading between the lines. If so, students would be able to see the morals characterized in the fanfiction. However, extensive reading or reading for entertainment would never view the romance fanfiction as a source of values. Students read fanfiction out of boredom or to be in the trend.

Positive affects cited by the informants greatly adhere to familial, social, and romantic values. As teenagers, these emotions are always at peak.

"Hmm...Yung facing the realities. Yung mga taong dapat pahalagahan, dapat matututo ka sa pagkakamali mo. Ganyan, pag-isip-isipan mo, di puro kalokohan lang, ganyan-ganyan, di porket fan fiction puro kalokohan, di po yun ganun kahit papano may side pa rin siyang magtuturo ng tama po."
("Hmm, I think facing the realities. The people that should be valued, and how you should learn from your mistakes. Just like that, think always and never joke around that fanfictions could never have lessons because they do.")
(R.F. 08, Page no. 23, Line No. 592)

"Opo, kasi dati po napaka gulo ko halos di masaway pero ngayon po dahil po sa mga binabasa ko naintindihan ko na po yung mga sinasabi sakin ng magulang ko."
("Yes, because I was very naughty but now, because of what I am reading, I am able to understand the things my parents are telling me.")
(R.F. 09, Page No. 21, Line No. 689)

Readers could quickly immerse themselves if the emotions are the same. Because of the relatability of the romance fanfictions, students could apply it to themselves and develop a metacognitive and reflective ideology. Seeing the protagonists on the story undergoing the same situation they are in is a reflection of what they must do, thus having their facture reformed. This is what has been called experience-taking where a reader subconsciously adopts a certain characteristic due to relatability (Kaufman and Libby, 2012). Stereotyping was kept from the readers that led to a much appreciated evaluation of the character (Kaufman and Libby, 2012) and likely, the result of application in the reader's life.

Though, this is not the case for everyone. Romance fanfictions for them are only for entertainment. They read whenever they are bored, they read to relieve stresses, or they read because they wanted to feel romance. This one-sided approach to the fanfiction could pertain that fanfiction is for self-gratification and nothing more.

"Wala naman po."
("There is no effect.")
(R.F. 01, Page No. 2, Line No. 65)

Moreover, students could never see the relevance of the fanfiction they are reading that ultimately, the values were not noticed. It could also give contrary to the idea of the author to the viewpoints of the students.

"Siguro noon iniisip ko yon pero ngayon ako nag aaral ng high school para naman madali yung math yung iintindihin mo at pag pupursigihin mo. Parang hindi."
(I think, before Math is very difficult but now that I am in High School you should just be diligent. Not so.")
(R.F. 02, Page No. 2, Line Nos. 150-151)

This statement was uttered when the informant compared that students in fanfictions he was reading hated Mathematics but he thought of it as petty because he had compared the reality to the world of fanfiction. This would intake the value of realism and the misidentity of subjectivity and objectivity.

Reformational Facture instituted the idea of changing views in regards to what the students read. Petersons and Eds (2007) agreed that in order to have full comprehension of the literary selection, it is a must that the "reader re-create its meaning, constructing in the light of his or her experience the author's intended meaning". This could cause the reformations intended by the romance fanfiction to its readers.

Language Acquisition in Fanfiction
Rhetoric Fluency

Rhetoric is the art of speaking where speeches are developed, from classroom recitation to public communication. It tests how students mastered the language and how they use the language. The language acquisition therefore is an indirect force that can be found in literature when students are reading (Chou, 2011). Moreover, the vocabulary of the students is converted into an instrument of unlocking technicalities of the literature. Likewise, Recreational Faculty is factor in enhancing Rhetoric Fluency.

Table 3.6. Language Acquisition of the Students in Reading Romance Fanfiction

Emergent Theme	Theme Cluster	Formulated Meanings
Rhetoric Fluency	Expressive Application	• Romance fanfiction expands vocabulary. • Romance fanfiction gives idea useful for locution. • Romance fanfiction instills how words could

		have connotative meanings.
	Impassive Application	• Romance fanfiction invents words students cannot use for formal speeches. • Romance fanfictions can be useful sometimes in another subjects but not in English.

In order to know if vocabulary is enhanced, the researchers separated the statements into two categories: Expressive, and Impassive Application. If students were able to expand their language through the words used in romance fanfictions and was employed in their academic or even social nature, then it is expressive.

It is impassive if they were able to adapt the colloquial language presented in romance fanfictions but the usage is too limited or there has no purpose for the usage for the secondary language.

As stated, the Rhetoric Fluency is correlated to Recreational Faculty. Reading builds our word blocks while writing is dependent to the word blocks acquired by a student. This would bridge the communication process as students can express their ideas through the accumulation of terms.

"Ah meron din naman po, parang marami akong na-ano na words."
("There is (an effect). I learned a lot of words.")
(R.F. 02, Page No. 6, Line No. 138)

"Parang pag alam ko na hindi ko na sinasabi ng paligoy-ligoy, sinasabi ko na nang diretsuhan."
("As though, if I know already, I can express myself directly.")
(R.F. 02, Page No. 5, Line No. 147)

To be rhetorically fluent, words are very vital in expression. If the vocabulary is limited then there is already an impediment in communicating. It is stated that 5,000 words must be needed in order to provide 96% comprehension of word use in discourse (Adolphs and Schmitt, 2003). Writers are good communicators as they have more knowledge in letters. The mastery of the utilizing words is a vital concept especially for second-language speakers (Schmitt, 2010; Stæhr, 2009, as cited by Koizumi and In'nami, 2013), (in this case the junior high school students), as they could be able to express themselves in discourse. In the article, *Fan's View: Inside the World of Fanfiction* (Oxford, n.d.), Roberts (n.d.) found his voice in writing fanfiction.

"Ahmm… katulad po nung binabasa ko ngayon yung word po na "haven" ngayon ko lang po talaga siya na-ecounter kaya ayun nung tiningnan ko po siya sa dictionary ay yun lang pala yun mababaw lang pala yung meaning pero ang lalim nung word."
("Uhm, like the one I'm reading now, it is my first time encountering the word, "haven." That is why when I looked at it on the dictionary, I found out that the meaning is shallow but the word is deeply used."
(R.F. 10, Page No. 31, Line No. 769)

As what the informant mentioned, reading literature helped her to increase her vocabulary. Despite the simplicity of the word, this new knowledge would be an addition that the student could use in expressing herself. Comprehensible English must be important to provide substantiality of the ideas (Black, 2013).

On the other hand, the nature of fanfiction is typically informal. As raised in the Background of the Study, because no one edits or proofreads the fanfiction, it is subjected to erroneous English. This is why authors of fanfictions chose to use code-switching or slang to appeal more to their readers and to convey the thought quickly rather (Thompson, 2013) than promoting scholarliness in their works.

"Hindi po, kasi po imbento lang po ng author yun at wala pong masasabing totoo yun tsaka po kunwari yung "jusko Lord."

(No because that is just an invention of the author and there is no truth about it like the phrase, "Jusko Lord."
(R.F. 03, Page No. 8, Line No. 216)

The phrase, "Jusko Lord (Oh, my God!)," is a slur in language acquisition. Hence, a new manner of communication is learned; however, it is improper. The expansiveness of the language is quite categorically innate. Students should have rigidity or formality in expressing themselves as it is viewed as "learned," casting boundaries for learning (Dixon-Krauss, n.d., as cited in Young, 1996). But, the application is not accepted by the students for they cannot even use it in informal conversations.

Vicarious experiences projected in romance fanfictions could impart new conceptualizations. This is also one of the factors of language acquisition wherein exposure to novel environments would improve their viewpoints and likely their communication skills. Although, this is a positive note, students might be too focused on a single concept that they can disregard or cannot see the importance of the language acquisition to other fields as stated below:

Opo. Sa A.P. po. Yung para pong ano tungkol po sa kunwari po sa nararamdaman po ng tao. Sa English po, hindi po masiyado. Hindi po masiyado.
(Yes. In A.P. (Araling Panlipunan). When the subject talks about the feelings of the a person. In English, not that much.)
(R.F. 03, Page No. 9, Line Nos. 226-231)

Still, a good conversationalist should have the balance of knowing the language, and how the language should be used. Furthermore, Rhetorical Fluency could only be achieved if the romance fanfiction has contributed tremendously on learning and improving the second language.

The Tool for Assessing Romance Fanfiction

With the reports of the informants thematized, the researchers were able to create a tool that could test the potential of romance fanfictions in the academic field. Statements were produced in each of the following elements: Literary Skills, Language Acquisition, Values Formation, and Connectivity. Then, a Likert Scale was used to rate whether a certain romance fanfiction is eligible for teaching.

Table 3.7. Tools for Assessing Romance Fanfiction

Statements	Rating			
	4	3	2	1
LITERARY SKILLS				
1. This fanfiction can arouse students' interest and encourage them for participation.				
2. The fanfiction can promote standard grammatical usage.				
3. The message of the story can be quickly grasped and processed.				
4. This fanfiction can evoke critical thinking.				
5. This fanfiction can motivate the students to write their own story and read more literature.				
LANGUAGE ACQUISITION				
6. The informal English used in the fanfiction can be a stepping stone in acquiring the language.				
7. This fanfiction can be used as a tool of the students to participate in classroom discussion.				
8. The TagLish or code-switching can increase students' awareness for English.				
9. This fanfiction can meet the needs of the students to learn texts				

with the writer's choice of words.

10. The fanfiction can use vocabulary suited for junior high school students.

VALUES FORMATION

11. This fanfiction can lead the students over into the real world and affect their actions in their classroom setting/situation.
12. The romance integration can enhance social and moral values.
13. This fanfiction can connect the readers' identities and help them to shape their social interactions.
14. The dilemmas presented can invoke responsibility for the students.
15. The fanfiction can lessen social capacities of the students due to the linearity of the story.

CONNECTIVITY

16. This fanfiction can strengthen young readers' involvement.
17. This fanfiction can become a tool to use in illustrating their identities and make the readers discover whether it is real or virtual.
18. The extremities of emotions can heighten the imagination of the students in relation to the characters of the fanfiction.
19. The characters used in the fanfiction can bridge gaps between the students and the text in appreciating the literature.
20. This fanfiction can invigorate the students' reading interest in replacement of literary canons.

The researchers got the approval of one fanfiction author in lending her work in the research purpose titled, "24 Hours Paris." This was the literature the junior high school teachers read in order to answer the devised tool.

Five (5) high school teachers were given the questionnaire that will reflect the reliability of the instruments and the results. But before the materialization of the tool, the adviser checked the validity, face and content, to provide substantial findings out of the questionnaire. These statements were all identified because of the informants' answers wherein the effects of fanfiction were weighed upon to deliver balance between the positive and null outcome in reading the romance fanfiction. Ergo, the instrument showed equilibrium in assessing romance fanfiction.

Also, the tool was subjected to Cronbach's Alpha analysis, and with the target of .70, the instrument fell on .80, stating that the tool was reliable.

In order to compute the table, the following scale was used:

Table 3.8. Likert Scale Legend

4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

Moreover, the range was established to fully recognize the perspective of romance fanfiction as a tool in teaching literature.

Table 3.9. Likert Scale Range

3.26 – 4.00	Excellent
2.51 – 3.25	Acceptable
1.76 – 2.50	Questionable
1.00 – 1.75	Poor

The researchers computed the results thematically and as a general for romance fanfiction should have the elements needed to be a credible literature where junior high school students could learn.

Summary of Findings

Rendering Fanfiction

The researchers used this terminology because students have their schema regarding romance fanfiction. By rendering, they were able to transmit the idea of what fanfiction is.

Junior High School students were able to materialize the definition of fanfiction as romance; though, it is technically considered as a genre. The association of this context validated the schema the researchers assumed, that is: the informants are exposed to fanfiction that it has been rendered linearly as romance. The positive connotations would result to other elements proposed by the researchers. At such, fanfiction has also been defined as an outlet for imagination (related to Recreational Faculty), and a medium in heightening emotions (Rapport Fixation/Reformational Facture). The linkages bolstered the intake of literature as elements have been underscored in what the students thought that even the negative rendering could be diminished if other facets of literature would still, and only then be a benefit, be present.

Rapport Fixation

By definition, rapport is a friendly relationship. Connectivity is the establishment of this element that when students became fixated, all their attention would be given to literature.

The ability of the literature to attach itself to the minds of the reader and develop a connection between the text and the reader is an ultimatum that enhances what the researchers called Rapport Fixation. It is evident through the information given that a mutual relationship must exist in order to provoke three elements of the students (which the researchers believed): interest, feeling, and thinking. By that time, a rapport could be established which is evident in romance fanfiction as the students were caught up in the theme which is romance (interest). Moreover, students were able to empathically relate to the characters of the romance fanfiction which is an underlying tone of connectivity (feeling). Lastly, when students had read a romance fanfiction, they established the key concepts of life since it is being reflected on the literature itself.

Recreational Faculty

Such inspirations caused by romance fanfiction would serve as a form of enjoyment. These inspirations would be formed into ideas and ideas needed outlet either by reading or writing.

Reading is an extended process of literature appreciation. The tendency to read is because students can find themselves in something they are reading and, just like that, a domino effect could ensue for students will search more of a material they have interest to. Thus, improving the students' macroskill wherein they could expand their vocabulary. In fact, one of the informants divulged that reading started because of romance fanfiction. This is a strong statement as inspiration caused by connectivity developed the students into reading.

Additionally, such ideas grasped by the students would increase their schema and an overflow of ideas should have an outlet. Students were able to write their own stories, a promotion done in gratitude of the romance fanfiction itself.

Reformational Facture

Every literature has values which readers could adapt. By this, their perspective and even their actions could be reformed that could affect ther lives.

The connectivity of the students engrossed themselves into reading that sooner or later, they developed what we called experience-taking or the ability to subconsciously adopt a trait from a character (Kaufman and Libby, 2012). This is a positive reinforcement to students for they can metacognitively identify themselves from the characters they can relate to and ergo, change their visions regarding their life. The romance fanfiction served as a mirror of the student's life that it was able to reform the perspective of the student, hence, the reader was able to change.

Rhetoric Fluency

Through reading, vocabulary is enhanced. The words students learned could be applied through oral and/or written language.

One of the applications that literature could be manifested into is through communication. The vocabulary of the students are being developed either by the new learning for a word or adopting an invented word by the author, a positive and a negative effect respectively which still bear fruition in terms of communication as the words learned by the students could be an aid in expressing oneself.

Furthermore, the researchers limited Rhetoric Fluency in acquiring the fundamentals of the secondary language towards its execution which is applicable in this scenario. The usage of informal English served as a springboard in meeting the eye level of the students. Also, through interpersonal interaction, . The implications being given by romance fanfictions develop the student's facility in giving advices, comforting a friend, and even expressing opinions.

Fanfiction Tool and the Result

With the research being a mixed-method, the other main focus of it is to create a device that would assess the romance fanfiction based on the informants' messages which was able to materialize. In order for it to be reliable, the researchers used Cronbach's Alpha wherein .70 must be the target. In here, the score fell on .80 which signified that the questionnaire is reliable. The researchers had five (5) junior high school teachers to rate the romance fanfiction. In the end, it resulted that all elements cited in this research where acceptable. The accumulated average reflected how the teachers saw that it could help in springing back the students in the field of literature not just a subject anymore but more of an outlet of their lives.

Conclusions

The researchers had determined that romance fanfiction is a benefit in teaching literature in Junior High School students based on the following premise:

- Romance fanfiction has the primary elements found in literature: connectivity, literary skills, language acquisition, and values formation.
- Romance fanfiction has been part of the subculture of the youth and thus, it will be an easy access in triggering their schema.
- The positive implications outweighed more the negative indications as thematized and indicated on the interview process.
- On the rendering fanfiction, romance has been identified as the major genre the students know.
- Romance fanfiction has been identified as well an outlet of imagination.
- Romance fanfiction was the main factor that enabled students to start reading literature.
- Romance fanfiction could spark ideas wherein these ideas would inspire students to create their own romance fanfiction.

- Romance fanfiction triggered emotions that are easily relatable by the students.
- Romance fanfiction served as a mirror of the students for they are experiencing the same events in life on which they could manifest the ideas of changing.
- Romance fanfiction enhances vocabulary that the students could use in their academic fields.
- Romance fanfiction meets the eye level of the students, a connection vital in literature appreciation.
- Romance fanfiction created by fellow Filipinos could increase their interest in Filipino materials.
- Romance fanfiction is another pedagogy that could increase the interest of the students in literature.
- The tool devised by the researchers can segregate what is a good material which could promote quality teaching for literature.

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GENERATION Z CUSTOMER APPROACH TOWARDS LUXURY FASHION BRANDS: CASE STUDY OF HONG KONG AND MAINLAND CHINA

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Abstract

Today's marketing specialists of powerful luxury brands cannot follow the constant, time-tested marketing strategy, which can maintain a powerful luxury brand equally for several decades. Not only in the Western world but also in Asia growing number of luxury goods consumers creates a need to monitor, analyze and assess the luxury goods consumer market to be able to generate by a particular epoch corresponding marketing strategies to individual luxury brands, individual types of luxury goods, specific luxury goods consumer segments. This is especially true about several Chinese cities and Hong Kong which make the top ten cities of the world with the most money spent on luxury goods. This situation obliges luxury goods vendors to keep track of consumer behavior trends in regarding luxury goods. The newest and at the same time the youngest generation of consumers, called Generation Z, is not an exception. Although it is not yet fully recognized but is already making a powerful influence on the luxury goods market trends.

So, the purpose of this article is to analyze Generation Z consumers' need to purchase luxury goods and to identify the key features of their consumer behavior in Mainland China and Hong Kong.

Keywords: luxury, luxury goods, Generation Z, Generation Z consumers.

Background

Although the luxury phenomenon was already widely known in Ancient Greece and today's luxury brands with a powerful image had already stood their leading positions in the market in the end of the XIX century, marketing specialists of luxury goods cannot follow the constant, time-tested marketing strategy, which can maintain the same powerful luxury brand for several decades. This is determined by many constantly changing circumstances: continuous globalization and cultural convergence (Chadha, Husband, 2006), new technologies (Jung et al., 2013), new consumer segments' existence (Okonkwo, 2009), consumer welfare volatility and unevenness (Mandel et al., 2006), cultural changes (Subhadib, Ranchhod, 2015; Miller, Mills, 2012), consumers' changing socio-demographic characteristics (Hung et al., 2011; Goodey et al., 2013; Lee, Hwang, 2011), and the expectations and needs (Hennings et al., 2015; Daswai, Jain, 2011; Subhadib, Ranchhod, 2015), etc.

The need to constantly monitor, analyze and assess the luxury goods consumer market to be able to generate by a particular epoch corresponding marketing strategies to individual luxury brands, individual types of luxury goods, specific luxury goods consumer segments is created by the fact that luxury goods demand continues to grow globally. The same and even greater growth trends are predicted in the period 2016–2017.

Luxury goods market growth is not only Western Europe and the US market feature. In this paper the analyzed Chinese city of Beijing and Hong Kong make the top ten cities of the world with the most money spent on luxury goods. In 2014 the global goods market amounted to 6.9 bln. EUR. Mainland China's and Hong Kong's luxury goods market amounted to 24.13 percent of the all global luxury goods market. Chinese luxury goods market is 7.1 bln. EUR, i.e. 52.67 percent higher than Hong Kong's luxury goods market. Among the 11 countries with the leading role in the global luxury goods market China takes the fifth place, and Hong Kong the ninth place (D'Arpizio et al., 2015). In China and Hong Kong companies developing luxury goods occupy 7 percent of the top 100 companies in the world. They generate 11.3 percent of all these top 100 companies' sales, i.e. 3.455 mln. USD. In the period 2013–2014 China and Hong Kong became countries with the largest luxury goods sales growth worldwide. Between 2011 and 2013 25 percent of 20 of the world's fastest-growing luxury goods trading companies consisted of China and Hong Kong operating companies. In this regard, the company with the highest sales in this region is an operating company in Hong Kong 'Michael Kors Holdings Limited' (Deloitte Touche Tohmatsu Limited, 2015).

The above presented situation obliges luxury goods vendors to keep track of consumer behavior, needs and expectation trends in regarding luxury goods. Particular attention is paid to the youngest Generation Z consumer behavior trends on luxury goods. According to statistics of these consumers, i.e. 15–24 years old digital age consumers in 2012, there were 363 million of them in the world. China's Generation Z consumers that can be assigned to the digital generation compared with Hong Kong were less in one territorial unit in 2015. In other words, in China between 15–24 years old Generation Z consumers that have mastered smart technologies consist of 40–60 percent, while in Hong Kong up to 80 percent. (Bie et al., 2015).

Grown up together with the latest technologies, capable of efficiently searching, managing and organizing information, Generation Z consumers are already aware from a young age of what and where they can choose, where they can check the obtained information, what are the most important criteria for a high-quality item and whether they are met by offering consumers a wide range of goods (Targamadze, 2014). This generation of consumers' view of luxury goods is also not an exception, they are chosen differently by Generation Z than the previous generation (Gosselin, 2015). These Generation Z features oblige luxury goods manufacturers to keep track of this new emerging generation behavior in the market in order to have the opportunity to meet the customers' requirements and expectations, while at the same time maintain its strong image in the constantly changing and increasing global luxury goods market.

Definition of a luxury product

Although in the scientific literature the luxury phenomenon is analyzed quite widely (Liu et al., 2012; Cheah et al., 2015; Bain Co., 2014; Radon, 2012; Hung et al., 2011; Choo et al., 2012; Jung et al., 2013; Brun, Castelli, 2013) due to its relativity and subjectivity, scientists do not agree on an unambiguous (Christodoulides et al., 2009; Atwal, Williams, 2009; Wiedman et al., 2009; Choi, 2003) definition of the luxury concept. The most universal definition of the luxury concept used by many scientist (Phau, Prendergast, 2001; Heine, 2011; Lee, Hwang, 2011) works: luxury is all that is desirable and more than necessary or normal. Luxury concept formulation and interpretation is determined by five main relative conditions – social, regional, present, economic and cultural relativity (Heine, 2011).

The luxury phenomenon is closely related to luxury goods and brands. K. Heine (2011) draws attention to the fact that luxury goods and luxury brands concepts should not be mixed. According to this author, luxury goods can be marked with luxury and non-luxury brands.

Different authors interpret the luxury brand concept in their own way. For some it's exclusive brands with specific features (Vigneron, Johnson, 2004; Hung et al., 2011); for others it's a subjective unspecified concept formed in the consumer's mind and defined by unique characteristics (Heine, 2011); for even others it's a set of certain symbolic meanings and it represents a higher social group (Hennings et al., 2012).

The main characteristics describing a luxury product: high quality (Nueno, Quelch, 1998; Phau, Prendergast, 2000; Mandhachitara, Lockshin, 2004; Kapferer, 2001; Heine, 2011; Wetlaufer, 2001; Hung et al., 2011) and price (Nueno, Quelch, 1998; Mandhachitara, Lockshin, 2004; Kapferer, 2001; Heine, 2011; Okonkwo, 2009; Hung et al., 2011; Phau, Prendergast, 2000; Radon 2012; Ng, 1987; Wetlaufer, 2001), exclusivity (Phau, Prendergast, 2000; Kapferer, 2001; Hung et al., 2011), identity (Nueno, Quelch, 1998; Hung et al., 2011), outstanding functionality (Phau, Prendergast, 2000; Mandhachitara, Lockshin 2004), uniqueness (Nueno, Quelch, 1998; Kapferer, 2001), aesthetic appearance (Kapferer, 2001; Heine, 2011), durability (Mandhachitara, Lockshin, 2004; Wetlaufer, 2001), novelty (Mandhachitara, Lockshin, 2004; Heine, 2011), craftsmanship (Radon 2012; Quelch, 1987; Phau, Prendergast, 2000). The main functions performed to the luxury goods consumer: reflection of personal goals (Wilcox et al., 2009), fulfillment of social objectives (Wilcox et al., Jenkins, 2004), self-expression satisfaction (Wilcox et al., 2009), self-identification (Wilcox and et al., 2009), self-identification (Wilcox et al., 2009; Phau, Prendergast, 2001; Jenkins, 2004), expression of their individuality (Wilcox et al., 2009), their social status demonstration (Wilcox et al., 2009), their social status consolidation (Park et al., 2008; Phau, Prendergast, 2001; Jenkins, 2004), financial satisfaction (Wiedman et al., 2007), individual satisfaction (Phau, Prendergast, 2001; Wiedman, et al., 2007).

There is no universally accepted luxury goods classification. Some authors distinguish less of these types (Reddy, Terrblanche, 2005; Silverstein, Fiske, 2005; D'Arpizio et al., 2007), others distinguish more (Brun, Castelli, 2013; Heine, 2011). For example, Reddy and Terrblanche (2005) name only two types of luxury goods, K. Heine (2011) names four, Brun and Castelli (2013) name eight groups with their specified subgroups. Different number of luxury goods types named by various authors depends on what criteria they divide luxury goods into types. They can be grouped according to hierarchy (Silverstein, Fiske, 2003), consumer's benefits (Reddy, Terblanche, 2005), accessibility (D'Arpizio, 2007), luxury goods groups (Brun, Castelli, 2013) according to the different types of luxury goods (D'Arpizio et al., 2015; Heine, 2011), etc.

Luxury goods market overview

In the period 2009–2014 luxury goods market was constantly increasing. In 2014 it amounted to 223 bln. EUR, i.e. 31.4 percent more than in 2009. Among the different regions of the world the largest personal luxury goods market share was taken by Europe (34 percent) and America (32

percent). Most of the companies offering luxury goods consist of companies selling a single brand's (29 percent) and several luxury brands' produce (27 percent) (D'Arpizio et al., 2015).
In 2013 in the world market of luxury goods the leading company by the earned annual income was a French company 'LVMH Moët Hennessy Louis Vuitton SA', selling several luxury brand goods: Louis Vuitton, Fendi, Bulgari, Loro Piana, Emilio Pucci, Acqua di Parma, Donna Karan, Loewe, Marc Jacobs, TAG Heuer, Benefit Cosmetics (Deloitte Tohmatsu Limited, 2015). Among the ten leading luxury goods trading companies in the world 60 percent consist of companies originated in Western Europe and 30 percent – in the USA. Attention is drawn to the fact that between the two great world's leading regions (Western Europe and the USA) Hong Kong's company also makes the top ten taking fourth place (Deloitte Tohmatsu Limited, 2015). In the period 2011–2013 the fastest growing international trading companies in luxury goods top twenty is represented by 8 countries: China / Hong Kong, USA, India, Italy, France, Switzerland, the United Kingdom and Denmark (Deloitte Tohmatsu Limited, 2015).
In 2014 compared to 2013 the world's largest growth was in the automobile (10 percent), luxurious hospitality services (9 percent) and private aircraft (9 percent) markets, the least growth was in personal luxury goods (2 percent), luxury food (2 percent) and yacht (2 percent) markets and designer furniture market even decreased by 1 percent (D'Arpizio et al., 2015). Among the top 100 luxury goods trading companies there are mainly those that sell luxurious clothing and footwear (36 percent), and jewelery and watches (31 percent) (Deloitte Tohmatsu Limited, 2015). The most expensively evaluated luxury brand names are 'Louis Vuitton', 'Hermes', 'Gucci', 'Prada', 'Chanel' in 2014 (MillwardBrown Optimor, 2015).

Factors influencing luxury goods consumers the need to purchase luxury goods

Review of a large number of scientific works (Brun, Castelli, 2013; Kim, Ko, 2012; Chadha, Husband, 2006; Michman, Mazze, 2006; Chevalier Mazzalovo, 2008) analyzing consumer behavior peculiarities in the luxury goods market showed that there is no single universal luxury goods consumer segmentation, reflecting their characteristic behavior in the luxury goods market. The main criteria on which scientists distribute luxury goods consumers into segments are the tendency to hedonism, the approach to price and quality (Brun, Castelli, 2003; Lee, Hwang, 2011; Wiedman et al., 2009). Many scientists (Chadha, Husband, 2006; Michman, Mazze, 2006; Chevalier Mazzalovo, 2008) name such luxury goods consumer segments as luxury gourmets, regular luxury consumers and luxury consumers out of habit.
Luxury goods purchasing motives is a relevant scientific discussion subject that studies consumers' purchasing decision affecting cultural, economic, psychological, social factors and other factors (Li et al., 2012; Cheah et al., 2015; Truong et al., 2010; Sierra Hyman, 2011; Jalalkamali, Nikbin, 2010).
Intense scientific interest in processes motivating consumers to buy luxury goods is illustrated by not only this process individual motive analysis in various types of scientific work, but by also created and empirical research-based models (Subhadib, Ranchhod, 2015; Hung et al., 2011; Cheah et al., 2015; Li et al., 2013; Hennings et al., 2015). Different authors interpret the process of consumer deciding to purchase a luxury product in their own way. Moreover, after carrying out empirical researches they confirm their own created hypothetical model. This concludes that there is no single correct model to accurately describe the relationships between individual factors and their impact on consumer's decision.

Different authors name individual factors (Li et al., 2013; Miller, Mills, 2012; Hennings et al., 2012; Pappu et al., 2007) or their groups (Tynan et al., 2010; Brun; Castelli, 2013; Seo, Buchmann-Oliver, 2015) motivating consumers to purchase luxury goods. Other authors combine the main factor groups motivating consumers to buy luxury goods into a single factor and call it value of the product (Cheah et al., 2015; Li et al., 2013; Hennings et al., 2015; Jung et al. 2012; Wiedman et al., 2009). Reviewing scientific works that analyzed and researched the individual factors motivating consumers to buy one type or the other type of luxury goods, shows that such factors are numerous. All of these factors can be divided into two main groups: external and internal (see Fig. 1).

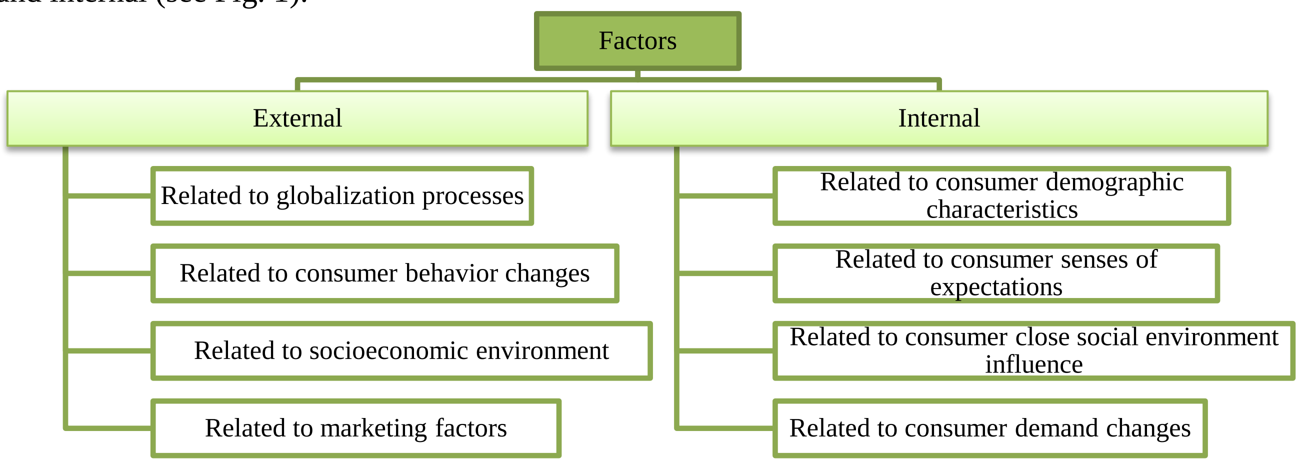

Fig. 1. **Factors motivating consumers to buy luxury goods**

Conception of Generation Z

Scientists call Generation Z in various names: the digital generation, virtual environment children, natives of the digital generation and so on. (Targamadze, 2014; Bie et al., 2015). In the scientific literature the exact Generation Z discovery beginning date is questionable (Peterson 2014; Kriščiukaitytė, 2008). Some authors assign people to this generation born in 1994 and later (Williams et al., 2015), others –- born after 1990 (Peterson, 2014), and even others – born in 1995 and later (Targamadze et al., 2015; McCrindle, Wolfinger, 2010).

About 363 million Generation Z representatives lived in the world, i.e. 15–24 years old individuals, who can easily control smart technologies in 2012 (Bie et al., 2015). Most of these Generation Z representatives live in North America, Canada, Europe, Australia, South Korea. It is scientifically presumed that in 2017 Generation Z individuals will double in the world (Bie et al., 2015).

Scientists interested in Generation Z agree that individuals who belong in it usually have certain unique qualities that distinguish them from other generation representatives. Generation Z representatives differ from those born in the previous generations in many criteria: date of birth, major generation formation factors, dominant personal features and values, point of view, engagement/participation level, quantity of knowledge/information, activeness level, qualifications, view of work, consumption behavior (Targamadze, 2015; Stanišauskienė, 2015).

The main factors that formed Generation Z consumer values and the essential provisions are globalization, information technology development, mobile communications, the Internet, other virtual environments (Soldatova et al., 2013). Summarizing many authors' expressed thoughts

(Targamadze et al., 2015; Peterson, 2014; Palfrey, Gasser, 2011; Sandomirskij, 2015; Williams et al., 2015; Wikia, 2013) from the main Generation Z characteristic aspect it was decided that all of them can be divided into 7 main groups: political values, social activity, personal values, personal attitudes, behavioral features, personal characteristics, psychological characteristics (see Table 1.).

Table 1

Main characteristics of Generation Z consumers

Group of characteristics	Characteristics	
Political values	• Breaks conservative traditions • Patriotism	• Political activity
Social activity	• Participating is several activities at the same time • Constant use of internet	• Constant use of smart technologies • Attending social networks
Personal values	• Treasures family • Liberality	
Personal attitudes	• Objectivity • Realism	• Aim to be self-sufficient and independent
Behavioral features	• Level of conflict • Competitiveness • Impulsiveness • Violation of social standards	• Carelessness • Unconcern of the future • Reduced self-regulation mechanisms • Lack of attention to others
Psychological characteristics	• Self-confidence • Hyperactivity • Instability	• Tendency to autism • Tendency to infantilism
Personal characteristics	• Innovativeness • Creativity	• Sensitivity • Lack of critical thinking

Generation Z consumer behavior

Marketeers increasingly take interest in the Generation Z consumers (Williams et al., 2015). Teenager and especially young adult market is fundamental for companies to survive in the future. It is therefore important to understand this generation's consumer today's purchase behavior motivation in order to effectively form their future loyalty to one or another brand (Alvand et al., 2011).

Generation Z consumers are focused on consumption (Targamadze et al., 2013; Kriščiukaitytė, 2008). They are insightful, thinking a lot about what they wear, eat and use (Williams et al., 2015). This generation usually buys technical equipment, computer games, fashion and beauty products, meals, drinks, etc. (Targamadze et al., 2013; Shukla, Srivastava, 2013). They also often like to spend money in food service establishments and in fashion and clothing shops (Yip Chan, 2012; Peterson, 2014). Generation Z spends more on food and drinks than any other previous generation (Peterson, 2014).

Generation Z representatives don't tend to save (Aktur et al., 2011; Shukla, Srivastava, 2013) and like to treat themselves (Santisi et al., 2012). In their view, brand value is created by such main characteristics as functionality, uniqueness, quality, advantage and so on. (Santisi et al., 2014).

Most of today's Generation Z consumers believe that their purchases, specific brands form their image in society and the closest peer group environment. Choosing certain products allows this generation of consumers to form their social status (Shukla, Srivastava, 2013).

When choosing products this generation is influenced by new media channels, friends and technological solutions (Williams et al., 2015). To purchase one type or the other type of products they are also motivated by independence, individuality, status, influence of friends (Aktur et al., 2011). Friends, as one of the main factors influencing Generation Z the need to buy, are mentioned by not one author (Aktur et al., 2011; Williams et al., 2015).

For Generation Z consumers advertising is the main source of information about products available in the market (Shukla, Srivastava, 2013). Product advertising on television usually creates the need to purchase the product for Generation Z consumers (Verma, Kishare, 2013). Text and color are the key aspects of advertising drawing Generation Z consumers' attention to the advertisement (Verma, Kishare, 2013). Wiliams et al. (2015) in their research findings pointed out what should be noticed in the advertisement intended for Generation Z: it should have original context; the product manufacturer should answer any short consumer's query within 24 hours, otherwise the Generation Z consumer will never return to this page and never trust the brand proposed there; in the virtual advertisement it is recommended to arrange quick win competitions, regularly update the content of the advertisement and games, communicate with consumers if they have submitted their contacts. The most preferred form of receiving information about products available on the market for the current generation of consumers is via e-mail and social networks (Walgrove, 2015). The Visual brand effect is more significant than the information itself for Generation Z (Palfrey, Gasser, 2011). They usually pay in cash and via debit card for products (Spenny, 2014).

Generation Z consumer behavior in the luxury goods market

Generation Z consumers as well as any other consumers differ in their behavior when choosing luxury goods.

Distinguished Generation Z luxury goods consumer segments: Connoisseur, Emotion seekers, Approval seekers and Status seekers (Cornea et al., 2011). According to this classification, most of this generation consumers are emotion seekers who know their value in society; and the goodtempered and connoisseurs are assigned to the elite that have a lot of money, are highly educated and possess discretion.

Generation Z consumers choose such luxury brands that have certain characteristics: superiority over ordinary brands, expensiveness, fashion (Rhee, Johnson, 2012). Buying luxury goods is also motivated by these products' technological achievement level, exclusivity, price and style, existence of international aspects (Shukla, Srivastava, 2013).

Generation Z is aware of luxury brand symbolic value, by having such items they can be admitted to a certain social circle (Rhee, Johnson, 2012). By purchasing luxury goods available on the market Generation Z consumers form their identity, seek to stand out from their friends, become noticeable and create a positive image (Shukla, Srivastava, 2013).

Friends are one of the key motivators encouraging Generation Z consumers to buy luxury goods (Shukla, Srivastava, 2013).

Consumers of this generation notice luxury goods advertisements significantly more often than other group of products advertisements (except food and drink advertising) (Verma, Kishare, 2013).

Generation Z consumer behavior on luxury goods model

To sum up the presented research findings, author generalized aspects of luxury goods and Generation Z consumer behavior in the luxury goods market in this article, a hypothetical formation model of Generation Z consumers' need to purchase is made (see Fig. 2).

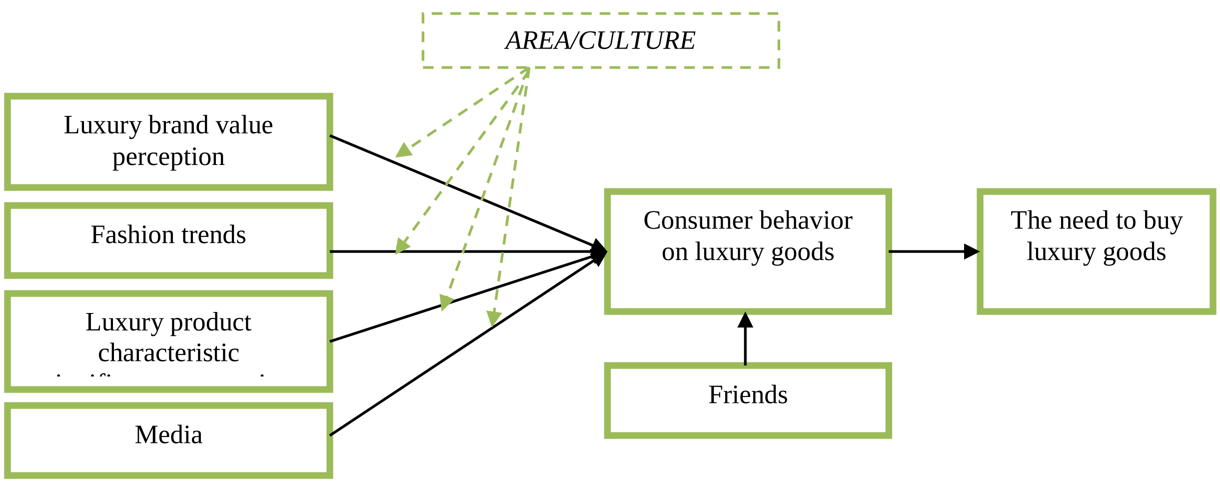

Fig. 2. **Generation Z consumer behavior on luxury goods model**

As can be presumed from the figure above that the need to purchase a luxury product for a Generation Z consumer is formed by its behavior on luxury goods, which in turn is determined by five main groups of factors: luxury brand value perception, fashion trends, luxury product characteristic significance perception, friends.

Seeing that further in this article theoretical interpretations of China's and Hong Kong's Generation Z consumer behavior in the luxury goods market are briefly presented, in Figure 2 of the model the area is shown as a factor influencing the need to purchase luxury goods for Generation Z. Such a proposal was submitted to express ideas of scientists that in different areas not identical trends dominate of Generation Z behavior on luxury goods (Consultancy.uk, 2014; Sharon et al., 2015; Jung et al., 2014; Park et al., 2008). Thus, even the developed model presumes that an area can affect Generation Z consumer luxury product value and the main characteristics of this product perception, fashion trends, nature and impact of the media, while at the same time consumer's behavior on luxury goods.

Review of the main factors that formed different consumer behavior of Generation Z residents in Mainland China and Hong Kong

Mainland China and Hong Kong can be described as a political entity 'state within a state'. Hong Kong belonged to the People's Republic of China when it was colonized by Great Britain in 1842. Until 1997, Hong Kong was subordinate to England and during that time European cultural, economic and political trends and Western-oriented trade relations prevailed in the country. English language became equivalent even to the Chinese language in the country. Nevertheless, after a series of political events in 1997, Great Britain and the People's Republic of China had agreed on the further destiny of Hong Kong: China's Special Administrative Regions status will be granted for this territory for 50 years (until 2047), after which Hong Kong should again be connected to the rest of mainland China by equal rights. Although it has been nearly 20 years since the last decision, research results show that despite People's Republic of China governing efforts the majority of Hong Kong's people remained focused on the West and would like more to once again become part of Great Britain rather than ultimately becoming part of China (Bedunkevičiūtė, 2014).

Thus, considering the information above it can be presumed that mainland China's and Hong Kong's historical, political, economic and cultural connections and oppositions formed a different Generation Z consumer behavior as well as their tendency to consume luxury goods.

Mainland China's Generation Z consumer behavior in the luxury goods market review

Mainland China is home to about 260.2 million Generation Z representatives, i.e. 14 percent of all the individuals living in the world that represent this generation (Sonica, 2015).

The scientific literature contains few studies that let us evaluate China's Generation Z consumer behavior, moreover their tendency to purchase luxury goods (Fan, Li, 2010). Studies were carried out about China's under-aged consumer views of television advertising (Chan, McNeal, 2004), the country's young consumers' tendency to materialism (Chan, 2003), brand awareness specificity (Chan, 2005; O'Cass, Siahtri, 2014), their behavior on certain product types (Lu, Xu, 2015). There are very little research findings to assess Generation Z consumer tendency to purchase specific luxury brands, these consumer behaviors in the luxury goods market. Generation Z consumer behavior when choosing luxury goods most commonly is studied together with the previous generation of consumers' behavior (Li et al., 2009 ; O'Cass, Siahtiri, 2014).

Despite the lack of scientific researches on the analyzed topic, only certain presumptions can be made about the typical China's Generation Z consumer behavior on luxury goods.

It is a scientifically confirmed fact that China's Generation Z consumers tend to materialism (Lu, Xu 2015; Doctoroff, 2005; Dou et al., 2006), like to purchase and use of luxury goods, treat themselves, have high core self-evaluation (Doctoroff, 2005; Dou et al., 2006; Ngai Cho, 2012). Studies have shown that young Chinese consumers tend to materialism even more than Americans (Podoshen et al., 2011). They look for fashionable, well-known luxury and branded products (O'Cass, Siahtiri, 2014).

These consumers like luxury goods more than any previous generation before them (Doctoroff, 2005; Dou et al., 2006). Their purchases are often impulsive and not so concerned with the necessity, as with the need to use purchased luxury goods symbolic value (Ngai Cho, 2012). Among young Chinese consumers choosing luxury goods men are more impulsive buyers than women (Li et al., 2009). The analyzed country's Generation Z consumers to buy a desired luxury product are willing to pay at a premium price (O'Cass, Siahtri, 2014).

Symbolic purchased luxury goods value importance for the China's Generation Z consumers is confirmed by other scientists' research findings: according to the scientists, these products aim to shape their image and increase their influence (Li et al., 2009) to make an impression (Zhao, Belk, 2007). Luxury brands for this country's young consumers are status, prestige, high welfare, achievement and success symbols (O'Cass, Siahtri, 2014). Their perception of their occupied social status is linked directly to specific luxury brand possessions (O'Cass, Siahtri, 2014).

China's Generation Z consumer behavior on luxury goods is influenced by certain internal and external factors (Fan, Li, 2010). After interviewing 155 10–13 years old Generation Z consumers in one of the largest cities of China – Beijing, scientists found that those internal factors include young consumers' parents and friends, and external factors include the media, shopping outlets, fashion trends (Fan Li, 2010). As a separate group of factors, these scientists also refer to the most desirable purchasable product characteristics – price, taste, brand and market supply. Fan and Li (2010) research findings are updated in the same city by F. Lu and Y. Xu (2015) study results that show that the China's Generation Z consumers' loyalty to a particular product (including luxury) is formed by the caused associations for the consumer and received quality (Lu, Xu 2015; Uncles et al., 2010). Meanwhile O'Cass and V. Siahtri (2014) proved that brand origin is another important factor influencing China's Generation Z consumer decision to choose a particular brand.

China's Generation Z consumers are not loyal to some specific single brand and not constant (as well as when choosing luxury goods) (Lu, Xu, 2015). F. Lu and Y. Xu (2015) after interviewing 333 Generation Z consumers born in the period 1990–1996 in Beijing have proven that among this generation of China's consumers demand for local origin brands is higher than for foreign. Among the sporting goods manufacturers for Generation Z in China the most attractive local brands are such as 'Anta', 'Li-Ning', among foreigners – 'Adidas', 'Nike', 'Kappa' and others. (Lu, Xu, 2015).

Hong Kong's Generation Z consumer behavior in the luxury goods market review

In the scientific literature there are practically no available research findings to assess Hong Kong's as a separate state's Generation Z consumer behavior peculiarities in the luxury goods market. Mostly information about this country in the scientific literature is presented as a composite component of the Chinese state, without highlighting Hong Kong's exclusive consumer behavior aspects, especially Generation Z consumer tendency to purchase luxury goods.

One of the latest scientific researches found revealing Hong Kong's Generation Z consumer behavior is a carried out study by T. C. Y. Yip and K. Chan (2012) in Hong Kong that allows to assess the main factors motivating the local Generation Z consumers to choose specific retail stores. Based on this study's findings it can be said that this country's consumers of generation Z like to spend money in food service establishments and in fashion and clothing shops. In these shopping outlets 81 percent of 15–21 years old consumers like to shop the most. The main criteria for the Generation Z consumers' preferred shopping outlets where they would like to shop are range of goods/services, physical environment and service personnel (Yip, Chan, 2012).

Another significant study carried out on this topic is by N. Katwal et al. (2008). These scientists studied television advertising impact on Hong Kong's teenage girls' tendency to purchase fashion products, including the well-known branded products. These scientists found that advertising is one of the main and most important factors affecting Hong Kong's Generation Z tendency to purchase a specific product. Based on the findings of this study it is presumed that more than half of Hong Kong's Generation Z consumers-girls are presented with the products available on the market per advertising, but it doesn't convince them to purchase them blindly. On the other hand, advertising a new brand accelerates these consumers' need to purchase it (by 80 percent). Mostly Hong Kong's Generation Z consumers are influenced by food product (80 percent), stationary product (70 percent), cosmetics (75 percent) and underwear (75 percent) advertising.

Also, Hong Kong's Generation Z consumer behavior is largely determined by advertising in interactive spaces. Scientific research findings suggest that small interactive games and free gifts can create the greatest brand image (Chu, Cheung, 2006). To draw Hong Kong's young consumers' attention in an interactive space it is appropriate to use miscellaneous media programming (Chu Cheung, 2006).

N. Katwal et al. (2008) in their research findings present the fact that Hong Kong's Generation Z consumers usually consider their purchases and their consumerist behavior is not spontaneous.

The main factor influencing Hong Kong's Generation Z consumers to choose the specific product seen in the advertisement is brand; low-influencing factors are celebrities, intrigue and visual advertising effects displayed in the advertisement (Katwala et al., 2008).

Various kinds of products advertising affect for Hong Kong's Generation Z consumers depends on the season, i.e. examination session and summer vacation. This phenomenon is determined by the fact that Hong Kong's young consumers are more focused on education than on entertainment (Chu Cheung, 2006).

Hong Kong's Generation Z consumers usually buy cosmetics, food, gifts, stationary products, clothing from their received allowance. They are well-disposed to luxury goods: according to N. Katwal et al. (2008) study findings, nearly half of Hong Kong's Generation Z consumers-girls who participated in the study would like to purchase well-known branded products seen in the ads. They believe that luxury branded goods are known for their quality. Even choosing the daily required products, these consumers usually choose the well-known branded goods (Katwala et al., 2008).

Their parents, friends and product aesthetics play an important role in Generation Z consumers' decision to choose a particular product. It is important for these consumers how their purchased product is appreciated by friends. They create their own social status, image, identity per these products (Katwala et al., 2008). Parent role in Generation Z product choice is highlighted by T. Ming with co-authors (2009).

Conclusion

Generation Z consumers is a relevant scientific discussion subject all around the world because this generation of consumers' number is constantly growing worldwide and their consumer behavior features significantly differ from previous generations of consumers. China and Hong Kong are the countries that have recorded one of the greatest numbers of Generation Z representatives in the world.

Luxury goods market is also constantly growing. Its growth tendency is also expected in the next decade. This is particularly true about China's and Hong Kong's luxury goods markets with their world-leading luxury jewelry and watch sales.

In order to maintain leading positions in the luxury goods market in the future, China's and Hong Kong's luxury goods manufacturers and vendors should regularly analyze and evaluate its country's youngest Generation Z consumers' behavior on those goods. As a result, they could influence the factors affecting consumers' tendency to purchase luxury goods: different media support measures, service, quality, supply, etc. So far, based on the scientific review articles on this opinion neither China nor Hong Kong have scientifically based studies on this topic, though Generation Z consumer significance in today's luxury goods market is now proven.

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Self-Efficacy and Motivation towards Web based Learning among University Students in India

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Web based Learning has got a great deal consideration as being an incredible opportunity to study and emerging as the advance exemplar for higher education. The study was held to determine the Self Efficacy and Motivation of university students towardsWeb based learning in Karnataka by intriguing 560 University stage students from five Universities namely Bangalore University, Jain University, Christ University, Mysore University and Karnataka University. The investigation/survey method was followed and stratified random sampling technique was used in selecting the samples. Primary data was collected with a well-designed questionnaire by the trained investigators. Hypothesis was formulated and tested using T-Test and ANOVA. The end result discovered that students' with background knowledge on Information Technology or computer applications have high self-efficacy and non-Information Technology or computer application students were motivated more with challenging applications in web based learning. Their overall mind-set scores towards such learning did not differ extensively with their individual variables like, age, gender, stream of study and residence.

Keywords: Web Based Learning, self-efficacy, mind-set, university students, and individual variables.

Introduction

Currently Web-based learning has received a great deal consideration as being an implausible prospect to learn. What is web-based learning? First of all it has many names. WBL can also be called as computer-based training, technology-based instruction, online learning, and electronic learning. In any ways of these learning, technology with system (computer) is concerned to interact instructor (Trainer) by the learner (Trainee/Student) or with other learner and learning material.

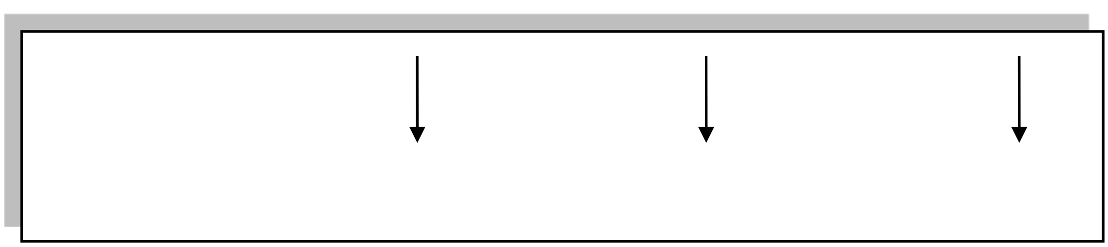

Figure 1: Categories of WBL

*Pure:*Here web-based courses are completely based on computer and online potentials where in all the communication and learning activities are done online.
*Blended:*Here the web-based courses may have some face-to-face sessions besides the distant learning tasks; they blend web-based activities with face-to-face activities.
*Formal:*It is introduced with learning activities that are organized by trainers/instructors.

*Informal:*It takes place while searching for material online and it is self-paced, depending on learner's requirement and objective to learn.

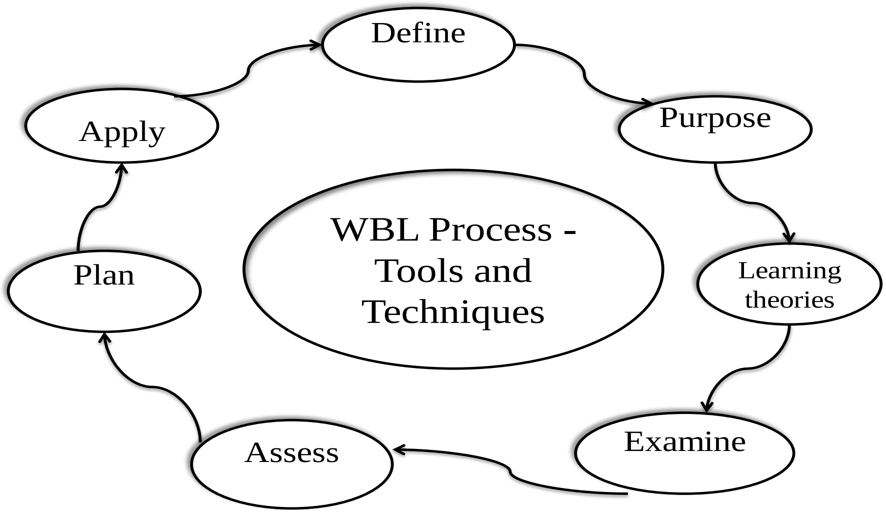

Figure 2: WBL Process - Tools and Techniques

Implication of self-efficacy in Academic Motivation

Referring to social cognitive theory, in the words of Bandura, individuals have a self-system that facilitatesto use a measure of control over their thoughts, feelings, motivation, and actions.Self-system inclusive of individual's cognitive structure gives reference mechanisms along with functional sub set to perceive, modify and assess behavior which is an outcome of interplay between self-system and source of influence in the environment. Further to which, it provides self-regulatory function giving individuals with the capability to influence their own cognitive practices and procedures in order to change the environment.

Fig 3: Self efficacies and motivation towards task engagement/Learning

Bandura argues 'self-reflection is the main uniquely human characteristic'. In order to manage prospective situations, self-reflective judgment comprises perceptions of self-efficacy - beliefs in one's capability to systematize and implement the action process – Focus, Review, Select, Perform, and Succeed. Referring to academic motivation, in essence of self-efficacy a student has confidence in his fellow learner, on his ability to learn and perform that one tries to do.
A belief on Self efficacy has revealed convergent soundness persuading key manifestation of academic motivations as alternative actions, intensity of efforts, perseverance, and expressive reactions. Referring to alternative actions, students with self-efficacy are willing to take complex and demanding tasks than with self-inefficacious students. This implies that more efficacious students work hard, persistent, and prepared to accept challenges.
Most of the Academic Institutions and Universities for Web Based Learning use Learning Management System (LMS), a software application or web-based platform that systematize and give access to online learning for learner. Further it facilitatesto track learners' development and performance across different Training Programs.

Fig 4: Web Based Learning Platform

Application of LMS at Institutes/Universities

- The trainer uses toconstruct&deliver content, examinestudentinvolvement, interaction and development
- The supervisor, applies LMS to systematize and sustain the structure
- The student get benefited from the scheme by means of its interactive features to achieve the objective of the learning course

Keydistinctiveness of a high-quality LMS

- Facilitate to integrate and computerize the course of learning, by providing a phase to expand, combine, direct and examine the course distantly by minimizing the use of resources and maximizing the coverage of geography
- Provides feasible Web Based System to combine learning needs that suits learner through knowledge sharing in various ways by means of graphics, animation, video, podcasts or presentations.
- Computerized process of examining the tests with question bank is possible that assists to monitor and record learner's involvement and development at various stages in the process of learning i.e. – Learn, Retain and Reproduce.
- Helps in reducing costs with better accessibility as the course content is stored at a centrally reachable site, by enabling to recover initial investment at faster pace.
- High quality LMS with guidelines specified by Shareable Content Object Reference Model (SCORM) and so on ensures that the content is portable across different systems.
- Competent LMS cater to the diverse needs of learners, supervisor, content writer, and instructors simultaneously, making it an indispensible element of everyinstitute/university learning program.

Communication issues are the key difference between conventional learning web-based learning. Several opportunities are proposed by WBL for mutual communication with fellow students and instructors. Mixtures of tools are used to communicate that includes e-mail, telephone, on line chat etc. In conventional learning, generally communication and interaction happens typically at similar time and place, as face-to-face gathering. In a web-based learning, due to the distance between the instructor and student's innovative learning and teaching methodology are desirable.**Learner-centered approach** is enabled through WBL. The majorinitiative behind teaching is to direct and smoothen the progress of learning. The key expressions of WBL are Team work and independent learning. Conventional learning is teacher-centered approach wherein instructor transforms the knowledge through delivery and students passively receive it.

Prerequisite to facilitate modern approaches is **change of roles among instructors and students**.In WBL, the tutor is a motivator who persuades and assists students in team work and independent performance. Educator ought to be an organizer who plans learning activities to support students in learning process.In addition, teacher has to be a mentor who guides and tutors students through learning material and other activities. Students are vigorous in their learning course. Students should **build their acquaintance** and organize their effective learning. Moreover, they should be competent to **learn from new technology-based learning tools and approaches**.

As a result of modern teaching and learning approaches,**student evaluation** will vary in web-based learning.Referring to conventional learning, it is usual to have an oral or written exam after the course. The trendiestways to evaluate students in web-based learning are:

1. Forums: Learning from forum, needs always being active expecting student to log in log in at least 3-4 times a week to the forums and post some comments or ask anything one wants to know but relevant to the forum.Teacher can observe the student's active participation. Vigorous involvement by the learner on hot topics is required to start a new thread on which discussions can be in progress.

Fig 5:Structure and components of forum

2. Online multiple choices test: This modern tool facilitates self-learning with one's own time and pace. Learner can assess on his own performance and find different ways to improve upon. Learner finds more interesting as the mechanism will be better standardized. The test question will be designed to get the learner who guesses to pick the wrong answer. Multiple-choice test is a competitive endeavor that improves the efficiency among learners.

Fig 6: Components of MCQ's

3. E-portfolio: An E-portfolio is a compilation of work developed across diverse perspectives over time. The portfolio can advance learning by facilitating students and/or teachers with a way to systematize, record and exhibit each part of work.The electronic format permits teachers and other professionals to assess student portfolios by means of technology that may comprise the Internet, CD-ROM, video, animation or audio.

Fig 7: Portfolio as Storage

Electronic portfolios are gaining popularity in place of conventional paper-based portfolios asthey offer practitioners and peers the chance to analyze, correspond and evaluate portfolios in an asynchronous approach. Most ofthe teachers are contented with learnerportfolios.On the other hand, higher education institutions have begun to construct departmental and institutional portfolios as a means for evaluating student learning on global platform. Institutional portfolios facilitate assessing the impact of complete educational experience on student learning. They can be employed to impel internal development and external responsibility.

4. Report or essay: These are the methods with which learner can explore and articulate his comprehension based on the content of the course.

Fig 8: Structure of report writing

Reports have a formalized structure (i.e. executive summary, scope, discussion, recommendations) and competent learner can write a defined principle in mind, or with a meticulous focus. Essays are structured around an introduction, body and conclusion, and the transcript itself is divided into paragraphs.

Captivating and being successful in web based learning requires definite **skills.Motivated and independent learners** will have more gripson web-based learning and learn rapidly. Knowledge Skill and Approach (KSA) requiredto useprocessor, system and their devices are also fundamentals for successful web-based learning. However, fortunately all these sets (KSA) are acquirable.

Statement of the problem

Most of the Universities around the country are including online learning programs to meet the growing demand among students looking for the convenience of online courses and to endure competitive in the rapidly changing educational environment. Web based learning gives an opportunity to augment learning by creating a platform to share knowledge between teacher and students. Therefore it is vital to design an efficient web based learning platform for teaching, learning, resources, and administration for higher education.

But the central point of discussion is that areour students ready to receive web based learning competence for their progress? In order to find the answer the researcher investigated the self-efficacy, motivation and attitude of the university students towards web based learning.

Contributory factors to research on WBL

An extensiveresearch studies are presented wherein demographic influences have been measured on the attitudes of learners towards web based learning in different countries. Correspondingly, research explains that key factors subsidizing to Internet use are socio-demographic factors like age, gender, attitude, and region, rather than socio-economic factors like income and education, or other psychological factors. The problems of demographic dimensions are universal but they are more implicative in the developing countriesthan the advanced states. In the developing country like India, the state of affairs on demographic implications is alarming. More number of groups exists along with extremely dissimilar requirements. Thus, knowledge on user characteristics in the development and use of web based learning system of a developing country is the prerequisite to introduce successful web based learning systems.

Literature Review

Literature by Liaw and Huang (2011) discovered individual’s attitudes and behaviors in applying e-learning referring to gender difference, computer related experience, self-efficacy, and motivation aspects. The outcomeshow that male learners have extra positive e-learning attitudes than female learnersdo; computer related experience is a significant predictor on learners’ self-efficacy and motivation toward e-learning. In study conducted by Aixia and Wang

(2011)examine the significant factors affecting learners' satisfaction in e-learning environment.The study revealed that the perception of e-learning is positively influenced by its flexibility in knowledge management, time management and widening access to information.Study by Mehra and Omidian (2011), scrutinizedthe factors that foreseelearners attitude to adapt e-learning at the Khuzestan province, Iran. It was illustrated that five factors be used in modeling students attitude to adapt e-learning, which includedpurpose of e-learning, perceived usefulness of e-learning, perceived ease of e-learning use, pressure to use e-learning and the availability of resources needed to use e-learning. Research by Yacob (2012) examines the awareness of e-learning that involves student from TATI University College in Malaysia. Multiple regression analysis was performed on the students' perceptions in relation to gender, year of study, faculty, technology usage and the awareness of e-learning implementation. The result shows that males and female have a significant awareness towards e-learning in education at TATIUC. Bhuvaneswari and Padmanaban (2012) examined the attitude towards e-learning of secondary students of Delhi and found that demographic variables play a significant role for e-learning.

Objectives of the study

- To find out improving access to web based education and training among select universities in India
- Toidentify the gender difference in attitude among University students towards web based learning
- To know the difference in attitude among University students towards web based learning referring to their field of study
- To know the difference in attitude among University students towards web based learning referring tosetting (location)
- To revise the primary communication effect between gender, field of study and location
- To analyze the secondary communication effect between gender, field of study and setting (location)

Access to Web Based Education and Training among Universities in India

The term *web based learning* covers a comprehensivegamut of instructive tools, techniques and various approaches that endures to develop andmeet therequirements of teachers and learners. With the global communication and internet connection speed, web content has grown richer and more interactive for users.In the long run; the acquired experience in web based learning will provide a strategic opportunity for the institution/university to cross the thresholdinto the new field of education.

Attitude towards web based learning referring to setting (location)

Web based learning systemoffer an additional, more flexible means of communicating that facilitates students to interact easily with others. System enabled students to access different subjects anytime from anywhere. This provides students bettermechanism over their learning experience, permitting them to gather content they need and study at their leisure with more interest and dedication. Moreover, web based learning platform proven on network encourages personal knowledge accumulation and group knowledge sharing. This in turn improves learning efficiency with idea generation and thereby enhancing core competitiveness among individuals and the group. As a result of this, web based learning platform appears as the efforts to make a step forward towards a more effective and quality education. When individuals have positive attitude towards particular technology, they are more likely to use that technology. It is further seen that individuals are influenced by subjective norms; that is, one's perception of significant like or dislike towards specific technology is likely to encourage or discourage one from using that technology.

Hypotheses

The null hypotheses for the present study are as follows:

H_1: There is no significant difference in attitude towards web based learning between male and femalecategory of University students

H_2: There is no significant difference in attitude among Arts, Commerce and Management, and Science University students towards web based learning

H_3: There is no significant communication effect between gender and setting (location)

H_4: There is no significant communicationeffect between gender and field of study

H_5: There is no significant interaction effect between field of study and setting (location)

H_6: There is no significant secondary communication effect between gender, setting (location) and field of study

Population

Arts, commerce, management and science students of Private and State universities in Karnataka State, India are selected for study

Sample

The study was held to determine the Self Efficacy and Motivation of university students towards Web based learning in Karnataka by intriguing 560 University level students from five Universities namely Bangalore University, Jain University, Christ University, Mysore University and Karnataka University.

Gender	Arts	Commerce and Management	Science	Total
Male	83	128	69	280
Female	74	134	72	280
Total	157	262	141	560

Fig/Table 9: Sample Profile

Methodology

Quantitative research methodwas employed. Data was collected using survey method and analysis was done applying statistical tools to test hypotheses. University students in different domain – arts, commerce, management and science were considered to complete the questionnaire with a schedule to gather information. All area under discussionwasrequested to respond to the questionnaire and their responses were definite to be confidential.

Tools and Techniques

Researcher developed Web Basedlearning attitude scale, using five point Likert type scale consisting of 70 substances whose sample material are given in the following Table. The reliability of the scale was 0.86 by split half method (Guttman) and internal consistency was 0.92 as measured by Cronchbach method. The scale used in the study is reliable, as reliability coefficient is greater than 0.70. The questionnaire includes different demographic characteristicsof university students like as gender, field of study and settings (location). Content and face validity of the scale was ensured through discussion with teachers from Bangalore University, Jain University, Christ University, Mysore University and Karnataka University.

Sl. No	**Statement**	**Strongly agree**	**Agree**	**Undecided**	**Dis agree**	**Strongly disagree**
1	Use of internet for self study					
2	Choose to download content					
3	Prefer to read e-books and online journals and e-library					
4	Use info graphics for presentation and submission					
5	Download images, diagrams for projects and assignments					
6	Face challenges while using internet for self study and online learning					
7	Prefer to transfer/submit material through email for reference					
8	Feel satisfied on material collected through browsing					
9	Internet facilitates comfortable learning experience					

10	WBL enhances learning through trial and error method
11	Use of educational blogs for interaction
12	WBL promotes active and proactive involvement on forums
13	Facilitates better learning through vigorous discussion and clarifications
14	WBL helps in time management

Fig/Table 10: Sample substance to measure attitude towards web based learning

Analysis

Analysis was done using descriptive and inferential statistics. Application of descriptive statistics helped in simplifying large amount of data into a simple analytical understanding. Following Table 11 presents the descriptive data in the form of mean, standard deviation and t value – considered to be a significant ratio.t-test is often called Student's t test in the name of its founder 'Student'. It was applied to compare two different set of values, performed on a small set of data. This test compared the mean of two samples. t-test used mean and standard deviation of two samples to make a comparison. The formula employed for t- test was:

Pair of comparison	N	Mean	σ (sigma)	Mean Difference	t- value
Male	280	332.84	41.77	1.81	0.52*
Female	280	334.65	40.05		
Arts	157	336.98	41.08	3.63	0.88*
Commerce and Management	262	333.35	40.09		
Science	141	332.45	40.76	0.9	0.21*

Fig/Table 11: Calculation of mean, standard deviation and t value

Note: * symbolize Not Significant

‘t’ critical ratio was also applied to test hypotheses along with Inferential statistics that assist in finding out if null hypothesis can be rejected or retained. Research proceeded with constructing two way factorial designs for the analysis of different variables shown in table 12. Analysis of variance, or ANOVA, a powerful statistical tool was employed that partitioned the observed variance into different components to conduct various significant tests. The research while applying this test, explains how ANOVA can be used to examine whether a linear relationship exists between a dependent variable and an independent variable.The most useful measure of dispersion – sum of squares can be calculated with following formula:

Source of variation	Sum-of-squares	Df	f ratio
A (Gender)	0.8638	1	0.004*
B (Field of study)	1749.82	1	1.891*
C (Settings/location)	47.04	1	0.074*
A×B	1511.49	1	1.732*
A×C	894.12	1	0.642*
B×C	342.78	1	0.498*
A×B×C	1568.74	1	1.893*

Fig/Table 12: Determination of F-test assessing multiple coefficients

Note: * symbolize Not Significant

Results and Discussion

Testing of H_1

The mean of attitude scores referring to gender - male and female students of select Universities found to be 332.84 (σ = 41.77) and 334.65 (σ = 40.05) respectively, which implies that high attitude towards web based learning was exhibited by both male and female student even though female students have slightly higher attitude towards the same compared to male counterpart. Considering f value in Fig/Table 12 for gender, 0.004 is not significant at 1% degree of freedom. Moreover, as per the Fig/Table 12, t value 0.52 between male and female students is also not significant even at 0.05% degree of freedom. With this test and inference, H_1 is accepted.

Testing of H_2

With respect to the field of study f- value (1.891) is insignificant shown in Fig/Table 12. Moreover, t value (0.88) in the Fig/Table 11 demonstrates that the field of study did not influence the attitude of the university students towards web based learning. Hence, H_2 is also accepted.

Testing of H_3

Two independent variables interact if the effect of one of the variable differs depending on the level of the other variable. Independent variables considered are gender, setting (location) and field of study. So it was observed whether there was any interaction present or not. As per Fig/Table 12, gender and setting (location) does not interact (f = 0.642) with each other at 0.01 degree of freedom. Hence, H_3 is accepted.

Testing of H_4

The interaction between gender and field of study among select university students on attitude towards web based learning is not significant as discovered by f-value (1.732) in the Fig/Table 12. So H_4 is accepted.

Testing of H_5

The interaction between setting (location) and field of study among select university students on the attitude towards web based learning is found to be insignificant as indicated in Fig/Table 12 (f= 0.498). So H_5 is accepted.

Testing of H_6

Fig/Table 12 indicates that there is no interaction between different independent variable viz. gender, location and field of study of the attitude towards web based learning university students (F = 1.893). So H_6 is accepted.

Conclusion

From the analysis and determination, it can be inferred that select university student attitude towards web based learning is independent with regard to gender, settings (location) and field of study. In general attitude indicates certain degree the prospects to adopt definite behaviors. Considering web based learning system, a favorable and positive attitude of students towards the program recommends a better probability that they will accept it. As the attitude towards such learning has been found to be very high for all individuals and the groups, it is expected that university student will use web based learning strategy for their work like creating visual presentations, animations, web designing, info graphic presentations, and research. They are more successful at independent work as a result of such learning, and a similar proportion said that learners were better able to work at their own pace. From this we can conclude with confidence that university students are ready to take various courses conducted through online mode.

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ATTITUDE TOWARDS VISUAL IMPAIRMENT IN NIGERIA: A MULTI-DIMENSIONAL ANALYSIS

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ABSTRACT

This is a survey designed to find out the nature and impact of prevailing attitude towards visually impaired persons in Nigeria. It is a quantitative research work on a sample size of 42 visually impaired persons currently studying in the school for Blind Zawan Plateau State Nigeria through a semi structured interview. Statistical methods used include percentage and cross tables to gain specific insight into the outcome of societal attitude. Two major aspects of attitude covered were discriminatory and positive attitudes. These two dimensions were measured against variables such as gender age, income, employment, education, health care and family and both were analyzed against the requirements of what constitute at a good life for the visually impaired persons as contained in Nigeria's social policy for all citizens. A combination of theories from different fields led to a deeper and better insight. The result confirms that poverty, discrimination on the basis of gender and age of the visually impaired were the formidable barriers towards the realization of good life. It further revealed that, the attitude towards visually impaired persons from the some religion is negative and highly tended towards discrimination. There is also a significant discrepancy between social policy standards and implementation. Recommendations were made on ways for achieving general attitude change towards the visually impaired persons.

Keywords: visually impaired Attitude Nigerian Social Policy

INTRODUCTION

An attitude is a hypothetical construct that represents an individual's degree of like or dislike for something. Attitudes are generally positive or negative views of a person, place, thing, or event. Most attitudes are the result of either direct experience or observational learning from the environment. Unlike personality, attitudes can change as a function of experience.

A predicament worthy of research becomes glaring with a peek at the condition of the visually impaired persons in Nigeria. This indicates that, while some governments and societies elsewhere have adopted attitudes of social inclusion and rights-based approach to visual impairment issues, in Nigeria the general attitude towards this group tends to be of a significant discrepancy between set standards as contained in the social policy and an actuality which ignores the needs of this group as citizens. As a result, Insurmountable barriers are faced by the group in their quest for a good life. Throughout most of the northern states there was acute scarcity of any school or institution for the visually impaired except in Plateau state where the school for the Blind Zawan was located.

In Nigeria within both public and private spheres appears to exist a widespread discrimination towards visually impaired persons that is highly objectionable in view of the significant number of persons affected. This concerned has been indicated by citizens, various association, scholars, parents of children with visual impairment, the United Nations, the members of the public and civil society groups.

Factors directly related to components of attitude can be identified and radically transformed in favor of the visually impaired. Negative attitude towards the visually impaired can better be changed through a course of action which influences prevailing societal attitude.

This work focuses on multiple dimensions of prevalence and impact that societal attitude have on visually impaired persons in Nigeria: various dimensions analysed were (1) individual (2) community attitude (3) government

Literature review

Blindness is as old as life itself. For centuries, blindness has had, and still has both negative and positive connotations, with negative feeling predominating. Helender (1994) pointed that the most important reason for the difficulties disabled people are facing lies in the negative attitude towards them. Historically the 'attitude' towards blind persons had been a mixture of 'tolerance' interspersed with 'persecution' (Coleridge, 1993).Attitudes toward blind people have varied from culture to culture (Fernandez, et al 1999).

Among the main factors affecting disability, are the beliefs, attitudes and behaviors surrounding a person with a disability (Berry & Dalal). Historically the 'attitude' towards blind persons had been a mixture of 'tolerance' interspersed with 'persecution' (Coleridge, 1993).

Cholden, (1958) and Carroll, (1961) Points to the fact that blindness implies losses in psychological security, basic skills, communication, appreciation of all that is beautiful, Helender (1994) pointed that the most important reason for the difficulties disabled people face lies in the negative attitude towards them. Among the main factors affecting disability are the beliefs, attitudes and behaviors surrounding a person with a disability are the most important factors (Berry & Dalal).

Wolffe and Spungin (2002:246) surveyed 102 organizations of the blind in 75 countries, identify the "greatest barriers to employment for persons who are blind or vision impaired". The findings indicated that attitudes held by others are seen to constitute a major barrier to participation in society in general, and work in particular.

Nauyen D.C. (2007) in his work changing Social Attitude toward Blind Persons in Vietnam: Postulated that Generally, it is said that "disability means useless", and disability comes from the sin of the parents in previous lives or the disabled individual's previous life; it needs to be hidden.

Using a Random cluster sampling Nirmalan P.K (2007) conducted a research In Andhra Pradesh, India on 150 subjects. The results indicate that attitudes towards blindness and blind people are becoming more favorable in urban south India. The major contributing factors for favorable these attitudes are still linked to literacy levels and economic status.

A survey was presented in Sierra Leone by Jaja C. (2010) on the role of the family in social inclusion for the blind and visually impaired persons. Results indicated that the predominant negative perceptions about Blindness, result in Blind and visually impaired being socially rejected, left out of decision making processes, academic achievements and access to medical facilities.

A Nationwide survey conducted by the National Program for Control of Blindness (NPCB) in Nigeria during 1986-89 reported 9-12 million people blind from various causes in Nigeria. In response to this survey, various nationwide programs were initiated to control blindness in Nigeria (Punani, 2000).

Lukoff, (1972) and Versluys, (1980) pointed out that Professionals in the field of blindness and visual impairment have suggested that attitudes of significant others (i.e. family and friends) have the most significant impact on the blind individual's self-concept as such families with positive attitudes help the blind person maintain a positive outlook

Conceptual Frame Work

An understanding and change of attitude towards visual impairment can be achieved through interdisciplinary collaboration.

Using Conflict theory from the Sociological perspective, to understand and change attitude towards the visually impaired persons in Nigeria, implies starting from the structures of power distribution in the Nigerian society and seek to improve the social condition of visually impaired persons as a marginalized section of the population by uniting them. This is to be done further by splitting the Nigerian society into visually able as haves and the visually impaired as have not's, where we openly accuse or challenge the visually able as a privileged group that has concentrated power and resources into their hands while marginalizing the visually impaired. Change of attitude therefore can be achieved through social equality when the visually impaired unite and struggle towards social reform by shifting the hierarchy of power in their favor. The Social Cognitive Theory which is a social psychological perspective can be applied to understand and change attitude at individual level within the general public, by counseling people over issues of attitude towards the visually impaired. Using this theory means relying on the individual efficacy to power a change in societal attitude towards the visually impaired in the Nigerian society.

Another approach towards understanding and changing attitude towards visual impairment can be through the Cognitive dissonance theory. This psychological theory can be applied by motivational drive and reduction of dissonance thereby leading to attitude change. This implies eliminating beliefs and behaviors that promote re enforcement of negative and discriminatory activities and attitude in a manner that makes the person committing the act ashamed, embarrassed or threatened. This can result in self-justification as the individual attempts to deal with the threat, shame or embarrassment by a change in attitude. Using this approach therefore suggest the implementation of laws that can protect the visually impaired and even lead to prosecution and imprisonment. Attitude change within this postulation can be achieved if prompt action is instituted against an individual who commit acts that are detrimental to visually impaired persons. Such threats can make negative attitude towards the blind a foolish and self-destructive act since it can lead to prosecution and cause dissonance. Most individuals might change their attitude towards the visually impaired as a result of the need to reduce this uncomfortable feeling of arrest prosecution and imprisonment

Another approach is Persuasion. We can apply persuasion as a guide to people towards the adoption of new attitudes, idea, or behavior by rational or emotive means. Relying on appeals rather than strong pressure or coercion is expected to bring about the desired change in attitude towards the visually impaired. This approach might be necessary since people's attitudes and behaviors are often established habits that tend to be resistant to change.

Using the Social constructivist theory to bring about change of attitudes, the beliefs, value structure and choices of individuals which models the behavior of a society and the social dynamics affecting individual behavior should be our target. By studying this aspects, we can devise strategies of bringing about positive changes in a society. This is because every socially accepted norm started out as a movement by one person and later it was adopted by society.

Using the feminist perspective we can also apply this postulation to address the problems of the female gender among the visually impaired by making a special case about the double impact they suffer first as women and secondly as visually impaired. All efforts should aim at empowering them as women to take control of their life and restore the gender imbalance identified and presented in our analysis.

Dimensions of attitude towards visually impaired Persons in Nigeria

Dimension of attitude measured included attitude of at individual levels, community and government.

I. Individual Levels and Attitude Towards the Visually Impaired

Age	Frequency	percentage
10-21	7	17%
21-42	6	14%
42-and above	29	69%

Total	42	100%

(a) Table 1.1 Age dimension: the age structure of the interviewees was dominated by the age bracket 42 and above with 69% followed by the age grade 10-21 and 21-24 with 17% and 14% respectively. This implies that younger persons with visual impairment are still having the problem of access to educational facilities due social exclusion and the fact that most parents are either ignorant or reluctant in pursuing or developing their potentials. It shows that, the older the age of a visually impaired person in Nigeria the better his/her position in accessing educational facilities due position in the work place and previous connections. It also points to the gap in implementation of the policy objectives which guarantees training for self-reliance for all persons with disabilities.

(b) Gender Dimension: table 1.2

Gender	Number	Percentage
Female	13	31%
Male	29	69%
Total	42	100%

The male gender has a higher frequency with 69%. This might be due to cultural influences of male dominance over the female gender in our society; it might also be due to the patriarchal ideology that always denies the female gender opportunities of self enhancement. It shows that parents and employers prefer to sponsor visually impaired males to obtained education against the principle of equal opportunity stipulated in the Nigerian social policy which prohibits all forms of discrimination on the basis of Gender. Furthermore, it implies that females with visual impairment suffer double discrimination as a result of visual impairment. There should be further research into the gender dimension of discrimination as result of visual impairment on order to shed more light on this issue.

Amount of vision	Frequency	Percentage

(c) Table 1.3 Vision Dimension : The high percentage of students in the school are those left with some vision with a frequency of 64%, which implies that this group seem to enjoy more support and encouragement from the society as against those with little or no vision left with scores of 10% and 26% respectively.

None	4	10%
Little	11	26%
A lot	27	64%
Total	42	100%

Therefore the Higher the amount of vision the less discriminatory societal attitude becomes towards the visually impaired persons. This is a significant discrepancy in view of the large number of visually impaired persons who have no amount of vision left. It points to failure in the implementation of the rehabilitation objective set by the social policy.

(d) Table 1.4Religious Dimension:

Shows that there is a higher percentage of Christians in the school with 79%, This might be due the high commitment by churches towards the welfare of disable members, as well as positive attitude towards developing the potentials of their visually impaired adhere rents. It also indicates the huge challenge before the Islamic religion with regard to visual impairment; it is time to take the issue of visual impairment seriously in order to keep beggars of the street.

Religion	Frequency	Percentage
Christianity	33	79%
Islam	9	22%
Total	42	100%

(e) Income Dimension: the highest numbers of respondents fall within the income region of less than ₦ 10,000 per month which implies less than two dollars a day. Apart from this income being grossly inadequate, there was no income supplement for the visually impaired despite their special needs. Moreover they have to cope with the payments of regular bills, rents, school fees, and perform in conventional markets like their visually able counter parts. The absence of income supplement for the visually impaired in Nigeria completely negates the social policy standards and supports earlier findings by DFID (2005) which state poverty as an issue for the visually impaired.

(f) Table 1.7 Dimensions of deprivation and discriminations suffered by the Visually Impaired

The interviewees explained the type of assistance they require in order to be self-reliant to include, Transportation, education, visual aids, income supplement, and medical assistance as the common requests with frequencies of 75%, 73%, 92%, and 100% respectively.

Required assistance	Number	Percentage
Scholarship	36	92%
Housing	32	73%
Income supplement	42	100%
Disability allowance	32	73%
Food aid	38	92%
Clothing	32	73%
Visual aids	38	92%
Transportation	32	73%
Social inclusion	29	73%
Access to Computers Internet	21	50%
Employment	32	73%
Access to higher education	30	75%

All these are completely lacking according to our respondents particularly where the provision is to be made by Government. This shows that the Government has failed in the implementation of chapter Nine of Nigerian social policy which clearly states as its specific objectives 9.4(iv) that the government shall make available to every disable person in Nigeria adequate physical, social and mental health care facilities and in 9.4(x) that the government shall ensure adequate income security for the disable.

(g) Other individual level Dimensions: Other complaints were about

- social exclusion with 27%,
- Unemployment 31%.
- visual aids 41%,
- Clothing 21%,
- Feeding 11%,
- Access to computers and internet 10%.

Continued seclusion of the visually impaired by both family and larger society were vehemently complaint against by our respondents, even their spouses and siblings occasionally discriminate against them. There is also lack inclusion in the political activities with the only exception of voting. Since the interview took place in a school most of them were employees of the state or local governments which make them a privileged group unlike their counter parts who are out there begging on the streets. As a result Employment was less an issue. Most of interviewees in this category can afford to feed on whatever their meager salary afforded them. Another complaint was that Most of their visual aids are worn, out dated and therefore difficult to use while the Brails and recorders are highly in adequate and unaffordable.

II. COMMUNITY ATTITUDE TOWARDS THE VISUALLY IMPAIRED

(a) **Table 1.8 Family Dimension**: The extended family has remained a source of assistance towards visually the visually impaired with 63% of the interviewees reporting one form of assistance or the other from the extended family members. This assistance is in form of cash, food and clothing it is received at irregular intervals and mostly after long discussions during family meetings. The immediate family has also contributed positively in view of the hard ship despite the claim by some of the respondents. 11% of our respondent's complaint of neglect by their children towards assisting them to go round the village as well as on the provision of basic needs. Most of the complaints were on children who are ashamed of their parent's disability because some people referred to them as children of wizards and witches. Some children run away from their visually impaired parents due to poverty. 28% percent have never heard from one or more of their siblings for many years since the became visually impaired or blind because such relatives or siblings who avoid them in order not to render any assistance, while some say it is due to cultural attitude and beliefs about visual impairment.

Type of family	Frequency	Percentage
Extended family	26	63%
Immediate family	16	27%
Total	42	100%

Assistance rendered to the visually impaired	Frequency	Percentage
Employment	9	21%
Housing	2	5%
Clothing	8	19%

29% of the interviewees revealed that their parents were careless in seeking for treatment against their plight by resorting sorcerers and herbalist. While parents still discriminate between them and their siblings who have no visual impairment due to cultural beliefs. It was discovered that most parents see visual impairment as a punishment by somebody for something they have done.

Feeding	12	29%
Medical assistance	5	12%
Visual aids	13	31%
Access to computers internet	2	10%

11% complain of poor relationship with spouses especially where the female spouse has visual impairment, however, where both spouses are visually impaired there tend to be more understanding this is a major challenge for the social welfare

(b) **Table 1.9 Public dimension:** Opinion on public attitude as explained by respondents response of the interviewees about what they feel is the society's general attitude towards visual impairment from their personal experiences.

21% percent of those interviewed are not happy with their employers in view of discriminatory work place policies and this is because most of the visually impaired in the school work under the social welfare departments of local government councils and state and local. Most of their Departments are neglected with regard to the provision of tools, payment of allowances and supply of raw materials for the crafts and different items produce at the blind workshops. This can be a good source of revenue for the government

Type of attitude	Number	Percentage
Positive	12	%
Discriminatory	30	%
Total	42	100%

Table 1.10 specifications of discriminatory attitudes

Attitude	Percentage
Parental rejection	29%
Discrimination by Spouse	26%
Discrimination by Employer	50%
Discrimination by Children	26%
Discrimination by Siblings	67%

Discrimination by Landlord	79%
Discrimination in Medical setting	28%
Discrimination by School	50%
Discrimination by Gender	26%
Discrimination by Religion	52%
Discrimination by Amount of vision left	64%

Social Policy and Governmental Attitude towards the Visually Impaired

From the cross tables (see annex A) governmental attitude is clear that, Out of 85% of the total sample size who complained over the discriminatory attitude of government over nonpayment of scholarship and student allowances, the group that is mostly affected is the age group 21-31with 71% of the total sample or 97% 0f respondents within that age group, this is followed by food aid within the same age grade with 71% 0r 97% of responses. Governmental attitude towards the supply of visual aids formed 69% of the total sample or 93% within the age group.

Issues of Discrimination in employment scored 93%, income supplement 69% out of the total sample or 93% of responses within the age grade 21-31. This implies that early adults suffer from lack of assistance compared to younger adults whose group scored 5% of the total sample size or 71% within the age grade which might be due parental and extended family assistance

Older persons scored 2% of the total sample or 17 % of sample size within the age group with regard to discrimination over the supplies of visual impairment aid. This is further clarified by the scores observed from the age group 10-21 over the same variables with, with 100% within this group seeking higher education opportunities. 12% of the total sample size or 71% of scores within the age grade felt discriminated over the supply visual aids within the age group 31 and above.

There was a significant feeling of discrimination with the age grade 21-31 with regard to the provision of housing with a score of 71% within the sample in this category, and 12% of the total sample or 71% of sample within group...71% again complained of discrimination with regard to the payment of scholarship and 28% of the sample within this group only complained about discrimination with regard to their finances which is implying parental and extended family assistance with regard to income, housing, and food.

The age grade 31 and above scores with regard to these variables scored 67% within responses in the total sample which was on discrimination on housing and income issues. 67% also indicated discrimination with regard to social inclusion and 7% of the total sample which is 50% complaint about food aid due the number dependants they have.

The Nigerian government is therefore number one in displaying negative attitude towards the visually impaired when we consider the amount of care received by visually impaired in united states , new Zealand, Japan ,Britain and even Ethiopia as mention during our literature review . This supports the DFID report (2005), Baron and Amerena (2007) that the common perception of policy makers in Nigeria about disability including visual impairment is the charity welfare approach rather than a fundamental human right issue. As such disable people in Nigeria irrespective of where they live are more likely to be unemployed , illiterate, to have less access to formal education, have less access to supportive networks and social capital than their able bodied counter parts .

This makes clear the issue of poverty as a result of low or no income due to the absence of governmental inceptives through the payment of allowances there by leaving the visually impaired at the mercy of public pity. 88% complained of hunger due poor feeding and absence of food supplement as on one meal is provided daily leaving every student to feed on self effort. 79% of the students within sample in this group reported discrimination with regard to employment issues .92% remained poorly clothed and only 29% within this sample are eager to have barriers against access to computer and the internet resources removed through adequate provision to the visually impaired persons in Nigeria .57% within the income group complained of discrimination on housing issues because some live in their personal buildings within this group.

SUMMARY CONCLUSION AND RECOMMENDATIONS

Summary of findings

Findings on the general attitude of the Nigerian society toward visually impaired person's reveals that, poverty, discrimination on the basis of gender and age were the formidable barriers towards the realization of good life by the visually impaired within the Nigerian society. Complaint associated with implementation of the social policy especially the payment of allowances, Employment, scholarships; housing and income supplement were among the most felt discriminatory attitude by the respondents.

Conclusion

The negative or discriminatory attitude of the Nigerian society towards the visually impaired confirmed the reason for the continued neglect of this segment of the population. Furthermore, it points to another dimension of discrimination in relation to gender. Again age income and religion exert a great influence on attitude towards the visually impaired.

The neglect of the group in the social policy implementation and the millennium development goals has further subjected this group towards double oppression.

The attitude of the Islamic religion should change towards developing the positive potential of their disable members as against alms giving which doesn't actually help the visually impaired persons towards self-reliance.

Absence of programmes to carter for and protect the visually impaired person from the onset of his plight towards rehabilitation are completely lacking. This Places the visually impaired persons at the bottom of the social strata.

It is clear that some of the factors which give rise to economic in equality in a capitalist society are also responsible for the discriminatory attitude towards the visually impaired persons; since their labor cannot be exploited they are forced into destitution. This way they are forced to belong to a social class that is characterized by poverty no matter the talents they posses or what can be accomplished by them as citizens.

The needs and interests of this group is determined by capitalist mode of production in the way the group is being subjected to frustration, hardship, rejection, stigmatization, depression, destitution, confusion, demoralization and subjugation as result of lack of interest of the bourgeoisie over their plight. The absence of social security measures also confirms that the ruling classes have also continued to neglect the visually impaired.

The negative attitude towards the visually impaired as depicted on the group by Nigerians is not a problem on its own, but a problem arising from short coming of capitalism. The continuous neglect of this group means a gross failure in the social objective s of the Nigerian constitution, A gross failure in social policy implementation and an indication of a decadent social system that is unworkable and should be replaced with an alternative.

RECOMMENDATIONS

The findings in this study give rise to a number of recommendations.

- The current structure of care for the visually impaired is not effective consequently, a separate ministry should be established whose mandate is solely to deal with disability and the visually impaired be given a special consideration.
- The government should review its social policy so as to specify in appropriate terms when and how the payment of disability allowances should be made to the visually impaired.
- Scholarships at all levels should be a right for the visually impaired who wish to acquire education.
- There should be payment of income supplement allowances to the visually impaired people in Nigeria as it is paid to their counter parts in many countries.
- There should be policies aimed at Capacity building for the visually impaired to meet their needs.
- Serious thought must be given to the visually impaired as citizens of Nigeria in order to enable them contribute their own quota towards the development of the nation.
- It is necessary in view of their plight to enact laws and edicts that protects their full interests.
- Barriers within the transport system which make it inaccessible to the visually impaired should be removed;
- A percentage of government employment to be allocate for the visually impaired.
- Accommodation: highly subsidized housing should be provided to the visually impaired persons.

- Schools and other educational institutions should be constructed in adequate numbers for the visually impaired people.
- There should be Community Based Rehabilitation programs designed with strong elements of attitude change towards the visually impaired persons in both urban and rural areas.
- Results of this study indicate the need to change perceptions regarding visual impairment and visually impaired persons which still have implications on providing opportunities for blind persons as an underprivileged segment of the population.
- Additional research is needed to explore the possibilities to create positive impact towards blind persons in every community with special regard to gender.
- More contact with visually impaired people should be encouraged so as to alter the pattern of thoughts concerning interaction with them.
- Changed can also be achieved through public education by civil society groups and other organizations, public service announcements, printed materials, local television and radio programs, school curricula, and work with leaders in the community

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ANNEX

Annex A. Table 4.14 A cross table indicating the influence of age on societal attitude towards visually impaired persons.

Area impacted on by societal attitude	Scores	Age 10-21 7=(100%)	Age21-31=29 (100%)	31 and above 6(100%)
Scholarship	36(85%)	5(12%)(71%)	30(71%) (97%)	1(2%)(17%)
Housing	32(76%)	5(12%)(71%)	23(55%) (74%)	4(6%) (67%)
Income supplement	42 (100%)	2(5%)(28%)	29(69%) (93%)	4(6%) (67%)
Disability allowance	32(73%)	2(5%) (28%)	29(69%) (93%)	3(7%)(50%)
Food aid	38(90%)	5(12%) (28%)	30(71%)(97%)	3(7%)(50%)
Clothing	32(73%)	6(14%) (29%)	24(57%)(77%)	2(5%)33%))
Visual aids	38(90%)	7(17%)(100%)	29(69%)(93%)	2(5%)(33%)
Transportation	32(76%)	7(17%)(100%)	21(65%)(72%)	4(6%)(67%)
Social inclusion	29(69%)	2(5%)(28%)	21(65%)(72%	4(6%)(67%)
Access to Computers and Internet	21(50%)	3(7%)(43%)	16(38%)(55%)	3(7%)(50%)
Employment	32(76%)	2(10%)(57%)	27(64%)(93%)	3(7%)(50%)
Access to higher education	30(71%)	7(17%)(100%)	20(47%)(69%)	3(7%)(50%)

Table 4.15 A cross table indicating the influence of gender on the outcome of attitude towards the visually impaired interviewees

Problem Area that Required assistance	Scores out of 42	Female 13(100%)	Male 29(100%)
Scholarship	36(71%)	11(26%) (85%)	29(69%)(100%)
Housing	32(76%)	5(12%) (92%)	23(55%)(79%)

Income supplement	42(100%)	13(31%)(100%)	26(61%)(90%)
Disability allowance	32(73%)	12(29%)(92%)	29(69%)(100%)
Food aid	38(90%)	12(29%)(92%)	29(100%)(100%)
Clothing	32(76%)	4(6%)(31%)	24(57%)(72%)
Visual aids	38(90%)	12(29%)(92%)	29(69%)(100%)
Transportation	32(76%)	12(29%)(92%)	21(50%)(72%)
Social inclusion	29(69%)	2(5%)(15%)	21(50%)(72%)
Access to Computer and Internet	21(50%)	7(17%)(54%)	16(38%)(55%)
Employment	32(76%)	9(21%)(69%)	23(26%) (88%)
Access to higher education	30(71%)	7(17%)(54%)	23 (26%)(88%)

A cross table indicating the influence of income on the outcome of societal attitude towards the visually impaired

Area of impact of societal attitude	Scores by amount of income	₦0-10,000 24 (100%)	₦ 10,000- ₦ 15,000 3(100%)	₦ 15,000 ₦ ₦20,000 11(100%)	₦20,000 And above 7(100%)
Scholarship	36	24(26%)	2(52%)	11(26%)	5(12%)

	(86%)	(100%)	(67%)	(100%)	(71%)
Housing	32 (76%)	24(12%) (25%)	3(55%) (100%)	9(21%) (82%)	410(%) (57%)
Income supplement	42 (100%)	24(100%) (54%)	3(67%) (100%)	11(26%) (100%)	7(100% (100%)
Disability allowance	32 (73%)	12(29%) (50%)	3(69%) (100%)	11(100%) (100%)	6(14%) (86%)
Food aid	38(90%)	21(50%) (88%%)	3(71%) (100%)	9(21%) (82%)	5((12%) (71%)
Clothing	32(76%)	22(92%) (92%)	2(57%) (67%)	5(12%) (45%)	3(7%) (43%)
Visual aids	38(90%)	23(29%) (50%)	3(69%) (67%)	9(21%) (82%)	3(7%) (43%)
Transportation	32(76%)	19(29%) (50%)	2(50%) (67%)	9(21%) (82%)	2(5%) (29%)
Social inclusion	29(69%)	22(5%) (8%)	2(50%) (67%)	3(7%) (27%)	2(5%) (29%)
Access to computers and Internet	21 (50%)	11(46%) (29%)	2(38%) (67%)	5(12%) (45%)	3(7%) (43%)
Employment	32 (76%)	19(45%) (79%)	3(7%) (100%)	9(21%) (82%)	1(2%) (14%)
Access to higher education	30 (71%)	17(40%) (70%)	3(7%) (100%)	9(21%) (82%)	1(2%) (14%)

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Factors Influencing Access to University Education in Georgia

(The study was carried out by the support of Open Society Georgia Foundation)

1.Introduction

High level of education is associated with economic well-being and democratic rule of the country. Education is one of the main determinants of socio-economic status of an individual and the equality in the access to education is an indicator of existing in the country equality as a whole. University education is pricy and its costs are continuously increasing all over the world. Education usually is more accessible to the children of well-to-do, educated parents, of persons belonging to dominant ethnicity and language, and to those living in less geographically isolated places (O'Hara & Johnstone, 2009), but the weight and configuration of these factors depends on the context of the country.

Education system consists of pre-school, school, University and vocational education. School system comprises primary (1-6 grades), basic (7-9 grades) and secondary (10-12 grades) education. In the country operate 2085 public and 246 private schools. Basic level is compulsory. After its graduation pupil can continue studies at high school or at vocational school. Vocational education is provided by 35 public and 20 private colleges, as well as by 15 public and 4 private Universities (Geostat, 2015).

For obtaining the certificate for secondary school graduation pupil has to pass CAT exams. This allows pupil to continue the studies in one of the 62 Universities, but for this end pupil has to pass United National Exams and select program and university one wants to be enlisted (up to 20 programs can be selected). National Exams are hold in a unified form simultaneously at 11 geographic locations. Pupils have to pass exams in Georgian language and literature, general skills, foreign language and in one of the following subjects: Mathematics, Physics, Biology, Georgian literature, Geography, History or Arts.

Georgia is a small, multiethnic country, with under 4 million population. According to 2002 census ethnic minorities comprised 15.8% of population, among them Azeri's comprised 6.5%, Armenians 5.7%, Russians 1.5%, all the others 2.1%.

A big part of biggest minorities - Azeris and Armenians live in a compactly inhabited by them areas - Azeris in Kvemo Kartli and Armenians in Javakheti. Introduction of National Exams in 2005 drastically reduced the chances of ethnic minorities to be enlisted at Universities due to the requirement of taking National Exams in Georgian. Since 2008 ethnic minorities are allowed to take exams in general skills in native language. An year later this measure was complemented by enlisting those, who passed exams in general skills at University according to the delineated by the law quotas after graduating one year 60 credit course in Georgian language. Introduction of quotas and Georgian language program considerably increased the number of ethnic minority students at Universities.

2.Study questions and study design

The aim of the study was to identify the barriers to the access to University education, their reasons and the ways of overcoming them.

The research questions were formulated as follows: To what degree is access to University education determined by the economic and education status of the parents, living in the capital, regions or in places compactly inhabited by ethnic minorities.

For answering these questions the desk research, analysis of the data-base of United National Exams, empirical study and discussions were undertaken, namely the following activities have been carried out:

1.Desk research. The reports on education in Georgia have been reviewed.

2.The analysis of the data-base of 2014 National exams results.

3.Empirical study:

The survey of XII grade pupils in 6 regions of Georgia, Tbilisi and in compactly inhabited by ethnic minorities regions.

The survey of the first year students at 5 University towns of Georgia.

4.Discussions. In 4 locations discussions on the reasons of the barriers to University education and the possible ways of overcoming them were held with parents, teachers and representatives of local education resource centers.

3.Results

3.1.Analysis of the results of National Exams

In 2014 37,189 pupils completed High school program. 14.1% of them were not able to pass graduation exams. So 31,954 obtained the right to take National Exams. 35,100 pupils (50.8% girls and 49.2% boys) registered for taking National Exams.

The failure rate was different among the subjects, place of residence of pupils, their ethnicity and gender. The share of failed was the biggest in Physics (42.4%), Mathematics (22.3%) and Chemistry (17.6%), and the least in Georgian language and literature (5.4%). In all the subjects, except German and French languages, among those who failed boys outnumbered girls. The best results were demonstrated by Georgian language inhabitants of Tbilisi. Performance of Azeri and Armenian language pupils was much worse compared to Georgian language pupils. In contrast to Georgian language male pupils, Armenian and Azeri language boys did better than girls. In 5 subjects out of 9 girls outnumbered boys among those who failed.

Dividing the number of the first choices made by pupils of Universities by the number of places provided by that University we obtained the score of popularity of University. This allowed us to ascribe each University to one of the four groups: The I group comprised only 2 Universities, with more than 2 persons competing for a place; The II group comprised 6 Universities, with from 1 to 2 persons per place; The III group comprised 9 Universities with from 0.5 to 1 person per place; the remaining 45 Universities with up to 0.5 person per place were united in the IV group.

Overwhelming majority (71.0%) of operating in Georgia 62 Universities are located in the capital, Tbilisi.

26,377 students were enlisted as a result of the National Exams, so that only 57.2% of available places were filled.

Girls outnumbered boys in all groups of universities, except the fourth, the least popular group. The difference was greatest (8.2%) in two, the most popular Universities.

State grant of 50%, 70% or 100% of annual 1,000 USD cost for University education was provided to 25.5% of students. Among the grant receivers girls (52.8%) again outnumbered boys. According to the residence place the biggest share of grants were obtained by Tbilisi (46.5%) residents.

1167 places for Azeri and 1232 places for Armenian language students were assigned according to quotas. Only 39.1% of Azeri and 17.6% of Armenian language students filled determined by quota places.

So the analysis of high school graduation and National Exams results demonstrated the importance of residence place- superiority of Tbilisi inhabitants was obvious and was reflected in the share of those who has passed the National Exams, been enlisted at University and received the grants. Almost by all these indicators girls outperformed boys. In 12 out of 14 subjects , among them STEM subjects, girls performed better than boys. Especially big was gender difference in the number of enlisted the two, the most popular Universities –Tbilisi Javakhishvili State University and Tbilisi Medical University.

3.2.**Results of empirical study and discussions**

The survey of pupils and students aimed at the identification of the barriers to the access to University education.

989 16-20 years old pupils, with an average age 17.1 were surveyed, among them 46.2% boys and 53.8% girls in schools of 7 towns and nearby villages. The survey was carried out in public and private schools.

Pupils living in compactly inhabited by ethnic minorities regions were also surveyed. 214 pupils of Azeri ethnicity and 186 pupils of Armenian ethnicity.

729 16-27 year sold students with an average age 18.5, among them 37.0% men and 63.0% women were surveyed at 5 University cities.

3.2.1.The barriers to the access to University education

We discuss two groups of factors that hinder the access to education:

1.Lack of motivation, determined in our opinion by cultural and economic contexts as well as education status of the parents;

2.Access to resources, which includes both economic and non-economic resources. The main constituents of economic resources in regard to University education are: cost of University education, money needed for living in University town and a private schooling for taking National Exams. Noneconomic resources include quality of school education, professionalism of private teachers and knowledge of state language.

For identification of barriers we heavily relied on student's survey. This is linked with certain limitations, as outside the study are left those who did not want or was not able to become students. Another problem is linked with consideration of economic factors as the respondents seem to overestimate economic condition of their families. But despite these limitations obtained results in our opinion still correctly reflect existing tendencies.

1.Motivation for obtaining education

The main pre-determinant of getting University education is the desire of having it. This desire on its part is determined by the importance ascribed to education. 95.2% of students consider education as important. Education is more important for pupils in Tbilisi and regions (92.7% in each) than for Armenian (93.5%) and Azeri pupils (84.1%).

9.4% of surveyed Georgian, 33.0% of Azeri and 30.1% of Armenian school leavers did not intend to continue studies. By grouping the reasons in bigger categories the main obstacle for getting University education for Georgian (35.8%) and Azeri (42.9%) pupils was lack of financial resources, while Armenian pupils did not name the reason. The lack of motivation constituted the second biggest group among all respondents (30.5% of Georgian, 37.5% of Armenian and 41.4% of Azeri respondents). Insufficiency of knowledge was named as the third by the size factor (34.3% by Azeri, 30.4% of Georgian and 19.6% of Armenian pupils).

Among those who wanted to continue education more Georgian, than Azeri or Armenian pupils intended to go to University. Number of those who intended to go to vocational schools was much less, but was higher among the pupils of ethnic minorities.

Graph 1

Plans for continuing education

The main criteria for selecting profession was interest towards it, good remuneration and chances for employment. As for selecting University pupils named the high quality of teaching, chances of being enlisted, cost of the studies, prestige of the University and having kin in University town.

Graph 2

Criteria for selecting University

Both or one parent of the majority of students (90.4%) had University education. In the most popular Universities was the biggest the share of those students whose both parents have University education (82.8%).

2.Resources

The importance of economic conditions of the family to the access of University education is in a considerable part determined by the low quality of schooling. Respondents did not consider the knowledge provided by school sufficient neither for passing school graduation exams (so thinks 38.8% of students, 41.0% of Georgian, 27.7% of Azeri and 9.1% of Armenian pupils) and more so for passing National Exams (so thinks 65.9% of students, 71.9% of Georgian, 41.5% of Azeri and 55.4% of Armenian pupils). Hence the lack of knowledge prompts parents to hire private teachers.

In discussions held with parents, school teachers and employees of local education resource centers, the reasons determining low level of school education and therefore the need for private schooling have been identified. As such were named the faults of the education system, issues associated with the teaching process, teachers, pupils and their parents. Namely, an inadequate technical equipment, big size of classes, improper planning of the learning process, low quality of programs and text-books, little correspondence of the requirements of National exams with the school program were named as obstacles for ensuring quality education. Lack of motivation to teach, determined by small salaries and due to this deficiency of professional cadres were pointed as factors associated with teachers; lack of motivation of pupils to study well at school, already formed habit of private tutoring, poor school attendance in 12-th grade were the reasons associated with pupils. To this list in compactly inhabited by ethnic minorities locations problem of not knowing Georgian was added.

Economic well-being

An exact estimation in surveys of respondents' income and economic well-being is acknowledged as problematic by many researchers worldwide. Respondents usually are not willing or cannot estimate the exact income. That is why other than numeric estimations for describing affluence is used. We used one of the most common 5 point scale which requests respondents to select one from the 5 statements describing what their family can do – on one extreme as not even having enough money for food and on the other having enough for buying durable goods and vacating abroad. The majority of our respondents (74.1% of students, 78.4% of Georgian, 75.7% of Azeri and 79.6% of Armenian pupils) estimated their families as affluent. For the clarity of comparison we transformed the scores on economic condition into of low, medium and high affluence. Respondents obviously overestimated economic condition of their families as 51.2% pointed that the monthly family income (The number of family members most often being 4) was below 900 USD.

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Notwithstanding economic condition tutoring for National Exams is widely spread. 78.5% of students, 85.7% of Georgian, 64.0% of Azeri and 47.3% of Armenian pupils took private lessons.

The biggest share of students (38.6%) and Georgian pupils (39.8%) reported taking private lessons in 4 subjects, while Azeri and Armenian pupils only in 1 subject. With the affluence increases the share of those who take lessons in 4 or 5 subjects (31.3% of low, 35.3% of medium and 46.3% of high affluence families). The share of students from high affluence families was the highest in the most (81.6%), but also in the least (81.9%) popular Universities.

The big share of students from affluent families and with parents having University education in the most and the least popular Universities seems paradoxical, but could to be based on the distinguished efforts of the effluent and educated parents to give University education to their children. As a result those pupils who are motivated to study find themselves placed in the most popular Universities and those who are not motivated still manage to become students, although in the least popular Universities.

University education is associated with considerable costs. Private lessons in 4 subjects costs on average 1,300 USD. Taking into consideration economic condition of population this is a big sum, but less than price for studies at University. Four years studies for Bachelor's degree in public Universities costs 4,000

USD. In case of a good performance in National Exams pupils can obtain state grants (100%, 70% or 50%) of the study fee in a public University and take it to either public or private University. That rends private tutoring as more cost effective.

Place of residence

Study demonstrated the importance of place of residence on the quality of schooling, professional skills of private teachers and expenditures of students' living. The share of students from Tbilisi (34.0%) is much higher than the share of students from any given region. The similar tendency is found along the popularity dimension of Universities. Inhabitants of Tbilisi constitute 60.2% of surveyed I year students in the most popular and only 18.2% in the least popular Universities.

Knowledge of Georgian

Not knowing Georgian is a big barrier for ethnic minorities. 37.5% of Azeri and 48.3% of Armenian pupils pointed that they did not know Georgian. 20.0% of Azeri and 14.3% of Armenian pupils acknowledged that lack of knowledge of Georgian formed a barrier for getting University education.

4. Conclusions

The study demonstrated that the knowledge with which pupils enter University is determined more by efforts of their parents and tutors than school education. Therefore inequality created by economic condition of the family is obvious.

Georgia is one of the poorest country in the Europe and Central Asia Region. 18.2% of population is below the poverty line, 11.0% receives state allowance. Moreover the wealth is very unequally distributed among population. Gini index, which is accepted indicator of economic inequality is very high for the region and amounts to 0.44 (Geostat, 2014). Also big is the difference in poverty across different parts of the country and type of residence, it being higher in rural (18.8%) than urban (10.5%) areas, and is lowest in the capital Tbilisi (World Bank, 2014). A big share of pupils manage to continue education at Universities, although the less effluent pupils continue studies in less popular Universities. The question is on the expense of what they manage to do so in the country where poor constitute 18.2% and state allowance is granted to 11.0% of the population.

Population of Georgia ascribes high value to education which determines the striving for University education. This striving is backed by educated parents. The low quality of schooling does not allow pupils to pass National Exams, therefore parents are forced to higher tutors. According to the 2013 Caucasian Barometer (CRRC, 2013) about the half of Georgia's population does not trust the education system of Georgia. Private tutoring costs much, although notwithstanding economic condition majority manages to hire private teachers for their children.

Economic conditions build barriers not only for becoming student, but also for studies at University. In 2014 by the information of the Ministry of Science and Education 11,000 students have halted status due to unpaid fees (Radio Freedom, 2014).

Next to economic, other resources are also unevenly distributed in the society. Tbilisi inhabitants compared to inhabitants of regions are more resourceful not only economically due to higher employment opportunities, but also due to the fact that professional cadres of teachers are more concentrated in the capital. So the chances for Tbilisi pupils to be enlisted in popular Universities, majority of which are as well located in Tbilisi are much higher, than for pupils living outside the capital.

Notwithstanding having quotas for enlisting at Universities, possibility to take exams in general skills in native language and one year course in Georgian at University, majority of youth of ethnic minorities still stays outside the University education of Georgia. The main reasons for these are relatively low motivation for obtaining University education, poor knowledge of Georgian, and the decision to study at Universities of Azerbaijan or Armenia, where costs for the study are lower and pupils have kin to live with.

So economic and education status of parents, place of residence and belonging to ethnic minority - all these factors have a considerable impact on the access to University education.

The main solution of the problem and eliminating the barriers lies in reforming education system. Some of the participants of discussions pointed that the necessity of tutoring is due to little correspondence between the requirements of National Exams with school programs. If that is so, the need for discussions and harmonization of requirements is obvious. General skills are not taught as a subject at schools, which is logical from the concept underlying general skills tests – aimed to measure skills and not knowledge. But the widespread practice of tutoring in general skills points to the need of working out of the habit for passing the exam, which can be exercised and can be in some or another form incorporated in school program.

The faults of school education are not either new or unknown. From 2006 on Georgia participated in a number of international literacy studies and demonstrated very poor results.

The study pointed that in Armenian and Azeri schools the quality of schooling is even poorer than in Georgian schools. The state language is not taught well, creating problems for studying at Universities in Georgia and for the integrating the youth into the society.

There are certain ways for decreasing the costs of studies and living. First is the increase in public Universities number of programs which are free. Living in towns apart from families asks for editional living costs for students. Analyses of National Exam Center data of 2014 showed that pupils from regions mostly select Universities by proximity to their parental homes. The number as well as quality of Universities in regions in most cases does not match with Universities in capital. It is necessary to strengthen Universities located in regions. Another necessary way for decreasing expenses is provision of students with dormitories and cheap eateries.

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Examination and Comparison of Total Quality Management in Industry and Education with an Emphasis on Developing Strategies to Improve Higher Education

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Abstract

Total quality management is a limitless improvement philosophy which is only accessible to competent people. This view arises from the thought that quality is not attainable using quality or service check. The present situation in universities necessitates an improvement in the quality of the following items and areas: the process of assessing, accepting and admitting university students; the level of the university attraction for students; textbooks and curricula; educational and training services; workshops and laboratories; the process and procedures of assessing professors, students, and university personnel; timing and arrangement of the classes; the motives that students and professors should have to promote their knowledge as well as their cooperation in achieving scientific and research objectives of universities; cost-cutting; and finally, the teaching-learning process. The present paper, first overviews TQM adoption in industry and then compares "Deming" and "Crosby" methods in achieving favorable results in a certain branch of industry. In the next step, the general principles of TQM in teaching are stated, and Deming's and Crosby's main objectives in simplifying teaching methods, in universities in particular, are explained. This is followed by an

examination of Crosby and Deming methods in the field of teaching. The final step is the presentation of a model which reiterates how TQM is applied in higher education and shows how its main objectives are realized.

Keywords

Industry, Education, Continual Improvement, Total Quality Management (TQM), Higher education.

Introduction

Industrial process is nothing but manufacturing and fabricating products which a manufacturer desires to make. From this point of view, an educational system is not different from an industrial process. That is why the educational system must follow what has happened in industry with regard to quality issues. As a result, to survive and progress in the current world market, an educational system should apply concepts in TQM in a way similar to what has been taken place in the industrial system.

Deming was the first to improve TQM and Japanese industries achieved economical development adopting TQM. Considering the situation after World War II, what happened to Japanese industries was a miracle. Deming, publishing "after crisis" recommended Americans to use the Japanese successful method in industry and education. It is also worth nothing that TQM philosophy has been recommended by other theorist such as: Crosby**,** Ishikawa, Juran, and Cando.

Educational centers which lack TQM insights and its practical methods and do not focus on students' as well as teachers' learning cannot be successful in continual improvement of quality, better collaboration of the personnel, and developing sustainable collaboration networks [3].

The educational system in universities is subject to many variables which arise from the changes in technology, economics, and politics in the world. In a university with TQM the focus is on continual improving of the processes that help promote the quality of education and training. Continual improvement also involves applying scientific approaches in the development of teaching-learning process. A university exercising TQM seeks to have all the personnel in full cooperation. In other words, to promote students' learning level and continually improve teaching-learning process, the university should use all its potentials and capabilities. A university for which TQM is of high importance adopts and exercises TQM philosophy in all its individual departments. The personnel must all participate in social learning programs in the university to avoid repeating and redoing education methods, and to accelerate taking long steps in implementing executive procedures of improving quality and its culture, thus promoting teaching–learning process.

Some prominent researchers in the field of TQM in education (Byrens, Bastingle, Mogart Roid and Tribas) believe that there are teachers who have properly applied and adopted TQM in their teaching. It is also worth noting that TQM is now one of the most important issues in education centers in the U.S.A, Canada, and Britain. In these countries, TQM has been applied through using standard methods in giving tests and designing curricula as well as providing goal-oriented education [4].

Quality in industry

In a manufacturing system, first the raw material enters the production process and after going through a quality check phase it is delivered to the costumer. The products in quality check phase may fail in the quality test and be sent back to the production line or repaired. In Crosby method, the least important defects are paid attention in the quality check phase. As Crosby (1984) recommends, factories should adopt the following measures:

Focus your whole attention on every stage of the production, recognize all the problems and defects which cause the products fail in the production process, and try to fix, eliminate, or improve them. In this case, the production system will automatically produce flawless products. Application of this method results in more flawless pieces and material, and consuming less time and money. Elimination of such costs and expenses in the process of manufacturing products will ultimately cause a reduction in their prices; this benefits both the manufacturer and the costumer and the market.

However, as Deming states, even if all the factors which result in defective pieces are eliminated, all the problems are not going to be eliminated and there will still be other barriers. Eliminating all the barriers wastes a lot of time, and it may even be impossible. Also, this method of quality check involves hiring a lot of workers and consuming a lot of money and we know that these increases in quality expenses do not cause much increase in the added value of the product. That is why Deming states that the main issue in industry is to continually improve the quality of products, and mentions that, in his opinion, the product quality is in fact the positive perception that the costumer will have about the product and this does not mean that the product must be perfect and flawless. (Figure 1)

Figure1. The simplified model in industry

Having pointed Deming's and Crosby's views regarding the importance of processes and products in industry, we now turn to education and examine the teaching-learning process from TQM perspective.

Quality in education

One of the biggest concerns of education centers officials who seek to increase their centers competitiveness is to increase the quality of curricula that will finally cause an increase in the quality of outputs. This means that focusing only on increasing the quality of inputs and ignoring other educational sections will not lead to the above-mentioned result or it will partially be successful.

Measuring the quality of education is possible when the education process is divided into 3 main divisions: inputs-processes-outputs [5].

It is obvious that in an education center, improving quality in only one of these divisions cannot lead to the final favorable results and effects, and increasing the quality in education involves an increase in the quality of all the 3 divisions; therefore, exercising TQM must influence all the 3 divisions and the quality be improved through paying attention to proper and continual feedbacks.

Now, we turn to the examination of quality in education.

"Aside from the test results, the quality of student's education must be paid attention. You must examine all the defects of educational system which may lead to students' failure in exams and eliminate them. This way, the educational system will automatically train students who will be successful in their exams. Using this method will decrease the number of students who fail; this means saving time and money which helps us establish better education centers to serve a larger number of students" [6].

According to Deming there are other things to pay attention to:

Giving exams at the end of each lesson to all students will not let enough time remain for teaching in classes. In addition, there may not be enough time to hold examination sessions for all students in a course. Also, we should remember that professors may spend a lot of time to provide and prepare questions for the tests and giving them. However, the tests may not have any effects in improving the students' learning progress [7].

According to Deming, universities cannot rely on the results of the tests. It is also impossible to have students learn everything, and for this to be possible a large amount of money must be spend in an educational system. If tests become simpler, they may not help us distinguish more prominent students from the weaker ones, but they help us get results which are more precise. It's worth noting that tests are instruments to ascertain the quality of the educational system rather than testing individual students. In this case, teachers can spend more time in improving their teaching to students, and students will learn more materials in a shorter period of time.

Accordingly, success in education does not mean that all the students will pass the tests or they become perfect in their lessons; the real success is the continual improvement of curricula, updating methods of promoting creativity, thinking, and skills as well as methods of learning to meet the students' needs.

Based on Crosby method, the first step is to recognize the real causes of the students' weaknesses which lead to their failure in tests. These causes can be recognized using a cause and effect graph (which is one of the instruments in TQM). Some of the causes are:

1. Students' weak perceptions and their unwillingness in participating in learning phase, and questions and answers in particular.

2. Not utilizing diverse educational tools such as audio-visual media by the professors and ignoring activities which can increase effective communication between professors and students to promote students' level of learning.

3. Professors' disinterest in their work due to their insufficient salary.

47% of university teachers who had changed their jobs due to dissatisfaction and 45% of university teachers who had left their job due to dissatisfaction mentioned their low salary as the reason [8].

Imazoki (2005) proved that increasing the salary reduces the number of teachers who leave their jobs and stated that the reason behind the transfer of some teachers between departments is the significant differences in salaries paid to professors of different departments [9].

4. Ignoring students' skills.

5. Professors letting subjective standards interfere in assessing students.

6. Inadequate budget allotted to education which directly influences its quality.

During 2002-2003, the States of America paid 214 billion dollars to education centers in order to improve the quality of university professors and other educational institutions [10].

7. The influence the professors' years of experience has on the quality of education.

Professors who experience their first year of teaching, in comparison to experienced ones, have a lower level of efficiency and performance, and this confirms the primitive findings [11] which showed the reduction in the number of professors who leave their work is related to students' success [12].

The next step is to take measures to avoid problems arise and develop. Some of these measures include:

1. Utilizing combined communicational systems, that is, the use of audio-visual media, having various activities, holding practical workshops by professors, and putting maximum efforts into students' learning before they leave the class.
2. Specifying certain objectives, which are attainable for both teachers and students, comparing the performances in reality with the specified standards, and identifying corrective actions to take if needed.
3. Adjusting educational programs which have an effect in attaining favorable results and are consistent with the instruction manuals of educational standards.
4. Appreciating professors for their optimal execution of teaching-learning process.
5. Educating professors in how they should respond to students' questions.

Applying Total Quality Management Method in Education According to "Deming" Proposed Method

Deming (1986) advises the use of **unlimited ascending continuum** to improve the quality of education and teaching-learning process to gain better and more favorable results in universities and educational institutions. His proposed strategies are discussed as the following:

1. Rooting out the influencing factors in students' failure.

2. Examining students' weaknesses.

3. Paying attention to teaching-learning process.

4. Examining the reasons behind professors' disinterest.

5. Rooting out professors' disregard for their students' talents.

Based on different aspects of improving the quality of education system, preventive and practical strategies taken may be different in different cases. For instance, the following scale is totally consistent with Deming proposals:

Try to change old educational methods and teach students to use their long-term memory in their learning. To do this, establish more education centers to let the students put into practice what they have learnt and find more effective ways of learning. To this end, use the following strategies:

1. Use active research projects to encourage student in confirming theorems, recognizing their differences, and getting favorable results.

2. In doing the exercises in finding solutions, have students get involved with a vast number of subordinate issues.

3. Encourage teamwork among students to promote their responsibility sense and accept their fresh viewpoints to promote their sense of cooperation.

4. Provide a situation in which students can execute or put into practice what they have learnt.

5. Establish a fair relationship between professors and students in a way that can best serve their students (this will lead to the improvement of method and educational results)

6. Pay attention to standard methods and predetermined objectives.

7. Try your best in appreciating professors and students, and value their progress and improvements in education or tests results. To this end, pay attention to the teaching materials and avoid absolute attention to students' grades as the only instrument to measure and assess professors' performance.

8. Remember that considering just the final exams results to determine the quality of education does not suffice. Exams and students' grades, in comparison with the techniques of teaching-learning process, are of secondary importance; what should be paid attention is "how students perform".

Education in University

Each group of a society has its own point of view regarding the issue of quality in university. However, adopting a strict point of view, we can conceptualize the educational role of university as follows:

- ✓ Improving students for the sake of themselves and for the sake of having a better and more sophisticated society.
- ✓ Training qualified labor force for a better level of economy in the society.
- ✓ Acting as a tool or mechanism for students to find vocational opportunities.
- ✓ Acting as an instrument to expand and broaden students' opportunities in their life.
- ✓ Having an effective attitude towards utilizing a suitable predetermined educational process.

Based on the abovementioned, the capability of a country to attract industrial and commercial investments depends on numerous factors [13].

That is why the amount of investment and the range of activities which international organizations bring for a country are totally dependent on the number and quality of its graduated students. It can be probably said that countries with weak higher education system rely on the workforce who mainly use their physical power and look for activities needing a low level of knowledge; whereas countries with strong higher education system look for valuable and knowledge-based industries. Therefore, the relation between university education system and the society can be defined based on customer-satisfaction model. In this model, students, their parents, high school education and the university preparatory course system, employers/industrial and national/international business organizations, and the society are considered as costumers. These costumers, to continually improve the quality of educational standards for different majors in order to keep the market customers satisfied, need an education system. This can be accomplished by holding good training courses and adopting good methods in presenting and providing a long-term learning process to teachers, personnel, and students. In this regard, the university education system plays an important role in transferring knowledge to society.

What we have presented up to now is an overview of TQM, its objectives and principles as well as an examination of Deming's and Crosby's viewpoints. It is now obvious that TQM has positive effects both on industry and education. It is also obvious that education is a valuable service and gets a lot of attention in industrial and developing countries. Equipment of education process with TQM philosophy will surely have significant effects on the outputs and results. Now, the problem we face is how to utilize TQM in the best possible way; how to consider and adopt the principles of TQM in a university or an education center.

In this regard, three principles of TQM—that is, customer satisfaction, personnel cooperation, and continual improvement—must be taken into account. The presented model (figure 2) adequately displays how TQM can be utilized in improving teaching-learning process:

Figure2. " Total quality management model, to improve teaching-learning process in universities and higher education institutes"

The presented model contains some consideration in terms of TQM strategies and considers the process of learning as a long-term cooperation between the costumers (students, their parents, high school and preparatory systems, and industries/society) and the management/personnel of the universities. In this kind of cooperation, customers, society, management, and university personnel are simultaneously looking for opportunities to continually improve educational standards. This way, the university will gain some professional information about the market which can later utilize it to serve the society through designing curricula that depend on strict quality standards. In the next step, clearly determined goals of these programs should be paid considerable attention by the university officials and be clearly explained to all the personnel. These programs should be oriented towards the personnel and customers based on the framework of quality objectives.

It has been advised that educational process should be based on learning methodology rather than on teaching programs. In this process, the classroom is equipped with the latest informational technologies based on learning and the teacher acts as a guide for the team of students. This enables students to share their knowledge and experience, and as a result, have a better learning output. Learning process is assessed using the "continual feedback" instrument. Consequently, a report is provided by a qualified committee for a certain period of time. This report includes advices to improve quality with regard to educational standards. The presented continual feedback in the model includes continual assessment and examination of continual satisfaction. Continual assessment is a combination of written tests, and students' assignments, projects or laboratory activities. The philosophy of these tests should be drawn up systematically in a standard way. Also, the students are encouraged to do a self-assessment through filling out a report which encompasses the level of their activity and role in learning process and their perception of their learning level. Assessing the continual feedback report is according to an international standard model. This model includes the comparison of the students' performance recorded in the report with the relevant standard. This comparison is used to determine the level of the standard which is expected to be met. Finally, if there is a difference between the level of performance and the standard level, an improvement program is designed. Connection and cooperation of the costumers and the university will eventually improve the learning process. In the end, the outputs are graduated students who will fulfill what the society expects them. The feedback taken from the graduated students in industry will be taken into account in improving the quality of learning process.

Conclusion

In this paper, the concept of TQM has been highlighted in academic education system. Also, a conceptual model of TQM for universities and higher education institutions [1] was discussed. TQM model in education should get students, their parents, high school and the university preparatory course systems, industry, and employers involved as active participants in education process. The interaction of the university with costumers can lead to an increase in the quality of teaching–learning process through holding improvement courses. In fact, the system of education in universities/higher education institutions is changing in a way that can cause a new educational culture arise and have a lot of benefits for those who prefer to be on the winning side.

Suggestion

In this paper, we tried to examine TQM concepts in higher education and universities and put a step forward to discuss a conceptual model of TQM for universities/higher education institutions [1]. The authors of the present paper believe that the utilization of the presented model can have numerous benefits for our beloved country. Therefore, they still keep trying to localize the abovementioned model and, hereby, invite the researchers interested in the field to do more research.

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Assessing of the railway Passenger's satisfaction: Case study of north railroad stations

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Abstract:

Today, more than ever, most of organizations are evaluating their customer insights about their offered services, as well as the expectations they need to provide services. Because they know very well that how much the Lack of suitable information, expectations and perception feedback of their customers would be harmful for them. Therefore, these organizations strive hard to assess and analyze the customer's feedbacks and opinions in order to accommodate their needs and make it the first priority choice for people. However, this present paper includes the method of assessing of the customers satisfaction in the one of the best railway transportation organization in Iran (Raja) and how to do it, distinguishing the organization weak points, use statistical ways to assess and provide some integral solutions to augment the organizations productivity, benefits and outcomes.

Keywords: assessing customer satisfaction, assessing passengers insights, passengers preferences

Introduction

The organization that would be assessed is the branch of the semi-governmental organization in the railway transportation system in Iran (Raja). Raja Passenger Trains Company Due to increasing railway activities, importance of passenger welfare, increasing the quality of services and being in line with the strategy and policies of the second developmental program of Iran, this company was established on November 1996. At present, this company tries properly by using the experience, skills and knowledge of more than 1700 personnel in various Management, design, planning, engineering, research, operation, servicing and repairs aspects[1]. Certainly, measuring of passenger's satisfaction is the essential issue to distinguish the weak and strengthen points of company that can lead to excel and ameliorate company's performance. In order to measure customer satisfaction can be used for various models. Based on a division that is agreed Toepfer and Sebastian Paffrath et al, customer satisfaction measurement models are divided into two types: objective and subjective. Objective measurement models are based on the idea that customer satisfaction can be measured through indicators that are correlated with the severity of customer satisfaction Such as market share, the number of customer complaints, and their annual profits. Mental models use directly from customer ideas and present approach of customer satisfaction that is closer to the perception of them. The following segmentation models and customer satisfaction measurement and the position of SERVQUAL model has been shown in figure 1. SERVQUAL is a multi-item scale developed to assess customer perceptions of service quality in service and retail businesses (Parasuraman et. al., 1988). The scale disintegrates the concept of service quality into five sections as follow [2]:

- Tangibles - physical amenities, equipment, personnel appearance, etc.
- Reliability - ability to present service reliably and precisely
- Responsiveness - readiness to help and respond to consumer need
- Assurance - skill of personnel to encourage confidence and trust
- Empathy - the coverage to which caring individualized service is given

Parasuraman identified the indicators of perceived service quality in 1985. These points are as follows:

- Evaluation

- Communications
- Qualification
- Respect
- Reliability
- Responsibility
- Response
- Protection
- Tangible and understandable customer needs

Research methodology:

Due to the fact that the main purpose of this study is the evaluation of the passenger's satisfaction of the north branch of this company's (Raja) services quality. For the theoretical framework and conceptual model we have used the theories and models in terms of quality and its measurement. In general, the presented theories and models about the quality can be in the one of the models such as TQM, Servqual model and.....

Two issues are the bases of this research:
1. "Objective issue" and how to achieve and measure it
2. The quality and how to achieve the goal
Accordingly, in this research, the quality of services has been considered, based on the satisfaction of stakeholders. But, there are other stakeholders such as interior ministry, the city municipality and council that due to limitations of the study and regardless of this fact that citizens' satisfaction leads to the satisfaction of indicated stakeholders.

Research hypotheses:

- The main hypothesis of research:

Is there any relationship between Raja organization and public transport passenger satisfaction?

- Research Sub hypotheses:

1 – Is there any significant relationship between attitude, behavior and appearance of personnel and passengers satisfaction?

2 - Is there any significant relationship between the facilities and equipment of train and passengers satisfaction?

3 - Is there any significant relationship between the company's agencies proceedings in stations and passengers satisfaction?

Research psychology:

Since, this study uses various theories of the quality models in order to assess the company passenger's satisfaction; we can explain that this article places in applied research category. In addition, this study is descriptive research from aspect of research methodology. However, this study use correlation, so, by regarding to the principal research's assumptions, the aim of using the correlation way is that is there any relationship between company and passengers?

In this study, a questionnaire was designed and distributed. This questionnaire has been closed one and the answers have been formed in a 5-point Likert scale. In this study, Cronbach's alpha was used to determine the reliability of results. The questionnaire consists of three main sections and a total of 30 questions. From question 1 and Question 6 about the behavior and appearance of personnel, from question 7 to question 19 are related to the equipment and facilities of the train and questions 20 to question 30 is related to the company's agencies amenities and facilities that are located in the stations.

A brief concept of Cronbach's alpha to determine the reliability of the questionnaire [3]:

Most of the researches in the humanities and behavioral science are carried out on the basis of a questionnaire. The importance of quality control of questionnaire results covers the wide range of issues. If we assume the questionnaire as a test, in general, we can say that a good test should have desirable features such as objectivity, ease of implementation, practicality, and ease of interpretation, validity and reliability that lead to the right conclusions. The reliability and validity of these characteristics are more important. Cronbach's alpha is more common method than others.

Cronbach's alpha coefficient method can be used for determining of the questionnaire reliability or test with an emphasis on internal correlation. In this method, components or parts questionnaires are used to assess the reliability of the test. If the questions are considered as two modes (right = 1 and wrong = zero), alpha coefficient was calculated from the following equation: $\alpha= (K/K-1)*(1-(\sum PQ/S^2)$

Where k is the number of questions, p is the number of correct answers, q is the number of incorrect answers and S^2 is the variance of the total questions. Not only Cronbach's alpha is used for the option of two values of zero and one, but also used for several value options (such as 5-item Likert scale).

Results of statistical evaluation:

- Results of Statistical analysis of the first part of question by SPSS through Cronbach's alpha method:

```
DATASET NAME DataSet1 WINDOW=FRONT.
RELIABILITY
  /VARIABLES=X1 X2 X3 X4 X5X6
  /MODEL=ALPHA
```

```
/STATISTICS=DESCRIPTIVE
/SUMMARY=TOTAL MEANS.
```

Case Processing Sum

		N	%
Cases	Valid	200	100.0
	Excluded[a]	0	.0
	Total	200	100.0

a. List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.635	.650	6

Item Statistics

	Mean	Std. Deviation	N
X1	4.20	.401	200
X2	4.00	.448	200
X3	3.80	.596	200
X4	3.80	.610	200
X5	3.91	.696	200
X6	3.80	.405	200

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.917	3.795	4.200	.405	1.107	.026	6
Item Variances	.289	.161	.484	.324	3.012	.018	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
X1	19.30	2.844	.505	.441	.557
X2	19.50	3.226	.162	.390	.655
X3	19.70	2.661	.346	.247	.601
X4	19.70	2.402	.484	.487	.540
X5	19.59	2.454	.344	.454	.612

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
X1	19.30	2.844	.505	.441	.557
X2	19.50	3.226	.162	.390	.655
X3	19.70	2.661	.346	.247	.601
X4	19.70	2.402	.484	.487	.540
X5	19.59	2.454	.344	.454	.612
X6	19.70	2.902	.451	.339	.573

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
23.50	3.688	1.921	6

- Results of Statistical analysis of the second part of questions by SPSS through Cronbach's alpha method:

```
DATASET NAME DataSet1 WINDOW=FRONT.
RELIABILITY
  /VARIABLES=X7 X8 X9 X10 X11 X12 X13 X14 X15 X16 X17 X18 X19
  /SCALE ('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL MEANS.
```

Case Processing Summary

		N	%
Cases	Valid	200	100.0
	Excluded[a]	0	.0
	Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.861	2.515	3.220	.705	1.280	.045	13
Item Variances	.262	.106	.496	.390	4.692	.012	13

Item Statistics

	Mean	Std. Deviation	N
X7	3.22	.415	200
X8	2.96	.458	200
X9	2.77	.573	200
X10	2.78	.605	200
X11	2.87	.704	200
X12	2.79	.408	200
X13	3.15	.418	200
X14	2.98	.442	200
X15	2.79	.590	200
X16	2.80	.587	200
X17	2.52	.501	200
X18	3.07	.325	200
X19	2.52	.501	200

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
X7	33.98	8.406	.505	.596	.671
X8	34.24	8.713	.323	.381	.690
X9	34.42	7.874	.495	.627	.664
X10	34.42	7.571	.558	.762	.652
X11	34.33	8.452	.207	.346	.715
X12	34.41	8.805	.340	.343	.689
X13	34.05	8.410	.500	.564	.671
X14	34.22	8.866	.279	.503	.695
X15	34.41	7.730	.524	.626	.659
X16	34.40	7.538	.594	.751	.647
X17	34.68	10.400	-.264	.371	.760
X18	34.13	10.040	-.170	.274	.732
X19	34.67	8.361	.409	.603	.679

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
37.20	9.796	3.130	13

- Results of Statistical analysis of the third part of questions by SPSS through Cronbach's alpha method:

```
DATASET NAME DataSet1 WINDOW=FRONT.
RELIABILITY
  /VARIABLES=X20 X21 X22 X23 X24 X25 X26 X27 X28 X29 X30
  /SCALE ('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE
  /SUMMARY=TOTAL MEANS.
```

Case Processing Summary

		N	%
Cases	Valid	200	100.0
	Excluded[a]	0	.0
	Total	200	100.0

a. List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.551	.526	11

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.661	3.215	4.175	.960	1.299	.072	11
Item Variances	.310	.155	.613	.458	3.951	.023	11

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
X20	36.10	6.191	.249	.376	.527
X21	36.35	6.329	.120	.314	.551
X22	36.55	5.928	.194	.132	.537
X23	36.93	6.518	.027	.035	.572
X24	36.58	4.638	.469	.459	.441
X25	36.46	5.586	.213	.347	.536
X26	36.58	5.913	.315	.639	.510
X27	36.77	5.012	.455	.380	.456
X28	36.60	6.011	.263	.536	.521
X29	37.06	6.640	.011	.158	.569
X30	36.79	6.147	.175	.332	.540

Item Statistics

	Mean	Std. Deviation	N
X20	4.18	.394	200
X21	3.93	.470	200
X22	3.73	.591	200
X23	3.35	.497	200
X24	3.70	.783	200
X25	3.82	.721	200
X26	3.70	.462	200
X27	3.51	.672	200
X28	3.68	.468	200
X29	3.22	.412	200
X30	3.49	.501	200

- Results of Statistical analysis of the total questions by SPSS through Cronbach's alpha method:

```
DATASET NAME DataSet5 WINDOW=FRONT.
RELIABILITY
 /VARIABLES=X1 X2 X3 X4 X5 X6 X7 X8 X9 X10 X11 X12 X13 X14 X15 X16 X17
X18 X19   X20 X21 X22 X23 X24 X25 X26 X27 X28 X29 X30
  /SCALE ('ALL VARIABLES') ALL
```

```
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE
/SUMMARY=TOTAL MEANS.
```

Case Processing Summary

		N	%
Cases	Valid	200	100.0
	Excluded[a]	0	.0
	Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.849	.845	30

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.366	2.515	4.200	1.685	1.670	.258	30

Item Statistics

	Mean	Std. Deviation	N
X1	4.20	.401	200
X2	4.00	.448	200
X3	3.80	.596	200
X4	3.80	.610	200
X5	3.91	.696	200
X6	3.80	.405	200
X7	3.22	.415	200
X8	2.96	.458	200
X9	2.77	.573	200
X10	2.78	.605	200
X11	2.87	.704	200
X12	2.79	.408	200
X13	3.15	.418	200
X14	2.98	.442	200
X15	2.79	.590	200
X16	2.80	.587	200
X17	2.52	.501	200

X18	3.07	.325	200
X19	2.52	.501	200
X20	4.18	.394	200
X21	3.93	.470	200
X22	3.73	.591	200
X23	3.35	.497	200
X24	3.70	.783	200
X25	3.82	.721	200
X26	3.70	.462	200
X27	3.51	.672	200
X28	3.68	.468	200
X29	3.22	.412	200
X30	3.49	.501	200

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
X1	96.77	44.278	.616	.	.839
X2	96.97	45.527	.331	.	.846
X3	97.18	43.512	.491	.	.841
X4	97.17	41.700	.718	.	.832
X5	97.06	43.413	.418	.	.843
X6	97.18	45.432	.391	.	.844
X7	97.75	44.460	.559	.	.840
X8	98.01	45.538	.321	.	.846
X9	98.20	43.899	.461	.	.842
X10	98.20	42.148	.664	.	.834
X11	98.10	43.899	.357	.	.846
X12	98.18	45.274	.416	.	.844
X13	97.83	44.527	.542	.	.841
X14	98.00	45.543	.334	.	.846
X15	98.18	43.565	.490	.	.841
X16	98.18	42.195	.680	.	.834

X17	98.46	49.988	-.354	.	.864
X18	97.90	47.759	-.030	.	.852
X19	98.45	44.661	.421	.	.843
X20	96.80	45.169	.454	.	.843
X21	97.05	46.093	.222	.	.848
X22	97.24	43.982	.434	.	.842
X23	97.63	47.019	.068	.	.853
X24	97.27	42.771	.424	.	.843
X25	97.15	44.138	.320	.	.847
X26	97.28	46.180	.213	.	.849
X27	97.47	42.682	.523	.	.839
X28	97.29	46.549	.151	.	.850
X29	97.76	47.774	-.038	.	.854
X30	97.49	45.256	.329	.	.846

Total result of questioner:

Figure1: The results of the reliability of research variables and the whole of questionnaire based on Cronbach's alpha coefficient method

variables	Alpha
Attitude, behavior and appearance of personnel	0.635
Facilities and equipment of train	0.706
Company's agencies proceedings in stations	0.551
Total results of three parts	0.849

For measuring of the Cronbach's alpha of the each research variable, related questions of each variable were put in SPSS statistical software and the results were calculated through this software which are shown in the table above. As in the above table can be seen, in the case of equipment and facilities of the train, the Cronbach's alpha is more than 7/0 that it is approved and the Cronbach's alpha for all questions in the areas of behavior, appearance and attitude of personnel and also company's (Raja) agencies between0.5 and 0.7 that depicts the reliability of the research is in the average level. Furthermore, the amount of Cronbach's alpha for whole research is 0.849 which is more than 0.7; therefore, this research has the high reliability. For increasing the assurance of the Statistical population, the number of the distributed questionnaire was 200.

Research's results:

The following table shows the summary results of the passenger's satisfaction regarding with the behavior and appearance of personnel, equipment and facilities and service of company's (Raja) agencies in the stations.

Figure 2

Variable	Number of Questions	Mean	Standard Deviation
attitude, behavior and appearance of personnel	1-6	3.917	**0.289**
company's agencies proceedings in stations	20-30	3.661	**0.31**
facilities and equipment of train	7-19	2.861	**0.262**

As can be seen in the table, the first variable (attitude, behavior and appearance of personnel) with an average of 3.917 has the highest amount of satisfaction and also the facilities and equipment of train has the least amount of satisfaction.

Friedman test results:

Friedman test is a nonparametric test, or the analysis of variance with the repeated measures (within the group) that uses to compare the ranks mean in the K variable (Group).

```
DATASET ACTIVATE.
NPAR TESTS
  /FRIEDMAN=X1 X2 X3 X4 X5 X6 X7 X8 X9 X10 X11 X12 X13 X14 X15 X16 X17 X18
X19 X20 X21 X22 X23 X24 X25 X26 X27 X28 X29 X30
  /STATISTICS DESCRIPTIVES
```

Ranks

	Mean Rank
X1	25.20
X2	23.12
X3	20.60
X4	20.78

/MISSING LISTWISE.

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
X1	200	4.20	.401	4	5
X2	200	4.00	.448	3	5
X3	200	3.80	.596	3	5
X4	200	3.80	.610	3	5
X5	200	3.91	.696	3	5
X6	200	3.80	.405	3	4
X7	200	3.22	.415	3	4
X8	200	2.96	.458	2	4
X9	200	2.77	.573	2	4
X10	200	2.78	.605	2	4
X11	200	2.87	.704	2	4
X12	200	2.79	.408	2	3
X13	200	3.15	.418	2	4
X14	200	2.98	.442	2	4
X15	200	2.79	.590	2	4
X16	200	2.80	.587	2	4
X17	200	2.52	.501	2	3
X18	200	3.07	.325	2	4
X19	200	2.52	.501	2	3
X20	200	4.18	.394	3	5
X21	200	3.93	.470	3	5
X22	200	3.73	.591	3	5
X23	200	3.35	.497	3	5
X24	200	3.70	.783	3	5
X25	200	3.82	.721	3	5
X26	200	3.70	.462	3	4
X27	200	3.51	.672	3	5
X28	200	3.68	.468	3	4
X29	200	3.22	.412	3	4
X30	200	3.49	.501	3	4

X5	21.15
X6	20.89
X7	13.49
X8	10.65
X9	8.76
X10	8.65
X11	9.96
X12	8.60
X13	12.62
X14	10.74
X15	8.99
X16	8.82
X17	6.89
X18	11.69
X19	6.21
X20	24.87
X21	22.25
X22	19.79
X23	15.10
X24	18.59
X25	20.12
X26	19.62
X27	16.99
X28	19.44
X29	13.61
X30	16.82

Test Statistics[a]

N	200
Chi-Square	3106.336
df	29
Asymp. Sig.	.000

Ranks

A. Friedman Test

	Mean Rank
attitude, behavior and appearance of personnel	21.96
company's agencies proceedings in stations	9.7
facilities and equipment of train	18.84

In the Descriptive Statistics, we can see the statistics of mean, standard deviation, minimum and maximum rates. Moreover, in the Ranks table, the mean score of each question is located and Test Statistics table contains the principal test result.

Figure 3- The results of the ranks mean in the Friedman test

Variables	Ranks Mean
attitude, behavior and appearance of personnel	21.96
facilities and equipment of train	18.84
company's agencies proceedings in stations	9.7

1) Surveying the passengers answers about the significant difficulties which the passenger deal with at the train stations and trains lines shows that lack of trains, overcrowded of passengers are the substantial problem and the shortage of trains equipment is another problem. In addition, other difficulties such as poor design of stations and track, prolonging the stop times at the some stations, the difficulty and inappropriateness of the conditions and equipment in the train until to arrive at the destination are placed in the next category.
2) Distinguishing the passengers answers about the effectual solutions to boost and excel the quality of operation states that increasing the lines of train in the crowded lines and other suggestions are that establishment and development of especial culture for using trains both between passengers and trains personnel and also installing a permanent monitoring system to control and monitor of trains respectively.

Some policies to improvement of services [4]:

Comprehensive management customer satisfaction system should be implement in the quality of ticket sales services, online ticket purchases both in the ordinary and in advance situations and also the measurement of the passengers satisfaction about the services of the stations and operation in division in the areas of passengers train services, restaurant saloon of train, beginning and destination stations ,way stations, luggage, rescue camps, stations shops , especial ticket services during the New Years time in all stations and passenger trains across the country. After analyzing the statistical data, for future proceedings in order to improve the identified areas, plan the related processes and also develop and improve the by regarding with the needs and expectations of passengers through using QFD model. Furthermore, due to using customer's reviews and opinions, we should utilize the periodic survey of the passenger's future expectations from the company's services.

Therefore the passengers should inform the company (Raja) via:

- Customer relationship system
- Filling the online form of complaints on the company's website
- Filling the form of complaints in the stations
- Through complaints box
- Face to face method with the agent of the company in the every station
- Periodic assessment

In conclusion:

This project is about the importance of customer relationships management, maintain and enhance the customers and it shows the benefits and requirements and also the influences of this system in the Railway. This present study illustrates the prominence of the customer's role and we should be ready to increase our customers in the high competitive environment. To do that, the role of assessment and distinguishing our services in order to assess our facilities and services and also understanding the needs and expectations are the integral issues. We should accept that in the every economical activity, the base of our success is a customer.

Today, each customer has its own value and all of companies strive hard to obtain more market share in the stable or declining market. In the past all of marketers wanted to find customers and the groups of sales wanted to grasp and persuade the new customers. While, today's, marketing is the growing up the rate of customer and paying more attention on the customer's needs and expectations and making suitable relationship with them. In fact, create the confidence and assurance for customers, is the most difficult task for those who offer goods and services in the market. Because first of all it is so necessary to think about customers before attracting them, then we should assess the determined strategies, techniques and tactics in order to choose a stable way. So in today's business, the customer is the most essential element. In fact, to understand and provide appropriate answers to important question that, what the customer wants? It is one of the most fundamental steps towards success.

In general, the secrets of success for attracting customers can be summarized in the following 10 principles:

1. The first customer's want is respect.

2. Customer analyzes the amount of being tidy, neat, and clean and the staff appearance at the first glance, where it entered.

3. The supply of all goods and services that are required by the customers can increase their confidence and trust.

4. The service quality is the most important factor for customer.

5. The price of services and goods is also an important factor customer consideration.

6. Customer expects to receive services in the shortest possible time and fears from prolonging time.

7. Reaching to the high level of company can make customer more decisive to return again properly.

8. Creating evolution and diversity in the workplace based on customer's suggestions can encourage them to cooperate.

9. The employee satisfaction is the main factor for customer satisfaction.

10. Creating the soul of trust and honesty at the workplace is one of the fundamental issues for grossing more customers and we should be considered that the economical vita of the every company and firm is depended on the satisfaction of customers and without them all of companies will encounter to deadlock.

Appendix:

Questionnaire

Rank	Description	Very poor	Poor	Fair	Good	Very good
1	The behavior and functionality of train master					
2	The personal appearance of the train master					
3	The personal appearance of conductor					
4	The behavior and treatment of customer by conductor (reception, address problems, responding and …)					
5	Function and personal behavior of station personnel (in charge of ticket control, notification, etc.)					
6	Appearance and behavior of personnel at restaurant of train					
7	Information system inside the train					
8	The Functional status and quality of ventilation and temperature of the cabin					
9	Inside appearance of cabin and corridor(brightness, cleaning, decoration and …)					
10	Time of providing the services					
11	The Cleanliness and hygiene of bed equipment					
12	The Cleanliness and condition of couch and bed					
13	Quantity and the price of served food					
14	Presence of required stalls and vendors and also the prices (groceries, bed equipment and …)					
15	The Appearance and Function of windows, doors and other coupés equipment					
16	Quality of served food					
17	The possibility of recreation (newspaper, movie, music, internet)					
18	The timing of broadcasting and announcement at the train(prayer, stop and entrance)					
19	The sanitary condition of toilet and its accessories					
20	On time departure of the train					
21	Hygiene and Cleanliness of train station					

22	Condition of cleanliness and appearance of prayer room
23	The condition of information systems at the stations(signs, sound system)
24	The condition of toilet and its implements on origin and way stations
25	Accessibility of comfort services and the amenities of the station
26	Satisfaction from the buying ticket way
27	Availability of substitute personnel at the time of need
28	The ability to lead and advice the passengers by substitute personnel
29	Ways to communicate to passengers(Fax, Web and Telephone)
30	Willing to use this rail way system again

References:

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[2] www.is.theorizeit.org/wiki/servqual

[3] http://www.ats.ucla.edu/stat/spss/faq/alpha.html

[4] Dr. Fereydoun Verdinejad , Ali Mokhtari, Assassin of the passenger's satisfaction from the deployment of Bus Rapid Transit(BRT) bus in Tehran

A Lacanian Study of Suicide Phenomenon in the Song Track Gloomy Sunday and the Character of Septimus in Woolf's *Mrs. Dalloway*

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This article tries to analyze the suicide phenomenon by the use of Lacanian psychoanalysis. For this reason, the song track *Gloomy Sunday* is examined, which has been performed in 1933 by a Hungarian composer, and after its performance, in the postwar social situation, made many people commit suicide, among them an eighty-year-old man and a very young kid. Then, the character of Septimus is examined who commits suicide at the end of the novel *Mrs. Dalloway* by Virginia Woolf. In this article, by examining Lacan's ideas about real order, it is shown that although suicide psychologically happens because of many kinds of illnesses in suggestible and hysterical people, according to two cases mentioned, it is a path from real order, and a combination of not wanting and negative hope, not necessarily what is called state of hopelessness. Since by examination of the people in this article, it is indicated that after passing through real order, and observing the reality of their lives in that special post war situation, they had negative hope toward the continuous of their lives and situation they were living in and they did not want that life anymore which leaded to committing suicide.

Key words: suicide; Lacan; psychoanalysis; real order; negative hope; postwar situation

Introduction

Suicide is an intentional action which leads to death of a person[1]. Soldiers are in more danger of suicide because of their being in more risk of mental illness and health problems related to war[2]. Some mental situations increase the danger of suicide such as: hopelessness, losing the sense of enjoyment in life, depression and anxiety[3]. Less ability in solving problems, losing the ability the person had before, and the weak controlling of intentions play great role in committing suicide. Suicide in aged people mostly happens by their considering themselves as a burden on youth shoulders[4]. Poverty has a close relationship with suicide [5]. The danger of suicide increases when the person compares his situation to others and understands the increase of his poverty in comparison to them[6]. The logical suicide is committing suicide by reason[7]. For instance, some aged people commit suicide to help more food remain for youth in society. In some eskimo cultures, this is an honorable and brave wise action8. In situations when the continuous of life becomes intolerable, some people use suicide as a way to escape[9]. Some prisoners in forced Nazi camps used to commit suicide by touching electrical rails[10]. There are many questions on the philosophy of suicide

which include what is suicide? Can it be a logical choice? And what is its ethical basis[11]?

The range of philosophical reasons about suicide varies from the questions on its being ethically acceptable or not; or considering it as a holy right of any person who believes he has logically come to the end of his life. From philosophers against suicide are Christian philosophers such as St. Augustine, Thomas Aquinas[12], Emanuel Kant and of John Stuart Mill. Their focus on the importance of freedom and independence was so great that it meant any mistake forbidding the person from independent decision in future had to be ignored[13]. But others would consider suicide as a personal choice. Supporters of this position claim that nobody has to suffer against his will, especially in situations like incurable illnesses, mental illnesses, and aged years of life which are incurable. They reject the idea that suicide is always irrational and believe that suicide maybe the last proper solution for people suffering from great pain[14]. A harder position relates to philosophers who consider that people should be able to choose without whether they are suffering or not. Great supporters of this school are David Hume[11], the Scottish philosopher, and the American Jacob M. Apple the specialist in biological ethics[15].

Literature Review

In the article "The Concept of Self in Virginia Woolf's *Mrs. Dalloway*"; by Cristina Nicolae, the writer focuses "on the parallel and contrastive analysis of the major characters in the novel" and analyzes "the process of writing as a therapy to Woolf"[16].

In the article "A Short Application of Deleuze and Guattari's 'Schizoanalysis' on Virginia Woolf's *Mrs. Dalloway*" by Iraj Montashery, it has been tried to look at the novel from the Schizophrenia perspective of Deleuze and Guattari with use of Lacan's concepts[17].

In the article "Power and Madness in Virginia Woolf's *Mrs. Dalloway*" by Ahou Ghalandari, et al., they try to clarify how Virginia Woolf "visualizes madness in *Mrs. Dalloway* for the sake of criticizing various forms of power in her contemporary British society"[18].

"'FOR THERE THEY WERE': *MRS. DALLOWAY*, CLARISSA AND MRS. DALLOWAY" it is an article by Jose Luis Araujo Lima. In this paper, the writer tries to say that in Virginia Woolf's novel, "there is a skillful way of dealing with point of view, point of view as a crucial issue in literature and in life, transforms what we see into identity"[19].

"Gloomy Sunday: Did the "Hungarian Suicide Song" Really Create a Suicide Epidemic?" by Stack et al., who, in this paper have tried to analyze the song track gloomy Sunday historically and scientifically[20].

Theory

Jacques Lacan has been an important influence on contemporary critical theory, influencing such approaches as feminism, film theory, post-structuralism, and Marxism. “For Jacques Lacan, in the earliest stage of development, humans are dominated by a chaotic mix of perceptions, feelings, and needs. We spend our time taking into ourselves everything that we experience as enjoyable without any understanding of boundaries”[21]. In this stage, then, “we, as neo-natal children are closest to “the pure materiality of existence”, or what Lacan terms "the Real." a state in which there is nothing but need. A baby needs and seeks to satisfy those needs with no sense for any separation between itself and the external world or the world of others”[22]. “At this early stage, our body begins to be fragmented into specific erogenous zones (mouth, anus, penis, vagina)”[21]. Lacan represents this state of nature as “a time of fullness or completeness that is subsequently lost through the entrance into language”[22].

We enter the symbolic order as “an empty signifier ‘I’” in the realm of Other, culture and language which are defined by others around us[21].

> Following the mirror stage, however, and the eventual entrance of the symbolic (the split of the subject between the conscious imaginary and the unconscious symbolic), the intrusion of the Real's materiality becomes a traumatic event, albeit one that is quite common since our version of "reality" is built over the chaos of the Real (both the materiality outside you and the chaotic impulses inside you).As far as humans are concerned "the real is impossible," as Lacan was fond of saying[21].

The real is impossible because it is impossible to imagine, “impossible to integrate into the symbolic order.” This character of impossibility and resistance to symbolization lends the real its traumatic quality[22]. “The real continues to exert its influence throughout our adult lives since it is the rock against which all our fantasies and linguistic structures ultimately fail”[22]. The real erupts in traumatic acknowledgements of the materiality of our existence (since they threaten our very "reality"), although they also drive Lacan's sense of jouissance [22]. An example of these are traumatic events like natural disasters, which effectively break down the signification of everyday life and cause a rupture of something alien and unrecognizable, without the usual grammar of the symbolic that conditions how to make meaning of something and how to proceed[22].

> The development of the subject, in other words, is made possible by an endless misrecognition of the real because of our need to construct our sense of "reality" in and through language. So much are we reliant on our linguistic and social version of "reality" that the eruption of pure materiality (of the real) into our lives is radically disruptive [23].

Lacan distinguishes between different froms of other and Other. “The Capital-O Other refers to two additional types of otherness corresponding to the registers of the Symbolic and the real”[24]. The symbolic big Other refers to “ideas of anonymous authoritative power” There is a real dimension to Otherness, as Lacan mentions, is “the provocative, perturbing enigma of the Other as an unknowable “x,” an unfathomable abyss of withdrawn-yet-proximate alterity”[24].

Drive and Jouissance

Lacan goes on to make distinction between the aim and goal of the drive. Since, in Freudian drive theory, “sublimation amounts to a drive finding a means to secure satisfaction in the face of “aim-inhibition”[24]. Freud also defines the aim of every drive as satisfaction. Lacan makes clear that “while the aim of a drive can be and inevitably is inhibited, its (true) goal always is reached—and this because its goal is nothing other than enjoying the ceaseless movement of repetitively rotating around whatever blockages land on its path”[24]. He continues to say that “There where desire is frustrated, drive is gratified. Drive gains its satisfaction through vampirically feeding off of the dissatisfaction of desire”[24].

Lacan elaborates on the concept of “object petit a” as

> In constructing our fantasy-version of reality, we establish coordinates for our desire. Our desires therefore necessarily rely on lack, since fantasy, by definition, does not correspond to anything in the real. Our object of desire (what Lacan terms the "objet petit a") is a way for us to establish coordinates for our own desire. At the heart of desire is a misrecognition of fullness where there is really nothing but a screen for our own narcissistic projections. It is that lack at the heart of desire that ensures we continue to desire”[25].

If we come too close to our object of desire, it may threaten to uncover the lack which is absolutely necessary for our desire to continue, ultimately, “desire is most interested not in fully attaining the object of desire but in keeping our distance”[25], because the desire needs to be continued. Drive, in Lacan’s definition, gets enjoyment from the failures of desire, desire gains satisfaction by pleasure, but drive gets jouissance-beyond-pleasure through inhibiting of desire[24].

> One of the theoretical functions of the death drive is to account for whatever disregards or disrupts the reign of the pleasure principle as a fundamental “law” of mental life. In Lacan's conceptual apparatus, jouissance sometimes likewise refers to an overriding force/tendency compelling repetitions of experiences or events upsetting the calm, delicate equilibrium of psychical subjectivity's Imaginary-Symbolic reality (hence the association of jouissance with the Real). [24]

Gaze

Lacan distinguishes between the eye’s look and the gaze. Gaze in Lacan's theory refers to

> the uncanny sense that the object of our eye's look or glance is somehow looking back at us of its own will. This uncanny feeling of being gazed at by the object of our look affects us in the same way as castration anxiety (reminding us of the lack at the heart of the symbolic order). We may believe that we are in control of our eye's look; however, any feeling of scopophilic power is always undone by the fact that the materiality of existence the real always exceeds and undercuts the meaning structures of the symbolic order[23].

When our look’s object gives us the feeling that we are in control of our look, we are reminded of our lacks and also the fact that the symbolic order is separated by a very thin line from the materiality of the real.

Argument

Septimus

Septimus, in *Mrs. Dalloway* is a character who has understood the lack of truth in all his life. He had lived into the symbolic order all his life and respected to all social rules; but after going to war to protect the same society, he loses his friend, gets shell-shocked and feels guilty at the end of the war. He gains a traumatic experience through which he experiences the real order for a moment. He has gotten too close to his object of desire that gets disillusioned and feels the lack completely. He has felt the unfulfillment of his desires in the symbolic order. Now he can taste the jouissance by fulfilling the death drive through the dissatisfaction of his desire. He is not hopeless. He is full of a negative hope toward the world. He feels and sees the beauty, but what he does not have is the desire. This not wanting is disappearance of pleasure. Now he wants jouissance which can be reached through repetition compulsion and fulfilling the death drive. He cannot communicate with his wife too; she has been his ideal other sometime in the past to full his imaginary other in his unconscious, but now after his deep traumatic experience she has lost her position.

As we read in *Mrs. Dalloway*, “Once you fall, Septimus repeated to himself, human nature is on you. Holmes and Bradshaw are on you…. fear no more, says the heart in the body; fear no more”)[26], there is no reason to fear and he repeats it all the time. Repetition compulsion plays a role in order to remind him there is no more fear and feeling.

Language, as the main element of the Symbolic order is not enough for him to express his mind perfectly because language is not able to express his experience and taste of the Real Order he experienced in his traumatic situation of war.

> Septimus Warren Smith, writes note which he refuses to share (they have to be hidden or destroyed). In his case the act of writing is not meant to communicate, it represents the failure to create a bond that would tie together the individual and the others, but at the same time, it represents the individual’s attempt to preserve the self-unspoiled by the others. Another element worth mentioning here is the hat that his wife creates, Septimus eventually taking part in this process of artistic creation. The hat that is to be given as a present symbolizes an act of offering, sharing, communicating, signaling his coming back to reality, to sanity, Septimus gradually allowing himself to rediscover/see (on opening his eyes) the real. But communication fails again as Dr. Holmes (“the human nature”) corners him; it is precisely this feeling of being trapped that makes him commit suicide (although “life was good”, as he says to himself right before throwing himself out of the window) [16].

He wants to come back to the Symbolic order by his wife’s help and making her again as his other by the magical sense of love which can substitute other for him, but as he sees Other symbolized in doctor’s roles becomes disillusioned again and goes back to his actual place.

Clarissa considers Septimus’s suicide as an attempt to communicate: “Death was defiance. Death was an attempt to communicate, people feeling the impossibility of reaching the center which, mystically, evaded them; closeness drew apart; rapture faded; one was alone. There was an embrace in death” [26]. Clarissa can share his message which cannot be expressed by language because of the great traumatic sense of solitude she had experienced inside. Montashery Says that: “Septimus is neither in the Symbolic nor in the Imaginary order. He desires to be a schizo in the Imaginary. But already he has entered into the tragic world of the Symbolic order; and therefore he is now unable to fully enter into the Imaginary and consequently suffers damnably.”[17] He is eager to return to the Imaginary order because he has had a traumatic experience in war, he has experienced the painful feeling of sin and therefore the real Order, and the only way to escape (escape from hardships is one of the reasons to commit suicide) is to get connected with imaginary order which has the closest situation of wholeness with real order in human's mind. In the article it is also mentioned:

> According to Lacan, schizophrenia emerges from the failure of the infant to enter fully into the realm of the Symbolic (speech and language). Accordingly, he does not have any notions about language's past or future, and is condemned to live in a perpetual present. Septimus is insane. He is made of the Symbolic order. He is standing on razor's edge. He is oscillating in the frontiers of the Symbolic and the Imaginary[17].

But as we see in the novel, this situation is not in full resemblance to Septimus, because he had already experienced the Symbolic order fully; in his pre-war situation he has been a protective patriot and a responsible person who actuallygets disillusioned in his post-war situation. Montashery points that

> In order to fulfill his new desire of being a schizo in the Imaginary order, Septimus must undergo a new becoming, which is death; death of the body. This last choice can be regarded as a resumption of the Imaginary order; as a point of departure to leave the excruciating world of the Symbolic order[17].

Actually, in Lacan's theory, a desire can never get fulfilled completely and that is the reason of why humans are full of lacks in their lives. Once Septimus got too close to his desires he became disillusioned in a way that his desires got dissatisfied and here comes the sense of jouissance with its compulsion to satisfy the death drive which is fed by the dissatisfaction of desire.

"Septimus is suffering from the gaze he feels on himself through the objects he once had the experience of looking at them as his own Other. "This is most clearly evident in the character of Septimus Warren Smith, who feels like an "outcast who gazed back at the inhabited regions, who lay like a drowned sailor, on the shore of the world."[27]

> Septimus could clearly feel this assault on his individuality in the form of Dr. Holmes and Bradshaw. He confesses this onslaught in the following words: "Human nature, in short, was on him the repulsive brute, with the blood-red nostrils. Holmes was on him […] Once you stumble, Septimus wrote on the back of a postcard, human nature is on you. Holmes is on you" (MD, 66). For all those individuals who dare defy disciplinary gaze of dominant class, and especially to the weak and the sick, like Septimus, Dr. Holmes seemed to stand for the most terrible and evil side of human nature, "something horrible[18].

In spite of his mental illness appreciates the beauty underlying the world, is able to hear the singing of the birds, and most significantly, craves for some purpose in life: "We welcome, the world seemed to say; we accept; we create Beauty, the world seemed to say. And as if to prove it (scientifically) wherever he looked…beauty sprang instantly. To watch a leaf quivering in the rush of air was an exquisite joy. Up in the sky swallows swooping, swerving, flinging them selves in and out, round and round…beauty was everywhere"[27].

Gloomy Sunday

After reading the Wikipedia entry on Gloomy Sunday, it asserts that "Gloomy Sunday", also known as the "Hungarian Suicide Song", is a song composed by Rezso Seress, the Hungarian pianist and composer and published in 1933. The first lyrics were titled Vége a világnak (The world is ending) and were about despair caused by war; at the time of advancing fascist influence in Hungary and Great Depression, which ended in a quiet prayer about people's sins. The lyrics were replaced by Laszlo Javor to the song, titled Szomorú vasárnap (Sad Sunday), in the final lyrics the protagonist wants to commit suicide after his lover's death. "His lyrics contained no political sentiments, but rather were a lament for the death of a beloved and a pledge to meet with the lover again in the afterlife"[28].

Because of the depressing nature of the song, Seress had difficulty finding a publisher.[22] After some time, he could finally get it published. Within the week "Gloomy Sunday" became a best seller, Seress contacted his ex-lover and made plans for a reunion. The next day the girl took her life through the use of poison. By her side was a piece of paper containing two words "Gloomy Sunday" 28. There have been several legends regarding the song over the years, mostly about its being connected with many numbers of suicides, and radio networks reacting by purportedly banning the song.[29] "Press reports in the 1930s associated at least nineteen suicides, both in Hungary and the United States, with "Gloomy Sunday""[30]; its composer also, thirty-five years after writing the song, in January 1968, committed suicide.[26] As it is mentioned by Mac Donald, in February of 1936, Budapest Police were investigating the suicide case of a local shoemaker, Joseph Keller. The investigation showed that Keller had left a suicide note in which he had quoted the lyrics of a recent popular song "Gloomy Sunday".

> The fact that a man chose to quote the lyrics of a song may not seem very strange. But, the fact that over the years, this song has been directly associated with the death of over 100 people is quite strange indeed. Following that event, seventeen additional people took their own lives. In each case, "Gloomy Sunday" was closely connected with the suicide.Among those included are two people who shot themselves while listening to a gypsy band playing the tune. Several others drowned themselves in the Danube while clutching the sheet music of "Gloomy Sunday". One gentleman reportedly walked out of a nightclub and blew his brains out after having requested the band to play "The Suicide Song"[28].

The adverse effect of "Gloomy Sunday" was so great that the Budapest Police banned the song. However, the effects of "Gloomy Sunday" was not limited to Budapest:

> In Berlin, a young shopkeeper hung herself. Beneath her feet lay a copy of "Gloomy Sunday". In New York, a pretty typist gassed herself leaving a request that "Gloomy Sunday" should be played at her funeral." For instance, one man jumped to his death from a seventh story window followed by the wailing strains of "Gloomy Sunday". He was over 80 years old! In contrast to this, a 14-year old girl drowned herself while clutching a copy of "The Suicide Song". Perhaps the strongest of all was the case of an errand boy in Rome, who, having heard a beggar humming the tune, parked his cycle, walked over to the beggar, gave him all his money, and then sought his death in the waters beneath a nearby bridge. A French station even brought in psychic experts to study the effects of "Gloomy Sunday" but had no effect on the ever climbing death rate[28].

The song track of Gloomy Sunday was made in a sensitive social and historical point. From the heart of a person who had suffered from a love trauma and was spending a traumatic critical point. In that critical war period, people were faced with an identity crisis, emotional crisis, and above all, the Great Depression. As it is defined, the Great Depression was a hard worldwide economic depression which happened in 1930s. the time of this crisis varied in different nations; but in most of the countries started in 1929 and was continued until the end of the late 1930s. it is mentioned as the longest, deepest, and the most widespread depression of the 20^{th} century. In that time full of unemployment and poverty, music and as a whole, art could easily affect the weak points and emotional areas of people. People love life and beauty in all hardships of life; and understand the power of art form on their characters. With all their painful and traumatic experience, they were able to feel the gaze of their object of desire as their life on their own personality, and with so much closeness to their objects of desire, they understood the real lack inside their lives. By this deep understanding, they became disillusioned from their fake realities and the Other in the symbolic order they were living inside, and by unfulfillment of their desires, the desires were lost. And the only thing which was giving jouissance, was to fulfill their death drives by dissatisfaction of the desire to feel wholeness by escaping to Real Order through committing suicide; The only thing was seen in the hands of people who had committed suicide was a note containing the name of the song track. Why nothing else was mentioned? Because, their feelings and understandings did not have any place in the phenomenon named language which is the main element of the Other. They had experienced the real order Other “x” by their traumatic experiences beyond the capacity of language.

As Lester mentions “The Hungarian suicide rate was the highest in the world between the First and Second World Wars, and the suicide rate is very high in Hungarian immigrants to the United States and to Australia as compared to immigrants from other nations”[31]. According to the increase in suicide after the song and the amount of unemployment and political turmoil, a high proportion of Hungarians were at risk of suicide[20].

> From a psychological perspective on art, exposure to suicidal art forms might drive some persons to suicide. For example, there was a spate of suicides after the publication of Goethe’s *The Sorrows of Young Werther* in 1774, and in the early 1700s in Japan as a result of the suicides depicted in the popular kabuki plays[20].

from psychological point of view, an interaction effect is high in art forms. “One would expect that already depressed or otherwise suicidogenic individuals would be at the greatest risk from exposure to suicidogenic art.”[20]

Conclusion

In this article it was tried to analyze the suicide phenomenon from Lacan’s point of view. By reviewing different ideas on suicide and Lacan’s analysis of the real order and its effects after a traumatic experience on people, two literary and historical issues were studied. In each case, it was shown that the person, after a traumatic experience and a deep understanding of the reality of the symbolic order, reaches to real order for a moment. In this phase the person gets so closed to the object of desire that feels the lack. The desire gets unfulfilled and the pleasure disappears. The person should feel the jouissance now and death drive gets satisfied by the dissatisfaction of the desire and person becomes eager to commit suicide. This suicide is not a matter of being hopeless; in both cases people were able to enjoy from beauties of life; in the second case an eighty-year-old person committed suicide who had already spent most of his life years. In this process, the person does not ‘want’ life because has understood the reality but he cannot express it because his real experience is not expressible in the element of language.

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Utilization of Creative Arts as a tool to study the Perception of Environmental Sustainability among the Poor Latinos in the Inner City of Los Angeles, United States of America

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Abstract

Engaging communities around environmental sustainability is becoming an important skill for social workers. Historically, low-income communities have not been seen as empowered to effect change about the environment. This article explores how social workers can use creative arts to engage low-income Latino youth in Los Angeles on this issue.

Introduction

Environmental sustainability is currently a major topic of global interest, and the issue is at the forefront of contemporary research. Businesses, corporations, non-profit agencies, and even cities are devoting energy and funding to creating environmentally sustainable work environments, products, and business practices (Chard, Mallen, & Bradish, 2013). In order to focus attention on this issue, these change-makers utilize social media platform, celebrity spokespeople that influence public discussion, and policy change to raise public awareness (Garbowsky & Rahman, 2013). However, despite the push to alert the public about the importance of the issue, there exists a lack of scholarly research on how to directly engage communities in the United States around environmental sustainability. In addition, the research shows that the communities and countries that engage with this issue are perceived as wealthier, more educated, and world leaders (Ralph & Stabbs, 2014). Low-income communities do not receive recognition for playing a significant role in helping to effect change towards a more sustainable world.

For this reason, the researchers' target population is low-income Latinos in Los Angeles, California. The purpose of the research is to gather information about how Latino youth perceive the issue of environmental sustainability. The researchers utilized the creative visual arts to explore how the youth thought about sustainability. Research has shown that engagement through the arts has positive effects on individuals and communities living in poverty (Camilleri, 2007). The researchers prompted the subjects to create illustrations to express their feelings about the current state of the environment using various artistic methods, including markers, colored pencils, crayons, and stickers. In order to further develop and explore the research, the researchers would need to follow-up the study with youth of various ages, in various different low-income communities. Prior research and the current study show that visual art is a valuable tool for social workers to use with clients to discuss important issues such as environmental sustainability. In addition, social workers can use visual art as a part of their practice to stimulate thought and discussion, providing a foundation for empowerment for this population. When low-income individuals and communities are encouraged to develop personal philosophies regarding the environment, to identify problems with sustainability in their communities, and to brainstorm solutions to these problems, these communities become a significant part of the global movement towards a healthy and sustainable planet.

Literature Review

Inner City Low Income Communities

In the United States, census data and data from the National Center for Children Living in Poverty suggest that people living in poverty are much more likely to live in areas with higher land, air, and water pollution, as compared to those not living in poverty (Camilleri, 2007). Across the United States, a majority of people living in inner cities live under the poverty line, especially children. In addition to living in inadequate environments, these individuals face other insurmountable conditions. Individuals living in inner cities are more likely to face are high levels of violence, lack of resources, higher levels of racism, and lack of community support (Camilleri, 2007).

Individuals living in inner cities are more often at-risk for negative factors and negative future events (Camilleri, 2007). Some of these risk factors are chronic and ~~have to do with~~ substandard housing, stressful living environments, lower level of education attainment and high crime rates. Other risk factors are known as *discrete* risk factors, some of which are death, relocation, and divorce. Although children and youth living in poverty are considered at risk for multiple factors, this does not suggest that all children experience them. However, it has been suggested that compared to children living in the suburbs, children living in inner cities are twice as likely to experience these risk factors (Camilleri, 2007). Focusing more closely on the environments, in which these individuals work and live, they are more subject to overcrowded housing and increased health factors due to their surrounding environment. These environmental factors often increase social isolation and decrease quality of life.

Some of these issues can be attributed to resource – poor environments and unequal distribution of resources in inner cities. Due to multiple factors, people living in poverty are often less educated due to multiple factors. For example, children who attend poorer schools often deal with factors that interfere with their capacity to learn, such as lack of school supplies, gang activity, language barriers, and lack of qualified professionals willing to work in these communities. The lack of education can lead to feelings of disempowerment, contribution to ignorance promoted by homogenous ghettos (Camilleri, 2007), and a lack of sense of community. Without appropriate education, it may be difficult for individuals living in inner cities to gain awareness and discuss ways in which to change problems occurring in their community. Therefore, one technique that has been utilized to learn more about communities is the creative arts. This technique helps individuals to express their thoughts and feelings, and it also empowers them.

Utilization of Art

Creative arts are a tool that has been around for much of the history of humans-arts, have been used to narrate stories, communicate, and express emotions (Hogan, 2001; Kim, 2010). Arts have also been shown to increase well-being within communities, especially those communities facing adversity and those in times of crisis (Corley, 2010; Bloustien & Peters, 2011). Creative arts therapies act as substitutes for traditional therapies. They include expression through movement, role-playing, music, and art (Camilleri, 2007). Artistic alternatives are especially useful for children who have difficulties speaking and for individuals who have experienced trauma. Art acts as a mediator for self-expression and emotional catharsis (Camilleri, 2007). There are various forms of art that have been used to help people express and process their emotions.

Group art therapy. Groups are a natural setting for arts-based practice, as humans are social animals who are born into family systems, learn through schooling in classes with peers, and work in collaborative environments. (Collins, Sutherland, & Waldman, 2010). The interaction with group and arts facilitates a space in which individuals can relate to similar life experiences, express their needs, and learn about the needs of others (Collins et al., 2010). Through this process, individuals eventually feel a sense of belonging to the group, which helps them to become more selfless and cooperative. This type of environment also supports and encourages individuals to be more open, creative, and willing to learn (Collins et al., 2010). These skills are necessary life skills and contribute to better outcomes later in life. Therefore, group art therapy can be a helpful tool to implement with poor communities in inner cities by providing social support, opportunities for education and empowerment.

Poetry therapy. Another arts-focused therapy that has been implemented in communities with disadvantaged youth is poetry and creative writing (Mazza, 2012). In a summer camp program, researchers gave middle school aged youth, an intentionally selected poem to read (Mazza, 2012). They asked them afterwards to respond to it with their own interpretation and meaning in order to enable them to share connections they made with the piece. The poetry included topics surrounding friendship, interdependence, and teamwork. Researchers suggested that these exercises contributed to positive youth development and promoted pro-social behaviors (Mazza, 2012). Creative writing has also been used with different populations such as with veterans (Nevinski, 2013) and individuals with disabilities (Enterline, Shafi, Thompson, & Furman, 2012). It has shown to be helpful in empowering these individuals by increasing self-expression.

Dance therapy. Dance-was historically a way in which individuals communicated before written language existed (Kourkouta, Rarra, Mavroeidi, & Prodromidis, 2014). Individuals used dance to pass down stories from one generation to the next (Kourkouta et al., 2014). In ancient Greece, dance was thought to be crucial to the development of the individual's personality and it was therefore incorporated into the core of children's education. The Greeks believed that it not only influenced personality but that it could also be used as a tool to enhance cognitive and emotional development. Utilizing dance as a form of expression is a natural process because humans show their emotions through their facial expression and body language. Like other art therapies, dance has also been shown to be helpful for all ages (Capello, 2008). Individuals gain a sense of camaraderie, awareness of their environment, and increase in confidence, and social skills (Kourkouta et al., 2014). These skills gained through the use of dance and movement expression can be beneficial for individuals living in inner cities to increase their social supports and to empower communities.

Music therapy. Music is a powerful tool that engages humans' self-expression and can be used to help individuals connect to their feelings by finding meaning in lyrics or connections to the beat of the song. It is especially important in the lives of youth because they spend more time listening to music compared to their older counterparts (McFerran, 2011). Adolescents have suggested that they use music to regulate their emotions in addition to using it for pure enjoyment. When music therapy is used professionally, the focus is to engage "vulnerable people with music in ways that promote positive change" (McFerran, 2011, p. 17). Some ways in which music can be utilized to express emotion is by asking individuals to improvise playing a musical instrument, composing songs, or singing. Research has found that group music therapy is specifically helpful in reducing grief and behavioral distress (McFerran, 2011). Since music has shown to enable changes to the neurological pathways in the brain (Koelsch, 2014; Habibi & Damasio, 2014), there is often a higher expectation for individuals to express themselves through music therapy. Additionally, music has shown to help vulnerable communities build sustaining relationships with one another through commonalities in music preference.

Environmental Social Work

Theoretical orientations. Environmental social work is a social work model that focuses on expanding ecological orientation in the work of professional social workers (Pulla, 2013). Often the social work profession focuses on the *social* environment of individuals and communities, neglecting the inclusion of the natural environment. Within social work ethics and values, professional social workers are called to advocate for the quality of life of individuals and the broader society (National Association of Social Workers, 2015). Social workers are also called to challenge social injustice of vulnerable individuals and to help empower them to overcome situations of poverty and various forms of discrimination (NASW, 2015). In addition, the social work profession requires professionals to use a holistic lens when working with individuals by considering the dignity and worth of a person; this also includes learning about how their living environment impacts them.

Environmental social work in practice. Environmental social work has been heavily involved with issues related to crisis work and disaster management (Pulla, 2013). Collaborating with communities in crisis after a tsunami or devastating earthquake is more easily understood as environmental social work, due to the obvious destruction of the earth and communities in which people live. Additionally, when individuals think of environmental activism, they often have a perception that conservation is the focal interest (Coates, 2008). However, the perspective of environmental social work does not fit within the confines of these simplistic perceptions. Researchers have stated that a much-needed shift is necessary in social work to understand the profession's obligation to environmentalism and its relationship to human beings (Miller, 2012).

In order to better understand the focus of environmental social work, it is important to learn the distinction between the definitions of the terms *environmental justice* versus *ecological justice.* Social work is currently more aligned with environmental justice. Environmental justice "focuses on the risk and needs of humans in the context of the physical environment" (Miller, 2012, p. 271). It suggests that people have basic rights and needs, for example, to have access to healthy drinking water, adequate living conditions, and more (Miller, 2012). Therefore, once a need is addressed, the environment is used to provide the resources necessary for individuals' wellbeing. In contrast, ecological justice puts nature as its central focus by addressing the risks and needs of nature while considering the role humans play within this ecosystem. Since natural resources are limited, it is imperative that social workers and the broader society adapt the concept of ecological justice in their work and daily lives. This concept is not new and has been recognized by groups such as the National Association of Social Workers (NASW) and International Federation of Social Workers (IFSW) (Miller, 2012).

According to Miller (2012), the NASW, along with the IFSW, have outlined the professional social worker's obligation to the environment. The NASW addressed the need for more attention to unequal distribution of natural resources, as well as to environmental discrimination. As the literature suggests, vulnerable populations are more often at-risk for living in inadequate living conditions (Camilleri, 2007), which is also suggested in the current research presented. In addition, the IFSW's policy regarding the natural environment aligns more closely with the perspective of ecological justice by acknowledging that earth's resources are limited and that humans need to be proactive in addressing these issues. Although there has been movement regarding the importance of the integration of environmental issues in social work, progress still needs to be made to better understand the natural environment's impact on individuals.

Fusing Art & Advocacy

As previously discussed, the arts have been used for many years to facilitate individuals' expression as well as to raise awareness about various issues (Clammer, 2014). With the convenience of the internet, individuals are able to create and share almost any type of art through the means of social media. For example, an issue in the United States that has been highly publicized over social media is the injustice regarding the deaths of African-American individuals in the custody of law enforcement. Over social media, individuals have spoken word pieces, theatrical performances, and photography. These self-expressions have been powerful in eliciting emotion from others, inciting them to join a movement to unite for justice and change. Creating art allows individuals to advocate for various causes in a healthy way and can help empower individuals and communities.

Just as art has been used to advocate for issues of injustice, it can also be used to advocate for issues of environmental sustainability. There is little literature regarding using arts for the purpose of advocacy and change for issues regarding environmental sustainability. However, an exemplary model of how the two can be fused to promote change has been modeled by Oxfam India, in their fellowship program called Create to Inspire (Agrawal, 2013). The program creatively engages youth to bring awareness, as well as take *ownership,* of environmental sustainability issues such as water management, and energy use, through the utilization of creative arts. Youth selected for this program come from various creative backgrounds, including dance, photography, music, and film. Their work is then shared with communities with the purpose to engage them in conversation about their consumption of the environment in regards to sustainability. The ultimate goal is to redefine how individuals and communities think about sustainability and influence them to engage in more sustainable lifestyles (Agrawal, 2013). This program shows how creative arts can be utilized to advocate for change to create more sustainable communities.

Research Conducted

Purpose. For the purpose of this study, researchers were interested in studying the utilization of creative arts as a tool to learn more about the perceptions ~~about~~ of environmental sustainability among poor Latinos in in the inner city of Los Angeles. As the literature suggests, the utilization of arts is helpful to engage individuals to share their thoughts and emotions. Researchers wanted to further explore if arts could be useful when focusing on environmental issues rather than solely on therapeutic benefits such as decreasing depression, increasing confidence, and expressing emotions. The researchers believe that the benefits of creative arts therapy can also empower individuals and their communities to create change.

Participants. The sample size for this research study was 8 youth. The participants in this study were of Latino background and were female. The age range of the youth ranged from 14 years old to 19 years old. The youth who participated in this research project reside in the Ramona Gardens public housing development in the Boyle Heights neighbourhood of Los Angeles, California, USA. Ramona Gardens consists of more than 600 apartments in 100 plain rectangular buildings that resemble Army barracks. While it is located in Boyle Heights, it is isolated from the rest of the community by railroad tracks, factories, and the San Bernardino Freeway. Residents who live in Ramona Gardens are predominantly Latino and come from a lower socioeconomic background.

Written assent was obtained by the participants for the researchers to share their illustrations within the confines of presenting this research and sharing its findings. Also, the researchers received consent from the agency for the researchers to visit the facility to conduct this research.

Sampling. The sampling technique that was used for the study was a convenience sample. For the purpose of conducting this study the researchers did not need a comparison group, and there was no randomization of participants.

Current study. In order to conduct this study, researchers visited a non-profit agency committed to youth development, in the East Los Angeles community. The two researchers met with the group of participants and facilitated conversations regarding environmental sustainability. They also asked the youth what types of issues surrounding this topic are of interest to them. Some dominant themes discussed within the group were the impact of the factories that have increasingly moved into their community, the nearby freeway, and food deserts.

The participants discussed the consequences ~~in~~ of having factories so close to areas in which families and individuals like them live. One of the consequences is air pollution. In addition, the participants identified that having a main freeway being so close to where individuals live and where children play is a problem. This also was identified as a negative contributing factor to the air pollution within their community. Another main concern was food deserts, which is when there is a lack of "access to affordable fruits, vegetables, whole grains, lowfat milk, and other foods that make up the full range of a healthy diet" (Centers for Disease Control and Prevention, 2012). Ramona Gardens is a community that is impacted by the lack of access to grocery stores. This is a major issue because there is often more access to liquor shops due to the amount of these shops around the community.

After listening to the issues that the youth identified within the community, researchers provided education on topics that may have been briefly mentioned or not previously mentioned at all by the youth. For example, there are multiple environmental crises that involve water in California at this time, such as the drought and water pollution. Some of the youth elaborated on how they did not realize how serious and progressed the drought is, and how it is impacting some communities so drastically that they are now getting water pumped over to them from other cities. Also on the topic of water, the researchers shared information about how rivers across California (and the country) are drying out and how this issue impacts the entire ecosystem that depends on the rivers. Researchers also brought to their awareness how important agriculture is for the economic well-being of our state and how much water is needed to continue to meet food demands in the United States.

A topic that was addressed by one of the youth involving animals was the issue of road kill. This individual felt passionately about how animals inside and outside of her community were directly affected by the vehicles humans drive. The ultimate consequence for high traffic on freeway and road can lead to the death of the animals that live in those areas. Although the researchers brought much of the focus to the environmental impacts in the youths' direct community, it was important that this individual decided to touch on an environmental issue that affects various communities. Also, the problem of road kill is a subject that can be viewed as not as directly related in impacting humans compared to the previous environmental issues discussed, such as water and air pollution. This showed researchers that this individual was able to exercise her compassion and connectedness to nature by expressing her concern and care for this issue. Researchers also elaborated on other issues relating to animals, such as the high demand for food and the negative impacts of livestock contributing to an unsustainable environment. Not only do animals meant for the purpose of human consumption consume copious amounts of water and food to survive, they have other impacts on the environment. Animals are often grazing on one portion of the land, and due to the weight of the livestock, the land has been so impacted that these highly affected areas can no longer be used and are considered wasteland. In addition, due to the inability to irrigate through the land, water flows across the top of these fields and carries the fecal matter into the surrounding bodies of water.

Another issue that one of the researchers brought to the attention of the youth is the impact of the decreasing number to bees surviving each year. The youth were educated on the importance of bees and the impact they have on our larger community. Bees are responsible for the pollination of a large portion of our fruits, vegetables, and flowers in California and across the United States. One risk factor contributing to the death of bees is the pesticides that some hardware stores and plant companies put on their plants and flowers in order to keep insects away. One of the negative consequences is that bees are dying as a result of pollinating and visiting these plants. When bees consume or become contaminated with these insect killing pesticides, they die. The impacts of the decreasing number of bees can be very harmful for humans as a whole. After this discussion one of the youth decided to focus her illustration on bee conservation (Youth Illustrations, appendix 1.).

Another important focus that the researchers had was to learn how the youth perceived how *others* view them in their contribution to environmental sustainability. One of the youth discussed that she believed that others might assume that youth are negative contributors to the environment. To quote this individual, "They might think that we are the ones that litter and don't care about the environment." Another perception that was mentioned was that people might assume that because they are young that they are not educated on these issues. Researchers also touched on other potential judgments that people may have about the community because it mainly consists of lower income and ethnic minorities. The researchers pointed out that many individuals that do live in poverty often are the ones who are going around to the trash bins collecting bottles and cans to recycle them for money. The perceptions of the youth were of interest to the researchers so that they could be better informed about how the youth view outsider perceptions. Certain labels placed on vulnerable communities can be harmful and disempowering, and therefore researchers focused on highlighting their strengths and discussing these perceptions as often inaccurate.

After the group discussion, the researchers provided materials and art supplies for the youth to create an illustration of their interest on the topic of environmental sustainability. Some of the materials included colored paper, foam stickers, regular stickers, markers, watercolors, scissors, and colored pencils. The youth were instructed to create an illustration of their choice, such as write poetry, painting, and drawing. After they completed their illustration, they were to then name their art as well as provide their own interpretation of their work. Below are the illustrations that the youth drew and the interpretation the researchers took from those illustrations.

Appendix 1.

Youth

Illustrations

Findings. The researchers found that utilizing creative arts was a helpful tool in learning more about the perception of environmental sustainability among poor Latinos living in the inner city of Los Angeles. Researchers noticed that youth were more reserved in sharing their opinions about their concerns in the beginning of the discussion, but that during the time they were creating art were more willing to share about their interests and opinions. Another way in which researchers engaged youth for further expression was asking them more about their art and what it signified. Youth also inquired further about environmental issues and were curious to learn more about how these issues can impact the world for future generations. Some emotions that were expressed by the youth were surprise and concern, when they learned about consequences that our generation has already started to see due to poor sustainability practices. Other individuals were very passionate about their chosen topic and showed ownership by brainstorming ways in which they could implementing changes in the context of their topic. We found that although ideas and brainstorming for sustainability occurred, the youth seemed to be unaware or 'stuck' on how to start implementing change.

Implications for future research. The researchers' study is useful in providing a beginning framework on how creative arts can be utilized to learn about the perceptions individuals have regarding environmental sustainability. This study can be replicated to further investigate perceptions of other individuals, including individuals of different age groups and communities. Future research would benefit from continued work with the participants to create groups interested in specific issues. At this time, researchers were unable to do continued work with the participants. Additionally, further research may prefer to do a comparison study to compare groups that utilize creative arts to learn about perceptions versus those that do not. This may be helpful in finding out if there are significant differences between these approaches.

Conclusion. In conclusion, these findings can be helpful for professionals who work with vulnerable populations and youth, such as school counselors, teachers, and staff working at agencies that provide supportive services or program. Programs may benefit from incorporating more artistic creativity to engage youth in the learning process as well as encourage creative avenues to bring awareness to issues they are passionate about. Although the researchers found that there was a lack of deeper understanding of these environmental issues, they found that when youth are given a means in which to become better educated on these topics they take advantage of them. Ways in which they showed this were by showing curiosity by asking questions and staying engaged. This engagement eventually can lead to the start of advocacy groups in which youth and their communities can use to bring about change as well as become more empowered.

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IMPACT OF MONETARY POLICY ON NIGERIA ECONOMIC GROWTH (1993-2013)

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Abstract

The study empirically examined the impact of monetary policy on Nigeria Economic Growth. In line with the objectives of this study, secondary data were obtained from Central Bank of Nigeria statistical bulletin covering the period of 1993 to 2013. In conducting the analysis, multiple regressions were employed to analyze data on such variables as Gross Domestic Product (GDP) Broad Money Supply, interest rate, Exchange rate an Net domestic credit. Broad money supply was found to have direct significant positive relation with GDP. While Net domestic credit and interest rate have inverse relationship with GDP, although insignificant. Exchange rate exerted a positive non- significant impact on GDP, with the Adjusted R^2 *of 0.957 showing the model explained over 95.7% of the variations in GDP in 1993 to 2013. Following the outcome of this study, it is therefore concluded that a unit increase in broad money supply triggered a corresponding significant change in GDP by up to 0.86 units. It is recommended that the Central Bank should ensure that monetary policy is targeted on significant macroeconomic variables and domesticated for sustainable economic growth as well as improving the regulatory and supervisory frameworks to ensure adherence to policy.*

Keywords: Monetary Policy, Broad Money Supply, Interest Rate, Exchange Rate, Net Domestic Credit, GDP.

INTRODUCTION

The Central Bank of Nigeria (CBN) is a monetary agent to the Federal government. It designs and implements monetary policy. It is primarily responsible for designing monetary policy proposal for presidential reviews and approval; then ensuring implementation of the monetary policy measures when accepted and incorporated into the federal government budget.

Over the years, Central Banks have been given the task of regulating the money and credit system in order to achieve economic goals. Prominent among these goals are the achievement of full employment, sustainable economic growth, a stable price level and an internal and external balance of payments position. Since its establishment in 1959, the Central Bank of Nigeria major goals of monetary policy have often been the two latter objectives. (Aliyu and Englama, 2009).There have been two major phases in the pursuit of monetary policy namely, before and after 1986. The first phase placed emphasis on direct monetary controls, while the second relies on indirect monetary controls.

. In order to maintain price stability and healthy balance of payments position, monetary management depend on the use of direct monetary instruments such as credit ceilings, selective credit controls, administered interest and exchange rates as well as the prescription of cash reserve requirements and special deposits (Grossarchive, 2014).

Since the inception of the Structural Adjustment Programme (SAP) in 1986, the CBN started to rely more on market forces in the design and implementation of its monetary, banking and external sector policies. The main objectives of the policy were moderation of inflation, increased domestic savings and efficient resource allocation, improved capital inflow, increase local production and employment, increased earnings from non-oil export, enhanced external reserves and stable naira exchange rate. To achieve these broad objectives, a number of policy measures could be group broadly into three namely, credit, interest rate, and other financial sector policies (Okaro and Onyekwelu, 2003). In line with the general philosophy of economic management under SAP, monetary policy was aimed at inducing the emergence of a market-oriented financial system for effective mobilization of financial savings and efficient resources allocation. The main instrument of the market based frame work is the open market operation introduced on 30th June, 1993. This is complemented by reserve requirements and discount window operations (Olurankinse, 2009).

Monetary policy is the regulation of the money supply and interest rates by a Central Bank, such as the Federal Reserve Board in the USA, in order to control inflation, and stabilize currency. Monetary policy is one of the two ways the government can impact the economy. By impacting the effective cost of money, the Federal Reserve can affect the amount that is spent by consumers and businesses (Net, 2015)..

Statement of the Problem

Countries of the world especially the developing ones are relying on government monetary policy for economic growth. Policy making is challenging. Even if the resources are available it is not always clear how to deploy the efforts to achieve results.

The economy of Nigeria is faced with high unemployment, low investment, high inflation rate, low economic growth, balance of payment disequilibrium and inability to mobilize domestic savings. These factors militate against the growth of the economy. The over burden of poor monetary policy decisions and policies that are misdirected measures have led to severe economic problems.. Monetary policy has not been managed properly; it has not contributed significantly to the nation's development, hence the monetary policy problems.

We identify inappropriate implementation and non consistency and continuity of policy as gap by the monetary policy authorities.

Objectives of the Study

The broad objective of this study is to determine, the impact of monetary policy on Nigeria economic growth.

More specific objectives are to:

(1) Ascertain the impact of broad money supply on GDP (as proxy of growth) in Nigeria.

(2) Determine the relationship between interest rate and GDP in Nigeria.

(3) Examine the effect of exchange rate on GDP in Nigeria.

(4) Evaluate the effect of net domestic credit on GDP in Nigeria.

Significance of the Study

It is my sincere hope that this study will not only contribute to a better understanding of the operation of the economy but also fashion out better and more informed policy and decision making. This study will act as a source of information on various ways of adopting monetary policy and its instruments for stabilizing the economy.

. This study will help build strong and virile economic environment through a better monetary policy manipulation that will increase and advance economic opportunities for the populace. The study will be useful as a source of reference to the various economic operators and the academies.

Research Questions

The following research questions shaping the focus on the problems:

(1) To what extent does broad money supply has any significant impact on GDP in Nigeria?

(2) What is the significant relationship between interest rate and GDP in Nigeria?

(3) Does exchange rate has any significant effect on GDP in Nigeria?

(4) To what extent has the net domestic credit significantly impact on GDP in Nigeria?

Statement of Hypotheses

The following research hypotheses stated as Null hypotheses (H_0) will guide the study.

$H0_1$: Broad money supply has no significant impact on GDP (as proxy of growth) in Nigeria.

$H0_2$: There is no significant relationship between interest rate and GDP in Nigeria.

$H0_3$: Exchange rate has no significant effect on GDP in Nigeria.

$H0_4$: An increase in net domestic credit does not lead to an increase in GDP in Nigeria.

Scope of the Study

The study covers the impact of monetary policy on Nigeria economic growth. The nature of this research work is such that requires the use of secondary data. The estimated period covers twenty-one (21) years, 1993-2013. In the course of the analysis, effects of the policies shall be examined in the period under review. .

Limitations of the study

The study is limited by its own definition. That is, restricting the topic to Nigeria alone, not the entire West Africa Region. Given that this research depend on existing literature and data, the availability and consistence of the data to a great extent limit the comprehensiveness and reliability of this study.

REVIEW OF RELATED LITERATURE

Conceptual Issues On Monetary Policy

In the tools available to government for influencing the economy, monetary policy has proven to be the most feasible instrument for achieving medium term stabilization objectives.

The practice of monetary policy, using tools/instruments to regulate the quantity of money supply to achieve stability in the economy is based on the premise, that there is a stable relationship between the quantity of money supplied in an economy and economic activities. This implies that money supply if not regulated or controlled to that level, which is necessary to support productive economic activities could produce undesirable consequences on the economy such as inflation with its attendant adverse implications for the behaviour of economic agents.. According to Mordi (2009), Nigeria's monetary policy is anchored on the monetary targeting framework with price stability (in a broader sense to include exchange rate stability) as the single most important objective of monetary policy. This monetary targeting framework presupposes the existence of a stable and predictable relationship between the monetary aggregate and the other economic variables in the economy.

Friedman (1956) explained money as the main type of asset which yields a flow of service to its holders, according to the functions it performs. Asogu (1998) saw monetary policy as actions by monetary authorities to influence the national economic objectives by controlling or influencing the quantity and direction of money supply, credit and the cost of credit. This according to him is aimed at ensuring adequate supply of money to support financial accommodation for growth and development programmes, for sustainable growth and development on the one hand and, stabilizing various sectors of the economy for sustainable growth and development on the other. Monetary policy can be seen as employing the Central Bank's control of the money supply as an instrument for achieving the objectives of economic policy (Johnson, 1962). Similarly from the syntheses of most of the literature and in the context of the Nigerian situation, Ubogu (1985) defined monetary policy as an attempt by the monetary authorities to influence the level of aggregate economic activities by controlling the quantity and direction of money and credit availability. Monetary policy refers to changes in the nominal monetary supply through open market operations, changes in the discount rate or discount window lending policy, or reserve requirement changes (Stockman, 1996).

Monetary policy consists of altering the economic money supply to stabilize aggregate out put, employment, and the price level. It entails the money supply during recession to stimulate spending and restricting it during inflation to constrain spending; this is done by manipulating the size of excess reserve held by commercial banks (McLonely and Brue, 1996). While Iyoha (2004) demonstrated monetary policy as the attempt to achieve the national economic goals of full employment without inflation, rapid economic growth and balance of payments equilibrium through the control of the economy's supply of money and credit. Seeing it as attempt to influence the external value of a nation's currency that is exchange rate management. It involves measures designed to regulate and control the volume, cost, availability and direction of money and credit in an economy to achieve some specified macro economic policy objectives (Anyanwu, 1993)

Mordi (2009) supported that monetary policy is a blend of measures and or set of instruments designed by the Central Bank to regulate the value, supply and cost of money consistent with the absorptive capacity of the economy or the expected level of economic activity without necessarily generating undue pressures on domestic prices and the exchange rate. In order words, the ultimate goal of monetary policy is to ensure the achievement of a consistency between the expansion in domestic liquidity and governments macroeconomic objectives of price and exchange rates stability, higher output growth, full employment of resources, balance of payment equilibrium, promotion of a sound financial system and sustainable growth and development. The achievement of this balance is paramount in the design of monetary policy as an excess or shortage in the supply of money could either induce excessive aggregate demand, resulting in higher inflation rate or induce stagnation, thus retarding economic growth and development. The level of money supply in an economy must not be too high as to be capable of creating inflation and must not be too low as to hinder investment (Afolabi 1999).

Theoretical Framework

The Classical Monetary Theory

. The classical model attempts to explain the determination, savings and investment with respect to money. Thus classical economists believe that the economy automatically tends towards full employment level by laying emphasis on price level and on how best to eliminate inflation (Amacher and Ulbrich, 1986).

The classical economists decided upon the quantity theory of money as the determinant of the general price level. This theory shows how money affects the economy. This equation: Mv = Py Where: Mv= GNP, Py=GNP, M =Stock of money,

P=General Price level, V= velocity of money, Y=the flow of Real goods and services

MV measures the total value of transactions within a given period of time (total expenditure). Py measures the value of goods currently produced and sold (total product in value (GNP). The relationship is derived from the fact that in a closed economy, any single purchase by one person is simultaneously sold by another (two parts of which money equals the average stock of money in existence (M), goods and services (velocity, V). The Cambridge equation (Mv = PT) readily establish the production that the level of price is a function of the supply of money that is, P = F (M) which implies that any change in price is as a result of change in the supply of money (Articlesng, 2013).

Keynesian and Monetary Policy: The Keynesian model assumes a close economy and a perfect competitive market with fairly price interest aggregate supply function. In this analysis, money supply is said to be exogenously determined if wealth holders only have one choice between holding bonds. The Keynesian theory is rooted on one notion of price rigidity and possibility of an economy set at a less than full employment level of output, income and employment. The Keynesian macroeconomic brought into focus the issue of output rather than prices as being responsible for changing economic conditions. In other records, they were not interested in the quantity theory parse. From the Keynesian in the mechanism, monetary policy works by influencing interest rate which influences investment decisions and consequently, output and income via the multiplies process (Amacher and Ulbrick, 1989). **The Modern Approach:** The modern approach is the reinstatement of the quantity theory in a sophisticated manner. It views velocity of circulation as a stable function of a limited number of key variables in determining the factors influencing money demand. The demand for money according to this approach is not a fixed quantum, but varies in a predictable fashion with the return on bonds and equities, the price level expectation, ratio of human or non human wealth, or permanent income and tastes and preferences (Articlesng 2013).

Linking variables in the study, we observed the origin of the relationship between money supply, interest rates and market value. The interest rate channel of monetary policy transmission has become so prominent following the recommendation of the Radcliffe Report (1988) in the United State, which recommended that monetary authorities should regard the structure of interest rates rather than the supply of money as the centre piece of monetary action. Bernake and Gerther (1995) found that monetary policy does not only affect the interest rate but also the external finance premium and this brings to light the notion of credit channel of monetary transmission mechanism. The lending channel however is an extension of the credit channel and the main focus is on banks which are consistent with the finding that banks are the major conveyors of monetary policy impulses to the real sectors of the economy. Exchange rate is another important source of monetary policy transmission mechanism identified in Nigeria by Uchendu (1996). In the wake of financial liberation worldwide and increasing trade and capital movement exchange rates have been identified as one of the major determination of business profitability (Kim, 2003). Moreover, Uchendu (1996) remarked that monetary policy in Nigeria is adequately transmitted through the liquidity, credit and exchange rate channels.

Summarizing, Omotor (2007) noted that the four major goals of macro-policy are low and stable level of unemployment, satisfactory balance of payments, stable price level and a high rate of output growth. These goals are inter- related and three kinds of variables which are ultimately targeted in achieving these macro- policy goals are the intermediate variables (variable that policies cannot affect directly and whose behaviour, the policy-maker do not have direct interest). The instrument variables (variables whose behaviour central authorities can change) such as the rates of taxes and the level of government expenditure (fiscal policy instruments) and the cash reserves of the commercial banks (monetary policy instruments). Others are the policy variables (variables in which the policy makers are ultimately interested) in the form of balance of payment, unemployment, the price level and the growth rate whose behaviour the central authorities wish to change. Sighting, a change in the instrument variable such as the minimum rediscount rate (MRR), now monetary policy rate (MPR) affects an intermediate variable investment spending, which ultimately affects the policy variable such as the growth rate of GDP.

Empirical Review

An important point worth stressing from the policy point of view is the empirical fact that a close relationship is found to exist between money supply and nominal income in all countries. It follows perhaps logically from this, that if production cannot adjust in the short run, due to whatever, bottlenecks, monetary action is likely to cause changes in prices (Dornbusch and Fischer, 2004).

A review of existing empirical studies indicated that for a middle income economy, monetary policy shocks have some modest effects on economic parameters. Genev (2002) studied the effect of monetary shock in ten central and Eastern Europe (CEE), using a structural vector Autoregressive (SVAR) approach. Found some indications that changes in the exchange rate affect out put, starr (2005) studies the real effects of monetary policy in five common wealth of independence states (CIS), using SVAR model with orthogonaized identification. Found little evidence with notable exception that is changes in interest rate have a significant impact on output Mbutor (2007), studied the lending channel of monetary policy transmission in Nigeria, using GDP as a dependent variable on the explanatory variables which includes domestic prices proxy by consumer price index, treasury bill rates as a proxy for minimum rediscount rate (monetary policy rate) broad money (M_2), exchange rate, total quantity of loans and maximum lending rate as a proxy for the price of loans. Using a vector Auto regressive (VAR) – standard Cholesky decomposition. He found that an increase in the monetary policy rate by 0.25 percentage points will leave the quantity of loans made by the banks unaffected in the first period. The lagged fall in the quantity of loans is consistent with expectations that loan contracts take some time to be adjusted. This evidence confirms that an increase in the monetary policy rate (MPR) causes banks to reduce the quantity of loans which they extend to their customers. A lending channel exists in Nigeria. However, the GDP does not respond appropriately, evidencing the weak nature of the link between monetary policy actions and real sector of the economy.

Articlesng (2013) studied monetary policy in Nigeria. The impact of monetary policy on Nigeria Economic growth, using Regression analysis based on the classical linear regression model otherwise known as ordinary least square (OLS), variables are: Gross domestic product, money supply, interest rate and exchange rate. Found that consistent and stabilized monetary policy is usually a set of demand management measure intended to remove some macro economic imbalance which if allowed to persist would be inimical to long term growth. There is need to address basic element of economic stability such as the expected government spending which results in large deficits and the instability. In their contribution Oluwole and Onatowora (2007) studied M_2 targeting money Demand and real GDP Growth in Nigeria. Do Rules Apply? Using co integration vector error correction, with the variables: real broad money supply, real GDP, inflation rate, domestic interest rate, foreign interest rate and expected exchange rate. They found that long – run relationship exist between the variables.

In the same spirit, Olurankinse (2009) studied monetary policy impact on Nigeria Economy: Evaluation of pre and post structural Adjustment era. Using descriptive statistics for time series data, variables are GDP, exchange rate, interest rate, export and inflation found that there was negative relationship between interest rate and GDP, whereas exchange rate, export and inflation rate all have positive relationship with GDP. Support the conclusion that interest rates are negatively related to output, despite an upward adjustment in different interest, the output-interest rate gap still prevails. There are excessive liquidity syndrome and idle savings so also a low lending gap. Linking this Enoma and Isedu (2009) studied monetary policies control and the Efficacy of monetary supply in Nigeria. An Empirical Analysis, using the three stage least square and variables money supply, money multiplier and high powered money. They found that there exist high significant relationship between money supply and high powered money and that the short run and long-run impact of high powered money and money supply are positive.

While Ajisafe and Folorunson (2002) studied the relative Effectiveness of Fiscal monetary policy in Macroeconomic Management in Nigeria, using a unit root test with annual series data macroeconomic variable. Found that monetary rather than fiscal policy exerts a great impact on economic activities in Nigeria stressing for developing country like Nigeria, the evidence is weak and full of puzzles. As Balogun (2007) studied the effectiveness of monetary policy in Nigeria, using simultaneous equation model. Found that rather than promoting growth, domestic monetary policy was a source of stagnation and persistent inflation. Again, Chukwu (2009) studied the effect of monetary innovation in Nigeria, using a Structural Vector Autoregressive (SVAR), found that price do not have a significant influence on real economic activity modestly.

Asogu (1998) examined the influence of money supply and government expenditure on Gross Domestic Product. He adopted the St Louis model on annual and quarterly time series data from 1960-1995. he finds money supply and export as being significant. This finding according to Asogu (1998) while examining the interaction between money and output in Nigeria between the periods 1960 to 1995. The model assumed the irrelevance of anticipated monetary policy for short run deviations of domestic output from its natural level. The result indicated that unanticipated growth in money would have positive effect on output. Findings of Asogu (1998) showed that there is a clear relationship between money and economic growth. In the late 1970’s and early 1980’s a number of central banks world wide adopted monetary targets as a guide for monetary policy. Monetary targeting is an attempt by central banks to describe or determine the money in circulation that will yield the desired macroeconomic objectives.

RESEARCH METHODOLOGY

Research Design

This focuses on the research method that is adopted. Regression analysis based on the classical linear regression model, otherwise known as ordinary least square (OLS) technique is chosen by the researcher. The researcher choice of technique is based not only on its computational simplicity but also as a result of its parameter estimates with optimal properties such as unbiasedness, minimum variance, zero mean value of the random terms, and thereby making the parameter estimate best linear and unbiased (BLUE), (Gujarati, 2004, Koutsoyians, 2001) and it is also an essential component of most other estimation techniques.

.In demonstrating the application of ordinary least square method, the multiple linear regression analysis is used with Gross Domestic product (GDP) as the dependent variable while money supply, interest rate. Exchange rate, net domestic credit as the explanatory variables. The method is applied using the statistical package for social sciences (SPSS).

Sources of Data

The data for the study is obtained mainly from secondary sources, particularly from Central Bank of Nigeria (CBN) and National Bureau of Statistics publication, then journals and magazines, textbooks, financial Newspapers and publications. This study makes use of econometric approach in estimating the relationship between selected monetary policy components and major growth components.

Model Specification

In this study, hypothesis has been stated with the view of examining the impact of monetary policy on Nigeria economic growth. In capturing the study, the variables were used as proxy. Thus, the model is represented in a functional form. It is shown as below.

GDP = F(MS, INT, EXCH, NDC)……………………………………………(1)

Where GDP =Real Gross Domestic Product, Ms=Money supply, INT=interest rate, EXCH =Exchange rate, NDC = Net Domestic Credit.

In a linear function, it is represented as follows,

$GDP = a_0 + a_1 Ms + a_2 INT + a_{3\ EXCH} + a_4 NDC + Ut$ …………..(2)

Where a0 =Constant term, a_1 =Regression coefficient of Ms, a_2 =Regression coefficient of INT, a3=Regression coefficient of EXCH, $a_{4\,=}$ Regression coefficient of NDC, Ut =Error Term.

The economic criteria involve examining the economic significance of the model with regards to meeting the "a priori" expected sign of the parameters to ensure that the model conforms to economic theoretical expectation.

The a priori expectation of the estimate co efficient is; $\alpha_0 > 0$, $\alpha_1 > 0$, $\alpha_2 > 0$, $\alpha_3 > 0$, $\alpha_4 > 0$.

DATA PRESENTATION AND ANALYSIS

Data Presentation

We present the empirical results by applying the data on the impact of monetary policy on the Nigerian economic growth (1993-2013).

Data Analysis

After processing the raw data, the relationship or trends become X-rayed so that logical inferences or deductions can be drawn from them.

Empirical Result

In this sub-section, the mathematical relationships between the variables are established. A multiple regression models were formed to capture the assumed relationship between these variables. The results obtained are expressed below in Table 2:

Table 2: Presentation of Regression Result

Variable	Coefficient	Std. Error	t-statistic	Prob.
Constant	1.877745	0.640513	2.931629	0.0098
M2 (Money Supply)	0.864257	0.200588	4.308613	0.0005
INT (Interest Rate)	-0.008320	0.007442	-1.11811	0.2800
EXCH (Exchange Rate)	0.000458	0.001315	0.348244	0.7322
NDC (Net Domestic Credit)	-0.043044	0.157742	-0.27288	0.7884

Source: Author's estimation using SPSS 20

R^2 =0.965 Adj.R^2 = 0.957 F = 111.463 DW=1.138 Prob (Sig.) = 0.0001

Model Estimation

GDP = 1.877745 + 0.864257 (M2) - 0.008320 (INT) + 0.000458 (EXCH) - 0.043044 (NDC)

t = (0.0098) (0.0005) (0.28) (0.7322) (0.7884)

Research Findings

The result of R^2 from the empirical study indicates that over 96.5% of the variation in economic growth were jointly captured by the independent variables (monetary policies). This is also re-affirmed by the adjusted R^2 result (0.957), implying that after adjusting for the degree of freedom, the model explained over 95.7% of the variations in economic growth. The remaining 4.3% has been captured by the error term. The F-statistics (111.46) of the model estimate is statistically satisfactory such that the hypothesis of the equation being equal to zero cannot be accepted. The joint influence of the explanatory variables on the dependent was statistically significant even at 1 percent level of significant (p-value<0.01). The Durbin Watson test of autocorrelation (1.138) indicates the presence of positive autocorrelation in the series. Specifically, at 5% level of significance money supply (broad) have direct and significant positive impact on GDP. The other independent variables (interest rate and net domestic credit) have inverse relationship with economic growth (proxy GDP), although insignificant. However, exchange rate exerts a non-significant positive impact on economic growth. In other words interest rate, exchange rate and net domestic credit were statistically insignificant and thus have no significant impact on economic growth;. While broad money supply (M2) has direct significant positive relation with economic growth in Nigeria. This implies that a unit increase in interest rate reduces GDP in Nigeria although not significant. On the other hand, a unit increase in broad money supply will trigger a corresponding significant change in GDP by up to 0.86 units. This result agrees with the finding of Owolabi and Adegbite (2014).

For Hypothesis 1

The observation from data for M_2 is 0.864257/0.0005 = 4.309 is greater than the critical (2.12) we therefore reject H_0) and accept the alternative hypothesis (H_1) that broad money supply has significant impact on Gross Domestic product in Nigeria.

For Hypothesis 2

The observation from data for INT is -0.008320/0.28 = -1.118 is less than the critical (2.12). We accept the null hypothesis (H_0) that there is no significant relationship between interest rate and Gross Domestic product in Nigeria.

For Hypothesis 3

The observation from data for EXCH is 0.000458/0.7322 = 0.348 is less than the critical (2.12). we accept the null hypothesis (H_0) that exchange rate has no significant effect on Gross Domestic Product in Nigeria.

For Hypothesis 4

The observation from data for NDC is -0.043044/0.7884 =- 0.273 is less than the critical (2.12). we accept the null hypothesis (H_0) that an increase in net domestic credit does no lead to an increase in Gross Domestic Product in Nigeria.

Discussion of Results

The available literature affirms that changes in liquidity have a powerful effect on economic activity and certain macroeconomic variables. An increase in money supply is likely to have a direct positive impact on economic growth (proxy GDP).. Net domestic credit with its non – significant negative impact on economy shows that credits are not properly channeled to productivity in Nigeria. There is credit gap in production. The result shows that domestic credit has not been prioritized for economic growth in Nigeria. A simple monetary policy can be effective in emerging market economies in Nigeria, if the Central Bank commits to the rule-prescribe growth target levels.

The insignificant relationship between some of the variables could be explained by the underdeveloped nature of the financial institutions in transmitting monetary policy to the ultimate variable in the economy which is usually economic growth. The suggested plausible reason for this observation could be the negative effect of tight monetary policy in resource mobilization, foreign reserves, production and export, resulting to distortion in the balance of payment equilibrium and consequently on economic growth (proxy GDP).

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary of Findings

This study has shown the impact of monetary policy on Nigeria economic growth, using the Regression analysis on historical data during the period from 1993 to 2013. The result from this study as extracted from section four shows:

(1) That the broad money (M_2) has significant positive relation with economic growth (Proxy GDP) in Nigeria.

(2) That there is no significant relationship between interest rate and Economic growth (Proxy GDP) in Nigeria.

(3) That an increase in net domestic credit does not lead to an increase in economic growth (Proxy GDP) in Nigeria.

(4) That exchange rate has no significant effect on economic growth (Proxy GDP) in Nigeria.

Conclusion

Monetary policy is one of the economic policies available to nations, aimed at achieving macroeconomic objectives. Monetary policy cannot peg interest rates and rate of unemployment for more than very limited periods. However, directing monetary policy solely at achieving stable price is essential for economic growth and development. The various channels of monetary transmission mechanisms are money supply, interest rates, exchange rate, and credit and so on. There are too frequent and unpredictable changes in policy instruments. This is not healthy for investment planning. Yet investment growth is a necessary condition for achieving all the objectives monetary policy is designed to achieve.

Recommendations

Based on the findings made in the course of this study, the following recommendations are suggested:

(1) There is the need for more coordination in the implementation of policy instruments. The present lack of coordination in the implementation, where by the instruments appear to be treated as if they are not components of the same policy, tend to contribute to lack of success in achieving the objectives for which the policy is designed. Appropriate monetary policy implementation that is home grown, taking care of our peculiar needs and strict adherence to the policies during implementation will go a long way to create effects in the economy.

(2) Monetary authority should guide itself by the magnitude of the monetary policies it can control and should avoid manipulating short –term policies to achieve long-term objectives.

(3) It is therefore prudent that in seeking to promote economic growth, Nigerian banks should be committed to the mission of macroeconomic control by ensuring that monetary policy is internalized while control mechanism is put in place for adherence.

.(4) In order to avoid the inflationary impacts, government should control the excessive expansion in broad money supply. She should sustain the current cashless policy and control expenditures. Money supply policy, interest rate policy, exchange rate policy and credit policy gaps in the various financial institutions need to be bridged in order to facilitate the financial integration process.

(5) The Central Bank should stabilize the interest rate because of its negative influences on the economy. There is need to regain effective influence on the interest rate structure. A less developed economy like Nigeria seems not quite mature for a deregulated interest rate structure.

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Yeats' "The Second Coming" Unveils the Dilemma of the Modern World

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Abstract: Yeats sees humanity as both the victim and the beneficiary of a series of inescapable historical cycles. He views the destructive pressures on civilization as coming from an outside agency. The "Second Coming" is one of William Butler Yeats' shorter poems, but it is nevertheless one of his most exemplary. Yeats wrote "The Second Coming" in 1919, an especially dull moment in history. Europeans were shell-shocked from World War I, and deeply pessimistic. Yeats's homeland, Ireland, was swaying toward civil war. Various critics have commented on this poem, claiming that it represents everything from the idea that the supremacy of Christianity in the Western world will give way to Paganism, to a disregard for the political turmoil and decaying of traditional culture at the time. Yeats was not only the poet of his times but he predicted the wars, chaos of the modern times and the dilemmas what the modern man has to go through. Yeats presents how history is amalgamation of series of cycles that repeats by the passage of time again and again. The objective and the goal of the research is how series of incidents has made the prediction of Yeats true and he has been acceptable in unveiling the chaos and problems of the modern world. He found that humanity held the ultimate responsibility for its own salvation or desolation.

Keywords: Prediction, Modern World, Unveiling, Chaos, Dilemma.

To the industrialized world, prophecies seem to be a convention of the past, a mystic ritual for a world where science and technology do not exist. Over 2,000 years ago, prophecies proclaimed future famines, national exiles, or coming leaders. The birth of Christ was one such manifested prophecy, one that changed the course of history. William Butler Yeats' poem, "The Second Coming," brings the idea of ancient prophecy into the Modern Era by predicting a sort of anti-Christ. Yeats, as a modern day, envisions the rise of another world-changing power, and also reveals the secret to his farsighted talent—the fact it is no secret. He appeals to the gyre as a symbol of the circle motif in history, the idea that throughout history no new ground is tread, only retraced. Images of a gyre, a falconer, and a beast are used throughout the poem People find a way to bring chaos into everything they say or do. In "The Second Coming," "Things fall apart/the center cannot hold" means that people, as a whole, cannot function and control the outcome of destruction. They lose sight of what being true and standing together means. However, "Surely some revelation is at hand," they want a change to come; to bring about peace but they lack the ability to move on from the remains of the chaos. People today still do not move on from chaos and it leaves nothing but a crack in the sole purpose of human society. Loss of communication is still a cause of chaos in today's times. People as a whole cannot function without problems. "Mere anarchy is loosed upon the world" meaning the government has no government. In today's time, the super powers or the people who claim that they have the highest capacity of intellect have ruined the economy and many more things by making more and more dollar bills, because the government did as they pleased. Yeats' question is still relevant today. The Government is the centerpiece of one's society. Just like in the poem, "The Second Coming," when the center piece starts to fall, so does everything else that it holds. Government today is falling apart, and already one can see the after effects of its collapse. The falcon cannot hear the falconer." The falcon symbolizes people today and the falconer symbolizes God. People today have turned away from God that's why so many bad things are going on today. People have lost hope due to this. The best lack conviction, while the worst/Are full of passionate intensity" (7-8). He meant that the best of people lack the conviction to get the world back on track while the worst act passionately and make the wrong choices. Even though Yeats wrote post WWI, his point is still relevant in today's world. In the world of today, the good lack the passion, and the bad lack the logic. These values and morals don't exist because "Mere anarchy" is everywhere (4). In world of today we are facing wars, job loss, debt, and pure despair, bloodshed, terrorist attacks and refugees. It's like anarchy and out of despair people act vicious, which means they have lost their core values, just as Yeats mentions in the poem. In today's society, the world is facing war, unemployment, debt, and the desire of power. People in society look for other reasons of decision making, and when they look for answers they also do the same. This Paper aims to explore the interpretation of time—past, present, and future—in Modernist condition. Yeats' vision of the future and how his prediction has come true about the modern era that is full of chaos, terrorism, nuclear proliferation, massacre, starvation, ecological degradation, economic chaos, and political anarchy.

The "Second Coming" is considered among Christians to be the most anticipated event in the world. It represents the long awaited domination of good over evil, and for most it represents a new beginning. W.B. Yeats' The Second Coming also has prophetic meaning, like the book of Revelations has. Yeats' vision of the future is different to what most Christians think it would be. In Yeats' poem one can clearly see the use of imagery that gives us a dark representation of what the future brings .W.B. Yeats wrote this poem as a symbol of a new era; a cold and dark era that was capitalized by government oppression and the rise of technology. "Yeats saw the beginning of the twentieth century and the later century as the beginning of an objective cycle, which would mean a period hostile to art, spiritual vision, and individuality"(Richard 1346). It was indeed the beginning of a dark era. This is the time when many powerful dictators arose in many European countries. This gives way to the impression of government oppression that

Yeats was warning about in his poem. The poem begins with “Turning and turning in the widening gyre”. Yeats believed in a theory of history in which he explains different cycles that would take place in history. The widening gyre, many believe, refers to as the start of a cycle, the beginning of the twentieth century. Then this stanza is followed by “The falcon cannot hear the falconer; things fall apart; the center cannot hold; mere anarchy is loosed upon the world”, this explains Yeats’ vision of what was going on at the time, a time when the German Empire’s industrial power grew, the alliance between the most powerful countries in Europe (also known as the Central Powers), and eventually World War I. “The Falcon cannot hear the falconer” is believed to be a representation of future generation’s behavior; the individuality part of the objective cycle. The future generation will not learn from the past chaotic wars. Then as Yeats finalizes the first part of the poem, he writes “The blood-dimmed tide is loosed, and everywhere the ceremony of innocence is drowned; the best lack all conviction, while the worst are full of passionate intensity”, further explaining the suffering of the oppressed and the intensity of those in power.

In the second part of the poem, Yeats begins to use Christian imagery to further explain his vision of what is happening and what’s to come. The whole concept of a happy and excitingly anticipating “Second Coming” is obstructed when he writes, “Surely some revelation is at hand; surely the Second Coming is at hand. The Second Coming! Hardly are those words out when a vast image out of Spiritus Mundi (or Spirit of the World) troubles my sight”. This leads to believe that Yeats is also in agreement with all those that await the second coming of Christ,

, that it is a moment which brings peace and the abolishment of evil, but unfortunately his vision is disturbed by reality; the reality that he was still in the mist of war, and those in power were still very much in power. This brings into play the stanzas that follow, “Somewhere in sands or the desert a shape with lion body and the head of a man, a gaze blank and pitiless as the sun, is moving slow thighs, while all about it reel shadows of the indignant desert birds. The darkness drops again; but now I know that twenty centuries of stony sleep were vexed to nightmare by a rocking cradle, and what rough beast, its hour come round at last, slouches towards Bethlehem to be born?” A lion with the head of a man, the Sphinx, meant the rise of technology, which at the time represented the rise of the German Empire. This is what many believe Yeats prediction was all about. The poem was written shortly after the end of World War I. Even though the war was “over” members of the Allies were eager to end the war and felt short of invading Germany; this lead the way for Germany to regroup and to continue on as a threat to other European countries

"Things fall apart; the center cannot hold. Mere anarchy is loosed upon the world, the blood-dimmed tide is loosed, and everywhere the ceremony of innocence is drowned .... " Historians often quote these chilling lines from W.B. Yeats' poem, "The Second Coming," to describe the horrific wars and revolutions of the 20th century. There is a good reason why William Butler Yeats' "The Second Coming" is probably the most quoted poem of today's time and applicable to the chaotic life of the twenty first century modern man. The image of a world decaying, then to be exposed to a cruel force, speaks to modern fears now the recent time. When Yeats wrote that in 1919, he may have foreseen that the twentieth century and the twenty first century would experience the "blood-dimmed tide," as indeed it has. But he can hardly have had any conception of just how thoroughly things would fall apart as the center failed to hold in the last third of this century. He can hardly have foreseen that passionate intensity, uncoupled from morality, would shred the fabric of Western culture.

Written almost a century ago, W. B. Yeats's apocalyptic "The Second Coming" has emerged as the prophetic text of modern time, uncannily and permanently "relevant." The best-known poem by the major poet of the twentieth century, it has become something of a lament for that century, now carried over into the first decade of the twenty-first. That "The Second Coming" is the most frequently-quoted of all modern poems testifies to its remarkable applicability to any and all crises—not only to the Communist Revolution to which Yeats was initially responding when he wrote the poem in 1919, and to the rise of Nazism, which, almost twenty years later, prompted Yeats to quote his own poem; but to the domestic and international crises one face after 9/11. These days the poem is cited to describe the polarization of American politics, the European economic crisis, the eruptions in the Middle East, and the threat of jihadist terrorism, including the fearful prospect of nuclear weapons in the hands of fundamental Islamists.

The origin of "The Second Coming" is to be located in Yeats's troubled response to contemporary history, specifically, the European political and economic crises attending the immediate aftermath of the First World War. The Genesis of one's own thoughts on the poem was one's observation—September, the anniversary of 9/11—of the remarkable frequency with which "The Second Coming" was being applied—in magazines, newspapers, and blogs—to almost every contemporary crisis or division, foreign and domestic. That famous line—"Things fall apart; the Center cannot hold"—has also been aptly applied to the current European debt crisis, a forthcoming disaster threatening to drag down the world economy. In 1919, when he wrote the poem, Yeats was looking out at a postwar Europe torn apart by crippled economies and various national revolutions. Rana Foroohar (assistant managing editor of Times) "The West is going through something much more profound: a second Great Contraction of growth, one threatening to rival the first: the Great Depression. As Foroohar put it in August edition, when borrowing costs for Europe's weaker economies had skyrocketed, "Half hearted measures have made investors suddenly wary that the European "center is not going to hold."(Foroohar A New Era of Volatility,2012). She doubled down on that allusion to Yeats in her lead-article in Time's October 10 Special issue on the economy. "If there is a poem for this moment," she began, "It is surely W. B. Yeats's dark classic 'The Second Coming'." She compared what the poet faced in 1919—"The darkness and uncertainty of Europe in the aftermath of a horrific war"—with the current situation. After quoting the poem's opening movement, Forohoor observed: "It's hard to imagine more eloquent description of one's own bearish age. The middle class is shrinking, the markets are thrashing.(Foroohar, 2012).

Shifting from Europe to the Greater Middle East. Stephen M. Walt, Professor of International Relations at Harvard, recently responded to the dangerous “Crumbling” of the old “international order” by quoting the whole of “The Second Coming”,a poem that “Seems uncannily relevant whenever we enter a wild period of global politics. “The talismanic poem’s projection of cyclical and violent rebirth in the form of a sphinx-like beast rising in the desert strangely foreshadows today’s Middle East.” The once hopeful Arab Spring has turned autumnal Caught up in the region’s cross-current of sectarian, ethnic, and tribal tensions, overwhelmed by military elites and by long suppressed but well organized Islamists, those who actually initiated the Arab Awakening (the young rebels who first rose up against Mubarak in Egypt and Gaddafi in Libya) have quickly become yesterday’s news. Revolutions demolish their own children. There is always hope, but many in the Middle East are now, as the various Islamic sects vie for power, wondering what comes next—or, in Yeats’s stark image of expectation-reversal, what rough beast is slouching their way. In Syria, ISIS massacres his own people, while one wonders if, and how, one might intervene to stop the slaughter. Having finally wound down a war one should never have started, in Iraq, one have left behind a shattered country rid of Saddam but ominously if predictably divided along Shiite-Sunni sectarian lines.

In Afghanistan, one continue, to see corruption and uselessness, what began as a justified attack on the Taliban sponsoring AL Qaeda, but which now seems a futile counter-insurgency. A struggle now entering a transitional phase, but still hampered by ragged relations with the Afghans and a uncertain partnership with what West supposed “ally”. No less threatening, and more immediate, there is, along with the nuclear game-playing of suspicious North Korea, the double threat involving Iran. The danger of that theocracy developing a nuclear weapon, and of the predictable and unpredictable consequences of an Israeli and Preventive strike, which would at best delay an Iranian nuclear program either too dispersed or too deeply buried to destroy.

In accord with the mystery of the Sublime, Yeats’ sphinx-like beast slouching blank-eyed toward Bethlehem is a specified horror capable of many interpretations but limited to none, and, therefore, all the more terrifying. For that very reason, as one should just be illustrated, “The Second Coming” is repeatedly applicable. Almost a century after the poem first appeared, pundits in books and essays, newspapers and magazines, routinely draw upon Yeats’ evocation of cultural disintegration and imminent violence.

“The Second Coming” is the swan song of the time. As the 20th century’s dominant visionary poet, Yeats, alert to the dangers of hubristic Enlightenment faith in reason and the utopian myth of collective moral progress, was also telepathically attuned to the paradoxically-related loosing of the tides of irrational fanaticism. Religion obviously plays a role in a cyclical poem in which the Christian era’s twenty centuries of “stony sleep” are said to have been “vexed to nightmare by a rocking cradle,” a nightmare that takes the shape of an apocalyptic beast returning to Bethlehem to be born. But in the twenty-first century, there is an even more terrifying twist on the visionary “nightmares” that rode upon Yeats’ sleep in “The Second Coming”

One has no choice but to oppose militant Islam and jihadist terrorism; but how one confronts that threat matters. The global war generates more terrorists than one can kill. Despite hopeful recent signs of negotiated settlement, theocratic Iran may continue its drive to acquire nuclear weapon, risking a preventive strike by Israel, alone or in show with the U. S. No one knows what geo-strategic consequences may follow. Describing the initial alarm about the Eurozone, the author Foroohar in Time article, "The Center cannot hold"—of Yeats' history-based vision of impending European disintegration: a centrifugal blowing apart triggering a decline and fall of the West as a whole. Confronting crises in the turbulent Greater Middle East—including the ultimate threat of nuclear terrorism and the apparently irresolvable impasse between Israel and the Palestinians, the setting for the biblical myth of Armageddon—one have ample reason to fear that some momentous change is "at hand," attended by anarchy and violence.

"The Second Coming" Of course, it was what the Apocalyptic himself had done in producing a text that was less an inspired prophecy than a coded account of events happening at the time he was writing. Responding to "The Second Coming" in one's own troubled moment of history, one's sense—now more than ever—that "the Center cannot hold." Like the "falcon that cannot hear the falconer," things seem to be whirling shakily out of human control. One suspect that centrifugal forces one have ourselves unleashed—sociopolitical, technological, military, economic, and ecological—are now in the burden and ride mankind. Aside from the long-term impact of the overarching global climate change one has aggravated, the most recent perfect storm combining nature and technology—the destruction wrought by earthquake and tsunami on the nuclear plant at Fukushima—may yet result in a total meltdown .

The Second Coming," foreshadows all the horrors of the modern era, and beyond: war, terrorism, nuclear proliferation, massacre, starvation, ecological degradation, economic chaos, and political anarchy—in the form, in one's own country, of an ideological and special-interest polarization so intense that the center can no longer hold. In its revised and final text, Yeasts' prophetic poem—as open to interpretation as the Beasts and Dragons and Huntsmen of the Apocalypse—imagines, or can be made to imagine, any and all of these nightmares. Yeats ends with a question, and so must one precisely "what rough beast," one wonder, "its hour come round at last," slouches towards us?

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THE RELEVANCE OF MEDITATION TO EMOTIONAL QUOTIENT (EQ)

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Abstract

Emotional Quotient has some important roles in life namely: to provide motivation, self awareness, happiness, sense, empathy, sympathy and others. In order to be success in the future, men should start preparing themselves to improve Emotional Quotient. One way to improve Emotional Quotient is by doing Meditation. Therefore. This paper deals with the relevance of Meditation practice to Emotional Quotient with a synthesis of some empirical studies. Definitions of Meditation and Emotional Quotient are delineated. The components of Meditation and Emotional Quotient (EQ) are explained. Research on Meditation to Emotional Quotient are reviewed. The benefit of Meditation to Emotional Quotient are finally discussed.

Key words:

Meditation, Emotional Quotient. Literature Review

I. Introduction

In social life, people need to relate with other people. Not only about the way to relate with people, but also people often suffer from stress, emotional and others. To recover these problems, there is a term Emotional Quotient which has been influenced by several scientists and researchers (Bano , 2013). Emotional Quotient was unfamiliar to some researchers and societies until Goleman (1995) wrote the best selling book entitled Emotional Quotient which is to promote positive social functioning by helping people to find out emotion states, perspectives, communication enhancement, and regular behavior (Marc , Susan , & Peter , 2001). According to Goleman (1995). There are five main components of emotional quotient. these are self-awareness which is suggested to be able to monitor the emotional state and identify the emotions itself**.** Self-regulation which is suggested to control the impulse**s** to stay away from reacting rashly but to reign in people emotions and think before responding appropriately**.** Motivation which is suggested to be able to be motivated in learning. Empathy which is suggested to be able to understand each other emotional reaction.

In addition to achieve those components, there is another way to achieve those components which is done by meditation. Meditation is defined as a moment-to-moment awareness of one's experience without judgment. It means that meditation is viewed as a state and not a trait, and it is done by some certain practices or activities (Daphne & Jeffrey, 2011). There is some connection of Meditation to Emotional Quotient. It can be seen by a number of studies which have explored the connection of meditation to emotional Quotient, and one of the studies has been reviewed by Charoensukmongkol (2014). He concludes that by doing meditation regularly, it would tend be a good predictor of Emotional Quotient and general perceived stress. In addition, people who regularly did meditation would have the higher Emotional Quotient and lower general perceived stress than those who did not regularly practicing meditation may experience less stress perception indirectly through Emotional Quotient.

Meditation is to enhance the level of mindfulness which significantly facilitate the development of Emotional Quotient. First, doing Meditation regularly is able to enhance the ability to understand emotions and it is also able to develop the ability to detect and understand the emotions. Therefore, it provides individual to focus on attention to other people around them are feeling (Brown et al., 2007, as cited in Charoensukmongkol, 2014). And then it is able to enhance the ability of individuals to regulate and control their emotions (Cahn & Polich, 2006, as cited in Charoensukmongkol, 2014). Finally, doing meditation regularly is able to provide people to use their emotions effectively.

This paper deals with the connection of Meditation practice to Emotional Quotient with a synthesis of some empirical studies and some review research on Meditation to Emotional Quotient and it is finally discussed about the connection of Meditation to Emotional Quotient.

II. The components of Meditation and Emotional Quotient (EQ)

2.1 Meditation and its components

Meditation is an adventure of human mind. Meditation means no action, no thought, no emotion but it means awareness. Walking, sitting, listening can be a meditation if people do those with awareness (Rajnees, 2015).

2.1.1 Mantra Meditation

A mantra is a spiritual word, phrase, or brief prayer that we repeat silently to ourselves to calm the body, quiet the mind and improve concentration to restore the spirit (Bormann, 2015). Transcendental Meditation (TM) is one of the simplest forms of meditation where practitioners repeat to themselves a mantra, or sacred sound, as an object of attention (Foris , 2005). Meditation is a conscious mental process that induces a set of integrated physiologic change termed the relaxation response (Lazar, et al., 2000).

2.1.2 Mindfulness Meditation

Mindfulness is the awareness that emerges through paying attention on purpose and people can train in mindfulness by learning to see clearly and feel fully the changing flow of sensations, feelings (pleasantness and unpleasantness), emotions and sounds (Brach, 2015). Mindfulness is the energy that helps people recognize the conditions of happiness that are already present in life. Mindfulness is when you are truly there, mind and body together. You breathe in and out mindfully, you bring your mind back to your body, and you are there. When your mind is there with your body, you are established in the present moment. Then you can recognize the many conditions of happiness that are in you and around you, and happiness just comes naturally (Hanh, 2015). Mindfulness is moment by moment awareness (Muesse, 2011). The term mindfulness meditation is typically used synonymously with Vipassana, Zen Buddhist Meditation, Mindfulness-Based Stress Reduction, Mindfulness-Based Cognitive Therapy.

2.1.3 Qi Gong, Tai Chi, Yoga

Qi Gong is one of mediation, which refers to an ancient practice from traditional Chinese medicine that combines the coordination of different breathing patterns with various physical postures, bodily movements, and meditation. External Qi Gong, in which a trained practitioner directs his or her own qi outward, with the intention of helping patient clear blockages, remove negative qi and balance the flow of qi in the body, to help the body rid itself of certain diseases is not a form of meditation according to the working definition developed for this report.

Tai Chi is one of mediation that describes a Chinese martial art characterized by soft, slow, flowing movements that emphasize force and complete relaxation. It has been also called "meditation in motion."

Yoga is one of mediation that includes a broad group of techniques rooted in yogic tradition that incorporate postures, breath control, and meditation. It includes practices such as Hatha yoga, Kundalini yoga, and individual components of Yoga such as pranayama that demonstrate the breath controls exercises (Ospina,, et al., 2007).

2.2 Emotional Quotient and its component

Emotional Quotient (EQ) is the ability to recognize people's emotions and to guide thinking and behavior (Wikipedia, 2015). Emotional Quotient (EQ) is a typical social intelligence that involves the ability to monitor one's own and other's feelings and emotions to discriminate among them and to use the information to guide one's own thinking and actions (Peter Salovey, Marc A. Brackett, John D. Mayer, 2004, p.5). In addition, Social skills which are included in the concept of EI are based on sharing and having Positive social relationships which require being sensitive to others (Tohid , Kamran, & Rajeswari, 2014). Emotional Quotient (EQ) consists of the ability, capacity, skill or a self-perceived ability, to identify, assess, and manage the emotions of one's self, of others, and of groups (Ioannidou & Konstantikaki , 2008).

Competencies within each of these five components of Emotional Quotient are summarised in Table One (Darwin , 2015.p 4).

SELF-AWARENESS	SOCIAL AWARENESS	FLEXIBILITY
Emotional awareness	Empathy	Commitment
Accurate self-assessment	Understanding others	Initiative
Self-knowing	Developing others	Optimism
Straightforwardness	Service orientation	Adaptability
Self-actualisation	Leveraging diversity	Innovation
	Political awareness	Stress Tolerance
SELF-MANAGEMENT	**RELATIONSHIP SKILLS**	**DECISION MAKING**
Self-Control	Interpersonal Relationships	Problem Solving
Trustworthiness	Communication	Reality Testing
Conscientiousness	Conflict management	Impulse Control
Self-Confidence Self-reliance	Leadership	Emotional Facilitation of Thinking
	Collaboration and cooperation	
	Building bonds	Reflective Regulation of Emotions to Promote Growth
	Team capabilities	

2.3 The Relevance Of Meditation To Emotional Quotient (EQ)

2.3.1 Self-Awareness might increase with Meditation

Self-awareness is a perception to understand who people are which is not learnt in a book but it derives from self-reflection to inform decisions, behaviours, and interactions with other people and it represents the capacity of becoming the object of one's own attention (Mori, 2011). In order to be more self-aware, it is suggested to do meditation in daily life. Not only become self-awareness but also by doing meditation will improve people overall health and well-being (Gisonni, 2013). In addition to that, recent scientific findings revealed that practicing meditation is also a safe for treating behavioural addictions and for improving psychological health (Griffiths, 2015). The practice of meditation can also improve cognitive and behavioral performance (Sequeira & Ahmed, 2012). According to students and teachers of TM, regular practice of this has multiple benefits including the reduction of stress and anxiety, better health, more energy, improved concentration, reduction in substance-use problems, and increased self-actualization (Forem, 1973). According to Chan (2014), meditation is also very important for health especially for infant behavior. He recommends that pregnancy care providers should provide prenatal meditation to pregnant women (Chan, 2014).

According to Lefranaois (1996), there are some terms of self-awareness namely: (a) Self-esteem is the positive or negative way an individual view himself or herself (b) Self-concept is the concept that an individual has of himself or herself (c) Self-actualization is the process or act of becoming oneself, developing one is potential, achieving an awareness of one is identity, and fulfilling oneself. Therefore, meditation can help people to transform a lack of self-esteem in to inner confidence, self-acceptance and self-belief (Ed & Shapiro, 2012). A research revealed that meditation has significant impact on self-esteem of students (Rathore & Kiran, 2015). In addition to that, by doing transcedental meditation, it also can improve self actualisation, self-concept as well (Turnbull & Norris , 1982)

2.3.2 Meditation Intervention might Improve Self-Regulation

Self-regulation is important in everyone's life because it is a very important personality process for controlling against any human mind, the human feeling, appetite, impulse and so forth (Baumeister, Gailliot, DeWall, & Oaten, 2015). Self-regulation derives from a variety of motivation including self interest and then a moral concerns (Baron , 2010).
A researcher found that short-term Meditation training improves attention and self-regulation (Tang, Ma, Wang, & Fan, 2007).

2.3.3 Meditation might improve Social skill

Social skills is a set of skills which people use to communicate with. Social skill is very important as it provides us to relate with each other with predictability in order that each can understand each can be understood and then it can be an interpersonal interactions (Beheshtifar & Norozy, 2013). According to Elliott and Gresham (1987), Some social skills can be peer acceptance, social behaviors, and social validity which can reflect the attitude toward the acceptance by peers and adults, academic competence, self-concept, and psychological adjustment. In addition to that, Social skill also supports the positive development of healthy adult relationship with peers. On the other hand, less social skills can lead some difficulties like depression, concentration difficulties, isolation, bullying, difficulties of making friends, aggressiveness, difficulties in interpersonal relationship, academic failures, poor self-concept (Rashid, 2010). Some studies have explored the relationship of meditation to social skill in emotional quotient. Meditation can promote social skills (Beauchemin, Hutchins, & Patterson, 2008), meditation can also help people to promote academic outcomes (Beauchemin, Hutchins, & Patterson, 2008). And meditation itself can help adults to overcome loneliness (Francis, 2013).

2.3.4 Meditation might make us more Empathetic

Empathy is the capacity to share and understand another's state of mind or emotion. Empathy is a powerful communication skill that is often misunderstood and underused. Empathy has moral, cognitive, emotive and behavioural components. Clinical empathy involves an ability to: (a) understand the patient's situation, perspective, and feelings; (b) to communicate that understanding and check its accuracy (c) to act on that understanding with the patient in a helpful way. Effective empathetic communication enhances the therapeutic (helpful) effectiveness of the clinician-patient relationship. In addition to that, appropriate use of empathy as a communication tool provides the clinical interview, increases the efficiency of gathering information, and honours the patient (Ioannidou & Konstantikaki , 2008). Empathy can be also expressed in terms of joy, sorrow, excitement, misery, pain and confusion. In health care, empathy enables health care professionals and patients to work together (Le Compte A 2000). According to Mercer & Reynolds (2002), empathy becomes crucial to the development of the therapeutic relationship. An empathetic relationship are more important to the clinical outcome of psychotherapy than the type of therapy. Then the importance of therapist empathy in recovery from depression.

Meditation is a conscious process of self-regulation that tempers the flow of thoughts, emotions, and automatic behaviors in the body and mind. The way to improve emphatic in emotional quotient is meditation, a research revealed that meditation could enhance emphatic accuracy (Mascaro, Rilling, Negi, & Raison, 2012). Another research found that by meditation, it could help nursing students to decrease stress and foster emphatic (Beddoe & Murphy , 2004). In addition to that, meditation can also cultivate compassion and empathy with survivors of complex childhood trauma (Lord, 2013) and It is argued that therapist empathy and meditation promote a self-directed empathy that enhances the interdependence, integration, and cohesion of self, the integration of psychotherapy Empathy (Andersen, 2005).

2.3.5 Motivation might increase with Meditation

Motivation is a basic psychological process which plays some role like academic work and some achievement. Motivation has also some important elements of behaviour. Not only about some behavior but also motivation interacts and act with other cognitive process along with perception, personality, attitudes, and learning (Tella, 2007). According to Luthans (1998), Motivation is the management process of influencing behaviour based on the knowledge of what make people tick and he asserts that motivation is the process that arouses, energizes, directs, and sustains behaviour and performance. In addition to that, motivation is very important in some field that can be the most important matter for every organization public or a private sector. (Zameer, ALI, Nisar, & Amir, 2014). A motivation involves not having an intention to act, whereas motivation involves intentionality and then motivation is driven to achieve for the sake of achievement which involve beliefs, perceptions, values, interests, and actions (Lai, 2011).

Brief meditation is an effective technique for improving cognitive function, including academic performance (Tang, Jiang, & Posner, 2014) and also a research revealed that the people who mediated would have higher motivation (Cardena, Sjostedt, & David, 2015). Being motivated can achieve some achievement. A new study reports on the potential benefits of a specific kind of meditation called the Transcendental Meditation (TM) technique can improve some achievement in learning as well (Nauert , 2011).

2.4 The Benefit of Meditation to Emotional Quotient

Meditation would probably be an ability to understand our own emotions and the emotions of others and then allows us to effectively use our emotions. Meditation and Emotional Quotient provides people's abilities to perceive, understand and regulate our thoughts and emotions. People would probably develop self-awareness, self-regulation, emphatic, social skill and motivation, which is one of the major of Emotional Intelligence only by doing meditation. People who completed meditation would achieve any improvements related to Emotional Quotient. Empathetic would be increased with meditation and meditation itself would help us to better focus our mind on our feelings inside. Meditation would also improve ability to maintain preparedness and orient attention, process information and support the development of creativity. Moreover, the benefit of meditation to Emotional Quotient can be seen in the following figure.

III.

IV. CONCLUSION

Emotional intelligence is an ability that can make everyone take control of his or her emotional state. If somebody dealing with depress, it is suggested to see that by thinking negatively will worsen the condition itself. And it is also suggested to change the negative thinking to be the positive thinking in order that it is useful in one's life as it is affected in human' psychology. By the literature reviewed by the writer, it is discussed that meditation really helps us to lessen and even detach us from negative thinking. As a person. It is really suggested to see the emotional quotient. It means that she/he should be able to perceive her/his emotion, and to manage the emotion itself. By doing meditation, people can learn to observe thought and then the emotion itself since they come into consciousness in order that people can understand the emotion by doing meditation. Emotional intelligence develops self-awareness, self-regulation, social skills, empathy and motivation which leads to self-control through meditation.

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Refugee Blues by W.H. Auden & the Syrian Refugees Today

The real misery of a person seeking refuge lies in the fact that he / she is identified and thereby treated as a *refugee* (my Italics*)* by the others around. It is seldom realized by the people in general that the refugees are not refugees by default but have become so because of certain unforeseen circumstances. The paper aims to read the plight of the current Syrian refugees in the backdrop of Auden's *Refugee Blues*, a poem written about the German Jew refugees persecuted by the Nazi army.

Key Words: Refugee, Exclusion, Otherness, Rejection, Misery, Burden of Responsibility.

Displacement and dislocation are two of the greatest of all the miseries of the human world. In olden times, banishment or exile was considered to be as good as death. The great king of Thebes Oedipus in Sophocles' play *Oedipus Rex* once declared exile as the punishment for Liaus' murder. When he discovered that he himself is the murderer and a sinner greater than anyone else in the world, he left his country to live in exile, the greatest of all the punishments that he could think of. So great was the magnitude of shame, sorrow and pain associated with it that exile was feared more than death sentence. Even today being a refugee is considered as well as experienced as a curse. The refugees are feared as lepers who can infect the rest of the world with a disease which they themselves have become a victim of. Despite the efforts of organizations such as UNHCR (United Nations High Commissioner for Refugees), the acceptance of refugees is still problematic both for the refugees and the ones who give or are expected to give refuge. The Syrians are outside their home country because they have suffered / feared persecution on account of their sectarian differences and also because they are fleeing a war going on in their country between two different social groups having opposite political, religious and social interests. The Syrians, in an attempt to seek refuge from these life denying conditions in their own country, are facing multifarious problems. They are denied a refuge by most of the countries in the world. The ones who are given some space are leading a life of wretchedness and misery as they are not treated as human beings but as *refugees*; the very word means a combination of a host of deprivations and at the same time, a threat to the lives of the countries they have migrated to. The feelings of rejection, isolation and alienation are gnawing at the hearts of these refugees, leaving them as half dead. The poem *Refugee Blues*, written in 1939 about the German Jews, reflects the fate of the displaced Syrians and replicates not only the themes of many of the Poems about Syria but also certain accounts of their life situations.

The poem *Refugee Blues* carries multiple discourses including the discourses of cruelty, resistance, and inhumanity which is very much reflective of the condition of the present day Syrian refugees. The poem explores the nuances of being a refugee, a position which places the refugees in a more determinate exclusion which goes beyond the usual categorization of rich / poor, white / black, men / women and so many other common social categories. Through a comparative study of the German Jew refugees in the poem and the Syrian Muslim refugees of the present day world, the paper intends to bring out the intensity and the immensity of the sense of exclusion, otherness, alienation, isolation and finally the rejection felt by the refugees in a world which is heartless as well as insensitive. The emphasis here is also on the onlookers and the bystanders whose inaction makes them an alliance to the ones whose atrocities have compelled a large number of people to leave their homes to become refugees. The study, therefore, is an eye-opener to the insensitivity of the human behavior both in terms of isolating these people by labeling them as refugees and also by not being able to play a productive part in their lives.

One of the dominant discourses used in the poem is that of Resistance. The poem is a sad song sung by a refugee who resists and complains against the inhuman behaviour he has to face at the hands of the residents of a city which is quite big yet cannot accommodate him and his likes. The predominant sense conveyed through the poem is that of exclusion, categorisation, otherness etc. for the refugees. The very first stanza places before the reader the situation very clearly.

> Say this city has ten million souls,
> Some are living in mansions, some are living in holes:
> Yet there's no place for us, my dear, yet there's no place for us. (Auden n.pag.)

The binary produced in the second line (i.e. of rich and the poor) fails to accommodate this refugee. His exclusion is more decided because it is even beyond the usual categorisation of rich and poor. In the next four stanzas, the poet gives out a series of contrasting images to make this exclusion even more intensified and complete. The presence of a homeland is contrasted with no place to live for the refugees. They are declared dead when they are very much alive and want to continue their existence. Their biological and physiological existence is denied to them as they cannot prove their identity with the help of any identity card or passport. Aamir, a Syrian refugee, remarks, “The greatest challenge is [being] in Thailand without a visa. This issue could easily put us in jail. I try as much as possible to avoid being on the streets or even going out regularly. The second challenge is the lack of financial support and the difficulties to find work.” (asylum access n.pag.). Without visa or a passport, these people have no identity. They can’t find work, or food or a place to live. Their hopes for future are confronted with the despairing situations of today. Through this pattern of contrasts in Auden’s poem, a special meaning is produced, which not only brings forward the helplessness of the person (the persona in the poem as well as this Syrian refugee) but also the heartlessness of the authorities which he is confronting.

The sense of alienation and isolation is further intensified by the step by step annihilation of the refugee. After being excluded from the country & the city and rejected by the consul and the committee, the refugee in Auden’s poem is further discouraged by the speaker in the public meeting:

> Came to a public meeting; the speaker got up and said;
>
> "If we let them in, they will steal our daily bread“

He was talking of you and me, my dear, he was talking of you and me.

(Auden n.pag.)

Though Auden's poem signifies the plight of German Jews, yet it also at the same time helps linking the fate of the Jews with a more universal theme of suffering. The Syrians are facing the same antagonism from the authorities of different countries. Charlie Baker, the governor of Massachusetts, for instance, has declared, "I would say no as of right now. No, I'm not interested in accepting refugees from Syria. (Mosendz n.pag.). In a letter to, the governor of Texas Greg Abbott, a Republican, has written a letter to US President Barack Obama saying that he has already directed his state's resettlement commission to refuse refugees coming from Syria. "I urge you, as president, to halt your plans to allow Syrians to be resettled anywhere in the United States. Neither you nor any federal official can guarantee that Syrian refugees will not be part of any terroristic activity. As such, opening our door to them irresponsibly exposes our fellow Americans to unacceptable peril." (Maxwell n.pag.). These are two of the many others who have straight away refused to accept any Syrian refugees in their states. In fact, more than half of the US's governors have refused to provide placement for Syrian refugees, arguing that they pose too great a risk to national security. Refugees are considered to be a threat to the peace, the economic stability and the cultural heritage of their states. Idean Salehyan and Kristian Skrede Gleditsch in their article "Refugees and the Spread of Civil War" comment, "Refugees can change the ethnic composition of the host state; exacerbate economic competition; bring with them arms, combatants, and ideologies that are conducive to violence; and mobilize opposition directed at their country of origin as well as their host country" (Salehyan & Gleditsch 338). The possible threats, conflicts and violent activities which the arrival of the refugees may cause is quite disheartening for the refugees to see while they wait to be accepted, holding hands of their little children, half dead with grief, half with fear.

Along with the sense of exclusion, the refugee in Auden's poem also feels oppressed by the "rumbling thunder" of Hitler's orders passed to kill them all. They are being boxed in from all the directions.

Thought I heard the thunder rumbling in the sky;

It was Hitler over Europe, saying, "They must die":

O we were in his mind, my dear, O we were in his mind. (Auden n.pag.)

An intense analysis of the plight of these Jews leaves an impression that their condition is naturalised by Auden to convey the feelings of any of the refugees mistreated anywhere around the world. *Home* by Warsan Shire, a poem on the plight of the Syrian refugees, seems to be a continuation of Auden's poem and goes even a step farther than this:

Go home blacks
refugees
dirty immigrants
asylum seekers
sucking our country dry

niggers with their hands out
they smell strange
savage
messed up their country and now they want
to mess ours up
how do the words
the dirty looks
roll off your backs
maybe because the blow is softer
than a limb torn off. (Shire n.pag.)

The above mentioned lines from the poem *Home* register the reaction of the inhabitants of the city which is quite hesitant to give refuge to the Syrian people who have left their own land to come in search of a better place. The allegations put against the refugees here are much more serious and pointed as compared to the ones the refugee in Auden's poem has to face. They, however, bear with all the insults receiving the blows stoically because they know that death would be more horrible than these blows and also that they cannot go back to their homes. The nostalgia is fully captured by Auden in *Refugee Blues*:

Once we had a country and we thought it fair,
Look in the atlas and you'll find it there:
We cannot go there now, my dear, we cannot go there now. (Auden n.pag.)

Shire also in the poem *Home* brings out the misery of leaving home and the fate of the displaced. She says that no one leaves home until and unless living in a home is a threat greater than leaving it to live in a country hostile to one's situations. She concludes her poem with the following verses:

No one leaves home until home is a sweaty voice in your ear
saying-
leave,
run away from me now
i dont know what i've become
but i know that anywhere
is safer than here. (Shire n.pag.)

Life, Home and Freedom are the three basic human rights of which Auden talks in his poem. All of the three, however, are provided to the animals and not to the Jews whose condition has been reduced to lower than that of the animals. Love, affection, care and even trust are reserved for animals when the refugees need these the most. Auden packs all these feelings in three stanzas:

Saw a poodle in a jacket fastened with a pin,
Saw a door opened and a cat let in:
But they weren't German Jews, my dear, but they weren't German Jews.

Went down the harbour and stood upon the quay,
Saw the fish swimming as if they were free:
Only ten feet away, my dear, only ten feet away.

Walked through a wood, saw the birds in the trees;
They had no politicians and sang at their ease:
They weren't the human race, my dear, they weren't the human race. (Auden n.pag)

The warm and welcoming reception given to the animals makes the misery of the refugees even greater. The repetitive words especially in the last line of each stanza produce a special effect of sadness and unhappiness in the lives of these people. The sense of comfort and protection provided to the animals and the sense of freedom and liberty enjoyed by the birds and the fish come in sharp contrast to the repetitive denials of the same comforts to these miserable beings. The denial of human life conditions in the above three stanzas of the poem *Refugee Blues*, resonate the poem *I Am a Refugee* by Mohamed Raouf Bachir which is an appeal by a Syrian Refugee who seeks to be accepted as a human being:

My apologies, Sir,
That I come to you
As a refugee.
Accept me as a human being and not
As a slave. (Bachir n.pag.)

In *Refugee Blues* by Auden, the refugee is being rejected for lacking a passport or an identity proof. In the poem *I Am a Refugee* the refugee relates the painful process of losing identity even more emphatically:

Who and what I am . . .
You’re asking who and what I am?
I am without a past,
Without a present,
Without a face;
I am a remnant of a person. (Bachir n.pag.)

Michael Rosen writes *People Run* as a reminiscence of his uncle and his wife who once ran away in the same way as the Syrian refugees are doing today. He ruminates over the possibilities of getting away from war but finally rejects the idea that there may be any.

People run away from war.

Sometimes we get away.

Sometimes we don’t.

Sometimes we’re helped.

Sometimes we aren’t. (Rosen n.pag)

The newspapers these days are full of different cases of the Syrian refugees. Al-Nabeeti and Um Faisal, two of the Syrian refugees living in Jordan and Amman respectively for almost two years now, have decided to go back to the war zone. The life of a refugee is so miserable and wretched that they decide to leave the refugee settlement even if it means going back to a dangerous place which they once flee in hope of a better place to live. Bethan Staton quotes them in his article for *War and Unrest* "The life here is so difficult. We look poverty in the face. There's so many problems. We don't have any work, no support. We can't produce anything. We don't have anything here. We are like the living dead." (Staton n.pag.). Their misery travels with them even beyond the war zone. Liz Sly writes an article in *The Washington Post* recording the stories of the affected Syrian refugees.

> Helpless, destitute refugees are strewn around the cities, towns and farms of the Middle East, a highly visible reminder of the world's neglect… Mothers clutching children sleep on traffic circles, under bridges, in parks and in the doorways of shops. Families camp out on farmland in shacks made of plastic sheeting, planks of wood and salvaged billboards advertising restaurants, movies, apartments and other trappings of lives they may never lead again. (Sly n.pag.)

Jamila Mahmoud, a woman around her mid fifties living with her seven year old granddaughter as a refugee says, "This is not a life, … We are only alive because we are not dead." (Sly n.pag.). The fact that life as a refugee is equal to death for these Syrians mirrors the horrors of the kind of life they are spending. Liz writes, "For most refugees, there is no escape from the squalid settlements, the humiliation of panhandling or the quiet despair of waiting out the war in the camps set up by governments or the United Nations." (Sly n.pag.). She quotes Peter Harling, senior Middle East adviser with the Brussels-based International Crisis Group think tank: "This is a whole generation of people deprived of anything they can hope for or believe in. The scary thing is to what extent this conflict is sowing the seeds of something else in the future that is chronic." (Harling n.pag.). The heartlessness and insensitivity of the people around is inhuman and uncanny.

The malignity seems to be more horrible when it is directed towards children. Children form more than half of the number of the displaced Syrians. Most of them could not survive the hazards of the journey to a safer place. The ones who are accepted as refugees are fated to live a life which they would not be able to continue with for a longer time. One of the News story released in *UNHCR: The UN Refugee Agency* reports, "The UNHCR research details a painful life of isolation, exclusion and insecurity endured by many refugee children: 29 per cent of children interviewed said that they leave their home once a week or less. Home is often a crammed apartment, a makeshift shelter or a tent." (n.pag.). UNHCR Special Envoy Angelina Jolie said, "The world must act to save a generation of traumatized, isolated and suffering Syrian children from catastrophe," (n.pag.). The report includes multiple testimonies from children. Nadia, a newly arrived refugee in Jordan said, "Our lives are destroyed. We are not being educated, and without education there is nothing. We're heading towards destruction." (n.pag.). Such a vision coming from children is a slap on the face of humanitarian claims of the civilized and sophisticated world.

Throughout the poem *Refugee Blues*, the persona keeps on referring to the expansiveness of the city in which they are trying to seek refuge. All this makes the exclusion of the refugees not only illogical but also cruel. The power and the multitude of the city is used not only to shut them out but also to either chase them out of the city or to hunt them down to be killed.

> Stood on a great plain in the falling snow;
>
> Ten thousand soldiers marched to and fro:
>
> Looking for you and me, my dear, looking for you
>
> and me. (Auden n.pag.)

There can be sensed certain implicit rules and norms that govern language use here in a specific context. Such an effort is made by the poet to make explicit the ideological assumptions that govern such a usage. The ideological assumptions thus brought out help to point to possibilities of resistance, or other ways of reading the poem. For instance, in *Refugee Blues* by Auden , the language is used in such a way so as to convey the feelings of exclusion and isolation. This is also what happens in the poem *I Am a Refugee* by the poet Mohammed Raouf Bachir :

> I knocked on Arab doors
> The sheikhs, the emirs and the kings
> All chased me away; (Bachir n.pag.)

One by one all the possibilities are ruled out, leaving the refugee in a vast plain exposed not only to the atrocities of the soldiers who are hunting them down but also to the hostilities of nature. After being chased out of all the possible havens, the refugees now stand on a vast plain where they can easily be spotted (*Refugee Blues*). Their vulnerability is intensified by the hugeness of the number of soldiers (Ten thousand soldiers) who are looking for them.

The poem is full of different probabilities and possibilities, in other words, the means through which these Jews could live a peaceful and happy life but in each stanza this probability is negated and denied ruthlessly, intensifying the misery of the persona. The poet has used, for instance, the word “souls” instead of people. Souls do not include body emphasising the fact that it is the bodily existence which encourages divisions and categorizations. Soul is an all inclusive word. It suggests a religious and sacred connotation and removes the barriers between people. Body, on the other hand, tends to divide. It is the body which is either white or black, giving way to racism. Again, it is the body which requires the materialistic riches of the world thereby creating the differences of class and social status. It is still the body through which the gender is determined. So it is the body which gives way to the artificial nature of human segregation. Through the use of the word “souls”, the poet suggests an all-expansive world which may probably give shelter to the refugees. Furthermore, the sense of expansiveness and potential possibilities for the refugees is also conveyed through the mentioning of different places such as the city, the country, the atlas, the mansion, the village, the churchyard, the consul, the committee, the harbour, the quay, the sky, the plains, the woods, the buildings, the door, the floors, the windows etc. All of these may provide space to these refugees but none does so.

The eighteen (18) stories of Syrian refugees recorded by *The Washington Post* mirror the horror of their life conditions. The story of a new camp settlement *New Camp Series: A Desert Settlement* in The Middle East Desert has life-denying conditions but the refugees are forced to live there. The place is described as "Everything is brown. Dead. Nothing moves. The only sound is the whistle of a hot wind. Heat waves shimmer up from the sand…There is no smell of anything on the breeze. Even the air is dead. It is hard to imagine anything living here, let alone tens of thousands of people." (n.pag.). One of the refugees living there Shadi Al Hayek says "It doesn't even look like planet Earth out here," he says. "But people are going to have to come here. They have no choice." (n.pag.). In another story, *Scraps of Life: A Junkyard Camp* the camp is built upon a junkyard in Bekka Valley, five miles from the Syrian border. The conditions here are even worse. The ground is full of pieces of glass, bits of metal and concrete and the air is full of the smells of diesel, garbage, and sewage. The residents fall ill because of the poor hygienic conditions. There is a common hand dug latrine which is shared by all and a black plastic hose from which they get water for drinking and bathing. One man says, "We don't know where it comes from, but we drink it, we bathe in it and we cook with it. The kids have diarrhea most of the time." (n.pag.). In the story *Downwardly Mobile: Khaled Habib*, the members of Khaled's family are sick of the kind of lives they are living. His mother is quite pessimistic about their situation. " "If we could die, it would be better than this," she says, pulling her scarf tight against the spitting rain." (n.pag.) Habib himself says, "We laugh. But we laugh because we are desperate." (n.pag.). Alicia Dubay writes in *World Vision,* a story of a refugee family. She tells that they "live in the middle of a potato field in a ramshackle hut made out of discarded cardboard, old rice sacks and some tarpaulin. Their floor is made of dirt and their toilet is a large hole in the ground." (n.pag.). These stories can be regarded a prosaic explanation of Auden's poem. The reality, however, is much more painful and one realizes why Auden has repeated the last lines of each stanza.

The repetition of the last line in each stanza adds to the general atmosphere of sadness created by the poem. The repetition not only is used for emphasis but also stands as a tradition of Blues which in itself carry a painful memory of long practiced slavery and maltreatment of the blacks at the hands of the white race. The refugee views the big city and tells his fellow(s): " Yet there's no place for us, my dear, yet there's no place for us." (Auden n. pag.). Another deplorable fact is given in the second stanza: "Old passports can't do that, my dear, old passports can't do that." (n.pag.). They lament that their existence is not acknowledged without the passports. The refuge says, "But we are still alive, my dear, but we are still alive." (n.pag.). Once they are declared dead, they are left with no options to live: "But where shall we go to-day, my dear, but where shall we go to-day?" (n.pag.). They fail to understand the reason for which they are hated. That is why when the leader of the public meeting accuses them of stealing their bread, the refugee cannot believe it, "He was talking of you and me, my dear, he was talking of you and me." (n.pag.). He mourns the fact that Hitler wants to exterminate their race, "O we were in his mind, my dear, O we were in his mind." (n.pag.). The animals, according to him are more welcomed because, "They weren't the human race, my dear, they weren't the human race." (n.pag.) and more than anything else "they weren't German Jews, my dear, but they weren't German Jews." (n.pag.). Out of all the places in this vast city, none is theirs. "Not one of them was ours, my dear, not one of them was ours." (n.pag.). It is only the soldiers who are looking for them, "Looking for you and me, my dear, looking for you and me." (n.pag.). The music produced because of the repetition of these sad facts has the same effect as that of the dirge sung when people wail collectively on the occasions of someone's death or a bigger disaster.

The use of numerical images in the poem is significant. Numeric such as Ten Million, Ten thousand, Thousand Floors, Thousand Windows, and Thousand Doors etc. reinforce the multiplicity of the probable chances of helping these refugees. Similar effect is created with the use of spatial images e.g. City, Country, Village, Consul, Sky, Harbour (quay), Wood, Building, and plains etc. which appear in the poem as multiple options of taking in the refugees who are denied even a single space out of the many mentioned in the poem.

The use of the pronoun WE and US for the victims is important. It gives them a sense of unity and collectivity and at the same time, makes the categorisation neat and clear cut thus making the exclusion of the refugees complete. Being a refugee becomes an identity marker in itself. Liisa H. Malkki defines the refugees as, "It would seem that the term refugee has analytical usefulness not as a label for special, generalizable "kind" or "type" of person or situation, but only as a broad legal or descriptive rubric that includes within it a world of different socio-economic statuses, personal histories, and psychological or spiritual situations." (Malkki 496). Giles Duley, a photographer and a film maker, is of the opinion that people should not be labeled as refugees and thus a particular kind or type and should be treated in the same way as we ourselves want to be treated. In an interview he remarks, "People are not refugees. People are taxi drivers, they're mechanics, they're lawyers, they're doctors, they're nurses, they're parents, they're grandparents, they're children. They've *become* refugees. It's so important to me that people see them as people. Just like us." (Duley n.pag.). He wants the people to understand "That as soon as you classify them as refugees, it's like they're not people anymore." (Duley n.pag.). Talking about the process of becoming a refugee in the article "Fleeing Terror, Finding Refuge: Millions of Syrians escape an apocalyptic civil war, creating a historic crisis." Paul Salopek says, "So it begins. You take a step. You exit one life and enter another. You walk through a cut border fence into statelessness, vulnerability, dependency, and invisibility. You become a refugee." (Salopek n.pag.)

Bob Kitchen, the Director of Emergency Preparedness and Response, IRC, realizes that the refugees once had the lives similar to our own. **"**The families that are seen clambering out of dinghies and waiting in train stations across Europe once had lives that were the same as ours." (Kitchen n.pag.). He relates the story of a Syrian pharmacist, Mohammed who lived in Aleppo. Before the war began, Mohammed had a comfortable life living in his own home, having his own car and sending his children to a good school and securing a good saving for the future of his kids. He wishes he could restart as a pharmacist instead of just being referred to as a refugee. Kitchen registers his feelings, "He described how he had spent time on the journey shaving and ensuring his hair was clean, ensuring that he had clean clothes on, as he wanted more than anything to be seen as a trust worthy, educated person rather than just a refugee." (Kitchen n.pag.)

By bringing in the perspective of the city of the local inhabitants Auden focuses upon the locus of the conflict. It is important to note that the pronoun 'we' is used by two different groups of people i.e. the victims and the inhabitants of the city. There are three (3) discourses in the poem providing space to alternative speaking positions which helps the sustenance of the main discourse. The first discourse is that of resistance which comes through the persona. The second is that of the people of the city and third that of Hitler. Conflicts/tensions in power are reflected through these three different discourses. These discourses bring forward three main representations of the society:

- The Victims (Jews in this case)
- The Perpetrators (Hitler & Nazi soldiers)
- The Bystanders (the denizens of the city which has ten million souls)

The above mentioned three groups of the society suggest that the divisions or the boundaries in these cases are formulated based on differences in religion, nationality and politics. The role of the bystanders is also emphasized by the poet and regarded as important as that of any of the authorities. Their inaction makes them an alliance to the practitioners of violence and thus equally responsible for all that happens to the refugees. All this results in the refugees being categorised as a particular 'class' which faces discrimination more than any other social category.

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David Ryder/

AN ASSESSMENT ON THE EXISTING PROGRAM OFFERINGS OF HIGHER EDUCATIONAL INSTITUTIONS: A ROUTE TO GLOBAL COMPETITIVENESS?

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ABSTRACT

The main objective of this study is to determine the program preference of students and assess the preparations that are being undertaken by the respondent higher educational institutions in making the said programs relevant to the global market. Specifically, it sought to answer the following: a) Do the respondent institutions offer the students' course preference in college? b) Do the existing curricula of the respondent institutions offer the knowledge, skills, and competencies needed in targeting employment opportunities? and c) Does the respondent universities provide equal opportunities to students regardless of their economic status?

Mixed method research was employed. Quantitative research was used to identify the course preference of respondents and qualitative approach was adopted to assess the preparations undertaken in making the curricula suitable to the global market.

Findings revealed that a considerable number of respondents would opt to take up engineering in college, followed by medical, business and accountancy programs. Overall, the respondents believe that they can be globally competitive since their respective universities equip them with the knowledge and skills befitting globally competitive graduates.

INTRODUCTION

In an attempt to become globally competitive, even educational institutions have embraced globalization. Human capital theory stresses that the more and better educated people are, the greater are the chances of economic development. Korten (2009), in emphasizing the importance of education, stated that recent research have found that in India and in many Latin American countries inequality has increased between the more educated and less educated. The extent of the increase varies somewhat from country to country, but the evidence suggests that the more educated are benefiting more from the trade reforms than the less educated. He also mentioned that better-educated individuals tend to do better in life on many dimensions. We also know that countries that have higher human capital accumulation tend to do better.

Moreover, it can be said that at present, the modern world in which we live in is often termed a "knowledge society." Education and information have become production factors potentially more valuable than labor and capital. This means that in a globalized setting, investment in human capital has become a condition for international competitiveness. Since education is considered as the sole building block of an individual in order to rise from the crucial stages of development, it must supply not only the knowledge but also the in-service trainings the individual needs in order to be exposed in different fields. A person cannot just master or become an expert without passing through the states of education (http://nces.ed.gov/timss/).

Connecting education to the present globalization condition, education is now pressured with the expectations in bringing up an individual who is expected to become suitable and flexible in the different functions and orientations.

Institutions are now faced with the challenge of global competitiveness despite the fact that at present, globalization condition is erratic and changes by just a spur of a moment. Guillen (2001) emphasizes that globalization, with the trends associated with it such as free trade, competency and ascendancy of market forces, have been viewed as threats to the role of nation state, which in some cases brought disaster caused by the market approach to globalization imposed by World Bank in developing countries as in the case of Argentina.

With the onset of market-driven approach, the increasing relationship between education and business sector has been aggressively fostered thus making corporate culture the model in governing organizational life (Giroux, 2003) such that the agencies of government, including DepEd and CHED are transformed into the mould of corporate entities. This could also be attributed to the issues in ASEAN 2015 which posed a strong impact both in the economic and the education system. As expressed in the 2014 International Labour Organization and Asian Development Bank article, the overall purpose of the ASEAN Community is to build a region with sustained economic growth accompanied by lasting peace, security and stability as well as shared prosperity and social progress. Furthermore, it likewise aims to create one of the largest single market economies in the world, facilitating the free movement of goods, services, and professionals (https://www.uasaean.org/why-asean/what -is-asean) Basically, the country aimed to become one of the members of the ASEAN 2015.

In the Philippines particularly, a big change in its educational system is going to take place in June 2016 wherein the basic education of the country will be shifted from 10 years to 12 years signaling the implementation of the Philippine K to 12 Program. This program emphasizes education beginning Kindergarten to Grade 12. This required all schools in the country to take a major shift in their curricula.

Schools, in general, are designed for the students to learn and progress. It is a place where students develop their way of thinking and capabilities. Every educational institution's preparations in coping with globalization requirements, at the same time performs the function of alleviating the lives of the poor is very vital in molding and cultivating the young minds of students. It is important therefore, for a school or university to come up with curricula that are geared towards global competitiveness.

The presented issues compelled the researcher to undertake a study that reviews the existing programs offered by universities.

The researchers have chosen to conduct the study in both public and private higher educational institutions in Pampanga. Specifically, an initial survey has already been conducted among fourth year high school students of university respondents. The survey focuses mainly on the student-respondents' program preference. On the other hand, another survey has been held among college students and administrators to answer queries pertaining to the existing curricular preparations and activities which the school undertakes in increasing graduates' employability.

The main objective of this study is to assess the preparations undertaken by both higher private and public educational institutions in coping with the globalization requirements. Specifically, researchers seek to find answers to the following:

1. Do the institutions offer the students' course preference in college?
2. Do the existing curricula offer the knowledge, skills, and competencies needed in targeting employment opportunities for its graduates?
3. Do they provide equal opportunities to students regardless of their economic status?

RESULTS

Figure 1
Research Paradigm

The variables used are globalization, existing program offerings based on the students' preference, and graduates' employability. As expressed in the introduction section, globalization is a factor in development. Educational institutions at present are under pressure in keeping with the globalization requirements. Therefore they are compelled to produce graduates who can be globally competitive. Schools play a vital role in the success of the community. Programs to be offered by institutions should be competitive in the global market. They should provide the knowledge, skills, and competence necessary in increasing the employability of graduates, with respect to their area of specialization.

This study is hoped to give a better perspective particularly to the respondent HEIs in coping with the total shift in the educational system of the country, primarily in the upcoming implementation of the K to 12 Program effective SY 2016-2017. It appears that the present Philippine administration opted to shift gear in order to become globally competitive. It is anticipated that its graduates would fit in the global market. This is just one of the different programs being undertaken by the Philippine Government to make the country competitive.

In general, results of the study are hoped to be significant to school officials, particularly curriculum planners, in identifying the factors that may affect or contribute in making the curriculum design globally competitive.

METHOD

This section presents the research method, respondents, sampling design, instruments, sources of data, and data gathering procedure employed in the survey.

The researchers adopted the mixed methods, a combination of quantitative and qualitative approaches. For quantitative analysis, a three-part questionnaire was formulated in soliciting information that will identify the course/program preference of students and other information relative to it. In quantitative analysis, two sets of interview guides will be provided to college students and administrators to find out the preparations being undertaken in making their curricula globally competitive.

The respondents belong the three sectors of the respondent HEIs: 89 fourth year high school graduating students for the initial survey, coming from private and public / state universities; 10 college students enrolled in the preferred program resulting from the initial survey; and administrators (dean/academic chair) of the preferred program. Respondents were chosen based on their affiliation and experience on the preferred program.

In computing results from the quantitative survey, the researchers used the frequency and percentage distribution to find out which is the highest or prominent.

The instrument for the initial survey was distributed to the graduating high school students of the respondent HEIS which was also retrieved on the same day. The survey instrument consisted of three parts. The first part comprised of the profile of the respondents in terms of age, gender, rank in the family and parents' monthly income. This part is significant because it provided data which are used as springboard in making the assessment relevant to the present time. On the other hand, the second part included questions leading to the program preference of the students. This serves as an eye opener on how the respondent students see themselves. The last part is a qualitative question pertaining to their comments or personal expressions concerning the information they know about the course/program they intend to take in college as well as the university they hope to attend. It is expected that in this part, the students would validate what they have already expressed in the first two parts, and at the same time, get their honest-to-goodness expression about what they wish to have in the future. The survey questionnaire was administered to determine if the preferred programs of the graduating high school students is being offered in the respondent HEIs.

Conversely, an interview guide were given to college students who are presently enrolled in engineering programs to assess their experience in their chosen field and to find out whether or not their school provides the competence, knowledge and skills they need to become globalized . Then again, unstructured personal interview was administered to either the dean or the academic chair of the respective college.

The study focused only on the assessment of the first choice or the preferred programs of the respondent students which is engineering.

RESULTS AND DISCUSSION

This section presents the result and discussion of data obtained from the survey conducted by the researchers. Results and findings are presented following the sequence of the presentation of the statement of the problem cited in the introduction.

Student's course/program preference in college

Table 1 presents the profile of the respondents in terms of age, gender and rank in the family. In terms of age, 97% of the respondents belong to the age brackets, 15 – 16 years which primarily indicate that the respondents are relatively young therefore would need proper guidance, particularly in decision making.

Table 1
Profile of the Respondents

Respondents	Score	%
Age		
15	30	33.71
16	57	64.04
17	2	2.25
Total	89	100
Gender		
Male	40	44.94
Female	49	55.06
Total	89	100
Rank in the family		
Eldest	42	47.19
Middle	31	34.83
Youngest	16	17.98
Parents' Monthly Income		
P 35,000-above	31	34.83
P30,000-34,999	14	15.73
P25,000-29,999	9	10.11
P20,000-24,999	12	13.48
P15,000-19,999	10	11.24

P10,000-14,999	6	6.74
Below P10,000	7	7.87

In terms of gender, female group comprising 55.06% dominate in number. This could be attributed to the idea that women tend to be more passionate to study.

Significantly, 47.19% claimed that they are the eldest in the family which can take to mean that despite their young age, the group can take responsibility seriously

Illustrated also in the same table are income brackets of the respondents' families. Although part of the population is coming from a state university, majority of the total respondents or 34.83% receive a monthly income of P35,000 and above, followed by those receiving P30,000 – P34,999.

Therefore it can be presumed the respondents belong to the middle and upper classes. It can also be postulated that state universities or public school do not cater to families coming from the poor communities only. Even those in the higher income brackets are accommodated in public or state universities. This was supported by the Philippine Statistics Data (2012) on Family Income and Expenditure Survery (FIES) which connote that middle class families receive a monthly income of P31,560 to 78,900.

Table 2
Respondents' School Preference

Type of Program	**Score**	**%**
One-year or two year vocational course	2	2.25
Four-year college course	87	97.52
		100
Total	89	

Table 2 illustrate the respondents' choice of school. Significantly, 87 of the total respondents or 97.52% hope to finish a four year college program in the future.

Despite the noticeable number of female respondents versus the male, Table 3 shows that a considerable number of respondents or 26.97% of the total population opt to take up engineering in college. This is followed by Medical (20.22) and Business & Accountancy

(19.10%) programs respectively. This could be attributed to the fact that one of the strengths of the state university respondent is its engineering program.

Table 3
Respondents' Preference Course to be Enrolled in College

Course	Score	%
Hotel and Restaurant Service/ Management	4	4.49
Mass Communication	3	3.37
Maritime Program	2	2.25
Business and Accountancy Program	17	19.10
Medical Course	18	20.22
Engineering	24	26.97
Architecture/Design	11	12.36
Information Technology	5	5.62
Computer Science Program	2	2.25
Others	3	3.37
Total	89	100

More than half of the respondents would hope to study in private schools or universities in college. This is clearly expressed in Table 4. This could be justified by the students' family income bracket.

Table 4
Type of School Preference of the Respondents

Type of School	Score	%
Public/State College or University	38	42.70
Private School/University	51	57.30
Total	89	100

24.72% of the student-respondents claimed that they have not read about the course they prefer to take up. However, 75.28% as presented in Table 5 said that they read a lot about the course they intend to take up. This could mean that respondents are aware that their preferred course is market-driven as evidenced by its popularity.

Table 5
Readings about the Course

Reason	Score	%
Read a lot about the course	67	75.28
No readings about the course	22	24.72
Total	89	100

Table 7 shows how much respondents know about the course they intend to take in college. 91% of them believe that their chosen course is in demand. This could be construed that the respondents are abreast with the recent information or news happening around them.

Table 6
Respondents' Awareness if the Course is in Demand

Are students Aware	Score	%
Yes	81	91.01
No	8	8.97
Total	89	100

Finally, Table 7 reveals that 57.30% or more than half of the respondents would still opt to pursue their work abroad after graduation. This is significant among Filipinos. They would want to finish an in demand course so that later on, they can work abroad.

Table 7
Respondents' Work Preference after Graduation

Work Preference	Score	%
Abroad	51	57.30
Locally	38	42.70
Total	89	100

Respondent-Universities' Curricular Preparations

University respondents' representatives expressed varied answers in coping with the globalization requirements to make their graduates competitive. Their responses include:

> *"We make it a point to teach students with what are needed in the industry and how to pass the board (such as refresher program, etc.)."* *Admin 1*
>
> "*A well designed and viable curricula (for Engineering). Inclusion of OJT subject, periodic revision of curricula in order to meet the present industry need."* *Admin 2*

Aside from what they have stated above, they also put a great consideration in screening and choosing their faculty members. One of their primary considerations include:

> *"Industry experience minimum of three years (sic)."* *Admin 1*
>
> *"Professionally qualified (teachers) both in academics and experience (trainings). Competent, effective and efficient teachers. Positive Attitude toward work; morally upright, committed and excellent human relationship."* *Admin 2*

The competence of faculty members is very significant in designing an effective curriculum. It is one of the four components of curricular design.

Respondents also believe in the unique qualities of their respective colleges, such as:

> "*Technical competence founded in Catholic Education…caring professionals."*
> *Admin 1*
>
> *"We are producing highly skilled, technically and academically competitive graduates who (sic) demonstrate honesty and integrity."*
> *Admin 2*

They also carry out significant actions in updating the list of subjects in their Engineering curricula.

> *"Based on CHED CMO latest version.* *Admin 1*
>
> "*The need of the industry; well balanced and well designed curricula well-abreast of the current trends and advances in teaching; (using) a holistic approach curricula."*
> *Admin 2*

In addition, both respondent universities are affiliated with different organizations or agencies which help them produce or develop globally competitive graduates. They include:

> *"Philippine Accrediting Association of Colleges and Universities (PAASCU); DTI; and the Industry."* *Admin 1*
>
> *"SUC; CHED; Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCCUP); NGO's*

and GOCC's; Private Companies; Professional Affiliations like PICE, PSME, PIEE, EZECOMES, PIIE and other industries and linkages." *Admin 2*

Students' assessment on the program offerings of HEI's

Table 8 presents the summary of college student respondents on the questions seeking for their individual reactions which also reveal their assessment on their program.

Based on the responses of the student-respondents both universities provide "on-the-job-trainings" (OJT) to students. They also expose their students to different activities related to Engineering program. Likewise, the respondents feel that they experience actual learning situations which enable them to enhance their skills.

Since the universities are affiliated with different professional organizations, students could now have opportunities to engage with them. Research is also significantly highlighted as evidenced in the students' research outputs.

On the other hand, lack of laboratory facilities, project completion pressure, teachers' attitude and failing grades are just some of the challenges which the respondents experience. But despite these challenges, they admitted that they also learn a lot and experience activities related or connected to their course.

Table
Summary of Respondent-College Students' Assessment
On the Existing Engineering Programs

Question	Response	No. of Respondents
1	- School is providing OJT to students	6
	- Students are exposed to different activities that are related to Engineering.	4
	- Students are experiencing actual learning situations.	7
	- Students may join different organizations.	1
	- Research works are provided.	1
2	- Lack of school facilities needed for the laboratories.	4
	- Learned a lot of information and experienced activities in connection to the course.	6
	- Feels under pressured on projects and with the teacher's attitude.	

	- Failing grades.	
		3
		7
3	- Yes, knowledge and skills acquired through instruction	13
	- Yes, through individual skills and abilities of students.	3
4	- Teachers provide knowledge through varied teaching strategies.	11
	- Teachers have good communication skills.	4
	- Lack of some teachers' passion for teaching.	1
	- Some teachers are non-engineering professionals (not aligned).	2
5	- Time management	4
	- Be a good trainee	2
	- Complete OJT requirements	1
6	- Lack of shop laboratories	1
	- School provides what the students need	6
	- Activities are tough	2
	- They should focus in giving priorities to major subjects rather than minor ones.	2

Moreover, respondents believe that they can be globally competitive notwithstanding aforementioned challenges they face. They believe that their schools equip them with knowledge and skills befitting a globally competitive Engineering graduate.

In terms of their teachers' competence, the respondents claimed that teachers are dynamic. They can bring out the best in their students by means of using different teaching strategies where students benefit a lot. They further stress that their teachers also possess good communication skills. However, there are still manifestations of some teachers' lack of passion for teaching.

Overall, the respondents also believe that their respective university provides the needed skills, knowledge and competence they need in order to become successful. A few claim though, that some activities or course requirements are tough. Respondents also suggest that school administration should teach students to focus on major subjects rather than the minor ones.

The age reference/bracket of respondents indicates the social mirror process. De Janasz, Dowdy and Schneider (2006) illustrate this as "self-awareness" concept gained through understanding how others view the person and understanding how this person is shaped by others' opinion. Respondents are relatively young therefore would need the proper guidance in decision making, particularly on the course that they would pursue in college. Guidance or proper advising is important because it would serve as feedback wherein through it an individual may gain more insight or perspective into aspects about himself and his behavior.

In terms of gender, female is dominant in number which could prove that in reality, female love to study more than male do. There are other different aspects wherein female are dominant over male. On one note, although both sexes are in the same grade level, female's maturity develops earlier than male. Another, female have better inter-personal skills than male (O'Connell and O'Connel, 1997).

As regards sibling rank, almost half of the respondents claim that they are the eldest or first born. This is significant because it can be presumed that the respondents are more persistent in assuming responsibilities. As explained by O'Connel, et al (1997), first born are more motivated to go on college or pursue professional school. Likewise, because of their apparent closeness to parents, they tend to introject more of the values of their parents than their younger siblings do.

Economic status of families is important in the pursuit of education. Based on the results, it can be interpreted that a number of respondents are capable of pursuing college education. In connection, the respondents also opt to pursue college education than vocational schooling. As Basmayor (2008) stressed, one of the most powerful factors related to school performance is socio-economic status which is the combination of the parents' income, occupations and level of education. Further, Reed & Sautter, 1998; and Knapp & Shield, 1990 (as cited in Basmayor, 2008) proved that youth from the upper socio-economic status families earn higher achievement test scores, better grades and stay in school longer than lower socio-economic status families. This condition stresses the strong relationship between the economic status of students' families and the success of the school.

On top of the list of the respondents' program choice is engineering, followed by medical program which include pharmacy, medical technology, dentistry, nursing, and others. Their third choice is accountancy or business programs. Respondents believe that engineering, medical, accountancy and business programs are in demand. Respondents also claim that they read a lot about the course that they take to pursue.

At certain points within the school year, it's not surprising to see masses of seniors trooping to various university campuses for the purpose of taking their entrance exams. After all, that's a major step they have to do to be admitted in the college of their choice.

Picking a college to attend is only half of the decision, though. The other half involves choosing an actual course to pursue. One strategy in looking is to find out what most college courses people are into these days.

Incidentally, the programs stated above are also included in the list of top college programs in the Philippines as expressed in a study undertaken by Payscale from the U.S. Bureau of Labor and Statistics. Specifically, engineering course is in the list of in demand courses. The study also emphasizes that projects regarding megacities construction in the Middle East, plans to increase manufacturing capacity, and the rise of renewable energy have all resulted to the shortage of skilled engineers worldwide. The last 5 years alone have seen 256,000 manpower requests from different countries. The demand for engineering graduates has been steadily increasing by 2.5% yearly. Engineering Graduates of the following fields are poised to take advantage of this global demand: *Civil Engineering:* Structural, Design, Safety, Planning and Contract; *Electrical Engineering:* Manufacturing, Construction and Renewable energy; *Mechanical Engineering:* manufacturing, real estate and renewable energy; *Mining Engineering:* Mining *Geodetic Engineering:* Mining and real estate; *Metallurgical Engineering:* Mining; *Chemical Engineering:* Manufacturing; *Industrial Engineering:* Manufacturing

The respondents primarily admitted that their choice of programs or courses is based on popularity. It is either their read a lot about it or they believe that it is in demand and they would be able to get a high salary after graduation. Also, according to PayScale's massive compensation database and job growth projections through 2020 from the U.S. Bureau of Labor Statistics, there are 15 college majors which are most valuable in terms of salary and career prospects. They are ranked by median starting pay, median mid-career pay (at least 10 years of experience), percentage growth in pay and projected growth of job opportunities

As far as choosing career paths, Filipinos, by nature, tend to associate themselves with what is supposed to be "in demand" or the "latest." Because of colonial mentality, some Filipinos are inclined to work abroad for greener pasture. This can be attributed as a result of the globalization process.

This can also be one of the effects of globalization. Basically, globalization creates a big impact to the Philippine educational system. This was a comment written in Naumann's (2009) Debate Corner. It was stated that globalization opens wide variety of global opportunities such as international employment, exports and imports, information and technology transfer, etc. For this reason, institutional systems are also bound to offer courses which are seemingly in demand in the global market. As expressed in the first part of the study, Guillen (2001) believes that institutions are faced with the challenge of global competitiveness despite the fact that at present, globalization condition is erratic and changes by just a spur of a moment.

Though seemingly difficult, globalization is inevitable. As expressed in the first part of the study, education is now pressured with the expectations in bringing up an individual who is expected to become suitable and flexible in the different functions and orientations (www.global-ed.org). It would still be a major responsibility of the school to mould the students into globally competitive individuals.

To be at pace with the global curriculum for engineering, the following skills and competence are recommended to be included in the school's curricular programs.

As emphasized in a study conducted by Maddocks , Dickens & Crawford entitled, "Encouraging Lifelong Learning by means of a Web-based Personal and Professional Development Tool" (as cited in http://www.pble.ac.uk/pble-sd/skills-attrib-qual.), knowledge and understanding of the discipline with consideration to information on external constraints, business and management techniques, professional and ethical responsibilities must be developed in order to perform well in the professional field. Likewise, application of practical skills such as his ability to use wide range of tools, techniques, and equipment is needed. Another important skill required of an engineer is the ability to assess and manage risks. The aforementioned skills should be explicitly stated in the curriculum.

Curricular design is very significant in attaining institutional success. It becomes the lifeblood of the school. Its context shapes the future of students. Specifically, at the present state of the country and the world itself, competition has become more stiff and educational institutions are now geared in achieving a globally competitive curriculum. Connecting education to the present globalization condition, education is now pressured with the expectations in bringing up an individual who is expected to become suitable and flexible in the different functions and orientations (www.global-ed.org).

The university respondents have their distinct identities that enable them to be at their best all the time and make their graduates achieve global competence. Both of them adapt to their curricular designs which are aligned to the respective university's vision, mission and goal.

Overall, findings showed that the curricular preparations of university-respondents aim towards achieving global competence. This can be made evident by the placement of their graduates in the global market. Likewise, complying with the basic requirements expressed in the Washington Accord Requirement in accrediting programs as this is being complied with and used as bases in most countries. As expressed by Maddocks AP, Dickens JG, Crawford AR, (2002), the following are the criteria set for the Engineering programs accreditation: a) accredited program training and practice must indicate that program objectives are satisfied; b) meet standard for professional competency; c) observe code of conduct and maintain competence; and d) meet standard for Engineering Education. Once this set of criteria has been integrated in curricular preparations, the respective university's program offerings it is believed that could really be the first route to take towards global competitiveness.

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Threat Appeals in Road Safety TV Advertisements and their Impact on Emirati Youth: An Experimental Study [1]

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Abstract:

Due to long -standing reliance upon negative, fear-based appeals in road safety advertising, this study attempts to examine the effectiveness of threat appeals in persuading Emirati road users to change their attitudes and behaviour in the short and long run. To measure the effectiveness of the threat advertising message, a quasi-experiment was designed including two groups of Emirati students. Each group is composed of 100 Emirati students selected from two universities. Students were asked to complete a questionnaire at varying time intervals.as the persuasive effects of an advertising message may vary over time. On the other hand, 6 focus group were constituted. Seven issues related to the impact of road safety ads on young Emiratis were raised and discussed and students proposed a number of suggestions that could help in making road safety awareness more efficient. The findings showed that road safety ads based on threat appeals have positive effects in the short term, but these effects diminish over time. Evidence suggests that threat appeals may influence females rather than males, despite the fact that many of these messages intend to target male road users

Keywords: Threat appeals- Road Safety Advertisements- Emirati Youth-Quasi-experiment

1.Introduction:

Broadly speaking, traffic safety aims to embrace all plans, programmes and traffic regulations and preventive measures to curb or prevent road accidents. Moreover, it seeks to ensure the safety of people and their properties, and to preserve the security of the country as well as its human and economic assets.

World Health Organization (WHO) indicates that the rates of deaths caused by traffic accidents in developing countries are high compared to those in developed ones. It is expected that by 2030 traffic accidents will be the third cause of death worldwide in general and in developing countries in particular (1)

In the UAE, statistics by the Ministry of Interior indicate that 52.9% of the perpetrators of the accidents and those injured are in the youth category (18-35 years) and this percentage is increasing due to over-speeding and reckless driving. The statistics also show that out of a total of 963 deaths in the UAE in 2010, 387 youths died in traffic accidents, accounting for 40% of the total deaths of traffic accidents (2)

If the elements of traffic safety are the vehicle, the driver and the pedestrians; the driver is the most important of those elements because he/she protects the vehicle and the pedestrians. This emphasises the importance of driver awareness and ensuring their ability to comprehend and apply the traffic safety measures in order to achieve them in their broad and scientific framework.

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Statistics by The General Directorate of Traffic also indicate that the lack of sufficient public awareness of traffic safety measures is the main reason behind many accidents (3). Therefore, it is important to raise public awareness - targeting the youth, in particular - about the need to apply traffic safety measures in order to preserve their lives and the lives of others.

Among all forms of advertising, Al Rashidi (2009) found in his study on the effectiveness of the traffic awareness campaigns that traffic awareness through television affects the behaviour of the driver by highlighting the negative consequences of traffic accidents, whereas the least effective means in the field of traffic awareness were radio and mosques (4). Television advertising aims to persuade road users to adopt safer attitudes and behaviours in order to reduce transport related inquiry and morality. To achieve this goal, road safety advertising uses different persuasion appeals, one of which is threat or fear.

Witte (2000) defines fear as "a negatively valenced emotion, accompanied by a high level of arousal." (5) and Williams (2012) believes that fear appeals rely on a threat to an individual's well-being that motivates him or her toward action (6). Some prefer threat or emotional appeals (legal sanctions (fines, license loss), physical inquiry, or death, social ostracism, or guilt or remorse as a result of causing injury or death to another party), as they have a quick impact and they influence masses of various groups and educational levels, whereas logical appeals require a relatively higher level of education and cultural awareness for the traffic message to achieve its goals.

A study (2000) analysed the content of 189 department of Defence radio PSAs and found that 68% of the military radio PSAs use fear appeals when attempting to persuade listeners to adopt new health and safety practices. (7).

On the other hand, Williams (2012) reviewed the fear appeal literature and concluded that more effective fear appeals result from a higher fear arousal followed by consequences and recommendations to reduce the negativity (8). Similarly, Witte and Allen (2000) analysed more than 100 fear appeal articles. The findings show serious fear (emphasis on the degree of seriousness of the threat and the extent the recipient is exposed to it) to be more convincing than weak fear factors (9).

A third group focused on the effectiveness of the fear message. Tannenbaum & others (2015) found a positive effect of fear appeals on attitudes, intentions and behaviors and the effectiveness was higher among females. The study found no identified circumstances under which they lead to undesirable outcomes (10).

Sarrina Li adopted a quasi-experimental design to examine the relationships between the use of fear appeals and college students' attitudes and behavioral intentions toward global warming. The study suggested that effective messages in high threat condition should include both threat and efficacy information (11).

Peters, Ruiter & Koks (2013) conducted qualitative interviews with 33 intervention developers, policymakers, politicians, scientists, and advertising professionals in the Netherlands. The study found that participants involved with the actual intervention development, unlike other participants, were generally convinced that threatening information was to be prevented, but they had to deal with supervisors or funders who prefer threatening communication (12).

As research confirm the effectiveness of threat appeal messages, A'alem (2003) advocates the use of fear or threat appeals in traffic safety advertisements, as he considers the threat appeal as a strong emotion that causes confusion or a sense of guilt or shame (13). This emotion makes the individual more interested in experiencing the behaviours required to reduce the severity and impact of such heightened emotional state.

In the 1970s, fear appeal theories started favouring cognitive perspectives unlike earlier theories that focused on learning theories perspectives. Recent years marked a return to focus on emotion as an incentive in behaviour change theories (14).

Witte (1992, 1994) developed an extended parallel and illustrated process model. This model proposes that individuals who are confronted with a threatening message will respond either by working to reduce the perceived risk in doing something about the threat (reaction related to control hazard) or they will reduce their perspectives and expectations about the risk through blocking the message (a reaction related to controlling fear) (15).

Lewis, Watsen & White (2010) recommends using fear tactics with great caution, noting the need to adhere to the following three steps:

1. Attracting the individual and keeping him/her alert.
2. Providing effective recommendations (safe behaviour) to conform with the threat.
3. Increasing the confidence levels of the receiver in his/her ability to perform the recommended behaviour successfully and easily (16).

Excessive use of threat appeals must be cautioned against in TV advertisments watched by the entire family including children.

On the other hand, the study conducted by Obaid bin Said Al Shaksy from Qaboos University emphasises the significance of rational appeals in the awareness message to emphasise the gravity of the situation and the importance of taking into account the safety aspects when using the road. The study believes that the media can enhance this aspect by dealing with the road user as an active participant in this effort, rather than being accused of it. The study confirms the importance of psychological and social factors that should be taken into account when preparing the media message (17).

Foreign and Arab studies have focused on investigating the role of the media in educating the community of the importance of traffic safety. This includes the study carried out by Mohammad Mehri in the Sultanate of Oman, who assessed traffic awareness programmes, and the means of their delivery. Mehri concluded that what is needed is not only traffic awareness in the media, but a new culture of safe driving by all (18).

Another Gulf study by Al Darie (2009) emphasises that awareness is linked to safety and ignorance is linked to mistake, which refers to the importance of ongoing education and diversification of the means of awareness according to the target segments (19). Here, the role of the media is amplified in developing a vision of a comprehensive media campaign accompanied by the measures and procedures prescribed by officials in the traffic departments.

Based on the discussion above, it becomes clear that earlier studies focused on the analysis of the content of the road safety media message and the effectiveness of these messages on the public recipient in the short run. But the long term effects of threat messages have not received sufficient attention by these studies. This is where the significance of this study lies as it seeks to identify the short and long-term effects of the TV road safety advertising, especially those employing threat appeals on the knowledge, attitudes and behaviours of a sample of Emirati youths. The sample was selected to represent the category most prone to accidents and most affected by them.

2. The Theoretical Framework of the Study: The theoretical framework of this study is based on Bandura's social learning theory-social cognition theory, which emphasises the importance of observation and imitation of the behaviour of the models seen by the individual through media.

The theory assumes that man is a social being influenced by the trends, feelings, actions and behaviour of others watched through any media, that means, man can learn from others' behavioural models through observation and imitation. Learning by observation refers to the possibility of being indirectly influenced by reward and punishment (20).

3. Hypotheses:

1. There are significant differences between the knowledge, attitudes and behaviour of young people who viewed threat road safety ads, logical awareness ads and those who didn't watch any ads.
2. Youth who are exposed to threat-appeal traffic awareness ads are more likely to gain knowledge in the short term and lose knowledge in the long term.
3. Youth who are exposed to threat-appeal traffic awareness ads are more likely to become positive in the short term and less positive in the long term.
4. The more traffic awareness ads rely on threat appeals, the more they influence behaviour in the short term and less in the long term.
5. There are significant differences between gender, age, social environment, education level, and the Emirate to which the respondent belongs and the way the youth are affected by the positive behaviours of fear-appeal traffic awareness ads.
6. The more traffic awareness ads contain reward and punishment content, the higher the positive influence on youths.
7. Young people are more likely influenced by traffic awareness ads if the models presented in the ads are of the same gender and age.

4.Methodology: This quasi-experimental study seeks to identify the short and long-term effects of television traffic safety advertisements that rely on threat appeals. It targets a sample of Emirati youths. Three groups have been selected, each one comprises 100 participants of youth (18-35 years). The first group is the control group (formed of students from the University of the UAE and Sharjah), while the other two represent the experiment groups (the first experimental group, which was exposed to threat commercials, is formed of students from the UAE University and the second group which was exposed to logical awareness commercials has been selected from the students of the University of Sharjah). The resemblance of characteristics was taken into account in the process of sampling the participants in each group as much as possible.

To ensure that participants were not pre-exposed to the commercials, both researchers prepared and implemented (six) awareness commercials; three of which were based on threat appeals while the other three were based on logical and rational appeal. The threat appeals commercials were shown to the experimental group of the University of Emirates while the logical appeals commercials were shown to the experimental group of the University of Sharjah.

In addition to that, a survey was designed and conducted with the three groups five times: (1) before and (2) after viewing the commercials, (3) after a month, (4) six months later and (5) a year after the first viewing of the commercials. The survey measured the impact of TV traffic safety commercials on the knowledge, attitudes and behaviours of Emiratis youth. In order to obtain deep understanding, both researchers used (6) focus groups, each consists of 12 participants, represents a group of youth of a particular age range and includes both males and females.

Three metrics were prepared to measure the impact of traffic awareness on the knowledge, trends and behaviours in the following manner:

Knowledge Scale: The scale consists of 30 points distributed as follows:

Deep knowledge (from 24-30)

Medium knowledge (15-24)

Surface knowledge (1-14)

Attitudes scale: The scale consists of 30 points distributed as follows:

Positive attitude (from 20-30)

Negative attitude (from 10-20)

Unclear (0- less than 10)

Behavioural scale: The scale consists of 20 points distributed as follows:

Positive behaviour (10-20)

Negative behaviour (less than 10)

5.The Time Frame of the Study: The study was conducted over three years in which the PSAs were prepared and the pilot study was designed during the first year (2013). The experiment was first applied in 2015 on the experimental and control groups in five stages: before and directly after viewing, a month later, after six months and a year after the first viewing.

6.Findings:

A. Characteristics of the experimental and control groups:

Similarities in the characteristics of the experimental and control groups were taken into consideration as evidenced by the following:

1. Male to female percentages were close across all the groups: 51.9% male and 48.1% female.

2. Participants' ages in each group were as follows: less than 20 years: 13.3%; 20-22 years: 29.6%; 22-24 years: 23%; 24-26 years: 12.6%; 26-28 years: 10.4%; and over 28 years: 11.1%.

3. Emirati citizenship was noticeably greater in each group (63.7%) compared to other nationalities 36.3%. This is consistent with the proportion of various nationalities within the University of Sharjah and the University of UAE.

4. The diversity of disciplines amongst the participants was noticeable with the literary and the scientific discipline. However, the highest percentage of participants came from the Faculty of Humanities (30.1%), the Economics (11.9%), Sciences and Engineering (10.4%) and then the College of Law, Food and Agriculture (9.7%), and finally The Information Technology, Medicine and Medical Science (8.9%).

5. 58.5% drive cars while the remaining 41.5% do not drive.

6. 35% of participants in each group have less than five years driving experience, 24% have less than one year of driving experience and 22.8% are those who have less than ten years of driving experience, while 17.8% have more than ten years of driving experience.

7. 68.4% of participants in each group received driving fines while the other 31.6% did not.

8. When the participants were asked about their fine history, their responses showed a variety of histories. The majority of fines (50%) were due to exceeding the speed limit, 18.9% due to not using the seat belt, 12.2% due to using mobile phones while driving, 9.5% due to ignoring traffic lights and 4.1% due to not giving priority to pedestrians. This result reflects the reality of the Emirati life and especially the Emirati youth traffic culture.

B. General Findings:

1. The results of the study reveal a strong relationship between youth and the new media where more than half of the sample (54.8%) are exposed to the new media on a daily basis especially social media ((34.8%) of the youth participants are exposed to social media, 11.1% read electronic newspapers, 8.9% are exposed to mobile commercials on a daily basis). Television comes in the second place with 23.4% and next comes the radio with 15.6%.

2. This study shows that a reasonable percentage of youth (about 40%) are exposed to TV advertisements on a daily basis. There is, in contrast, a considerable percentage who are exposed to TV ads by chance (26%), which refers to the inability of TV ads to attract the attention of some youth, or perhaps advertising at times those youths do not normally watch TV. The study shows that youth are exposed to TV ads primarily in the evenings while many TV awareness ads are broadcast in the mornings and afternoons which are called dead periods.

3. 80% of the participants in this study watch traffic safety ads and this turned out to be the most awareness raising ads watched, whereas 20% of the participants did not watch that before. This underlines the importance of the production of awareness ads, the content of this experimental study, to ensure no prior exposure to them.

4. Traffic safety commercials viewed by the majority of youths focus on exceeding speed limit (37%), using mobile phones (36.3%) and seat belts (31.1%). Other important issues such as the use of car seat for children (9.6%), not crossing the white line (3.7%) and using the right side of the road (3%) received less attention by those responsible for producing the ads. This raises the question of the reasons behind the focus on specific issues rather than others.

5. Based on the answers of the participants in the three groups, traffic safety ads focus on direct templates of direct awareness methods, guide texts shown on screen and hosting traffic experts. More than half of the ads watched by the participants relied on those direct templates (54.8), while indirect templates such as drama templates (34.6%) and song videos (10.6%) received less attention. Previous studies have confirmed the ability of indirect templates to influence the public's behaviour more than the direct ones, especially among the youth (21).

6. The participants stressed the dominance of threat appeals and methods (40%) in traffic safety advertisements over logical appeals (38.5%). This explains the importance of recognising the impact of these threat appeals and their effectiveness in achieving the goal of traffic safety ads, which is changing the behaviours of the public. One of the interesting findings in this study is that more than one-third of the participants answered with "I do not know". This result shows that the public do not pay attention to the traffic safety awareness message. This may be due to many reasons, including for example, relying on advertising direct templates that are not favoured by the youth. The previous results indicate that the youth watch traffic safety ads, but mostly by chance.

7. Participants believe that social media is the most appropriate means to provide traffic safety ads 44.4% , followed by mobile phones 31.8%, TV 22.2%, then the rest of the traditional means such as the radio and electronic newspapers 11.1% each, after that printed newspapers 5.9%, and finally cinema and lectures about traffic safety 0.74%. This finding conflicts with findings in other studies that confirmed the effectiveness of television in broadcasting the traffic message to the target audience (18).

8. Most of the youths' attitudes toward traffic safety advertisements are negative.

9. The study also revealed that some of the inappropriate elements in the traffic safety advertisements, from participants' point of view, were: the information provided (68.9%), the number (56.3%), the frequency (51.1%), the broadcasting time (65.2%), broadcasting time and duration (67.4%), as well as the means (65.9%), the templates used (61.5%) and in terms of the use of children in them (65.2%).

10. Participants did not believe that the use of threat appeals in traffic safety advertisements was suitable by 55.6%. The study indicates that exaggerating the threat and intimidation might provoke a challenge for the youth, or make them avoid the messages of the advertisements that refer to this threat and intimidation. Thus, the results indicate the need for systematic, rational and deliberate use of threat appeals, as well as the necessity of using a variety of appeals to include both logical and threat appeals.

11. On the other hand, the study revealed that participants have a positive attitude towards associating the traffic safety advertisements with specific seasons rather than showing them throughout the year by

57.8%. This result suggests that the participants do not care about these types of advertisements and are not convinced by their usefulness.

12. The study revealed that the information aspect of the traffic safety advertisements was very poor as only 39.3% of the participants benefited from the information provided by the TV traffic safety advertisements.

13. The ability of threat appeals to convince the participants to change their traffic behaviour (20.7%) is greater than the logical appeals (3.19%) but it is noticed that the percentage of those convinced to change their behaviour, either through emotional threat appeals or logical rational appeals is considerably weak, which necessitates greater attention to be paid to producing the traffic message.

14. Traffic safety advertisements only convinced 18.5% of the participants to consider changing their attitudes towards traffic safety issues. This is an extremely small percentage. Interestingly, 2.2% indicated that traffic safety advertisements changed their attitudes towards traffic safety instructions, but did not succeed in changing their behaviours. This result requires paying more attention to the production of the media traffic message.

15. The study also showed a significant result, and in spite of its small percentage, it is worth considering; 5.9% of the participants believe that the traffic safety advertisements did not achieve any benefit.

16. The reasons why those participants did not benefit from the traffic safety advertisements are because they were shown seasonally (34.1%). Another reason is their reliance on threat of the consequences of failure to follow traffic safety measures, and direct indicative style (23.7% each). In addition, some (22.2%) emphasised they did not relate to these advertisements as they are reproduced from Western media and so do not reflect the essence of the UAE culture. This finding urges those responsible for traffic safety to consider the need to search for all the components and elements, form and content, in order to make the traffic safety advertisements appropriate for the spirit and environment of the UAE.

C. *Hypotheses Testing*:

1. There are significant differences between the knowledge, attitudes and behavior of young people who viewed threat road safety ads, logical awareness ads and those who didn't watch any ads.

The findings of the study showed that there are no significant differences between the three groups before conducting the experiment.

After conducting the experiment, 54% of the respondents who viewed the threat road safety ads become more informed about traffic safety and 69% of those who watched the logical awareness ads were more informed about traffic safety, while the respondents of the control group did not show any increase in their knowledge level and only 32% of them know about traffic safety rules and regulations. This means that results showed a rise in the level of knowledge of the two experimental groups while the level of knowledge of the control group did not change. T- Test results confirmed that these differences between the two experimental groups and the control group on the other hand are significant (T= 6.324, p-value=.001,df=28)
and the significance of the differences between the two experimental groups have also been identified (T=4.344, p-value=.000,df=28) , meaning that the group that watched the logical awareness ads were better informed than the group that watched the threat appeal ads.

As for the change in attitudes before and after the experiment, results showed that there were no significant differences in the attitudes of the three groups towards traffic safety rules and regulations before conducting the experiment.
After the experiment, there was a significant change in the attitudes of the two experimental groups as 52% of the threat appeal group showed a positive change in their attitudes and 57% of the logical appeal group showed a positive change in their attitudes. On the other hand, there was no significant change in the attitudes of the control group.
T- test results confirmed the significant differences between the two experimental groups and the control group on the other hand (T= 4.121, p-value= .000, df=28). But the differences in the attitudes of the threat appeal group and the logical appeal group after the experiment were not significant.
The findings also confirmed that there are no significant differences between the behavior of the three groups before the experiment. After the experiment there was no significant change in the behavior of the experimental groups except after six months as 35% of the threat appeal group changed their behavior and 58% of the logical appeal group did change their behavior and the difference between the two groups were confirmed statistically (T= 5.434, p-value=,000, df=28) On the other hand, there was no significant change in the behavior of the control group and T- test results showed significant differences between the behavior of the two experimental groups on one hand and the control group on the other hand (T = 5.111, p-value= .000, df=28)
Based on the previous findings, we accept the first hypothesis in this study.

2. <u>The more youths are exposed to fear-appeal traffic awareness commercials, the more their short-term knowledge is increased while their long-term knowledge is decreased</u>.

   The findings of the study showed that 66% of those who were exposed to intimidating traffic awareness advertisements have become more informed about traffic safety—level medium to high, which is quite reasonable, especially if we consider the fact that fear-appeal advertisements do not contain substantial information. However, this rate has dropped to 58% after one month, then went down to 42% after 6 months, and further declined to 31% after one year.

   On the other hand, the knowledge of 50% of those who were exposed to logical awareness advertisements has grown to medium/high, and this rate has risen over time to reach 69% after one year.

   The above findings indicate that the effect of fear-appeal advertisements was significant after viewing, but had declined over time, unlike logical awareness advertisements which resulted in sustained increase in youths' knowledge over time. Measuring the differences in knowledge rates between those who were exposed to fear-appeal advertisements and those who were exposed to logical awareness advertisements, substantial differences between them have been identified (T= 5.122, p-value=.000, df=28). Hence, we can accept the first hypothesis of this study.

3. <u>The more youths are exposed to fear-appeal traffic awareness advertisements, the more their attitudes will become positive in the short term and less positive in the long term.</u>

   With regards to the independent variant effect on youths' attitudes, the findings of the study suggest the following.

- The experiment has shown that 65% of respondents' attitudes have turned positive towards traffic safety procedures after viewing the fear-appeal advertisements. However, this rate has dropped down to 34% over time. Measuring the differences in respondents' positive attitudes after one and six months, substantial differences in respondents' knowledge have been identified, showing a downtrend after one year (T= 4.872, p-value=.000, df=28).

- Regarding the second group, it has been shown that only 46% of respondents' attitudes turned positive after viewing the logical awareness advertisements. However, this rate has increased steadily over time, reaching 85% after one year. Measuring the differences in respondents' attitudes along the study period, substantial changes in respondents' attitudes have been identified throughout the study period (T= 4.233, p-value= .000, df=28)

- Substantial variations have also been identified between the respondents' positive attitudes who were exposed to fear-appeal advertisements and those who were exposed to logical awareness advertisements right after viewing. Hence, we shall accept the second hypothesis.

4. <u>The more traffic awareness advertisements rely on threat appeals, the more they influence behaviour in the short term and the less they do in the long term</u>.

   The study has shown that 59% of respondents adopted positive behaviours after viewing the fear-appeal advertisements, but this rate has dropped to 25% after one year. Among the common behaviours that respondents adopted after viewing the advertisements were regular checking of vehicle before driving, showing respect to traffic rules, and refraining from using mobile phones while driving. It should be mentioned that we did not follow the actual change in respondents' attitudes after playing the advertisement but relied only on the poll results that were applied to the respondents five times in which they stated that their behaviours had changed. Measuring the differences between those who adopted positive behaviours after viewing the advertisement over the study period, T-test confirmed substantial changes (T=5.291, p-value=.000, df=28), with a downtrend taking place over time. Unlike the previous finding, only 29% of respondents who were exposed to logical awareness advertisements adopted positive behaviours after viewing the advertisement. However, this rate had increased steadily over the course of the study, reaching 71% after one year.

   Measuring the variation rate of adopting positive behaviours after viewing, between those who viewed fear-appeal advertisements and those who viewed logical advertisements, substantial differences have been identified (T= 4.832, p-value=.000, df=28). Therefore, we can accept the third hypothesis of the study.

5. <u>There are substantial differences in gender, age, economic background, education and emirate in which the respondents live in addition to driving experience and the positive impact of fear-appeal traffic awareness advertisements on youths</u>**.**

   The study findings have shown logical and fear-appeal advertisements to have influenced youths in terms of knowledge, attitudes and behaviours, whereas the knowledge, attitudes and behaviours of the control group remained unchanged.

As far as the two experimental groups are concerned, differences in knowledge, attitudes and behaviours have been identified based on gender, age and driving practice. The findings did not confirm any substantial differences based on respondents' emirate and educational background.

The details of the findings are explained below.

As far as knowledge is concerned, 61% of those whose knowledge increased remarkably (medium to deep) after viewing the fear-appeal advertisements and 77% of those whose knowledge increased after viewing the logical advertisements, were female. Examining the differences between male and female respondents of the fear-appeal group, substantial differences have been identified (T= 6.345, p-value=.000, df=28). In addition, substantial differences between male and female respondents have been identified among the logical advertisements group. (T= 5.891, p-value=.000, df=28)

Female respondents have invariably acquired more knowledge than male respondents as a result of fear-appeal and logical advertisements over the different periods of the study, although that knowledge did decrease over time. This finding indicates that females are better acquirers of knowledge than males.

As far as the age variable is concerned, the study has shown that more than half (58%) of the respondents in the fear-appeal category, whose knowledge ranged between medium to deep, were below 24 years old, and 69% of those whose knowledge has increased (growing medium to deep) after viewing the logical advertisements were below 24 years old as well. On the other hand, the knowledge of the older category (over 24 years) has decreased, whether after viewing fear-appeal or logical advertisements

Examining the differences between the younger category (below 24 years) in both the fear-appeal and the logical groups, substantial differences have been identified (T= 4.921, p-value=.000, df=28) between the two groups: the knowledge of younger respondents in the logical advertisements group has surpassed that of the fear-appeal group. The difference between them has a statistical significance. (T= 4.542, p-value=.000, df=28)

Having examined the differences between the two categories (below 24 years and above 24 years) in the fear-appeal group, no statistical significance has been identified to those differences (T=.354, p-value=.05), possibly due to the fact that knowledge in fear-appeal advertisements is usually limited. As for the logical commercials group, the differences between the older and younger categories have been shown to have a statistical significance (T=4.227, p-value=.000, df=28): the younger respondents were more capable of acquiring knowledge than the older ones. This finding confirms the importance of directing logical awareness advertisements towards younger children, as this age group has better abilities to acquire knowledge. This interpretation is confirmed by the fact that younger respondents have invariably surpassed older ones over the course of the study, which testified to their recall abilities being better than older respondents.

The findings did not reveal any significant statistical differences between the variables of educational specialization, emirate and education levels of respondents after viewing the fear-appeal and logical advertisements.

Moreover, the findings indicate that students coming from low and moderate economic backgrounds represent 71% of those whose knowledge has increased remarkably (medium to deep knowledge) after watching the logical advertisements, and they also represent 65% of those whose knowledge has increased remarkably after watching the fear-appeal advertisements.

Examining the differences existing between students coming from a high economic backgrounds and those coming from low and moderate economic backgrounds with regards to fear-appeal advertisements, the differences appear to have a statistical significance (T=5.113, p-value=.001, df=28). Likewise, the differences between students coming from high economic backgrounds and those coming from low and moderate economic backgrounds of the logical commercials group, seem to have a statistical significance (T=5.111, p-value=.000, df=28). This finding can be interpreted as follows: the low economic background students were more keen on protecting their safety and that of their vehicles, being unable to afford repair costs or traffic fines.

Furthermore, the study has shown that respondents who practiced driving represented 59% of those who have acquired medium to deep knowledge after watching the fear-appeal advertisements, and 63% of those who have acquired medium to deep knowledge after watching the logical advertisements. The differences between those who practiced driving and those who did not in both groups (fear-appeal and logical advertisements) have a statistical significance (T=4.866, p-value=.000, df=28)

As far as attitudes are concerned, female respondents represented 69% of those whose attitudes towards traffic safety turned positive right after watching the fear-appeal advertisements. Female respondents have invariably represented the higher rate of those whose attitudes turned positive over the course of the study, even though the rate has declined to 51% after one year.

As for the logical advertisements group, male respondents have scored higher (56%) among those whose attitudes turned positive. Male respondents have invariably represented the higher rate of those whose attitudes turned positive over the course of the study. This rate has increased, even though slightly, reaching 60% after one year.

These findings show fear-appeal advertisements to have a stronger effect right after watching but this effect decreases gradually over time, especially among female respondents who were more influenced by fear-appeal advertisements. Logical advertisements, however, have increasingly influenced attitudes positively over time, especially among male respondents. This testifies to the fact that females are more influenced by emotions whereas males are controlled by their minds when considering a behaviour change. The findings show that the chances of influencing females through traffic safety advertisements are higher than males, a fact to be considered by makers and planners of such advertisements who primarily seem to target males.

Examining the differences between the fear-appeal and logical groups, the differences between females' positive attitudes after watching the fear-appeal and logical advertisements seem to have a statistical significance (T= 4.687, p-value=.000, df=28), and so do the differences between the positive attitudes of males after watching the fear-appeal and logical advertisements (T= 4.921, p-value=.000, df=28). This indicates that females are more positively influenced by fear-appeal advertisements whereas males are more influenced by logical advertisements.

As far as the age variable is concerned, the study has shown that 68% of those whose attitudes have been influenced positively after watching the fear-appeal advertisements were from the younger category. This rate has decreased noticeably over the course of the study, dropping to 49% after one year. This reflects a characteristic of college students who are easily affected but will readily let go.

As for logical advertisements, older youths represented the higher rate (54%) of those whose attitudes turned positive after watching. However, the differences between them and respondents of the younger category do not have a statistical significance.

The study has also shown that students coming from low and moderate economic backgrounds represented 66% of those whose attitudes turned positive after watching the fear-appeal advertisements and 65% of those whose attitudes turned positive after watching the logical advertisements. Substantial differences between the two categories in both the fear-appeal and logical groups have been identified (T=9.317, p-value=.000, df=27)

As far as the respondents' ability to drive, the study has shown that positive attitudes were higher (52%) among students who could not drive. However, the differences among them were not of a statistical significance, which is an unexpected finding. The study also revealed that respondents who did not have a traffic violation history had more positive attitudes than those who had a history of traffic violations, in both the fear-appeal advertisements and logical groups.

As far as the educational specialization variable is concerned, the study has shown non-science college students to constitute the higher rate (51%) of those whose attitudes have turned positive after watching the fear-appeal advertisements. However, the differences between them and science college students were not of a statistical significance. As for the logical advertisements, the rate was the same among science and non-science college students (50% each). This confirms that education specialization is not a variable that influences the respondents' positive attitudes towards traffic safety procedures.

As far as behaviour is concerned, respondents scored very low in terms of behaviour change after watching the fear-appeal and logical advertisements, which makes sense. Therefore, we have examined the differences in behaviour change between male and female respondents over the three periods: 1 month, 6 months, and 1 year. Female respondents constituted 63% of those whose behaviours have changed one month after watching the fear-appeal advertisements, and male respondents represented 55% of those whose behaviours changed one month after watching the logical advertisements.

Having examined the differences between female and male respondents one month after watching the fear-appeal advertisements, the differences appear to be of a statistical significance (T=.529, p-value=.001,df=28) and so do the logical advertisements This indicates that females were more behaviourally affected by fear-appeal advertisements and males by logical advertisements

Female respondents have invariably scored higher than their male counterparts over the study periods with regards to fear-appeal advertisements, whereas male respondents scored higher in the logical advertisements group. We have also noticed an increase in the rates of respondents' behavioural change over the years with regards to logical advertisements and a decrease with regards to fear-appeal advertisements. This indicates that fear-appeal effect is strong but diminishes over time.

As far as the age variable is concerned, older youths were shown to exhibit the most change in the long term, especially after watching the logical advertisements. Younger youths, on the other hand, were more behaviourally influenced in the short term with regards to the fear-appeal advertisements.

Examining the differences between younger and older youths, substantial differences have been identified among them with regards to the fear-appeal and logical advertisements(T=8.331, p-value=.000,df=28)

The study has further shown that students coming from low and moderate economic backgrounds of both the logical and fear-appeal groups were more willing to adopt a positive attitude than higher income students. Differences between both sets of students have a statistical significance (T=4.231, p-value=.001, df=28)

As far as the variables of educational specialization and emirate, the findings did not reveal any statistical differences of significance.

Based on all of the above, we accept the hypothesis that there are substantial differences in terms of gender, age, economic background, educational specialization, ability to drive, and the respondents' emirate and the **partial** influence of fear-appeal commercials on youths. Substantial differences have been identified based on the factors of gender, age, economic background and the respondent's ability to drive. No substantial differences have been identified with regards to the variables of educational specialization and respondents' emirate.

6. The more traffic awareness advertisements contain reward and punishment content, the higher their positive influence on youths.

57% Of those who watched the fear-appeal advertisements and changed their attitudes towards traffic safety procedures stated - right after watching- that safety advertisements had focussed on punishment and ignored reward. However, this rate has dropped drastically over the course of the three tests (1 month, 6 months, and 1 year), slumping to 33% after one year.

On the other hand, 41% of those who watched logical advertisements and changed their attitudes towards traffic safety procedures stated that safety advertisements ad focussed on reward rather than punishment. However, this rate has increased over time, reaching 68% after one year.

Applying the T-test to the findings of both groups right after watching the advertisements, substantial differences have been identified between the two groups as (T=7.112p-value=.000, df=28), which indicates that focussing on punishment alone in fear-appeal advertisements results in strong effects in the short term but tends to diminish in the long term. On the other hand, focussing on the reward alone in logical advertisements results in weak, direct effects but tends to increase in the long term.

The above discussion of the findings indicates that the reward and punishment elements are important for a successful delivery of the traffic awareness message, and hence:

7. Young people are more likely influenced by traffic awareness ads if the models presented in the ads are of the same gender and age..

The findings of the study show that 56% of those who watched fear-appeal traffic awareness advertisements and consequently changed their attitude towards traffic safety procedures, have actually identified with the character types presented in those advertisements, i.e. the types of characters presented in those advertisements were of the same gender, age group, and social background. Moreover, 59% of those who watched the logical traffic safety advertisements and consequently changed their attitudes towards traffic safety have identified with character types presented in those advertisements in terms of age, gender and social background. The differences between the findings of the two experimental groups have a statistical significance (T= 4.68 , p-value=.000, df=28) and indicate that using character types similar to the target audience in terms of gender or age in traffic safety advertisements has a positive influence on changing youths' attitudes, whether the appeals used in those commercials were of the “threat” or the “logical” types.

The study has also shown that 60% of those who watched the fear-appeal traffic awareness advertisements and consequently changed their attitudes towards traffic safety procedures have actually done so because they found character types similar to themselves in those advertisements, and 55% of those who watched the logical traffic safety advertisements and consequently changed their attitudes towards traffic safety procedures have done so because they related to character types similar to themselves in terms of age, gender and social background in those advertisements. The differences between the findings of both groups have a statistical significance. T= -4.832, p-value=.000, df=28

Having said that, we accept the hypothesis that young people are more likely influenced by traffic awareness ads if the models presented in the ads are of the same gender and age.

7.Conclusion

1. The study has found that traffic safety advertisements require both threat and logic appeals in order to achieve their desired goals. Threat appeals can achieve their objectives in the short term, whereas logic appeals achieve their objectives in the long term.

2. The study has also shown that the effects of threat appeals can be strong immediately after watching but gradually wear out until they disappear completely, whereas the effects of logic appeals are weak immediately after watching but increase over time to reach very high levels.

3. The preliminary study has shown that 80% of youths watch traffic safety advertisements only irregularly and coincidently due to the following reasons:

a. Those advertisements are aired during awkward timings (morning and noon), whereas the study has shown youths to be watching TV mostly in the evening.

b. Traffic safety advertisements tend to focus on direct clichés such as on-screen guideline texts and hosting traffic experts (54.8%), a style that does not seem to appeal to youths.

c. Traffic safety advertisements tend to focus on certain topics, such as over-speeding, using mobile phone while driving and not using seatbelts, and repeat these topics continuously, while ignoring other important topics, such as children’s seating, not running over the “while lines” and sticking to the right side of the road. This causes youths to get bored with those advertisements.

d. Youths believe that TV is not the best medium to present traffic awareness advertisements, preferring social media over it (44.4% of respondents) which they consider to be the most appropriate for presenting traffic awareness advertisements, followed by smart phones (31.8%), TV (22.2%), then by other conventional media.

e. Most youths have negative attitudes towards traffic safety advertisements, perceiving them to be inappropriate to them, whether in terms of the information presented (**68.9**%), volume (**56.3**%), frequency (**51.1**%), airing time (**65.2**%), or duration (**67.4**%); and also in terms of media (**65.9**%), clichés used (**61.5**%) and reference to children (**65.2**%).

f. The production quality of TV traffic safety advertisements was low, with only 39.3% of respondents reporting to have benefited from the information presented in them. Traffic safety advertisements have also failed to convince more than 18.5% of respondents to consider changing their attitudes towards traffic safety topics. 5.9% Of respondents stated that they hardly benefited from traffic safety advertisements.

g. 22.2% Of respondents said they did not identify with those advertisements because they seem to be copied from Western media and did not reflect the UAE environment.

4. The study has underlined the need to pay attention to women when designing the traffic awareness message, as women were shown to watch traffic awareness advertisements more frequently and are more influenced by them in terms of knowledge, attitudes, and behaviours, particularly with regards to fear-appeal advertisements, even though such advertisements were essentially directed at male audience. This finding can be interpreted in light of the following:

a) Females watch frequently more than their male counterparts of the youth category, as evidenced in previous studies. Thus the chance of women being exposed to the traffic safety advertisements is higher.

b) Women tend to be influenced by both emotions and logic, therefore their response to fear-appeal advertisements tend to be faster and stronger than that of their men counterparts.

5. Students coming from low and moderate economic backgrounds tend to be more influenced by traffic safety advertisements in terms of knowledge and behaviour than students coming from high economic backgrounds, particularly with regards to fear-appeal advertisements. This may be interpreted in the context of their limited financial means which forces them to be more conscious about protecting not only their safety but also the safety of their vehicles.

6. The findings have underscored the need to pay attention to the younger youth category when designing traffic safety advertisements, as they tend to exhibit better attention and grasp of information as well as willingness to change behaviour than other categories. This is evidenced in the following findings:

a) Younger students (undergraduate) were shown to have been more influenced by fear-appeal traffic awareness advertisements than older, post-graduate students. The opposite holds true with regards to logical traffic safety advertisements, with the differences between them having a statistical significance.

b) Older youths tend to be the more willing to change their behaviours in the long term, especially after viewing the logical advertisements. Younger youths, on the other hand, are more behaviourally influenced in the short term with regards to the fear-appeal group.

7. The first three hypotheses have been accepted, as the findings have shown that the more youths are exposed to fear-appeal traffic awareness advertisements, the more their knowledge, attitudes and behaviours tend to increase and change in the short term and decrease in the long term.

8. Substantial differences have been identified in terms of gender, age, economic background, and ability to drive, and youths being influenced by fear-appeal traffic awareness advertisements. The differences in terms of emirate and educational specialization were shown not to have a statistical significance. Hence, this hypothesis has been partially accepted.

9. The hypothesis “the more traffic awareness advertisements contain reward and punishment content, the higher the positive influence on youths” has been accepted based on the findings that fear-appeal advertisements focus on punishment that has a short-term impact, whereas logical advertisements focus on reward that has long-term effects. This indicates that traffic awareness advertisements require a punishment and reward content in order to achieve the desired outcome in the short term and ensure it lasts in the long term.

10. The hypothesis “Youths are more likely to be influenced by traffic awareness advertisements if they can relate more to the character types presented in those advertisements in terms of gender, age group and social background” has been accepted, based on the finding that using character types that resemble the target audience in terms of gender and age in traffic advertisements has a positive influence on changing the attitudes and behaviours of youths, whether the appeals used in those advertisements were of the “threat” or the “logic” types.

8.RECOMMENDATIONS: Based on the findings of this study, we recommend the following:

- There is a need to establish a clear media policy regarding traffic safety for all national institutions to adopt and work jointly in order to achieve its objectives.

- Before designing and airing traffic safety advertisements, traffic authorities should consider the need to extensively research the target audience (youths) in terms of lifestyles, their media exposure habits, and their preferred media of communication; they should also research the categories of those involved in traffic accidents, the causes behind that, and the methods that can be more efficient in influencing their behaviours.

- Habits, culture, and the unique characteristics of the UAE society should also be generally considered, as social norms have a huge impact on youths’ behaviours.

- It is vitally important that the objectives of traffic safety advertisements should be crystal clear in terms of knowledge, attitudes and behaviours, in order to achieve the desired positive effects, and most importantly minimizing the rates and severity of road accidents.

- To change unsafe behaviours of UAE youths, various threat, emotional and logical appeals can be used to appeal to all the different minds of youths and encourage them to adopt scientific thinking.

- All age groups should be adequately covered in the awareness message, whether directly or indirectly, rather than focussing on males and leaving out females. Such messages should be disseminated around the year rather than be restricted to certain periods.

- The responsibility of those in charge of traffic safety advertisements is huge, which underlines the need to train specialized media professionals on all matters relating to traffic awareness culture, UAE society, youths' lifestyles, and how traffic safety messages are prepared and produced.

- It is important to diversify media inputs, consider the timing of airing road safety messages in public communication and examine feedback throughout all the stages of preparing, planning, and executing traffic safety advertisements, by applying multiple preliminary testing to all the stages of preparing and producing awareness messages.

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"I wanted to be someplace where I could be my black, female, sexual, HIV-positive self": The Sexuality of Black Womanhood in *What Looks Like Crazy on an Ordinary Day*

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Abstract:

My paper, "I wanted to be someplace where I could be my black, female, sexual, HIV positive self"(Cleage,10)**:** The Sexuality of Black Womanhood in *What Looks Like Crazy on an Ordinary Day* seeks for redefining the sexuality of African American women by analyzing and approving the link between black woman's sexuality and power, freedom and independence in the narratives of the 20th century. Most people think of black females as over-sexualized creatures and as nothing more than capture the man's attention. In this paper, I would argue that Cleage represents the sexuality of African American women in a different image from what we already know. By analyzing Ava Johnson's sexuality and how it connects to her personality, we are going to reach the result that Cleage uses Ava to express her sexuality in a way that she expresses her freedom, independence, and power. At the end of the paper, a new definition of black females' sexuality has been established by making a relationship between black females' sexuality and power, freedom, and independence.

Keywords: 20th African American Literature, Black Women’s sexuality, Freedom, Independence, HIV.

Introduction:

Throughout the history of slavery in America, there had been many of the19th century narratives that talk about how black females suffered from sexual harassment. It is known that black females' sexuality was not controlled by themselves, but by their masters who usually forced them to do what they asked for in order to satisfy their own desires. Comparing to the narratives of the 20th century, the theme of black females' sexuality has been represented differently. In *What Looks Like Crazy on an Ordinary Day*, Pearl Cleage gives the audience that sense of changing in presenting the sexuality of black womanhood. This paper seeks to redefine the sexuality of African American women by analyzing and approving the link between a black woman's sexuality and power, freedom and independence in the narratives of the 20th century.

What Looks Like Crazy on an Ordinary Day is one of the novels that is talking about a female protagonist who is diagnosed with HIV/AIDS. The novel was published in 1997, and it stayed on the New York bestseller list for almost ten weeks. The year of the novel’s publication is considered an important time period for the United States in regards to the spread of the HIV/AIDS diseases. So the female author of the novel talks about this issue in her book and how those diseases can be considered as the result of the movement of sexual pleasure and desire.

Literature Review:

There are a lot of critics, such as Patricia H. Collins, Collins Airhihenbuwa, J. DeWitt Webster, Titilayo Oladosu Okoror, Randy Shine, Neena Smith-Bankhead and Evelynn M. Hammonds, who discuss the sexuality of black women. Some of them discuss the reasons that lead to the sexuality of black feminists: why African American women are usually connected to the sexuality. Collins starts by trying to define sexuality and its connection to power. These questions lead to the debates on the sexual politics of black womanhood. She clarifies in one of the chapters of her book,"The Sexual Politics of Black Womanhood," in *Black Feminist Thought*, the reasons why black women are known as sexual objects. One of these reasons or assumptions toward the black females' sexuality is stated in the following quote, "African-American women find that their distinctive group placement within hierarchies of race, class, and gender shapes the experiences of Black women as a collectivity as well as the sexual histories of individual Black women"(138). Collins connects the sexuality of black feminists to the system of oppression, which contains race, gender, and class. So if the woman becomes sexual, that means she victimizes herself in this particular way. Collins claims that sexuality of black womanhood is totally manipulated by race, gender, and class. Because black women usually feel rejected from the entire culture, she claims that they usually prefer to have sexual relationships, especially with black males in order to avoid the feeling of loneliness (173).

Other critics such as Patricia McFadden, Ayana Weekly and Katie Hogan discuss the influence of sexual crisis (HIV/AIDS) on black feminists' lives and how HIV/AIDS connect to African American women, by applying their thoughts and opinions on *What Looks Like Crazy on an Ordinary Day*. Based on what Patricia McFadden claims on her article "Sexual Pleasure as Feminist Choice," sexuality has been redefined by African American women to be connected to pleasure, power and freedom. She says that many of African American women believe as "sexual pleasure is fundamental to our right to a safe and wholesome lifestyle"(McFadden, 1). At this point, the sexual crisis (HIV/AIDS) has appeared, so the sexual pleasure changes to be sexual fears:

> Women in this culture live with sexual fear like an extra skin. Each of us wears it differently depending on our race, class, sexual preference and community, but from birth we have all been taught our lessons well. Sexuality is dangerous. It is frightening, unexplored, and threatening... Many of us become feminists because of our feelings about sex... (qtd in McFadden, 2).

African American women search for having safe sexual behavior and safe motherhood. But when AIDS/HIV starts to affect their own lives, here the sexuality is clearly shifted to be more careful and knowledgeable about your sexual desire rather than spend your life with AIDS/HIV. By examining Pearl Cleage's novel, my paper, ‘I wanted to be someplace where I could be my black, female, sexual, HIV-positive self’: The Sexuality of Black Womanhood in *What Looks Like Crazy on an Ordinary Day*, seeks to re-define the sexuality of African American women in 20th century narratives by making a relationship between the sexuality of black women and the way of expressing their power, freedom and independence.

Ave’s Confession:

Alexia Williams argues in her essay "Backtalk: Respectability as Repression and Pearl Cleage's Incitement to Discourse" that Pearl Cleage usually claims for incitement to discourse in her writings in terms of presenting the African American women to be free and have their sexual identities "with the sexual repression required by black images of respectability including marriage, motherhood, and community"(Williams, 176). Williams says in her essay that Cleage usually discusses "HIV/AIDS epidemic, homosexuality, heterosexuality and sexual liberation as an integral part of free womanhood"(Williams, 176). Moreover, based on Williams' argument, Cleage uses the power of confession in her writings as a tool for African American women to define their identities publically. So, as Williams claims, "Cleage acknowledges the power confession has to further repress sexuality in her novels as her characters' confessions and refusals to confess either devastate or empower them"(Williams, 179). For me, the power of confession is really clear in *What looks Like Crazy on an Ordinary day*, and it is used to empower black females' sexual identities, not for devastating them.

Since the beginning of the novel, Ava says about herself "I could be my black, female, sexual, HIV-positive self"(Cleage, 10). She freely confesses and admits that she is a "sexual" black woman; her confession really empowers her to live her life in Idlewild, Michigan (her hometown) although she is HIV-positive. The power that is inside Ava's personality makes her help the Sewing Circus girls to make them avoid the sexual crises; simultaneously she can face her disease and overcome it. Lately, the power of confession moves to Eddie, when he admits to Ava why he was sent to prison, and because the confession usually has power, that really helps Ava more to reveal her truth and her health status to him when she feels that he starts to love her by telling him that "I'm HIV-positive.…I've known it for a year and I feel fine…"(Cleage, 139). Ava's first confession wasn't important as much as her confession to Eddie because that kind of confession doesn't only empower her, but it makes her feel more confident about her sexuality as a black woman who lives in the 20th century. Another perspective of Ava's confession of her sexuality and her disease is that she still accepts her sexuality although she is HIV-positive. That means being sexual is being Ava Johnson; HIV-positive never changes who she is. So for her, she was known as a sexual black woman, and she will be like that all her life. That level of maturity is really significant in Ava's personality in terms of accepting who she was, who she is and who she will be. Honestly, if we compare Ava to other women who are HIV-positive, we will see different reactions. Perhaps, they will hate their sexuality that drives them to be sick for all of their lives. Sexuality for Ava is her own identity and personality that never escapes from it even if she will be sick for a long time, or even if she wouldn't be a mother one day, or even as a normal wife with a normal honeymoon and a normal married life.

Sexuality of 20th Century Black Woman:

Collins, in her essay, "The Sexual Politics of Black Womanhood," states that a black woman's sexuality has been affected by the sexual violence that was in the time of slavery, which is represented in rape. Collins tries to distinguish between the sexuality and the related terms, sex and gender, in order to tell the readers that the sexuality of black womanhood was socially constructed, but for now, it has been changed because of changing social conditions. As black females' sexuality was socially constructed in the system of race, gender and class, African American women were totally silent about how they could reveal their sexuality in the way that any women should do. Moreover, Collins claims that black females' sexuality has been controlled by many aspects in the past such as race, gender, and class, which really affect how the black females express their sexuality in the present. She mentions a quote from the black female poet Audre Lord's essay "Uses of the Erotic: The Erotic as Power," in terms of agreeing on the idea that sexual violence and harassment in the time of slavery becomes a source of power for many of African American women in the present.

> There are many kinds of power, used and unused, acknowledged or otherwise. The erotic is a resource within each of us that lies in a deeply female and spiritual plane, firmly rooted in the power of our unexpressed or unrecognized feeling. In order to perpetuate itself, every oppression must corrupt or distort those various sources of power within the culture of the oppressed that can provide energy for change. For women, this has meant a suppression of the erotic as a considered source of power and information within our lives. (53)

That kind of argument can be applied on Ava Johnson as she is a black woman who is living in the 20th century of the American society. Cleage explains Ava's sexuality as a different image of what we know about the controlled sexuality of black women in the 19th century or before. Ava is a powerful black woman facing her health status and revealing her sexuality, simultaneously facing the lack of knowledge that was in the black community in Idlewild, "I shouldn't have been surprised, but I was. I spent a lot of years being ignorant about AIDS because it was new and the information was usually bad or nonexistent"(Cleage, 56). She was neglected and marginalized by some people of Idlewild community since they know that she is HIV-positive. But Ava never stops at this point because she believes that "Discomfort is always necessary part of the process of enlightenment"(Cleage, 5). So, she continues her way confidently even after she finds the life that she dreams of which is having a lover and husband like Eddie who accepts her as she is, "I'm not here to watch you die….I'm here to help you live"(Cleage, 220). Moreover, her powerful personality helps the Sewing Circus to know more about the sexual crises (HIV/AIDS), safe sex, birth control and drug addiction. Despites the challenges that Ava passes because of her disease, in one example, when she goes to the drug store for her prescriptions, Tyron meets her and shouts at her by saying "I'd have to ice a bitch tried to fuck me with some AIDS. That's some *death pussy* for sure. I don't need no part of that shit, you know what I'm saying?" (111). In fact, she successfully manages herself to be her own identity, "a viable sexual being and endangered by her own sexuality" (Foster-Singletary, 55). At this point, I can see that her power in expressing and admitting in the beginning of the novel that she is a "sexual" black woman leads her to spread that power and courage among the black community in terms of helping and acknowledging them without any kind of fear or shyness. Also, when Ava knows that she is HIV-positive, she is brave and courageous to count how many men she had sex with. Not all women can count or reveal the times of sharing a bed with others, "when I got the bad news, I sat down and wrote to all the men I'd had sex with in the last ten years"(Cleage, 7). But that behavior, for Ava, wasn't embarrassing as long as it reflects her powerful personality to face her truth and negotiate her new way of life. Moreover, the power of Ava's personality plays an important role in controlling her sexual practices. Since she knows about her health status, she doesn't change her attitudes toward practicing her sexuality. The only thing that she regrets is that, "I realized that the only thing I was sorry about was that I never had a chance to *make love*"(Cleage, 48). When Eddie appears in her life and she starts to feel attracted to him, her attitudes toward sexuality transforms, "I have no intention of having sex with Eddie Jefferson……sex changes everything between a man and woman,"(Cleage, 109).

The Sewing Circus's Influence:

The Sewing Circus, Joyce's small group of young females, is considered a significant part of the novel, because its focuses on the knowledge that any woman needs such as birth control. By mentioning that kind of group as an example for different issues, it can be shown how the black community in Idlewild connects to the sexuality and the lack of knowledge toward the sexual crises. "That idea brought out nine young women under the age of twenty who had between them a dozen children under the age of five"(Cleage, 40), Joyce claims that these girls have a dozen children which exemplifies how the black women missed the reality of expressing their sexuality in the past. Now in the 20th century, they have been represented by the author as over-sexualized women who have not realized the right way to have safe sex and to be healthy wives and mothers. Back to Collins' argument, she says that "Equally important is the need to conceptualize sexuality with an eye toward empowering African-American women"(Collins, 86). So, here the Sewing Circus girls empower themselves and their humanity by expressing their sexuality freely and being over-sexualized even if they are in the wrong direction.

Foster-Singletary talks about the concept of "Free Womanhood" that Cleage usually uses in her writings, "The Free Woman concept that anchors Cleage's novels is central in setting up a paradigm for women's self-actualization" (Foster-Singletary, 53). For me, Cleage represents an effort to shape a new figure of black female who is free and independent. Based on how Cleage defines the concepts of Free Womanhood in her second novel, *I Wish I Had a Red Dress*, "a free woman is one who can fully conceive and consciously execute all the moments of her life"(Cleage, 17). That definition can be applied on Ava's personality, as she utilizes each moment to live, to survive, and to face AIDS/HIV by her power and free personality. So Ava doesn't put herself at the mercy of the oppression and what she does for having AIDS/HIV, "I'm well *right now* and I'm not going to make myself sick worrying about what's going to happen next" (Cleage,89). When Cleage opens her novel by telling the readers that here is Ava, a black female with HIV, who lives alone in Atlanta and owns her own salon; Cleage presents this space (living alone in Atlanta) for Ava to show the audience how Ava is a free woman who practices her own business alone without having anyone of her family or relatives and to show how she is able to control her life in a way she wants, not in others' ways. Nevertheless, the idea of independence and freedom of black womanhood moves from Ava to Aretha. As Ava is known as a hairstylist and salon owner in Atlanta, she offers to cut Aretha's hair into an Afro. This offer teaches Aretha the same lesson that Ava has, "only free woman can wear their hair this short"(Cleage, 148). That scene can be example of the life that the black females are living in the 20th century, which is the freedom and independence not only for expressing their sexuality, but also for choosing and drawing their life lines in every single detail in their lives without any kind of controlling from others.

HIV/AIDS' impact ton Ave's Choices:

In addition, Ayana Weekley examines Cleage's novel in her essay "Why Can't We Flip the Script: The Politics of Respectability in Pearl Cleage's *What Looks Like Crazy on an Ordinary*

Day," in the context of 1990s diseases and how HIV/AIDS relates to and impacts the African American women more than any other women. She analyzes the effect of AIDS/HIV on Ava's choices: for example, her choice to move to San Francisco as well as her decision to stay in Idlewild. Weekley argues for "the politics of respectability continue to shape African American discourses of race, gender, sexuality and in this example the ways they intersect with discourses of the HIV/AIDS epidemic"(Weekley, 24). Based on Weekly's argument, I can find the relationship between the sexuality of Ava and her personality as a free and independent woman through her decision to move to San Francisco. When Ava knows the truth about her health decision, she decides to move to San Francisco. She takes that decision without sharing it with anybody even with her sister, Joyce, she just tells her after she completely decides, "when I called Joyce to tell her I had decided to move to the West Coast in the fall and ask her if she wanted some company for the summer,"(Cleage, 10). Beside her independence in taking this decision, she is also financially independent. She doesn't worry about the money, "The salon sale gave me enough money to finance a big move without stress"(Cleage, 10). In fact, that step in Ava's life would take us to another way of thinking about Ava's personality as well as Pearl Cleage's writing purposes. Why did the author make Ava moves to San Francisco? Why not another city? Throughout the scene, Cleage wants to show us two aspects of black females' personalities: first, how they become free and independent in figuring out what is the appropriate choices for their lives, second, to show that African American women usually need a place where they can feel free to express all of their desires, without being controlled.

Ava doesn't choose Idlewild to live there for all her life because she knows that Idlewild is not an appropriate place for her as she is a sexual black female and HIV-positive, "San Francisco is HIV friendly, understanding, progressive, and accepting"(Weekley, 37). San Francisco seems an open place for Ava to practice her sexuality freely, as she describes "I'm just lonesome. I've even been thinking that when I get to San Francisco, I might be more open to the idea of having a woman lover"(Cleage, 102). Weekley looks at that quotation as a kind of lesbianism that "Ava seems more open to the possibility of lesbianism"(Weekley, 38), while me personally, I look at it from the point of being sexual although she is HIV-positive whether heterosexual or homosexual. To sum up, her decision to move to San Francisco "that leads her toward the realization of what Cleage defines as a free woman"(Henderson, 84), contains two aspects of Ava's personality: first, her sexuality and her desire to still practice her sexuality even in different ways and even if she is HIV-positive, second, her freedom and independence in deciding on this move. So the way she chooses to express her sexuality is the way that she chooses to express her personality as a powerful, free, and independent black woman.

Conclusion:

By the end of the novel, the readers will notice the truth that is revealed by Pearl Cleage. Actually, Cleage admits once in one of her interviews that she is not afraid of revealing the truth because that is her own vision for social change. Cleage presents a changing image of the sexuality of African American women. Through her first novel *What Looks Like Crazy on an Ordinary Day*, she redefines the sexuality of African American women by using the protagonist Ava Johnson. She draws the line of Ava's character in a way that she can send her message to her African American society and the American society in general. She presents Ava as a powerful woman who never gives up toward AIDS/HIV and death,"I was interested in L-I-V-I-N-G. The dying part would have to take care of itself"(Cleage, 59). She presents the same Ava to be the woman who is free, lives alone and practices her sexuality. The power, freedom, and independence relate to the same person who is known for her sexuality. Cleage's message is to show that black females can express their own sexuality in a different way not just in a way that most think of. They care about how they can show up and express their sexuality in a way that the black females can define themselves as powerful, free and independent.

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FROM EVOLUTIONARY CONSCIOUSNESS TO CONSCIOUS EVOLUTION: CREATING THE COMMON SOCIAL DIALOGUES

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Abstract:

This paper discusses implicit assumptions in a theme of globalization to comprehend the complexity involved in trying to create the common social dialogues in terms of analyzing the psychologist Joshua Greene's work - *Moral tribes: Emotion, reason, and the gap between us*. The researcher attempts to explore the status of conflict in modern social values, and tries to put forward possible solutions to resolve the conflict based on the hypothesis of "no tribe has a monopoly on cultural bias" and delve into how evolutionary inquiry and evolutionary challenge work. This is an interdisciplinary, philosophical, and scientific research project to demonstrate an adequate meta-morality for umpiring among the conflicting moralities of diverse cultural communities impacting on the topic of a penetration of complexity in the globalized world.

Keywords: Evolutionary consciousness, Joshua Greene, Globalization, communities, culture

Part One: From Evolutionary Consciousness to Conscious Evolution

How Does Evolutionary Inquiry Work?

1. The first question is: What kind of society do ***we*** want to live in?

On moral issues, "we" are used to form tribes according to Greene, in determining a "new scientific self-knowledge" stems from the long-lasting tradition of self-examination (Greene, 2014, p. 5). "Our tribal allegiances can make us disagree about the facts", what it takes to be authentic rests on the examination of a rational basis for the common social dialogue which includes the recognition that there is nothing infallible regarding instinctive knowledge and that one may be as mistaken about oneself as "no tribe has a monopoly on cultural bias" (Greene, 2014, p. 95).

The psychologist Joshua Greene explores the status of conflict in modern social values, and tries to put forward possible solutions to resolve the conflict in his recent work - *Moral tribes: Emotion, reason, and the gap between us*. In the first part, Greene sharply points out two massive moral issues: the Tragedy of the Commons and the Tragedy of Commonsense Morality. The conflicts between "Me versus Us" or "selfishness versus concern for others" as Greene (2014) describes that it is a matter that the one has to deal with, however, this matter also conducts other matters in terms of the values of "Us versus Them" in one's brain (p. 14). Indeed, conducting his work of utilitarianism, Trolleyology, and abundant neuroscientific research on ethical reasoning, in the second part, Greene states that the human brain utilizes two separate moral systems, likened to a dual-mode camera and equipped with an automatic mode and a manual mode. Automatic mode refers to the mechanism of moral sentiments from evolution of the brain, culture and personal experience to shape the emotional system that allows one to automatically and efficiently solve everyday affairs intuitionally; the ability of thinking demonstrates the brain's manual mode through rational operation, one's ideas are more diverse and flexible. Emotional mechanisms automatically relate to behavior in the tribe, family and the social groups with whom one (we) identify; however, the same emotional mechanisms become a tribal member, provoke one to fight against others – them. Between one family and other families, there is often a gap between the values of dissimilarity, who is right and who is wrong, this belief deeply rooted in the hearts of everyone. Particularly, Greene skillfully marshals empirical work to support an argument informed by philosophy distinguishing between consciously and intuitively derived moral judgments as a profound philosophical methodology. In part three, Greene (2014) draws on his "deep pragmatism" clarification of utilitarianism (p. 153) that the one can adjudicate between differing group moralities to conquer the issues as perilously mentioned - Us versus Them. He supports this claim with a deep pragmatism combined with the Golden Rule's impartiality and empirical evidence to maximize happiness which is the utilitarianism that Greene argues that "a moral system that can acknowledge moral trade-offs and adjudicate among them, and it can do so in a way that makes sense to members of all tribes" (p.171). Subsequently, the challenges of utilitarianism which is listed in the next part, part four and the goal of Greene's theory employs the intriguing and also contentious moral solutions introduced in part five.

Greene attempts to interdisciplinary, philosophically, and scientifically demonstrate that an adequate meta-morality for umpiring among the conflicting moralities of diverse cultural communities impacts on the topic of abortion, same-sex marriage, global warming, religion, and race. One not only finds a wide range of issues in philosophy addressed, but a variety of methods approached to investigate the contemporary matters with support reaching from psychological and neuroscientific evidence.

2. The second question is: Given the social image, can we design a system to nudge evolution toward this ideal society?

Definitely, Greene not only received several positive reviews of his book, such as Robert Wright (Wright, 2013) parses his work for global harmony ambitious and complements common ground theory, but also he intended for his book to be accessible to a broad audience. Comparing the authors Richard H. Thaler and Cass R. Sunstein who published the book named - *Nudge: Improving decisions about health, wealth, and happiness* (Thaler & Sunstein 2009) – Greene's concept constructs a solid argument with a grand newfangled philosophical tendency. Although the two systems of thinking by the human brain, as Thaler and Sunstein delineate as the *reflective system* and the *automatic system* on research in psychology and behavioral economics explored before Greene's proposal, their work lacks a concrete concept. If the two thinking systems provoke first and waken the self-conscious, the research of Daniel Kahneman who won the Nobel Memorial Prize in Economics refined it comprehensively in a book *Thinking, Fast and Slow* (Kahneman, 2011). It would be as one suspected similar critical thoughts of Greene, Thaler, Sunstein and Kahneman on the facts of human nature and psychology to defined two thinking systems in the human brain with different notions. It has to be mentioned that Thaler and

Sunstein produce certain approaches to offer policy recommendations in the aspects of finance, health, the environment, schools and marriage; the context of choice architecture proves incontrovertibly the spirit of libertarian paternalism as they advocate. Nevertheless, Greene's ethical questions are eloquent proof of the MRI brain scans and tribal parables stance on the various views to reach common ground between rival philosophies and competing national interests. Furthermore, his plentiful neuroscientific research on the moral intuition of inquiring is an adequate empirical evidence for the intercommunal ethical state transcending the evolutionary past. Especially, the concept of *happiness*, as both the books *Nudge* and *Moral tribes* emphasized, *Nudge* infuses the idea of *libertarian paternalism* which is the term discovered and developed by Thaler and Sunstein in 2003; Greene (2014) adopts the idea of utilitarianism and claims the objective of utilitarian thinking ought to "maximize happiness" and claims "from a utilitarian perspective, a good decision-making system is one in which the decision makers are more likely than otherwise to make decisions that produce good results" (p.169). It would be reasonable to understand the ideal value "everyone's happiness" (Greene, 2014) needs to be maximized impartially and "happiness can be measured" (p.170) with an elaboration of the utilitarian concept, the provocative questions are: who could be described as everyone? And, what is the process of maximization?

The major argumentation of this book lacks a penetration of complexity in the globalized world. The book presents the better ways to live life and choose decisions; however, Greene frames intercommunal morality to label and to designate his viewpoint. Precisely, he constructs his notion and does not offer the capacity for the different intercommunal cooperation as he hopes for. While the moral tribe itself labels the moral communities, contrasts with what he advocates as a moral whole. It would praise the dedication of his awareness regarding the challenges for globalizing and offers the solutions justifying among the diverse moral communities. Before all these notions and solutions, one would be predicated Greene already labeled intercommunal morality. The conflict of contemporary issues is the carrier of values which are essentially for a transcendental perspective to envisage an integration of moralities instead of just simply a compromise among them. A vivid example, a film which is created by FP7 and Memac Ogilvy who won a campaign with an idea – labels are for cans not for people – throughout Ramadan might illuminate Greene's deficient methods (Coca-Cola Middle East, 2015). The film as presented by **Photographs 1,** depicts a diverse group of strangers such as two Arab dressed men, one drawn with all tattoos on his face, a man who sits with wheelchair and another one fully dressed with formal suit appear in a dark room to have a conversation.

Photographs 1. Coke removes labels during Ramadan. Video created by FP7 and Memac Ogilvy in 2015

They contribute unrestricted dialogue and enjoy the communications that all of them feel comfortable with, however, they are surprised after the lights turn on because they could have their image of the person who talks to themselves without predicable. Consequence of the opinions in their mind is judgmental process, although this is a marking stratagem from Coca-Cola company when they receive the gift of a Coke cans with one side blank and the other side is

"Label are for cans, not for people" (Scheiner, 2015). Besides, Coca-Cola initiates a movement in terms of the statement in the Business Insider:

> In a time when equality and abolishing prejudices is a hot topic for discussion around the world, how does one of the leading brands like Coca-Cola join in the conversation? In the Middle East, during the month of Ramadan, one of the world's most well-known labels has removed its own label, off its cans, in an effort to promote a world without labels and prejudices. (O'Reilly, 2015)

It would be obliged to admit the fact that this libretto will be a remarkable liberal media to provoke a preferred approach to rational human thought in shaping the *true self* stemming from the established institution of self-examination. What the successful essential condition would need to be authentic rests on the examined life which comprises the recognition that there is nothing infallible regarding the *reflective practice* and that one may be as mistaken with oneself as one can be about the external world. Regrettably, Greene's book does not state the conditions that the methodology inquires deliberate philosophical deductions might be falsified due to he only adopts Kantian theory and utilitarian choices.

To further investigate this example, "Coke removes labels during Ramadan" (Scheiner, 2015), it could inquire into a story of the blind men and an elephant as a metaphor pressing into service as an analogy. The story interprets in different versions in different languages and applies to the variety of disciplines and also crosses a number of religious traditions for instance: Jain, Buddhist, Sufi and Hindu lore (Arberry, 2004; Gardner, 1995; Wilcox, n.d.; Shah, 1969). The **Photographs 2** displays by a Japanese artist and poet 英一蝶 (Hanabusa Itchō) illustrate 群盲象を評す (Blind monks examining an elephant) in an浮世絵 (ukiyo-e) - 群盲撫象図 (Lane, 1978).

Photographs 2. 群盲象を評す(Blind monks examining an elephant), an ukiyo-e prints by Hanabusa Itchō (1652–1724)

One of the prominent versions is a poem, *The blind men and the elephant*, which was constructed by a profound American poet John Godfrey Saxe (**Photograph 3**).

Photograph 3. The Poem: The Blind Men and the Elephant (1872) by John Godfrey Saxe

Even though the story is represented in various versions, the central idea is a group of men in the dark who might be blind in some versions exploring an elephant to gain the knowledge of whole image regarding the features of the elephant based on their touch. Resulting in the conflict among the men who learn their experience by partial view due to what they touch of that elephant and also they arouse further argumentation of their perspectives. The last part of the poem by Saxe's version indicates the six men of Indostan debating peacefully without physical violence, yet, the conflicts between them and their insight of perspectives have not been described by the end as the poem indicates:

"Moral:
So oft in theologic wars,
The disputants, I ween,
Rail on in utter ignorance
Of what each other mean,
And prate about an Elephant
Not one of them has seen!" (Saxe, 1872)

It would be, one argues, that the open-ended ending would envision the viewpoint of the moral imagination rather than finding the solution to prove a utilitarian philosophical direction. To some extent, Greene narrows the pragmatic ends in terms of he peruses a balance between the data and the empirical theory, conversely, the meaning of life is not framing one's thinking which is already framed by his or her heritage but expansion of its meaning and growth of meaning. Correspondingly, Greene offers the meta-morality to unify the human moral consciousness, but the problem is how to enlarge this notion as the metaphor of the blind men and an elephant illustrated above.

Part Two: Evolutionary Challenge

The reality is Greene might not realize the situation is the solution he contributes that communities would ascertain it as a narrower meaning than that which is already available from their own heritage and this is a paradox of a universal moral philosophy as he believes. According to a political scientist Graham Fuller studies on the dynamics society and expresses:

> ... systems of international marketing and communications create freeways for the mass import of foreign cultural materials--food, drugs, clothing, music, films, books, television programs, even values--with the concomitant loss of control over societies, symbols and myths. Such cultural anxieties are welcome fuel to more radical political groups that call for cultural authenticity, preservation of traditional and religious values, and rejection of the alien cultural antigens. Big Macs become in-your-face symbols of American power--political, economic, and military--over weak or hesitant societies and states. (Fuller, 1995, p. 152)

It would be appreciated if the *Moral Tribe* would broaden the moral depth and context for other theories. Modern liberal countries are increasingly multicultural. All of them seek to balance their elements of social and cultural diversity with those of cohesion, an aspiration which invokes the importance of education for citizenship. So this essay aims to explore in the context of a pluralistic democratic society, questioning on the aspects of how should liberalism amend its conception of citizenship to accommodate more cultural differences and how should liberalism establish the appropriate content of civic education to maintain the stability of its political community. These questions are the pivot of this article, which can be further divided into contention issues. The first is needed to be discussed on the basic claims of liberalism and the liberal conception of citizenship. Second, refining the notion of multiculturalism which emphasizes the vital role of culture and attacks two dimensions of the liberal conception of citizenship is encouraged: individualism and egalitarianism. Third, different groups of modern information society world-wide are brought together into a common space, such an unprecedented opportunity to intensify the value conflicts in various groups as one should argue that the claim of culture can be accommodated by liberal theory. Besides, primary social morality and tribes to defend special rights for cultural minorities from a liberal position are underscored. The last part, it should be discussed to clarify the boundaries of liberal tolerance and its grounds, and to explore the meanings of liberal civic education and its limits.

Therefore, envisioning scenarios of unframed societies or communities should be defined to create the important experience of all human beings, including the following dimensions: social action or social justice, moral or ethical, health (including mental, emotional, cognitive and physical), economy and aesthetics, learning and human development, science and technology, communication, social and political, as well as the relationship with nature. There is also a whole comprehensive dimension embracing and integrating dimensions; it embodies all the dimensions, and establishes and evolves this comprehensive system. To define dimensions is a critical indicator relating to creating our evolutionary design system.

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