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Psychological aspects of the "self" as contributing to commitment in for-profit organizations

Esther Bahat, PhD., University of Haifa, Israel

Abstract

In the 21st century the world has become a constant changing and turbulent place. We can reasonably expect greater needs for human resource and less funding to meet them. This study is offering a kind of leadership that develops commitment to work organizations not only by calculative factors (satisfaction of needs), but also by psychological aspects: Moral and self-perception (value realization and self-identity expression). While the organizational commitment research literature deals a lot with needs satisfaction as a contributor to organizational commitment there is almost no theoretical reference to "self-perceptions" and no study examined there contribution. A quantitative study based on three focus groups, and 15 personal interviews was conducted. The questions was formulate as open-ended. The data analysis was according to the "analytical induction" approach. To date no study has used it in research organizations. For testing hypotheses the "comparative analysis" technique was used. Thus, comparison and contrast was made between all the data within the same focus group, and across all the focus groups as well as interview analysis.

Findings showed fulfilment of needs to be central in its contribution to organizational commitment, and it is expressed mainly in statements of intention to stay in the organization. However, satisfaction with values realization and self-identity expression contribute identification with the organization. Therefore, leaders of organizations which put emphasis on satisfying their worker's needs but also allow realizing values and expressing self-identities should extract a commitment from their members.

Keywords: Leadership, Needs, values, self-identities, organizational commitment

Introduction

The communication and technology in the new millennium has made the world a smaller and vastly more interconnected place. We are witnessing an increase in economic activity on a global scale (Aycan & Kanungo, 2001) with less funding or human resource to meet them. In a world that is facing constant change it is important for scholars to reflect on how leaders of organizations are developing high levels of organizational commitment (OC) by their members. Although, the research literature deals a lot with factors motivating members to activities that contribute to their organization, most models of OC are calculative and hedonistic (Steers, Porter, & Bigley, 1996). However, not all the organizational behaviors can be explained on the basis of rational processes that aim to maximize personal benefits. We are witnessing actions performed for the benefits of others (person, organization), and/or for the expression of a person's self-identity. This argument is stated most strongly by Bowles & Gintis (1986, p. 138): Individuals "participate not merely to meet preexisting needs, but also to constitute themselves or to reaffirm themselves as persons…". Yet, there is

almost no theoretical reference, in the organizational literature, to "self-perceptions" and no study examined their contribution. This absence seems a bit peculiar given that the social psychology literature has devoted substantial attention to the "self" as a driver of behavior. The aim of the present study is to identify the process of the self (ie., value realization and self-identity expression) as contributing to peoples functionality in their organizations, in addition to satisfaction of needs. A more balanced view would regard members of organizations not only as hedonistic but also as trying to realize personal values and striving to express their self-identities.

But what is OC? Although the term OC is widely used, little consensus exists about its definition (Geoffrey Fiona & Margaret, 2005). In this paper OC is defined by Mowday, Porter & Steers (1982) as an individual's connection to an organization, manifested by three components: (1) "identification" with the organization - people who identify with an organization support its goals and objectives; (2) "contribution" to the organization according to the requirements of one's role and beyond the call of duty. The extent of efforts individuals are willing to invest in the organization affects their role performance and their ability to promote the organization's goals and objectives; and (3) "staying" in the organization: a strong desire to maintain membership in the organization as well as actually staying in the organization (which is in fact one of the main requirements in order for people to invest their personal resources in achieving the organization's goals and objectives).

Literature Review and Hypotheses

Needs-Satisfaction

Theories of OC that focus on factors energize and direct behavior toward the satisfaction of needs is based on the calculative-instrumental approach (For example, Maslow, 1970, Adams, 1963, Vroom, 1967),. In these models the individual is supposed to be a rational maximize of personal utility. Hence, as long as the organization provides rewards to satisfy employees' needs, it achieves its employees' contribution as part of the job requirements, and their desire to stay at the organization (Taris, Feij & Van Vianen, 2005; Van Vianen, De Pater & Van Dijk, 2007). In contrast, lack of needs satisfaction prompts an employee to think about leaving (Lee & Mowday, 1987). Needs satisfaction is central in its contribution to commitment in business/work organizations. This is because in such organizations the communication process, between employees and organizations, is based on exchange relationship. This argument leads to the following hypotheses:

Hypothesis 1: In a business/work organization needs/abilities and the opportunities offered for fulfilling or realizing them has a central contribution to the prediction of OC. Needs-satisfaction will contribute the most to the prediction of the OC component expressing "staying" in the organization.

Values-realization

However, human behavior is not always calculative but also expresses attitudes and beliefs (Leviatan, 2003; Shamir et al., 1993). Schwartz (1992) presented the theory of

"basic human values" and claimed that: "values are (a) concepts or beliefs; (b) pertain to desirable end states or behaviors; (c) transcend specific situations; (d) guide selection or evaluation of behavior and events; and (e) are ordered by relative importance and events" (p.4) Schwartz defined and specified methods for measuring ten potentially universal motivational types of values: Self-direction, stimulation, hedonism, achievement, power, security, conformity, tradition, spirituality and benevolence. The theoretical literature dealt extensively with values as an important contributor to OC (see for example, Leviatan & Rosner, 2001; Allen & Meier, 1990) Then, it is surprising that most models of OC did not include values as sources contributing to OC (and focused primarily on the instrumental sources), and a few studies have been conducted in voluntary or ideology organizations (Leviatan & Rosner, 2001). In these studies an individual who identifies with an ideological/voluntary organization representing his values is likely to contribute a lot to achieve its goals and objectives. Thus,

Hypothesis 2: Values and the potential for their realization by the objectives and goals the organization strives to accomplish will contribute to the prediction of OC. Values-realization will contribute the most to the prediction of the OC component expressing "contribution" in the organization.

Self-identity-its-expression

Self-identity arises from the reflexivity that is vital to human condition (Gecas & Burke, 1995) and is based on our observations of ourselves and on how others act toward us. Kelman (2006) argued that people strive to express their self-identities in groups and organizations to which they belong. Gecas (2000) named the desire to express one's self as an "authentic" motive. "This is who I am", "this is where I want to be", and "that's what I want to do" (Waterman et al., 2003).

Usually, opportunities for expression of the self takes place in family/social/community organizations. This is so because, unlike work organizations, such organizations impose some (relatively) limitations on role definitions within them. Hence, the more community-type organizations offer their members opportunities to express themselves, the more likely they will view their organizational membership as part of their personal identity (Hogg & Terry, 2000). And, the more a person's self-concept is tied to the organization the more he identifies with the organization (Van Knippenberg, Van Dick, & Tavares, 2007). Accordingly, I assume that expression of self-identities will contribute to attitudes and feelings expressing identification with one's work organization. Thus, the Hypotheses are:

Hypothesis 3: Self-identity and organizational opportunities to express it will contribute to the prediction of OC. Self-identity-its-expression will contribute the most to the prediction of the OC component expressing "identification" with the work organization.

Method

Samples and Procedures

This paper goes beyond past work by reporting qualitative findings. To date no study reported qualitative findings in research organizations. The study was conducted in Israel. It was based on focus groups and personal interviews. The combination of focus groups and personal interviews allows to obtaining extensive information that might not be reached in only one of the methods. The method used was based upon the "analytic induction" approach. In "analytic induction" researchers develop hypotheses prior to entry into the field. These hypotheses are revised to fit emerging interpretations of the data over the course of data collection and analysis to create a broad theoretical understanding (Robinson, 1951). In order to assure the development of universal hypotheses, researchers actively seek to examine different cases. Therefore, the sample in this study was "purposeful sample" through which it can be learned about the research topics (Patton, 1970). Namely, the participants were people who work in formal organizations, and also were active in voluntary organizations and intimate friends group/extended families. By means, the study explored the attitudes of participants who were simultaneously active in three types of organizations: Business/work, ideological/voluntary, family/social/community.

Participant

Focus groups

Three focus group interviews of 17 participants who are over 18 years old. The first, consisted of eight people belonging to the same extended family, one of the participant was active in a voluntary organization. The second consisted of five people belonging to extended families and/or to intimate friend groups, two of them were active in voluntary organizations. The third focus group represented a formal organization and comprised four people working in business/work organizations.

Personal interviews

15 personal individual interviews including four men and 11 women, recruited on a volunteer basis. All the participants are working at permanent or temporal jobs, five of them (three women and one man) are working as volunteers, and they are all actively in social/family groups: seven from one extended family; eight members of an intimate friends groups; and four members of an activity-oriented group (i.e., people who initially decided to meet in order to engage in a certain activity and, with time, increased the number of their meetings and broadened the range of their activities, even to their leisure time, beyond the initial engagement). Interviewees were encouraged not to answer any questions they did not want to answer, and were assured they could withdraw without prejudice from the research at any time.

Data collection

Data were collected through open-ended questions. The questions were asked according to an "interview guide" (Patton, 1990) prepared in advance. The types of questions were the same for all the groups in order to maintain consistency in the management discussion (Krueger & Casey, 2000). I conducted all interviews. The interview process lasted approximately 60 to 90 minutes with each interviewed individual.

Analysis

The interviews were tape-recorded, transcribed verbatim, and coded using the framework of needs/abilities, values and self-identity. For testing hypotheses I have used the "comparative analysis" technique. Thus, comparison and contrast was made between all the data within the same focus group, and across all the focus groups as well as interview analysis.

Findings

As hypothesis, the respondents agreed that the motivation for actions in work organizations is based mainly on satisfaction of needs. For example, when I asked the participants: "Describe in one sentence why you are working", they pointed to calculative factors: "Because I need the money". The meaning is that the relation between employee and employer is based on exchange relationship and stems from the desire to provide benefits. Commitment is manifested mainly by staying in the organization: "... Because of the economy right now ... I have no intention of leaving."

Values and the potential for their realization by the objectives and goals the organization strives to accomplish was found to be contributing to voluntary work activity but not to paid work, as hypothesis.

The opportunities to express the self were found also as contributing to OC. However work organizations give opportunities to express personal identities that are needed by the organization role definition in order to: "Increase the profitability of the organization". The result of these processes is commitment expressing by identification with the organization.

Conclusion

The findings obtained indicate that in addition to processes of cost-benefit calculation - which researchers have commonly focused on in attempts to explain OC - psychological processes stemming from the aspiration to attain consistency in the self-perception contribute to work efforts. However, while values-realization contributes to commitment in voluntary organizations they didn't contribute at work organizations. It is possible that with the economic crises, in recent years, organizations put too much emphasis on satisfaction of needs and they neglect the moral aspect. Additional finding is that while needs and their satisfaction contribute mainly to the intention to stay in the organization, self-identity-its expression contributes to identification with the organization.

But what kind of leadership is needed for bringing about the congruence, between the employee's individual characteristics and the organization's opportunities for realization of those characteristics? Relevant here is the distinction between: Transactional leadership and transformational leadership.

Transactional leadership is a style of leadership in which the leader promotes compliance of their followers through rewards (payment) (Bass, 1985). Therefore, for increasing congruence via the dimension of satisfying employees' needs and abilities - transactional leadership is needed. Because it is a transaction process it usually deals with needs at the lower end of Maslow's sale.

Transformational leadership has the ability to elicit contribution and identification from employees through personal characteristics (Bass, 1985). Therefore, transformational leadership is in-charge of increasing the congruence via the sources of values, and self-identities, and also for the congruence with higher order needs. To conclude, Business organizations need leadership that is "transformational", and cannot be satisfied with the common "transactional" leadership style

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Nature du marketing en direction des adolescents

Le cas du téléphone portable en Algérie.

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Résumé :

Il semble que le discours sur la jeunesse en Algérie véhicule l'image d'une jeunesse nombreuse et bouillonnante. L'analyse statistique de cette jeunesse nous conduit à considérer que cette frange importante de la population algérienne est porteuse de changements qui peuvent remettre en cause l'ordre social établi. Cette vision qui s'inspire des révoltes dans les pays arabes considèrent que le bouillonnement de cette jeunesse est d'ordre matériel (Chômage, logement….). Elle ignore que le problème central est d'ordre symbolique (A. Henni, 1990). Certes, nous dit Henni (1990), quand on n'a pas de travail on accède difficilement aux biens économiques. Mais, comment expliquer que nos jeunes même sans travail ont tendance à s'exhiber sous le label de grandes marques qui envahissent notre quotidien. Comment expliquer que les jeunes même ceux issus de bidonvilles sont habillés, chaussés et disposent de téléphones mobiles de marques reconnues. Nous sommes en présence d'une nouvelle génération que nous comprenons mal et qui veut se valoriser non par les biens économiques mais par les biens symboliques. C'est ainsi que cette nouvelle génération construit son statut dans la société à travers les biens symboliques. Depuis la fin du XXe siècle, la construction des statuts sociaux n'est plus liée à la production-consommation-destruction du bien économique mais, elle est liée à l'usage répété du bien produit. C'est ainsi que le téléphone mobile par exemple, n'est valorisé que par le statut qu'il confère à son porteur. Plus, il a des usages multiples (options) et plus il a de la valeur et plus il valorise celui qui le détient. Connaissant ces enjeux, les producteurs de ces biens vont investir le champ de cette symbolique valorisante pour attirer les jeunes vers l'achat. Notre contribution, tente de décrypter l'utilisation de cette symbolique en direction de la jeunesse. Nous prendrons comme exemple le téléphone mobile pour montrer comment les marques attachent le statut social à la détention d'un bien symbolique.

Mots clés : Adolescent, marketing, consommation, téléphone portable, génération Z.

Introduction:

Les professionnels du marketing voient dans l'étude du consommateur la possibilité d'exercer un contrôle sur les acteurs du marché et, par conséquent, la réussite des

opérations qu'ils mettent en place. Pour y arriver, Il est indispensable de porter un regard structuré sur le comportement du consommateur. Cela permet de comprendre les mécanismes à partir desquels le consommateur effectue ses choix et la manière dont il est réceptif à la pression marketing. D'après Tedlow[1] le développement du marketing s'est basé sur l'esprit visionnaire d'entrepreneurs qui ont adopté le changement dans leurs métiers. Et cela n'a pu se faire sans la compréhension croissante des consommateurs, de leurs désirs et de leurs diversités en particulier depuis les années cinquante. Pour Cochoy[2], la recherche en comportement du consommateur a gagné son autonomie par rapport au marketing et peut prétendre se structurer comme une discipline à part entière. On trouve des approches très formelles à travers des modèles micro-économiques et des méthodes statistiques, et on trouve aussi des approches plus littéraires[3]. Quelle que soit la méthode utilisée, ces démarches permettent de mieux comprendre le consommateur, en s'intéressant au processus d'évaluation et de choix des marques, aux effets de la publicité, à l'influence de l'entourage sur l'individu (famille, groupe,…) et aux caractéristiques qui différencient les consommateurs.

Thorstein Veblen[4] a souligné l'influence de l'environnement sur nos habitudes et nos décisions et le fait que la consommation peut devenir un moyen pour tenter de s'affirmer socialement.

La préoccupation des mouvements consuméristes reste basée sur l'idée que l'acheteur ou le consommateur ne peut disposer de son libre arbitre en raison des pressions qu'il subit de la part des producteurs ou des distributeurs.[5] Cette pression se manifeste essentiellement sous forme de publicité qui, pour les marxistes, est la résultante de la logique de la production capitaliste, qui pour écouler ses produits, avait besoin d'inciter les individus à consommer. Ainsi, pour eux, la publicité est une technique de manipulation, asservie aux intérêts des entrepreneurs. Les facteurs économiques ont joué, de même les facteurs technologiques et les médias ont participé au développement de la publicité. Pour l'annonceur, la publicité a pour but de faire connaître son «produit » (au sens large) et d'en créer la demande auprès d'éventuels «consommateurs». Pour Charaudeau : « La publicité n'existe que dans un certain type de société, la société moderne, démocratique et de marché ; les sociétés traditionnelles ne connaissant que la rhétorique et l'art de la représentation ; les sociétés totalitaires, uniquement la propagande »[6].

Dans ce travail, on s'est intéressé par le comportement de l'adolescent, qui passe par une période de préparation à l'âge adulte au cours de laquelle ont lieu des étapes clés du développement. En dehors de la maturation physique et sexuelle, il s'agit par exemple de l'acquisition de l'indépendance sociale et économique, du développement de

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[4]Thorstein Veblen (1857-1929) économiste et sociologue américain. Il était membre de l'alliance technique qui donnera naissance au mouvement technocratique.
[5]Op.cit Richard Ladwein, (2003), «Le comportement du consommateur et de l'acheteur », p7
[6] P. Charaudeau, « Le discours publicitaire, genre discursif », Revue Mscope Média, no 8, septembre 1994.

l'identité, de l'acquisition des compétences nécessaires pour remplir son rôle d'adulte et établir des relations d'adulte, et de la capacité de raisonnement abstrait. Nombreuses sont les marques qui communiquent efficacement auprès des adolescents grâce à des produits et des campagnes conçus spécifiquement pour ce public. « Jouant sur les valeurs chères aux adolescents l'amour, la liberté, l'amitié, la loyauté » comme le précise Karina Oddoux (1999), elles réussissent généralement à séduire ces adolescents difficiles et exigeants en termes de communication publicitaire. Pour vérifier nos propos, une étude a été menée à l'échelle nationale, en prenant le téléphone mobile comme produit de consommation.

L'adolescence et la consommation

L'OMS considère que l'adolescence est la période de croissance et de développement humain qui se situe entre l'enfance et l'âge adulte, entre les âges de 10 et 19 ans. Elle représente une période de transition critique dans la vie et se caractérise par un rythme important de croissance et de changement qui n'est supérieur que pendant la petite enfance. Les déterminants biologiques de l'adolescence sont universels, en revanche, la durée et les caractéristiques de cette période peuvent varier dans le temps, entre cultures et selon les situations socio-économiques. Elle démarre plus tôt dans les régions tropicales et méditerranéennes (9-11 ans), et plus tard dans les régions nordiques (14-17 ans) tandis que les régions tempérées la connaissent de 11 à 14 ans. Le processus pubertaire varie encore selon le sexe, d'environ deux ans plus tôt chez la fille que chez le garçon. Enfin, la puberté démarre plus tôt en ville qu'à la campagne, probablement suite aux stimulations plus nombreuses (bruit, stress, par exemple). Les phénomènes liés à la maturité sexuelle sont de trois ordres : physiques (visibles), psychiques (mentaux, comportementaux) et physiologiques (organes internes)[7].

Pour ces raisons, il est important de connaitre les caractéristiques de la génération Z qui représente la génération d'appartenance pour les adolescents actuels. Les études dédiées à cette génération montrent une utilisation très précoce des outils numériques. Dans une étude réalisée en 2012 par le CSA, on apprend que les moins de 12 ans sont 71% à utiliser «fréquemment » ou « de temps en temps » une tablette tactile (type Ipad, Galaxy Tab). Pour cette même population, le pourcentage est de 67% concernant les liseuses (type Kindle, Kobo, Cybook) et de 55% pour l'ordinateur fixe ou portable connecté à Internet[8].

Dépendants des réseaux sociaux, ils surfent sur plusieurs écrans et sont habitués au « tout, tout de suite, partout », s'ils trouvent normal de payer très cher le dernier smartphone, ils trouvent tout aussi naturel d'obtenir gratuitement d'un clic un film ou une chanson. Ils trouvent dépassés les codes des adultes, notamment ceux sur le genre, apprécient les marques « rebelles » et s'informent d'abord sur les réseaux sociaux, constatent des études réalisées en Europe et aux États-Unis par plusieurs grands groupes, comme BNP et Ford Motor, qui essaient de cerner leurs futurs clients. Selon ces études, ces jeunes âgés de 13 à 20 ans, se voient comme ouvert d'esprit et innovants, mais se reconnaissent impatients et têtus. Selon le cabinet américain Sparks and Honey qui conseille les entreprises sur les évolutions de la société, ils souffrent de « FOMO »

[7] http://fr.wikipedia.org/wiki/Adolescence
[8] Étude « Tablette tactile : la nouvelle nounou ? », publiée par le CSA

Fear Of Missing Out, la peur de rater quelque chose et détestent l'idée ne plus être connectés.

Plutôt que de se contenter de consommer séries et films, ils veulent participer, créer leur chaine Youtube ou leur vlog (blog vidéo). Ils sont inscrits sur plusieurs réseaux, facebook, instagram pour les photos, snapchat pour les messages éphémères ou encore twitter ou trumblr. Une écrasante majorité surfe tout en regardant la télévision et pense que la technologie rend tout possible. Mais leur durée d'attention est brève, ils scannent plutôt que de lire, ce qui provoque parfois en classe des réponses superficielles[9]. Les enfants de la génération Z ont un cerveau hyperconnecté qu'il est nécessaire d'entraîner à l'analyse et à la prise de distance avec les informations rencontrées.

Cette génération a grandi avec les jeux vidéo et les téléphones portables, a gagné des aptitudes cérébrales en termes de vitesse et d'automatisme, au détriment parfois du raisonnement et de la maîtrise de soi, explique le professeur de psychologie Olivier Houdé. Directeur du Laboratoire de psychologie du développement et de l'éducation de l'enfant du CNRS-La Sorbonne et auteur du livre «Apprendre à résister» (Le Pommier), il préconise un apprentissage adapté à ces mutations[10].

En 2020, la génération Z, autrement appelée les mutants, sera le premier groupe de consommateurs au monde selon FITCH[11]. Cependant, la génération Z va montrer une orientation consommateur plus forte et différente de la génération précédente, à cause de l'âge de ses individus pendant la récession économique. Quatre tendances caractérisent les consommateurs de la génération Z :

L'innovation :

La génération Z a un confort inné avec le monde virtuel. Pour ces consommateurs, internet a toujours existé. De grands pas se sont effectués en technologie (par exemple : le téléphone portable, réseaux sociaux…). Cette génération n'est pas surprise par l'obsolescence des produits et elle demande toujours « plus, plus petit et une meilleure qualité » pour les produits technologiques. Plutôt que d'être dépassé par les nouveaux produits, ces consommateurs ont tendance à considérer l'innovation incessante comme chose positive. Cette génération de consommateurs a toujours eu plus de choix sur le marché (que ça soit chez les détaillants, dans les grandes surfaces et à travers l'e-commerce) par rapport a ses prédécesseurs pour cela elle prend en considération le design et l'esthétique comme caractéristiques essentielles dans le choix des produits. Bien que le fait de dépenser de l'argent soit discriminant dans plusieurs situations, du moment où la technologie et le design apporté par l'innovation font leurs apparition dans l'une des situations, cette génération va dépenser son argent.

D'après Stacy Wood[12] les consommateurs les plus jeunes connaissent les nouvelles méthodes de consommation (e-commerce, code bar, etc) qui ont toujours existé pour eux.

[9] AFP 2014 Agence France Presse.
[10] http://www.leparisien.fr/laparisienne/societe/video-generation-z-le-cerveau-des-enfants-du-numerique-11-02-2015-4524815.php

[11] Une agence de communication : http://www.fitch.com/
[12] Professeur de marketing, collège de management, NC State University

Commodités :

Alors que la génération Z est susceptible d'être unique dans plusieurs aspects, on trouve le reflet de leur éducation parentale dans l'insistance sur la commodité. Rappelons que la plupart des membres de la génération Z sont les enfants de la génération X. Les jeunes d'aujourd'hui ont une dépendance accrue sur la commodité à la fois des attributs du produit (par exemple , des dispositifs de gagner du temps ou appareils mobiles) ,de la livraison du produit (par exemple, les chaînes de vente au détail qui augmentent la facilité d' acquisition) , de l'expérience du produit (par exemple, les produits qui sont faciles à cuisiner, consommable, set-up, etc.) et de la messagerie de produit (par exemple , des annonces qui sont livrés dans un " juste à temps ", mobile, ou sa forme abrégée). Il est clair que beaucoup des caractéristiques d'e-commerce qui provoquent l'incertitude ou l'inquiétude pour les baby-boomers ou pour la génération X (par exemple, les frais de livraison, l'assistance du consommateur, …) n'existent pas chez la génération Z.

La sécurité :

La génération Z, est très affectée par la croissance dans les périodes économiquement difficiles. Souvent, de telles périodes créent une dépendance accrue à l'éducation des familles qui travaillent pour protéger les générations futures grâce à la mobilité ascendante. Il y a souvent un plus grand intérêt de l'épargne et les dépenses conservatrice, mais cela est fortement tributaire des possibilités d'éducation financière des parents.

Étant donné une influence parentale différente et le contexte économique actuel, la génération Z peut être plus pragmatique et plus orientée vers la rareté. Elle peut se sentir plus prudente et avisée où ils dépensent leur argent. Similaire à la génération X, cela peut entraîner des consommateurs qui sont très sensibles à la marque, mais pas très fidèle à cette dernière. Pour certaines personnes de la génération Z , il est probable d'arriver à des niveaux de vie plus bas que prévu, mais pour d'autres , ça peut servir comme une force de motivation , contribuant ainsi à une plus grande variance générationnel dans la situation financière .

L'évasion :

La génération Z est susceptible d'être un marché important pour les produits qui répondent à l'évasion. Cela est dû à plusieurs raisons. Tout d'abord, ce comportement dans la maison sera probablement reflet de la génération de leurs parents. Génération X est souvent caractérisé comme une génération très sujettes à des poursuites de la consommation d'évasion y compris le divertissement (par exemple, les films, la musique, la vidéo, les jeux), sports extrêmes, Restaurants, et favoriser des " tribus " sociaux (réseaux d'amis qui prennent la place de lointaine famille). Pour la génération X, ce fut une réponse aux défis économiques, des responsabilités accrues aux jeunes âges, et les familles décomposées. Pour la génération Z, l'environnement économique

est similaire et, même si la responsabilité accrue n'est pas en mode «enfant à clé»[13], rapport de nombreux enfants d'aujourd'hui un plus grand stress et la pression pour atteindre à un jeune âge, un phénomène qui est alimentée par les tendances «parent d'hélicoptère »[14].

Produits symboliques et adolescence :

L'essentiel dans la consommation, est de faire la différence entre la valeur d'usage d'un produit (fonctionnalité), et la valeur de signe. Tous les produits ont une dimension symbolique, même si l'investissement symbolique est très variable en fonction des produits et des clients. La dimension symbolique des objets a existé de tout temps et dans toutes les sociétés, mais son caractère (magique, religieux, de distinction sociale, de modernité, etc.) varie avec l'objet concerné. Elle peut être liée à leurs fonctions bien que les sémiologues soulignent la relative indépendance entre le signifiant et le signifié, c'est-à-dire ici entre l'objet (signifiant) et ce qu'il représente (signifié)[15].

Thorstein Veblen[16] avait préciser que les produits sont achetés ou consommés parce qu'ils permettent d'abord de se différencier des autres; c'est ce qu'il appelait la consommation ostentatoire : est une consommation destinée soit à montrer un statut social, un mode de vie ou une personnalité, soit à faire croire aux autres que l'on possède ce statut social, mode de vie ou personnalité. L'idée sous-jacente est que le consommateur tend à s'orienter vers des marques ou des produits, dont les représentations qu'il en a, répondent à ses besoins psychosociaux[17].

Un nombre important d'études a été fait en ce qui concerne la relation de l'adolescent avec l'aspect symbolique du produit. Cette relation a pour but de montrer la personnalité de cet adolescent au sein de la société (Belk 1988, 2003, Nguyen Chaplin et Roedder John 2005; Roedder John 2001; Wooten 2006). Ce phénomène touche essentiellement les produits visibles publiquement et spécialement les vêtements (Ahava et Palojoki 2004; Piacentini et Mailer 2005; Rouen 2002; Wooten 2006). D'ailleurs, les adolescents préfèrent généralement avoir un vêtement avec une marque précise plutôt qu'un beau vêtement sans marque (Marcilhacy 2004), et ce afin que le produit soit accepté par les pairs (Grant et Stephens 2005). Donc les adolescents sont sous une pression sociale, pour être accepté par ses pairs, il faut suivre la tendance, (Belk 1988, 2003; Belk, Bahn et Mayer 1982; Grubb et Grathwohl 1967; Kapferer et Laurent 1983; Sirgy et Danes 1981; Solomon 1983; Turner Schenk et Holman 1980), qui véhicule une certaine image de soi (Belk 1988, 2003; Elliott et Wattanasuwan,

[13] (En anglais, *latchkey kid*) est un écolier dont les parents travaillent pouvant appartenir à une famille monoparentale et qui porte la clé de son domicile sur lui pour pouvoir rentrer à la maison après la classe.

[14] Un parent qui « plane » au-dessus de son enfant pour le diriger vers le « meilleur » avenir qui soit, ou encore qui vole à son secours dès qu'un problème se présente. Ces parents « sont très engagés dans la vie scolaire, très près de leurs enfants et d'excellents conseillers pour les aider à traverser les diverses phases de la vie

[15] Lendrevie Jacques, Lévy Julien, « Mercator, tout le marketing à l'ère numérique », 11ème édition, Dunod, 2014, p193.

[16]Thorstein Veblen (1857 - 1929) économiste et sociologue américain. Il était membre de l'Alliance technique fondée en 1918-19 par Howard Scott, qui donna naissance au mouvement technocratique.

[17] Chebat Jean-charles, Pierre Filiatrault, Michel Laroche, «Le comportement du consommateur». Ed. Gaëtan Morin, 3éme Ed, 2004.

1988; Grubb et Grathwohl 1967; Kapferer et Laurent 1983; Piacentini et Mailer 2005 ; Wattanasuwan et Elliott 1999).

La publicité et ses modèles:

L'objectif de la publicité est de favoriser la transmission d'une information commerciale motivante sur l'offre proposée afin de convaincre le client que cette offre répond exactement à ses besoins. Sa fonction fondamentale est donc d'informer, de porter quelque chose de motivant à la connaissance d'un public afin de modifier sa structure mentale et ses attitudes envers l'offre, ce que l'étymologie du terme explique et ce que l'histoire peut justifier[18].

Dans ce contexte, on peut trouver plusieurs modèles publicitaires. Chaque modèle représente un type d'argumentation différent, reposant sur l'appréhension du consommateur, de son acte d'achat et la manière dont la rhétorique publicitaire peut l'influencer.

La publicité informative :

Elle considère le consommateur comme un homo economicus, rationnel, qui agit avec raison et calcule pour satisfaire ses besoins. C'est un mode de publicité par lequel on cherche à informer le consommateur sur les qualités intrinsèques du produit, elle s'appuie sur un discours rationnel montrant que les qualités et caractéristiques du produit répondent effectivement aux besoins du consommateur.

La publicité mécaniste :

Elle a comme référence la psychologie des réflexes conditionnés de Pavlov et le behaviorisme. Son but est de manipuler les consciences, par la répétition des slogans. C'est une publicité qui cherche à produire chez le consommateur une réaction automatique en partie inconsciente lorsqu'il se trouve confronté au besoin. Il peut également s'agir de provoquer un achat d'impulsion qui ne correspond pas forcément à un réel besoin.

Les publicités mécanistes jouent beaucoup sur la répétition et la simplicité du message et utilisent souvent des slogans ou jingles entêtants. On parle souvent de matraquage publicitaire.

La publicité suggestive :

Elle s'appuie sur la psychologie motivationniste, joue sur la connotation et l'image car elle considère le consommateur comme un être de désirs. C'est une publicité qui ne cherche pas directement à montrer la qualité ou les performances d'un produit, mais à influencer l'inconscient du consommateur par le biais d'une suggestion plus ou moins directe. La publicité suggestive s'appuie sur une approche psychologique et sur les mécanismes freudiens. Elle s'appuie notamment sur les pouvoirs d'évocation des images.

La publicité intégrative :

[18] Caumont Daniel, « la publicité », 3 ème édition, DUNOD, 2012, p 12

Ou projective, elle prend en compte les théories psychosociologiques, qui projette le consommateur dans une image de soi pour le différencier des autres. Elle consiste à associer le produit ou la marque à un groupe social auquel le consommateur souhaite plus ou moins consciemment être associé ou appartenir. La publicité intégrative va souvent montrer des scènes d'utilisation ou de consommation du produit par le groupe social ou par un individu montrant les signes d'appartenance à ce groupe[19].

La publicité relationniste :

Elle a comme base, les études de l'école de Palo Alto et les travaux de Paul Watlawick en particulier. Elle joue sur l'humour pour créer une certaine complicité, sur l'interactivité par les nouveaux médias, « pour transformer le rapport marchand en conversation » ou encore sur la responsabilité sociale de l'entreprise. Le consommateur considère qu'il achète un produit pour ses signes identitaires mais en même temps pour ses valeurs sociales, morales, humanitaires, c'est-à-dire son respect des droits de l'homme, de la femme, des enfants, des travailleurs, pour son souci écologique, biologique, pour son civisme,…

Ces modèles de communication et d'argumentation se sont succédé dans le temps, sans pour autant se substituer. Ce qui permet de voir que la publicité est évanescente dans ses formes et ses modèles, qu'elle est plurielle et polyvalente dans ses supports, saisonnière et éphémère dans la diffusion de ces annonces[20].

Application sur l'adolescent algérien :

La population adolescente est une frange qui représente une partie importante, pour ne pas dire la partie écrasante de la population Algérienne. D'après le dernier recensement de l'office national des statistiques, l'Algérie compte 40,4 Millions d'habitants au 1er Janvier 2016. Par contre la dernière répartition de la population par âge et sexe a été faite en 2014 comme le montre le tableau suivant :

Tableau 1 : Répartition de la population par âge et sexe (au 01/07/2014)[21]

Groupe d'âges	Masculin	Féminin	Ensemble	Pourcentage	
00-04 ans	2326749	2203165	4529914	11,58%	
05-09 ans	1868022	1760304	3628326	9,28%	
10-14 ans	1510337	1441684	2952021	7,55%	
15-19 ans	1639433	1572842	3212275	8,21%	15,76%
20-24 ans	1841565	1779049	3620614	9,26%	
25-29ans	1920537	1892077	3812614	9,75%	

[19] http://www.definitions-marketing.com

[20] Sacriste Valérie , « Communication publicitaire et consommation d'objet dans la société moderne » , Cahiers internationaux de sociologie, 2002/1 n° 112, p. 123-150.

[21] Structure et population issues des projections de la population établies à cet effet

30-34 ans	1796722	1762621	3559343	9,10%
35-39 ans	1452308	1431951	2884259	7,37%
40-44 ans	1205776	1213444	2419220	6,19%
45-49 ans	1040225	1048328	2088552	5,34%
50-54 ans	846528	847812	1694340	4,33%
55-59 ans	693870	685118	1378988	3,53%
60-64 ans	559232	535293	1094525	2,80%
65-69 ans	359208	363695	722904	1,85%
70-74 ans	285688	296601	582289	1,49%
75-79 ans	217044	231963	449007	1,15%
80-84 ans	143881	151507	295388	0,76%
85 ans &+	94038	95658	189696	0,48%
TOTAL	19801164	19313112	39114276	100,00%

Source : http://www.ons.dz/-Demographie-.html

On remarque que le pourcentage des adolescents algériens entre 10 et 19 ans dépasse les 15%. Il représente un marché potentiel essentiel pour les entreprises. Cette population d'adolescents est vulnérable au regard des conditions socioculturelles dans lesquelles elle évolue. La question de l'adolescence dans notre pays est intimement liée aux données socioculturelles et surtout aux transformations structurelles massives qui font de l'Algérie d'aujourd'hui un pays en transition à tous les égards. Ces transformations, plus ou moins diffuses, ont introduit la reformulation de la structure familiale[22] et des modèles relationnels qui s'y déploient. Ce qui fait la différence entre cette adolescence et celle du reste du monde.

Le marché du mobile en Algérie :

Le marché de la téléphonie mobile représente un secteur en plein extension. Un rapport[23] effectué par l'Autorité de Régulation de la Poste et des Télécommunications a mentionné que le parc global de la téléphonie mobile a enregistré une évolution de 3,65 millions abonnés au cours de l'année 2016, réalisant un taux de croissance de 8,41% par rapport à l'année précédente.

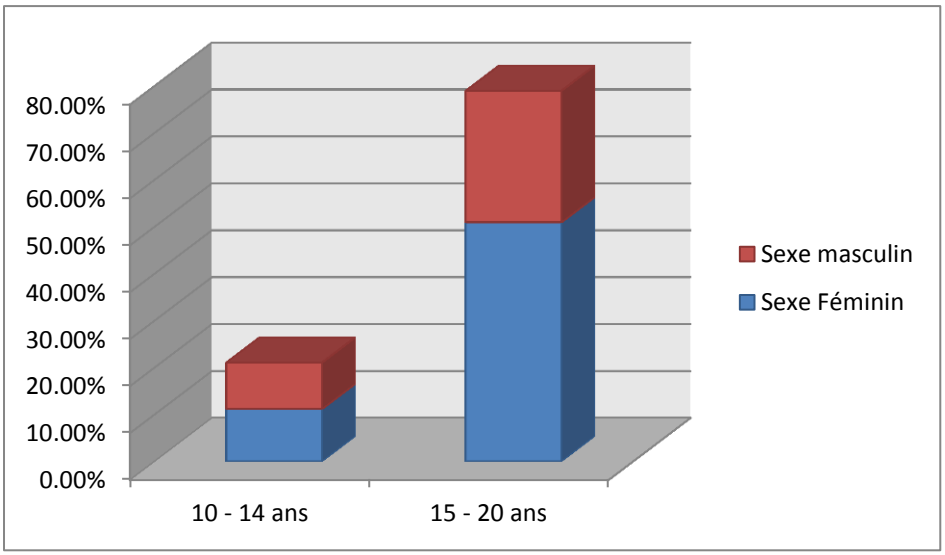
Echantillon d'étude :

[22] Robert DESCLOITRES et Laïd DEBZI, « SYSTÈME DE PARENTÉ ET STRUCTURES FAMILIALES EN ALGÉRIE », Centre Africain des Sciences Humaines Appliquées Aix-en-Provence.
[23] ARPT, « observatoire du marché de la téléphonie mobile en Algérie, année 2016 ».

Notre étude de cas est basée sur un questionnaire qui a était distribué à 816 adolescents (entre 10 et 20 ans) étendue sur une grande partie du territoire national. 708 questionnaires ont été rendus parmi eux 649 sont valables. Les adolescents ont répondu librement et dans l'anonymat. 22 ont été éliminés pour incohérence des réponses, et 17 étaient incomplets. Les questionnaires ont été distribués dans des CEM, des lycées, des centres de formations et en dehors de ces établissements dans un cadre familial et amical.

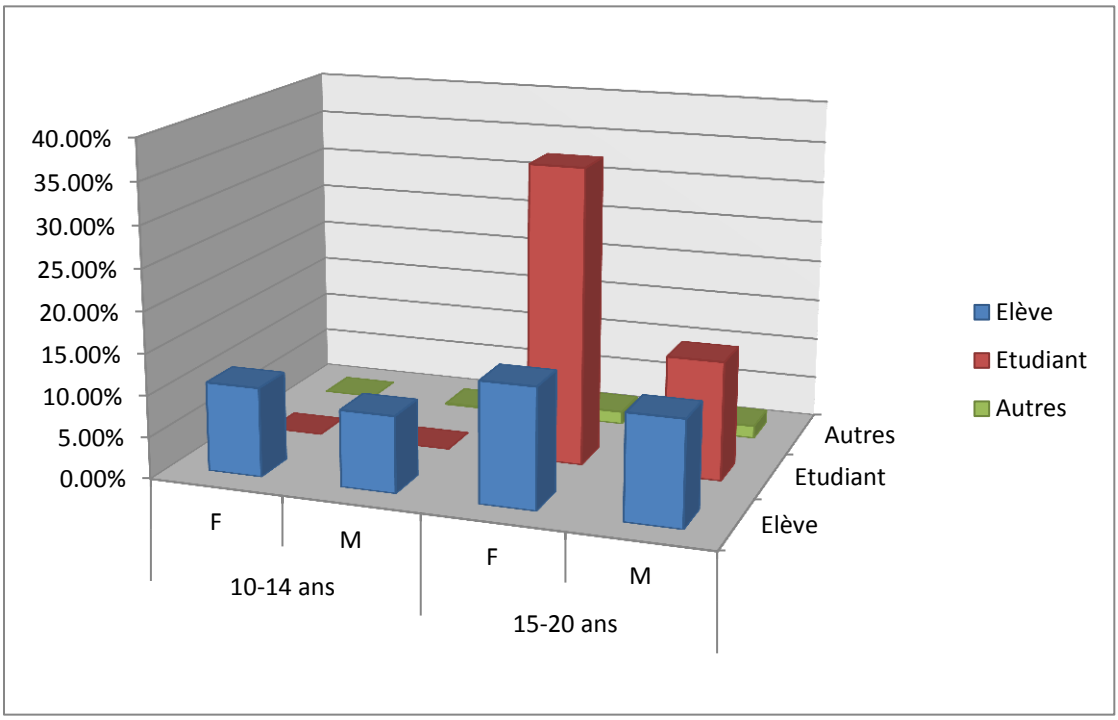
Après la collecte des données et l'analyse, les résultats sont comme suite :

Figure 1 : Les différentes composantes de l'échantillon enquêté



On a choisi d'avoir deux tranches d'âge : les 10-14 ans et les 15-20 ans et ceci pour tenir compte des différents comportements entre ces tranches d'âge. Notre enquête est constitué de 21,04% d'adolescents entre 10 et 14 ans ; 11,18% filles et 9,87% garçons. Et de 78,95% d'adolescents entre 15 et 20 ans ; 50,94% filles et 28,01% garçons.

Figure 2 : Professions des adolescents algériens de l'enquête

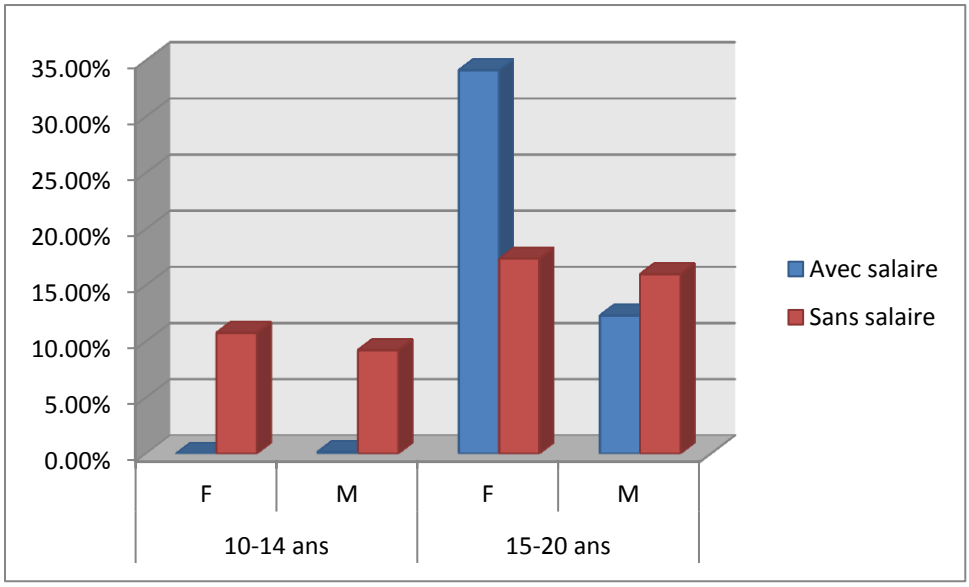


L'enquête est constitué de 46,93% d'élèves, 49,85% d'étudiants et de 3,22% autres.

On remarque que les 10 – 14 ans sont principalement élèves, avec 100% de pourcentage pour les filles et 98,39% pour les garçons. Pour les 15 - 20 ans, le pourcentage est assez important pour les deux sexes, les élèves représentent 27,98% filles et 44,34% garçons. Les étudiants représentent 69,05% filles et 50,26% garçons, qui nous laisse le faible pourcentage de 2,97% pour les filles et 5,4% pour les garçons qui exercent autres choses dans la vie que la scolarisation.

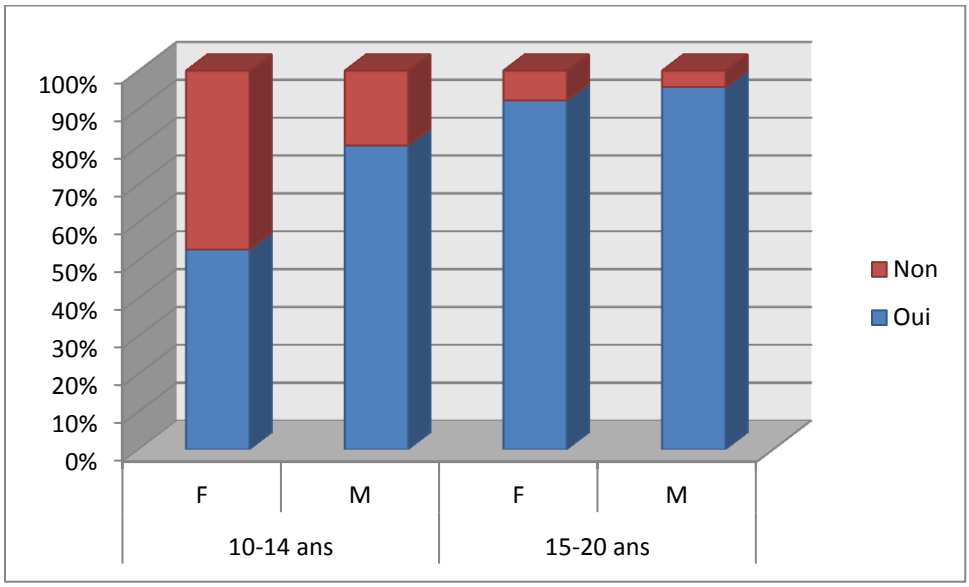
On remarque que les adolescents algériens de notre enquête sont scolarisés, (soit des élèves, soit des étudiants), et qu'il y a un très faible pourcentage d'adolescents qui font autres choses, en sachant que parmi les réponses obtenues, il y avait des adolescents qui travaillent et étudient en même temps.

Figure 3: Pourcentage des adolescents algériens ayant un salaire



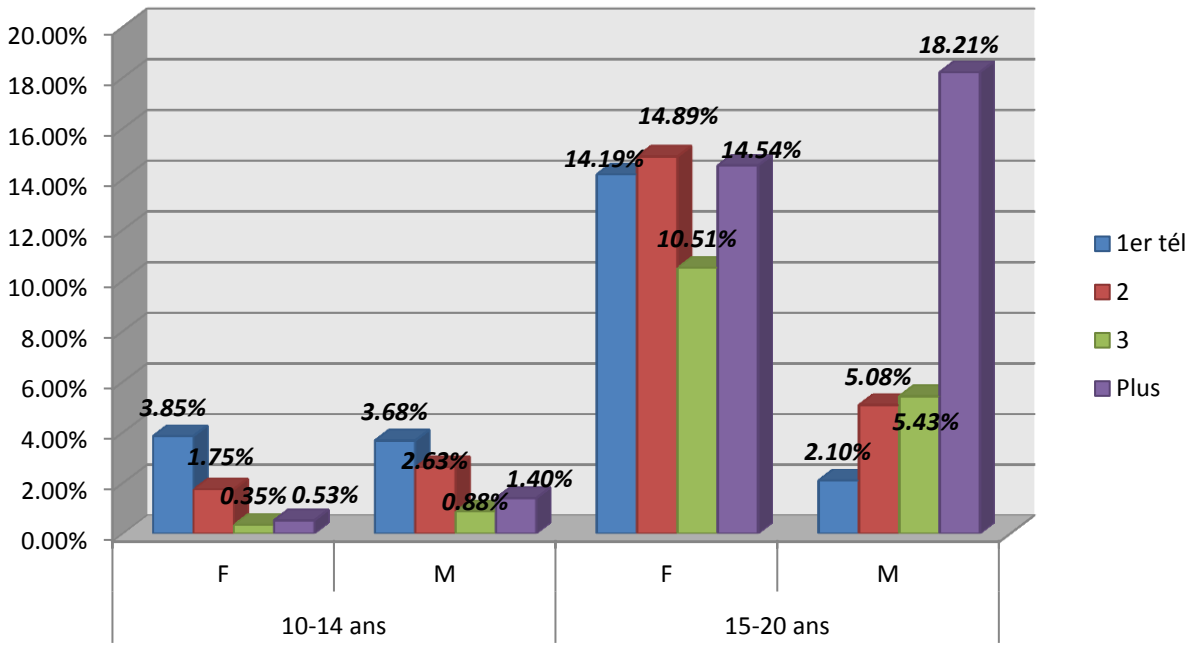
D'après l'histogramme les 10 – 14 ans sont sans salaire, donc point de vue consommation, c'est des personnes qui n'ont pas le pouvoir de payer ce qu'ils achètent ; mais ils sont dépendants des parents et de la famille en général.

Figure 4 : Représentation graphique des adolescents ayant un téléphone portable :



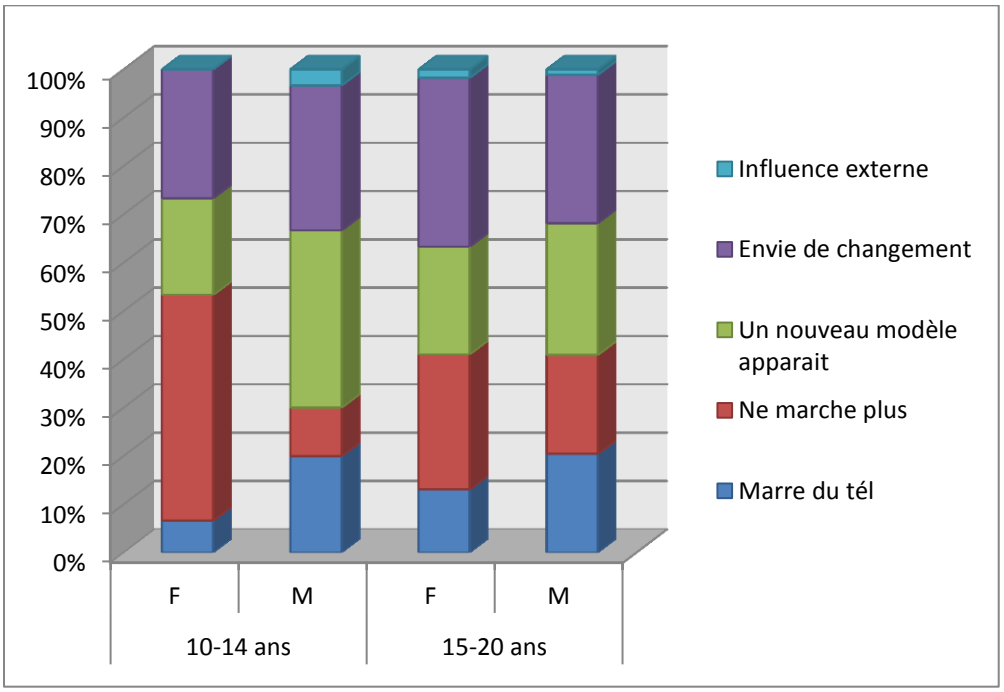
On remarque dans le segment des 10-14 ans une nette différence entre les filles et les garçons. 52,8% des filles ont un téléphone portable contre 47,2% qui n'en ont pas. Par contre chez les garçons, la majorité ont un téléphone portable avec un pourcentage de 80,34% contre seulement 19,66% qui n'en ont pas. Donc les garçons sont les consommateurs potentiels les plus présents pour les 10 – 14 ans. Cependant pour les 15 – 20 ans, on ne ressent pas ce décalage entre les deux sexes, vu que les adolescents de notre étude (les 15-20 ans toujours) ont un téléphone portable avec des pourcentages de 92,24% pour les filles et 95,68% pour les garçons. Mais on peut remarquer quand même que les garçons devancent les filles toujours.

Figure 5 : Nombre de téléphone acquit par l'adolescent algérien de l'étude



Les adolescents entre 10 et 14 ans ont déjà acquit leur premier téléphone portable, ce qui peut être considéré comme logique pour la génération Z, mais la remarque c'est que les adolescentes entre 15 et 20 ans qui ont déjà plus de 3 téléphones dans leur historique de consommation représentent un pourcentage élevé surtout chez les garçons.

Figure 6 : Raisons du changement du téléphone portable pour notre échantillon d'étude

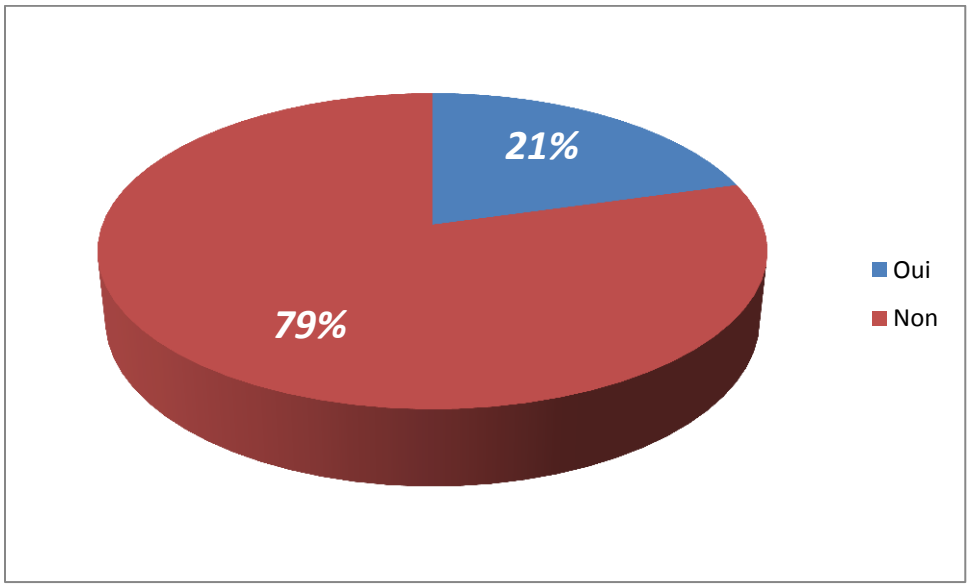


On remarque que pour les filles de 10- 14 ans, le changement était obligatoire, vu que le téléphone ne marchait plus avec un pourcentage de 46,73%, et même pour les filles des

15-20 ans, on voit clairement que le pourcentage est assez élevé pour la même raison (27,95%). Par contre on voit que l'envie du changement prend le dessus chez les plus âgées avec le pourcentage de 34,93%.

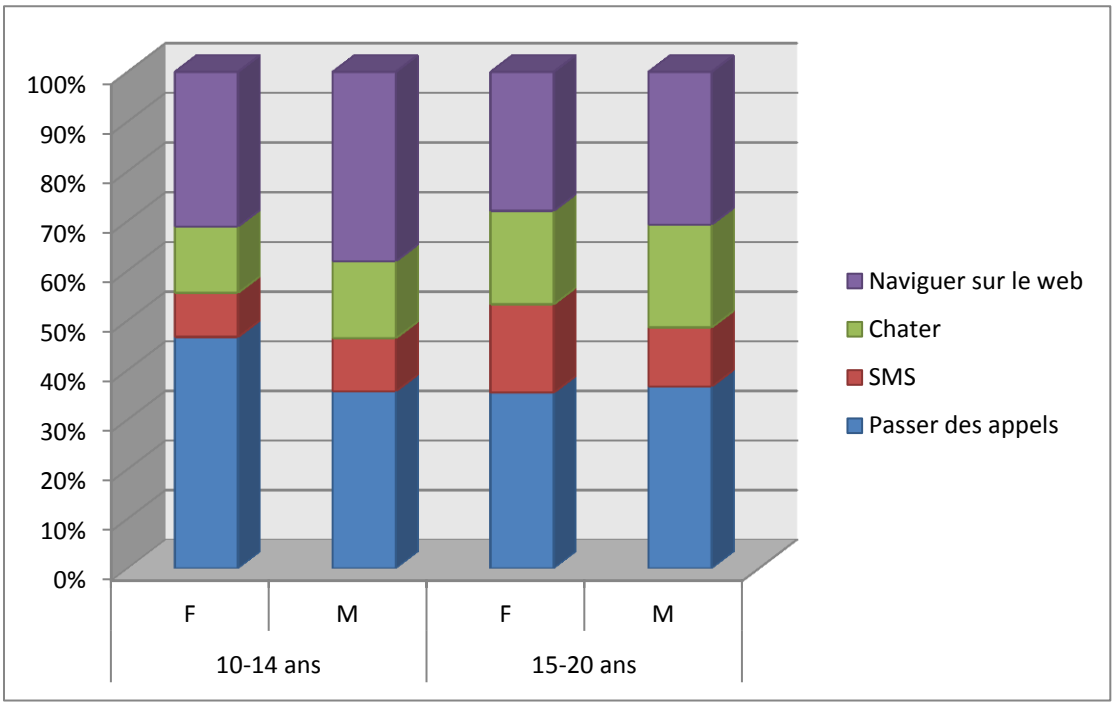
Chez les garçons, on a une autre approche, les 10-14 ans changent de téléphone car un nouveau modèle apparait avec un pourcentage de 36,68%, ou tout simplement suite à une envie de changement avec un pourcentage de 30,02%. Pour les 15-20 ans, l'envie de changement devance le reste mais on trouve qu'il n'ya pas une raison qui apparait détachée des autres, avec des pourcentages rapprochés (20,45% pour marre du téléphone et ne marche plus, et 27,27% pour l'apparition d'un nouveau modèle). Et reste l'unique raison qui n'a pas vraiment d'existence, d'après les réponses de l'échantillon de l'étude : l'influence externe avec le pourcentage le plus élevé de 3,39% chez les 10-14 ans masculins. Donc les adolescents algériens changent de téléphone portable non pas par nécessité mais juste par envie.

Figure 7 : Présentation du téléphone portable chez les adolescents de l'étude.



Les adolescents de l'échantillon de l'étude répondent qu'ils ne font pas en sorte que leur téléphone portable reste en vue avec un pourcentage de 79%, contre 21% seulement qui disent qu'ils font en sorte de montrer leur téléphone portable.

Figure 8 : Utilisation du téléphone portable chez l'échantillon étudié

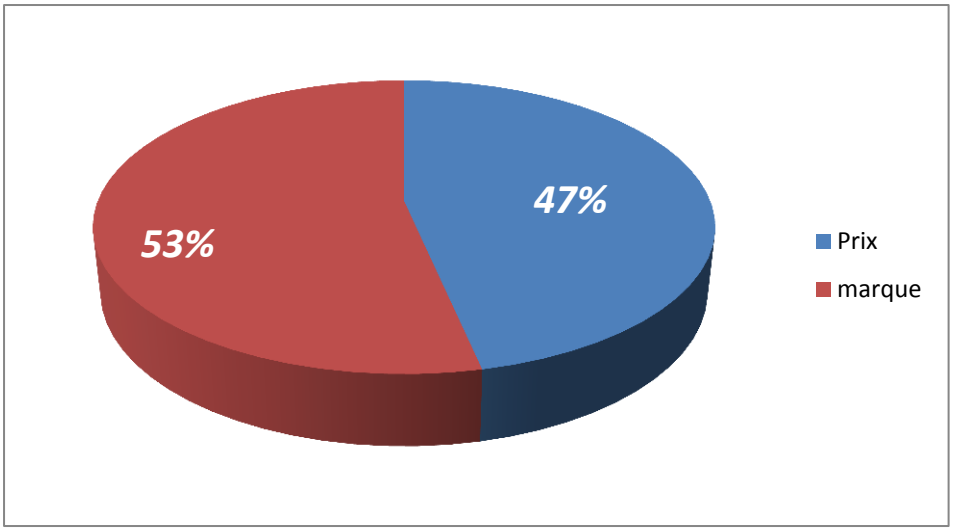


Les adolescents algériens de notre étude utilisent le téléphone en premier lieu pour passer des appels sauf pour les 10-14 ans masculins, qui eux navigue sur le web avec un pourcentage de 38,08%. L'autre point commun, les SMS viennent en dernière position pour les 4 sous segments.

Dans l'ensemble les 4 fonctions sont classées comme suite :

- Passer les appels : 36,32%
- Naviguer sur le web : 29,74%
- Chater : 18,88%
- Envoyer des SMS : 15,06%

Figure 9 : Association du prix et de la marque du téléphone portable avec le prestige personnel chez l'échantillon étudié



La marque avec 53% est majoritairement représentative d'un prestige chez l'échantillon étudié. Sans négliger les 47% qui pensent que le prix du téléphone reflète un prestige pour eux.

Figure 10 : L'influence externe lors du choix du téléphone portable

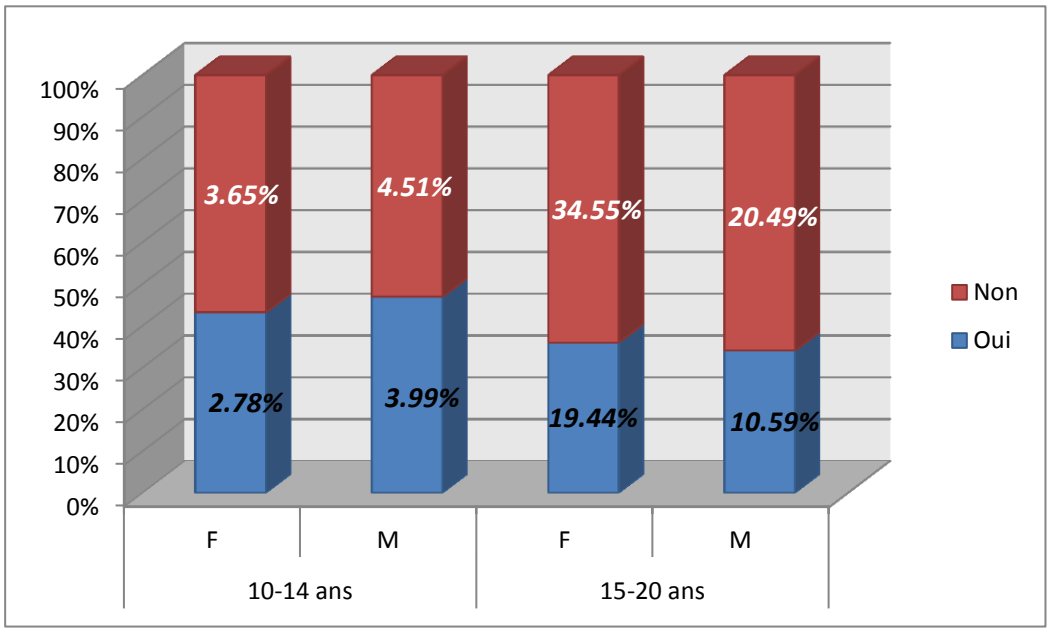
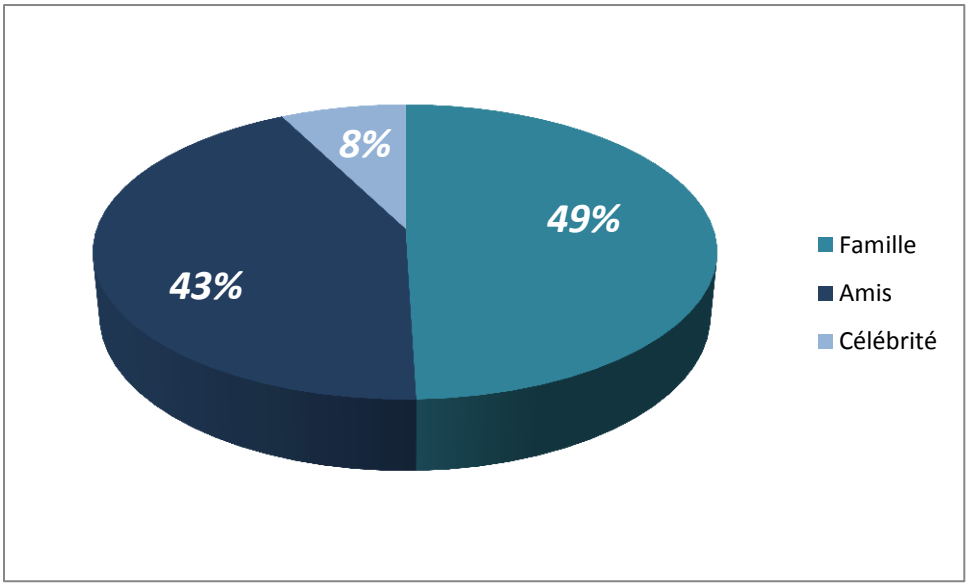


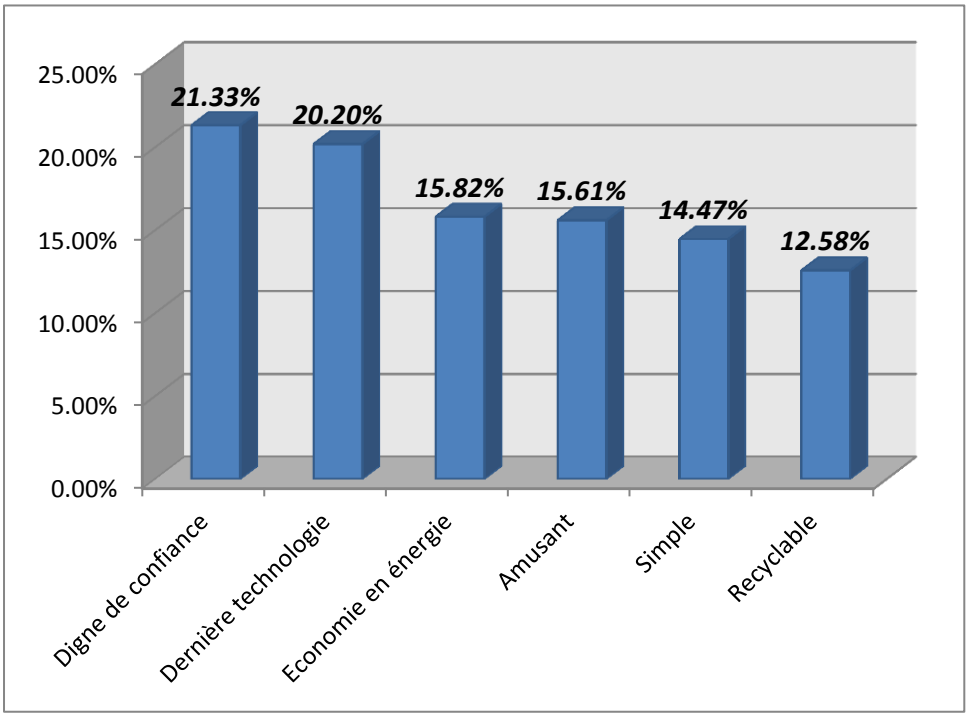
Figure 11 : Les sources d'influences externes lors du choix du téléphone portable



On remarque que les 10-14 ans répondent ne pas être influencé par leur entourage dans le choix du téléphone portable avec des pourcentages qui dépassent les 50%. Et pour ceux qui ont répondu par l'affirmatif, l'influence vient de la famille en premier lieu, puis les amis et enfin les célébrités. Le même résultat apparait chez les 15-20 ans féminins, mais la différence chez les masculins est l'influence quand elle est présente, elle vient en premier lieu des amis ensuite la famille, et les célébrités ont un faible pourcentage.

Le pourcentage des adolescents de l'étude qui sont influencés par leur entourage externe est de 36,81%. 49% de cette influence vient de la famille, 43% les amis et le reste les célébrités.

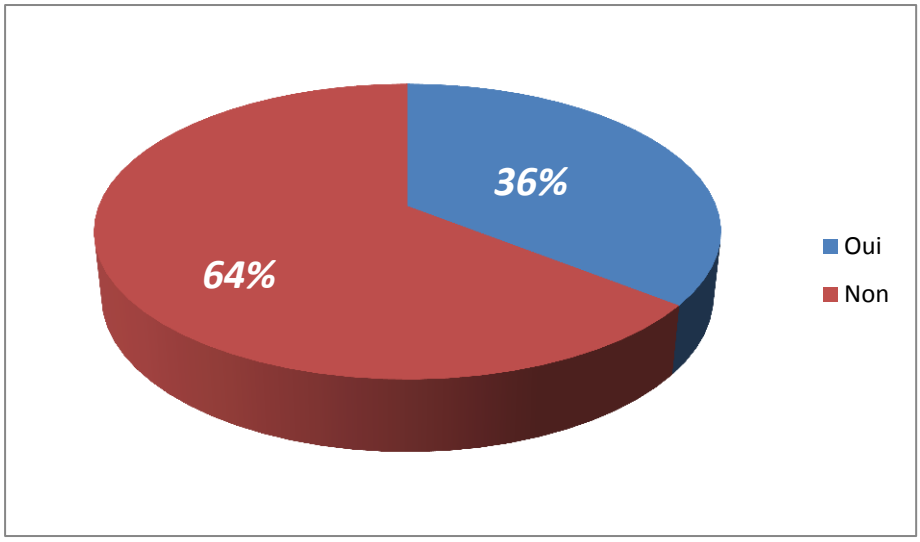
Figure 12 : Classement de l'échantillon étudié des caractéristiques du téléphone portable par ordre d'importance.



D'après les réponses de nos adolescents, les caractéristiques sont classées comme suite :

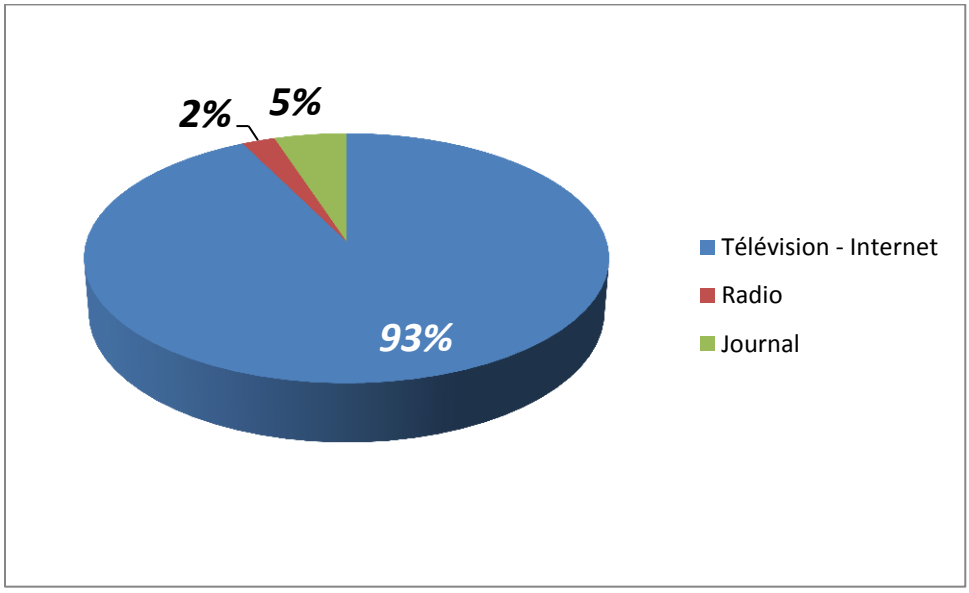
1. Digne de confiance
2. Dernière technologie
3. Economie en énergie
4. Amusant
5. Simple
6. Recyclable

Figure 13 : Pourcentage de l'échantillon étudié influencé par la publicité



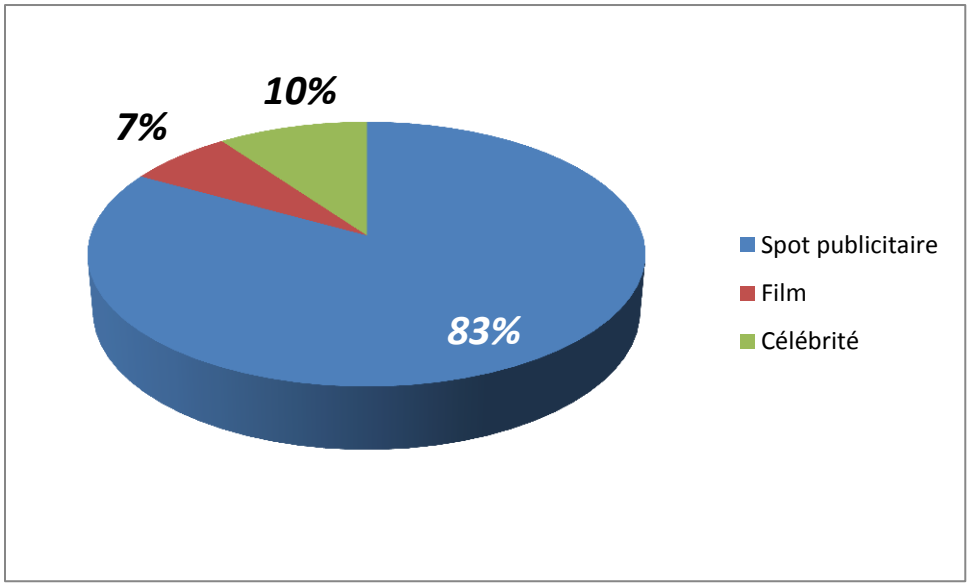
64% de l'échantillon n'ont pas été influencé par la publicité, qu'elle soit véhiculée par les TIC ou par les supports classique comme la radio ou le journal.

Figure 14 : Les supports les plus pertinents de la publicité pour l'échantillon étudié.



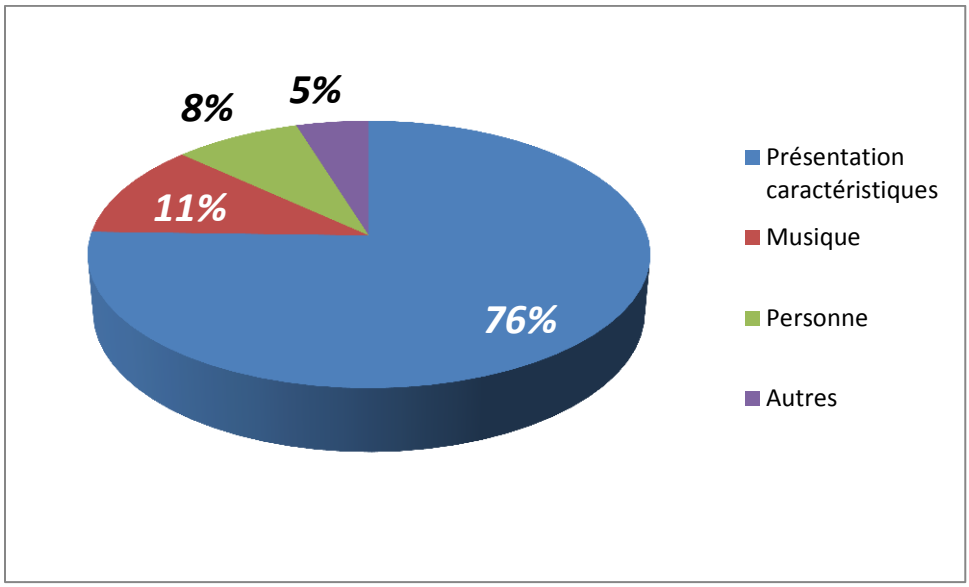
Il est clair que la télévision et internet représentent le support le plus important pour une publicité qui touche les adolescents algériens de l'étude, avec le pourcentage de 93%, contre 5% pour le journal et seulement 2% pour la radio.

Figure 15 : Les sources d'influence à travers la télévision et internet.



La façon la plus performante pour influencer l'échantillon étudié est le spot publicitaire avec un pourcentage de 83%. Ensuite on trouve les célébrités qui présentent le produit à leurs fans avec un pourcentage de 10%. Vient à la fin les films qui peuvent donner une certaine image de la personne qui possède ce produit (le téléphone portable bien sur).

Figure 16 : Ce qui attire dans le spot publicitaire



76% des adolescents algériens de l'étude sont attirés par les caractéristiques du téléphone portable dans les publicités. Seulement 11% disent que la musique était l'élément capteur d'attention dans la publicité et 8% parlent de la personne (ou des personnes) présente dans le spot.

Conclusion :

Pour conclure, le téléphone portable est devenu le produit incontournable pour les adolescents algériens d'aujourd'hui. Néanmoins, il n'est plus considéré comme produit symbolique. Ce qui reflète le prestige est essentiellement la marque du téléphone. Le fait que nos adolescents n'ont pas de source d'argent personnelle, qui leur permet de se procurer un smartphone, ne les empêche pas d'en avoir ou de le changer assez régulièrement pour obtenir le dernier modèle sur le marché.

Les adolescents algériens ne sont pas influencés par leur environnement. On peut diviser cet environnement en deux partie : l'environnement publicitaire et l'environnement proche : famille et amis. Mais dans le cas contraire, pour ceux qui sont influencés, la source la plus importante reste la famille puis les amis. Ce qui explique la recherche de la valorisation de l'adolescent algérien au sein de son environnement proche à travers le produit consommé. Cependant, les publicitaires jouent sur l'inconscient de leur cible pour les influencer en se basant sur les neurosciences ; ce qu'on appelle le neuromarketing. Donc il se peut que la cible soit influencée mais elle ne le ressent pas. Surtout qu'on est chez l'adolescent; une cible à la fois très sensible à l'influence environnementale et qui veut montrer sa force de personnalité.

Cette étude confirme aussi que les meilleurs moyens publicitaires pour atteindre l'adolescent algérien restent la télévision et internet à travers les spots publicitaires qui permettent de présenter les caractéristiques du produit, ce qui compte le plus pour cette cible.

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Mixed Income Housing Development Effects on Surrounding Property Values: A City of Johannesburg Case Study

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ABSTRACT

Mixed income housing models and inclusionary housing policy are among the leading solutions used internationally to foster inclusion and achieve restructuring. The focus of this research is on Mixed Income Housing (MIH) developments as an alternative to the mass Reconstruction and Development Progamme (RDP) roll out. The myths and facts on the benefits of mixed income housing developments are debated in literature. The benefits (or perceived benefits) of mixed developments include a positive social impact and addressing the culture of poverty, a concept that states a concentration of poor households further enable negative behaviour such as drug abuse and joblessness. The benefits and myths have yet to prove that in the South African context.

Low income housing and mixed income housing projects are argued to impact the surrounding property values. The study analysed the impact of the Mixed Income Housing (MIH) development in Cosmo City, located in the City of Johannesburg, on the surrounding single stand residential property values seen through the purchase prices of houses in the market. The study uses hedonic modelling to carry out the analysis. Three (3) variables are included in the model, purchase price as the dependent variable and the two (2) independent variables; municipal assessed values and distance from the MIH.

The main variable of interest is the Distance from the MIH, as it gives indication of whether properties closer to Cosmo City actually has lower property prices (i.e. the purchase price) than those located farther away. This variable was found to be statistically significant with the expected positive sign, thus confirming that the farther a property is located from the MIH the higher the purchase price.

The remaining independent variable, Municipal Assessed Value, is also found to be statistically significant. However, when outliers were excluded this variable became statistically insignificant. The model has a strong predictive power. For every 1 unit increase of the Municipal Assessed Value (X1) the purchase price increases by 0.00001398% (i.e. 0.0000001398 *100); and for every 1 unit increase of Distance from MIH the purchase price increases by 0.1% (i.e. 0.001 * 100).

BACKGROUND

There continues to be the same type of housing development occurring in South Africa: a mass roll-out of the freestanding RDP houses, Breaking New Ground (BNG) houses, and low-income bond houses (mortgage properties) on the periphery of cities (Socio-Economic Rights Institute of South Africa, 2013). The continuation of the roll out despite all captured findings of the negative impacts begs for an investigation into the alternatives. Mixed income housing models and inclusionary housing policy are among the leading solutions used internationally to foster inclusion and achieve restructuring (Huang 2015; Tajani and Morano (2015); Klug et al, 2013; (Onatu, 2010). The focus of this research is on mixed income housing developments as an alternative to the mass RDP roll out.

RDP housing is a subsidy programme that has provided the poor with housing but excluding them from the solution and implementation processes. Bradlow, Bolnick and Shearing (2011) highlights that the subsidy has been rather lucrative to private developers who are the responsible parties in constructing this housing with very little accountability, risk and reduction of the housing. The serviced top structure has been criticised for its poor quality and size; and spatial development, where houses are far removed from social and economic services (Bradlow et al., 2011).

Mixed income housing has been defined in literature in various ways. It is defined in terms of tenure, density and household earnings but also the mix of social groups and land uses (Landman, 2012). The scale at which the mixed income development occurs is recognized as being varied. In context of the study the mixed income housing development to be analysed must also display medium to high density, a mix of households in different income bands- with the presence of low income earners being mandatory; and ownership and rental options are provided for. Low income earners are the priority in the delivery of Social Housing. By definition Social Housing is defined as housing for low income earners/households with an income of not more than R7 500

(Tissington, 2011). Sale (2013) highlights the income classifications and the respective subsidy types that exist within Social Housing; this is shown in Table 1 below.

Classification	Income	Subsidy
Middle-income	R3 500 – R7 500	Rental
Low-income	R1 500 – R3 500	Rental and partly subsidised ownership
Poor	<R1 500	Fully subsidised ownership
Destitute	0	Fully subsidised ownership

Table 1: Income classification and subsidy type

The introduction of low income housing and/or mixed income housing developments across the globe and in literature has cited experiencing "Not-In-My-Back-Yard (NIMBY)" resistance from local residents. The attitudes and perceptions of residents have been negative claiming that property values will decline as a result of the introduction of mixed income housing (or any housing that facilitates the introduction on low income households) (Scally and Tighe, 2015; Scally, 2013; Onatu, 2010; Tighe, 2010). The perception is that mixed income housing developments result in concentrations of multiple families on a single stand which is expected to negatively impact the property values of the single family occupied stand (Myerson, 2003). However, results in U.S.A cities such as Boston, and Chinese cities found that property values did not decline (Pollakowski, Ritchay and Weinrobe, 2009; Nguyen, 2005). Other international studies found there to be a reduction while others reported an improvement (Sales, 2013). These results may point to the notion that the correlation has to be proved or disproved on a case by case basis.

Within the South African context, a study was conducted in Port Elizabeth regarding the impact of low cost housing on surrounding property values proved that the low-cost housing development negatively impacted on the surrounding properties values (Sale, 2013). However the case study has different variables, namely it is a low cost housing development- not a mixed income housing development. The claims of property loss as

a result of mixed income housing has not been proved as true nor disproved as false in South Africa, and particularly the City of Johannesburg. Another paper written in the South African context is by Onatu (2010), where an investigation was conducted on a mixed income housing development; however the objective relates to racial and social integration- proving the wealthy and poor can thrive and interact in the same environment. This paper investigates the effects of mixed income housing developments on the property values of surrounding properties- responding to the question do mixed income housing developments result in negative price impacts on nearby homes? To which no research has not been cited.

Literature argues that mixed income housing may be more effective than inclusionary housing in achieving restructuring and inclusion (Huang, 2015; Klug et al., 2013). Mixed income housing in the UK has been the basis from which countries, including the USA, Canada, New Zealand and South Africa have developed policy and strategy (Landman, 2012). The Breaking New Ground (2004) housing policy highlights the importance of mixed developments in South Africa in restructuring cities and neighbourhoods (Landman, 2012). This is indicative of government's consideration of mixed income housing being a viable means for building inclusive neighbourhoods.

A number of mixed income housing have been developed since then with the introduction of the Breaking New Ground (BNG) policy in 2005, including Lufhereng in Johannesburg completed 2010 boosting 24 100 units; Thorntree View in Soshanguve, Pretoria with 11 700 units; Cosmo City, Lehae mixed income housing development project, Fleurhof mixed income housing and Pennyville mixed income in JHB with 14 800, 5344, 9000 and 3200 respectively (Gauteng Partnership Fund, 2012). Contributing to the debate of mixed income housing developments negatively impacting surrounding properties becomes imperative as more and more mixed income housing developments are developed and planned for by municipalities.

LITERATURE REVIEW

Studies on mixed income housing developments are limited in South Africa. Globally, studies have covered investigating the effects on surrounding property values, the nature and role of NIMBY attitudes, the perceived and proved benefits of MIH developments as well as Public Private Partnerships in implementation of MIH developments. However, these have not been investigated in South Africa in particular reference to MIH developments.

A more recent South African study was completed by Sale (2013) in analysing impact of social housing on residential property values in the Nelson Mandela Bay area and found a negative impact on the surrounding residential properties. Sale has completed similar studies were applying case study, discrete choice analysis and spatial hedonic modelling was used in the investigation. Overall, studies on the impact of mixed income housing developments on property values could not be located during this research study.

The South African government's consideration of mixed income housing in housing policy such as Breaking New Ground (i.e. national level) is not entrenched and regulated as compared to other countries such as Indonesia with its Lingkungan Hunian Berimbang – LHB ratio and a number of the first world countries in Europe and North America.

In Europe particularly France, mixed income housing developments and/or the development of social housing in areas not synonymous with poverty (i.e. middle to upper income neighbourhoods) is being incentivised and encouraged by urban government to tackle the segregation of cities (Korsu, 2015). The development of the federal Housing Opportunities for People Everywhere (HOPE IV) Program in the United States has the aim of redeveloping, through the demolition and reconstruction or refurbishment, dilapidated public housing buildings into mixed income housing developments (Lucio, Hand and Marsiglia; 2014). HOPE IV has become a housing policy tool in the United States and was established in 1992 becoming one of the pivotal strategies in changing public housing (Lucio et al; 2014, Popkin, Rich, Hendey, Hayes, Parilla and Galster; 2012).

Globally, the impact of Mixed Income Housing (MIH) on surrounding property values has been covered in literature, together with the negative attitudes of communities with the introduction of low income households into neighbourhoods, the importance of achieving a mix (that includes low income households) and profit is not compromised, the role of partnerships between private and public sector and the overall benefits of mixed income housing developments.

Determinants of Property Values

There has been no positive correlation that surrounding property values are negatively affected by the presence or development of affordable housing for low income earners

(Nguyen, 2005). Factors such as the fit of the development within the neighbourhood, design of the development and units, the extent of the concentration of the affordable housing and management to a greater extent influence the property values (Nguyen, 2005). In a study of low income housing placed in high amenity areas; this type of housing reduced the value of the land; however the value of the surrounding land was not investigated (Thorsnes, Alexander and Kidson, 2015). The opposite is found with Sale (2013), surrounding property values declined as a result of the development of low cost housing. The locations of the case studies vary indicating each case is different.

In researching Integrated Housing and the possibility for a subsidised house to gain significant value so much so that households can benefit from this increased value Ruiter (2009) gave significant attention to Mixed Income Housing. Studies in cities of the USA analysing impact of property values surrounding mixed-income developments found that property values either increased or remained unaffected (Ruiter, 2009). These have not been engaged with in South Africa.

NIMBY attitudes and Social Housing

The perception by residents of declining property prices as a result of mixed income housing developments has led to “Not-In-My-Backyard” (NIMBY) attitudes opposing these types of developments in numerous countries. There is great concern not addressed in literature regarding understanding who is the opposition and what informs those attitudes (Scally and Tighe, 2015).

The democratic process within planning such as public participation has given significant amount of decision making power to residents (Tighe, 2010). The perceptions, public opinion or personal bias of residents have caused this opposition (Scally, 2013; Tighe, 2010). However, these can positively be managed in the development process through sharing and disseminating accurate data and appropriate information relating to the development i.e. marketing, education and negotiation (Scally and Tighe, 2015; Scally, 2013; Onatu, 2010; Tighe, 2010).

Mixing incomes and policy

Profit orientated developments tend to be concentrated in areas where profit can be achieved, which further increases the value of land in those areas due to increased investment attracted. Social mix (a mix of different income groups and tenures) is a

challenge in these conditions and therefore subsidies for low income housing is a tool to be used in policy for these areas (Dohnke, Heinrichs, Kabisch, Krellenberg and Welz, 2015). Policy (and the involvement) at both national and local level is key in the successful implementation of mixed income housing (Myerson, 2003).

Benefits of mixed income housing

The myths and facts on the benefits of mixed income housing developments are debated in literature. The benefits (or perceived benefits) of mixed developments include a positive social impact and addressing the culture of poverty, a concept that states a concentration of poor households further enable negative behaviour such as drug abuse and joblessness (Landman, 2012; Brophy and Smith, 1997). The benefits have yet to prove that in the South African context it is preferred and unfortunately this can only be found over a period of time (Landman, 2012).

In another school of thought, the benefits of mixed income housing are claimed to have not actualised and instead causes displacement due to escalation of rental and sale prices and seems to further benefit those already in a position of privilege (Levy et al., 2013; Hyra, 2013; Myerson, 2003).

The Council for Science and Industrial Research (CSIR) over a two year period investigated the benefits of medium density mixed income housing developments using case studies. The findings indicate developers and investors realise the financial gain in MIH's and are willing to engage in these developments, households have the willingness to move into these developments to be closer to economic and social opportunities, and there is great regeneration potential to the benefit of the poor and creating safer inclusive neighbourhoods (Osman and Herthogs; 2010).

RESEARCH METHODOLOGY

The overall procedure for the study is anchored around identifying an MIH, selecting the surrounding properties for analysis and developing a hedonic model.

Identification of a Mixed Income Housing (MIH) development and Impact Area

For this study the selected mixed income housing development is considered compliant with this criteria:

- Mix of housing types or have higher densities than the surrounding neighbourhood
- Located in close proximity to single-family homes/neighbourhoods
- Recently built (addressing concerns of the availability of data)
- Small in scale (within less than 1 km around the development should be other properties)

From the criteria above, Cosmo City is selected and is located to the north west of the Johannesburg Central Business District (CDB). Once the MIH is determined the impact area (which is the surrounding properties to be assessed of the selected MIH) is selected. The impact area is smoothed by physical barriers, zonings, road networks, political boundaries and other specific characteristics of the study (Sturtevant and McClain, 2010; Pollakowski et al., 2005). The chosen properties, a sample of 103, comply with one or more of the following criteria:

- Adjoining property to the site
- Visibility to the development site
- Adjacent to open space elements
- Adjoining property to the road network of primary and secondary streets that extend out from the site

Once the properties are selected, hedonic modelling is used to determine the relationship between the characteristics of the property and its transaction value.

Hedonic modelling

The employment of hedonic modelling in a mixed income housing project has not been tested and improved in South Africa. Hedonic modelling seeks to determine the relationship between the characteristics of the property and its transaction value. The municipal assessed value acts as a proxy for those characteristics which isn't necessarily the best choice for the model.

Three models are considered for the research based upon a recent study. Sale (2013) explored three models in investigating the impact on property values due to the presence of social housing in the Nelson Mandela Metropolitan Municipality, South Africa. All models tested for multicollinearity and heteroscedasticity.

Model 1 made use of three variables: actual sale, municipal value and distance of the property from the social housing development. Models 2 and 3 make use of twelve (12) variables. Model 2 has the municipal value as the dependent variable and eleven of the various housing characteristics (such as number of bedrooms, number of bathrooms, age of house and size of erf) as the independent variables. Model 3 has the actual price sale as the dependent variable and the eleven independent variables as those of Model 2.

The independent variables for Models 2 (A Hedonic Price Model with Housing Characteristics) and Model 3 (The use of Actual Sales Prices as the Dependent Variable and Housing Characteristics as the Independent Variable) are the individual housing characteristics which provide more accurate findings and analysis. Model 3 is therefore theoretically the best method to be employed for this research. However, the City of Johannesburg (CoJ) valuation process does not allow for the capturing of individual housing characteristics unless in the case of a property owner objecting to the estimated municipal valuation captured in the Municipal Valuation Roll. As a practical implication, Model 1 is used for this research. The research is conducted as follows (Sale, 2013):

- Purchase/obtain actual sales data
- Obtain municipal assessed values
- Adjust all values using Housing Price Index (HPI)
- Input the data and ran linear, semi-log and/or a double-log regression models to test for multicollinearity and heteroscedasticity

The model uses an outcome/dependent variable and two independent variables. One of the independent variables- municipal assessed value- must be criticised for its accuracy. The municipal assessed value is determined using mass valuation instead of the consideration of the specific housing characteristics as a concern. It is found that the General Valuation Rolls are reduced by at least 4.68% of the base (Douw, 2014). The accuracy of the value of the property is taken to be 95% and as a result the obtained values from the General Valuation Roll was adjusted by a multiplier of 1.05. The outcomes and conclusions that result from this are cautioned to be swayed. The second variable is “Distance from MIH”. The further away a house is from an MIH the higher the property value is expected to be.

Data came from three (3) sources: the City of Johannesburg Electronic Services for the municipal assessed values, the South African Property Transfer Guide for the purchase prices and online navigation for the distance of the property to Cosmo City.

RESEARCH ANALYSIS AND RESULTS

Analysis

With all variables obtained, a multi-linear regression was employed using IBM's SPSS Statistics 24 (refer to Appendix A). At the fundamental level of running a multiple linear regression lies four (4) assumptions which must be present:

1. A linear relationship between the outcome/dependent variable and the independent variables (i.e. linearity of variables). A scatterplot of the standardized residuals plotted on the y-axis against the predicted Y' values plotted on the x-axis indicate whether a linear relationship exists. Linearity in parameters must also present.
2. Normality- assumes that the error term (ui) of the regression is normally distributed. Since we do not directly observe the true errors (ui) the residuals (ei), act as proxies for ui. A normal probability plot (P-P Plot) of residuals and histogram are used to determine whether normality exists.
3. No Multicollinearity- assumes that the independent variables are not highly correlated with each other.
4. Homoscedasticity- assumes the variance of error terms are similar across the independent variables.

The assumption of linearity of variables, normality and homoscedasticity were violated. The dependent variable was then log transformed to act as a remedial action. The model of the untransformed variables measured an R-squared of 0.237 indicating that only 23.7% of the variation in the Purchase Price can be explained by the independent variables. This indicates a poor model fit. With the model of the transformed outcome/dependent variable an R-squared of 0.693 was measured. This indicates a good model fit as 69.3% of the variation in the log transformed Purchase Price is explained by the independent variables.

The data contains twelve (12) outliers which were removed thus reducing the sample from 103 to 91. The outliers are related to Zandspruit Extension 9. This area is a

township with the highest purchase price being R40 000 and lowest being R10 309 and municipal values of R450 000 and R60 000. These compared to the data mean of R751 829.38 for the purchase price and R921 981.55 for the municipal value highlight the great discrepancies with some data values.

Results

The estimation results from the model (with the log transformed outcome variable. Purchase Price) indicate the independent variable Distance from MIH is statistically significant (with a p value of 2.974 E-23 which is below the 0.05 significance level) and confirms the expected positive sign. There is a strong linear relationship between variables Distance from MIH and Purchase Price, measuring the highest strength of correlation at 0.823. Thus it can be stated that the farther the distance a property is located from Cosmo City, the higher the purchase price (i.e. property value/price in the market). The null hypothesis is therefore rejected.

The second and final independent variable, Municipal Assessed Value, is statistically significant with a p value of 0.026. The expected positive sign confirms that the higher the municipal assessed value the higher the purchase price.

The R-squared was found at 0.693, indicating that almost 70% of the variation in Purchase Price (i.e. property value in the market) is explained by the independent variables. This indicates a good model fit.

With the exclusion of the outliers, the independent variables: Distance from MIH is found to be significant with a *p* value of 0.042 and the Municipal Assessed Value insignificant with a p value of 0.140. No strong correlation is found between any of the variables, with the highest being 0.210 between Distance from MIH and the Purchase Price (dependent).

The R-squared was measured at 0.068, indicating that only 6.8% of the variation in Purchase Price (i.e. property value in the market) is explained by the independent variables. This indicates a poor model fit.

Multicollinearity was tested and in both models (where outliers are included and excluded) and the Variance Inflation Factor (VIF) was >=1, indicating no multicollinearity between the independent variables.

From the results above, both independent variables are part of the predictive model for purchase price. There is no scientific reason for excluding outliers other than their influence of the significance of the coefficients of the independent variables. The farther away a property is from the MIH the higher the purchase price (i.e. property value); and a greater municipal assessed value gives a greater purchase price. The values of Y (the dependent variable) can be predicted using the following linear transformation:

$$Y'_i = b_0 + b_1X_{1i} + b_2X_{2i}$$

$$\text{Log } (Y'_{1i}) = -0.188 + 0.0000001398\ X_{1i} + 0.001\ X_{2i}$$

where, X_1= Municipal Assessed Value and X_2= Distance from MIH

For every 1 unit increase of the Municipal Assessed Value (X1) the purchase price increases by 0.00001398% (i.e. 0.0000001398 *100); and for every 1 unit increase of Distance from MIH the purchase price increases by 0.1% (i.e. 0.001 * 100).

CONCLUSION

Mixed income housing has become a focus for South Africa and the development of policy and strategy with the Breaking New Ground (2004) housing policy highlighting its importance in restructuring cities and neighbourhoods (Landman, 2012). This research report investigated whether the presence of mixed income housing projects, such as Cosmo City had an impact on residential property values (i.e. property purchase prices) of the surrounding properties.

The paper hypothesised that mixed income housing located within established middle-to-high income residential neighbourhoods do not negatively impact the surrounding property values of the single stand properties. The results of this study rejects the hypothesis, revealing that the presence of the Cosmo City has a negative effect on surrounding residential property values. However, the model does not reveal the reasons for this reduction. The results of the model should be applied with critical thinking for a number of reasons discussed further.

The model, although found to be a good fit, used the monthly Absa Housing Price Index (HPI) for a typical middle class house (141- 220 metres squared in size) in the northern Johannesburg area. The applied HPI was a yearly average from the monthly HPI's of the year 2013. The HPI for the related suburbs, Zandspruit, Northgate and Northwold could not be obtained. The model assumes the property trends of the

northern Johannesburg applies specifically to the individual suburb trends. The monthly HPI obtained were from January through to December 2013.

The inaccuracy of the municipal assessed value included in the model is a cause for concern. The municipal valuation was adjusted by a 5% to cover for the noted reduced values. Lastly, the consideration of more than one MIH being included in the analyses would give stronger argument to the results.

The 15.3% variation, as inferred by the part coefficients, not explained by the model suggests other variables impact surrounding property values and that must be investigated.

RECOMMENDATIONS

First, in order to support mixed income housing developments such as Cosmo City the government, particularly at a municipal level (where projects are implemented) must engage and campaign the surrounding community and residents on the benefits and myths from the initial stages through to the implementation of the MIH projects. The importance of MIH projects outweighs that of reducing property values. Therefore the local government must mitigate any negative impacts for the surrounding property owners through reducing taxes and providing discounts of municipal services accounts.

Second, Mass Valuations particularly in large metros with a high economic contribution such as the City of Johannesburg, should be discontinued and apply an alternative approach to the valuation of residential properties which considers the specific characteristics of a property. An attribute-based hedonic price model for the purposes of municipal property valuations must be applied (Sale, 2013).

Lastly, there are other influences that impact the surrounding property values of a MIH project. These must be debated and investigated within a South African context. This research should begin by considering the location and property market within which the MIH is found.

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THE PROBLEM OF PARALLELISM IN EXPERIMENTAL ECONOMICS

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Abstract

Experimental research findings suffer from critique of opponents, whether the behavior inside laboratory is a good approximation of the real world development. As frequently argued, parallelism contributes towards smoother generalization of results to non-laboratory settings and across populations. This paper aims to tackle selected methodological issues related to validity of experiments and evaluate common conjectures about the sharp dichotomy between experimental data and data from the field. Attention is primarily devoted to the use of monetary incentives within experiment, which is believed to control incentives, but which might under certain circumstances affect substantially external validity of an experiment. Specifically, delineation of experiment in terms of choice architecture might trigger certain behavioral features. As a result, monetary incentives may crowd out intrinsic motivation of experimental subjects.

Keywords: external validity, monetary rewards, parallelism, artificiality, generalization

INTRODUCTION

Experimental economics is relatively new discipline, which is more frequently used in order to address important economic phenomena. It seems that laboratory experiments provide unique tool for an assessment whether behavior of individuals is consistent with predictions and assumptions of economic models. Common consideration across social sciences is the extent to which results might be generalized This is also important issue for experimental research findings, with common question whether behavior inside laboratory is good approximation of the development in the real world. This issue is mostly known under the term external validity. Methodological studies are typically less attentive to this issue, which is however especially problematic in case of experimental economics. This paper aims to tackle the most important methodological issues related to external validity with specific emphasis on the use of monetary incentives within the experiment.

1 DELINEATION OF EXTERNAL VALIDITY

Definitions of external validity vary substantially and many experimental economists tend to focus on other methodological issues, typically downplaying relevance of external validity as suggested by Plott (1987, 1999) despite its significance. Generally, simple notion of external validity refers to the extent to which results might be generalized, but according to Lucas, (2003) following definition should briefly outline its substance:

"External validity refers to whether the results of a study can be legitimately generalized to some specified broader population", (McTavish and Loether 2002, p.133)

"External validity (or so called parallelism) concerns the extent to which causal inferences…can be generalized to other times, settings, or groups of people." (Monette, Sullivan, and DeJong 2002, p.236)

The other possibility to clarify concept of external validity is to use a method of contrast with respect to internal validity in vein of Guala, (2005). Internal validity (in line with tradition of deductive reasoning and modeling in economics) is the case when some particular cause effect relation, together with interaction of certain factors, has been properly secured by the experimenter. More technically, results of an experiment E are internally valid if the experimenter attributes the resulting effect Y to a set of factors X "and X is really a cause of Y in E. On the other hand, external validity is the case if X causes Y not only in E, but also in a set of other circumstances F, G, H…", (Guala, 2005, p.142). This definition is however less demanding from the point of view of Levitt and List (2007) and Kessler, Vesterlund, (2010). According to them, this definition only refers to the qualitative relationship between two variables, which holds only across similar environments. In contrast, quantitative concept of external validity requires that the relationship between two variables in one design should be applicable also in other comparable settings. Most experimental studies lack this higher standard feature, which should capture the world at large.

To sum it up, external validity in view of Campbell (1979) involves generalizing to (particular target persons, settings and times) and across (types of persons, settings and times).

2 SELECTED METHODOLOGICAL ISSUES

Frequently mentioned critique is that an experiment does not reflect real world and therefore its utilization for economics is rather weak. Several experimental economists deal with external validity issue and argue that there is no need for experiments to be realistic as long as they try to test and compare theories, (Plott, 1982), or that the setting of realistic assumptions is reliant on the type of the experiment, whether theoretical experiment or test-bed experiment is the case, Schramm (2005). Additionally, Guala (2005) notes that laboratory simplification of reality may paradoxically cope with problems of scale, where some phenomena are too big or too small to be examined in their natural fields. Furthermore, also right amount of variation with one varying factor ceteris paribus is advantage of laboratory environment as opposed to natural environment, where we simply pretend that certain factors do not change. Additional argument in favor of external validity is that laboratory experimentation, as a simplification of reality, is in line with economic modelling. Well known knowledge is that a replication of complexities of the real world is rather counterproductive and ability to examine given phenomena significantly declines, (Friedman, Sunder, 1994). The following section will discuss to what extent is a generalization of an experimental

knowledge desirable and how a clear delineation of functions of laboratory experiment may weaken critique of opponents.

2.1 Experiments as mediators

Economic experiments are understood as mediators towards long path leading from the formulation of hypotheses about the world towards their final application. If their role as mediators will be closely clarified, it will enable to understand its relationship with respect to external validity.

The following Figure defines more closely the role of experiments in scientific research. The target system in economics is typically non-laboratory entity, difficult to control fully by economists. The closer examination of a target might be however done via laboratory. Firstly, model is used to deliver a theoretical idea about the economy. Consequently, a concrete hypothesis is formulated based on the model, with possible considerations what would happen if some changes were made to a key variable. However, the hypothesis is not tested in direct relation to a target, but experiment serves as a method for verification of a given phenomenon. The role of experiments is two-folded. Firstly, they may replace models altogether or they may complement them if they seem too abstract or incomplete. It is important to note that experiments are only mediators and are not targets themselves. They are just a mid-step, which is supposed to help bridge the gap between ideas and domain of application. Since experiments are considered as a substitute or complement to models we may preconceive that they work in many ways like models. This is also emphasized by Guala (2005) who states that changing initial assumptions of model with consequent observation what will follow from these changes is the same, regardless of whether it is done by theorists or experimenters in the lab. The crucial difference between model and simulation of experiments lies in its relationship to target. If we consider the relation experiment versus target system, it is based on deep and material level, whereas the relationship between simulation and target system is based on formality and abstraction. This suggests that experiment should possess more of external validity than model, however not too much in order to substitute for target system and not too much to lose all theoretical background, which is important for application of acquired general knowledge in different settings.

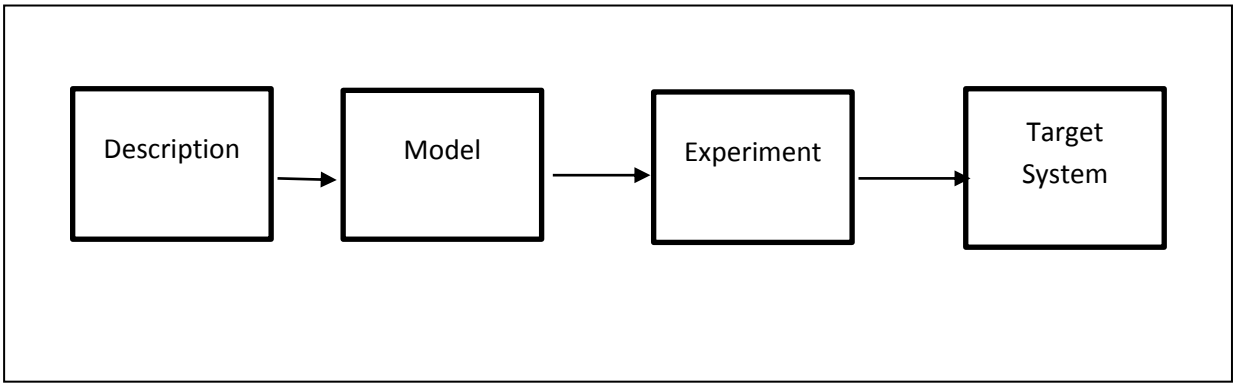


Fig. 1 – The route from theoretical hypothesis to the real world. Source: Guala, (2005)

2.2 Parallelism and generalization

Parallelism, as one of important precepts outlined by Smith (1982), is sufficient to transfer experimental outputs to the other environments: "Propositions about the behavior of individuals and the performance of institutions that have been tested in the laboratory microeconomics apply also to non-laboratory economies where similar ceteris paribus conditions hold."(Smith 1982, p.936).

What are then limits of this precept towards generalization of experimental knowledge into the field? Question arises to what extent the laboratory experiment should mirror real world versus theoretical model. On the one hand, too much complexity of a field built into the laboratory experiment may threaten to distinguish causes and effects. On the other hand, too much adherence towards assumptions of a formal model may be met with the problem of artificiality. Consequent loss of connection with real world development is inevitable as emphasized by radical localism, (Guala 2002). Notwithstanding, we may question adequacy of radical localism. As Lucas (2003) notes, it is impossible to measure objectively many concepts in the social science and empirical investigation is conducted in concrete settings defined by a time and place (Cohen 1980), while the aim of the experiment is to produce general knowledge. As a result, it is impossible to produce general knowledge in the absence of theory. In other words, highly realistic experimental design may increase informational value of output, but it is impossible to generalize knowledge to new settings without theory. Additionally, without proper theoretical framework, internal validity of experiment might be weaker and therefore causality under the test nonexistent.

We argue that justification of sufficient external validity in an experimental design depends largely on what is the function of laboratory experiment. As a result, the next section will focus on proper delineation of function of economic experiment.

2.3 Type of an experiment

Many methodological studies suggest that the level of external validity present in an experimental design depends on the type of experiment. For instance, Kessler, Vesterlund (2010) highlight that external validity is more important for experiments aimed to search for empirical regularities compared to a theory testing experiments. Similarly, Smith (1982) indirectly states that more attention regarding parallelism should be paid to experiments that do not aim at testing theories. This view is also supported by Schramm (2005), where the external validity required depends on the goal of the experiment. Compared to the previous studies he provides thorough analysis of experiments, according to the intensity of external validity needed. Theory testing experiments, in which category most of the experiments fall according to him (after rough categorization of 69 papers, where 33 papers fall in category testing theories), do not require external validity at such level, like other types of experiments. In this case internal validity is preferable to external, mainly because of ambitions not going beyond the walls of laboratory in terms of generalization. Fehr and Falk (2003) also argue that for the sort of experiments, which aim to test a theory or find a failure, evidence is important exactly for theoretical framework, but not for a closer understanding of the real world. Theory stress tests and experiments searching for empirical regularities are more important in terms of external validity. Finally, category of experiments aimed to advise policy makers is highly

demanding in terms of external validity. This suggests that validity of laboratory outputs is matter of separate evaluation of each experiment supporting thereby Smith´s view, (Smith 1985) that external validity issue is rather empirical thing and it is up to the critics to falsify parallelism of any specific experimental output.

2.4 Experiments and its generalization "to" and "across"

As already noted above, external validity differs with respect to generalization "to" and "across" population, settings and times. It is crucial to distinguish between these two aspects, since it puts different requirements on the nature of external validity.

"Generalizing to" a larger population is consistent with a view of qualitative characteristic of external validity, where generalization is expected to be applied. When "generalizing to" a larger population, it is believed by opponents that experiments using samples of undergraduate students (so-called non-probability sample) suffer from low external validity, because it is impossible to apply findings to a larger population, (so called probability sample), (Kessler, Versterlund, 2010). Few arguments speak against this statement. Coming back to discussion related to "type of the experiment", mostly experiments tend to test theoretical relationships. If the purpose is to test theoretical principle, it should apply not only to non-probability, but also to probability sample. Moreover, probability population exhibits characteristics of more homogenous population as noted by Lucas (2003), thereby reducing variance in experimental measures and probability of false results. In this case low external validity is out of the consideration. Secondly, some theories don´t dispose a larger population, to which experimenters are supposed to generalize, since it makes proposition unbounded by the specifics of population parameters. Lastly, the most important argument mentioned in the beginning is about impossibility to generalize knowledge to other setting without proper theoretical backgrounds.

If on the other hand generalization is made across the population, different requirements about external validity hold. Generalizing across population is consistent with more demanding view of quantitative characteristic of external validity. Neither the choice of probability population nor the choice of non-probability population might help to generalize across populations, since finding from a sample itself have no informational value regarding other populations. As Lucas (2003) points out there is no reason to believe that survey with a sample of adult Americans could generalize across population better than experiment comprised of female freshman when examining whether a higher status is related to higher self-efficacy. No methodological procedures allow for generalization across population.

The only solution is to generalize via theory. If we consider generalization across the settings at first sight it may seem that the test in more natural environment is more generalizable than a test in more artificial environment. If we consider example of field experiment aimed to study interaction in class of high-school students, it might be generalizable to other sort liberal arts high school students, which is however of no significance. On the other hand, there is no reason to believe that these results from field might be generalized to a group of friends or family, (Lucas 2003). This suggests that it is not possible to generalize beyond the particular populations not depending on whether the laboratory experiment or field experiment is the case. As a result, the level of external validity is comparable. The only option to generalize across settings is to find connection via theoretical backgrounds again.

Paradoxically, in case of generalization to and across, the artificiality is helpful tool which may strengthen not only causation of examined phenomena in terms of internal validity, but also contributes to more probable generalization trough eliminating irrelevant variables, as noted by Greenwood, (1982).

3 THE USE OF MONETARY REWARDS AND EXTERNAL VALIDITY

Utilization of monetary rewards in experimental economics is popular due to many reasons. It is claimed by economists such as Ortman and Hertwig (2001) or Davis and Holt (1993) and many others, that subjects are motivated to increase performance with rising rewards, in line with maximization assumptions given by standard assumptions of economic theory, (i.e. profit or utility maximization). Also, salient payoffs (in form or reward or punishment) tend to reduce performance variability and its implementation is easy. Further, it seems as a reliable method across subject sample, since there is no satiation over the course of an experiment. It is believed that every experiment that implements financial incentives also suggests implicitly something about other non-monetary motivators such as altruism, reciprocity or fairness if it does not correspond to initial theoretical predictions. Moreover, financial incentives are considered as a necessary condition for sufficient external validity.

In contrast, psychologists don't rely typically on experimental framework of financial rewards since it is believed that individuals are usually willing to provide performance and cooperate even without financial incentives. Additionally, standards of optimal behavior might not be clearly defined or conflicting norms in hypothesis testing or probabilistic reasoning might be proposed as Ortman and Hertwig (2001) note. Also, performance might not be necessarily enhanced by financial incentives despite the effort is enhanced, especially if requirement is to act in line with principle of rational choice.

However, recent development suggests frequent incorporation of psychological features by experimental economists and also utilization of economics-style experiments by behavioral economists. As Lowenstein (1993) points out, these two approaches coexist synergistically with no inherent conflict and often overlap with each other. However, as suggested above, attitude of experimental economists and psychologists regarding financial rewards is not unified. As a result, it seems worth to discuss the effect of financial incentives for experimental methodology.

3.1 Crowding out effect of monetary incentives

As already mentioned above, economists consider financial incentives to matter, based on growing body of experimental evidence of psychological nature, (Davis and Holt 1993, Smith 1991 or Smith and Walker 1993). Systematic departures from rationality were identified prevalently in experiments with absent financial incentives. Specifically, if performance is not appreciated by financial mechanism, subjects are not motivated to invest their cognitive effort to eliminate judgement errors. In this sense cognitive effort is classified as a scarce resource, which is induced only by adequately set payoffs in line with saliency and dominance requirements, (Smith 1976). Only then the convergence towards (theoretically) optimal outcomes is secured. This statement is in line with standard economic knowledge of the relative price effect, grounded in may works like Becker's (1976) economic approach to human behavior. More specifically, the relative

price effect, (based on assumption of individual fixed preferences), posits that the higher is the activity rewarded, the higher is its volume and intensity. This seems to be strong argument in favor of financial rewards in economic experiments.

In contrast, Tversky and Kahneman (1986) and other behavioral economists tend to believe in violation of standard axioms of economic theory dismiss this criticism. Instead, it is believed that the element of motivation induced by financial rewards might fail due to several reasons, (Kamenica 2012). Introduction of monetary rewards might alleviate willingness to do the task if the task is highly attractive or noble. Paying high wage conditional upon successful completion of the project might jeopardize the fulfilment of the task due to impact of stress on worker's performance. Similarly, counterproductive is payment of a very low wage.

The relative price effect, (outlined previously in line with standard economic theory) considers an extrinsic motivation in individual preferences. In this way, optimal behavior of individuals, in line with axioms of rationality, is induced by monetary rewards or other material incentives like the punishment. However, as pointed by Frey et al. (2017), intrinsic motivation is disregarded. Intrinsic motivation refers to desire of a person to behave in some preferred direction, because of satisfaction or due to the presence of a corresponding social norm. As an illustrative example might serve altruistic behavior of people, who contribute to charities or participate in voluntary work without expectation of any reward. This might be summarized by statement of Deci (1971, p.105): "one is said to be intrinsically motivated to perform an activity when one receives no apparent reward except the activity itself." It is worth to note that intrinsic motivation is a firmly established concept in psychology (partially in sociology) by De Charmes (1968) and Deci (1975) often neglected by economic theory, which considers rather extrinsic motivation. However standard economic theory omits one important element and that is a systematic interaction of extrinsic and intrinsic motivation. This might result in so called motivation crowding-out effect, in which rise in external reward may substantially reduce intrinsic motivation.

The "hidden cost of reward" needs to be considered from two aspects as suggested by Frey et al. (1997). Firstly, all external interventions in form of reward or regulation, associated with negative sanctions, may affect intrinsic motivation by influencing individual's self-determination and self-esteem. These two psychological effects appear to be decisive for occurrence of crowding-out effect as suggested by Frey and Jegen, (2001). Impaired self-determination rests on substitution of intrinsic motivation by extrinsic control, when individuals perceive an external intervention to reduce their self-determination. In contrast, impaired self-esteem is related to effective rejection of intrinsic motivation in case when an external intervention does not acknowledge the individual's motivation. In other words, individual feels that his participation and competence is not appreciated. As a result, effort of individual might be substantially reduced.

Secondly, external interventions may crowd-out, crowd-in intrinsic motivation or leave it without change. In case of crowding-out effect, intrinsic motivation might be partially or fully replaced by extrinsic motivation due to controlling aspect of intervention, which affects negatively self-determination and self-esteem. In contrast, in case of crowding-in effect an outside intervention enhances intrinsic motivation. This is given by perception of supportive external intervention, which enhances self-determination through more freedom. Good example of a motivation crowding-in effect is the case when an individual obtains award acknowledging his good work.

A very first experiment about monetary incentives, which can crowd-out intrinsic motivation, was conducted by Deci (1971). Three hour-long session composed of the treatment and control group was about an opportunity to solve puzzles during three sessions. In the first and the third session subjects were not rewarded for their performance. In contrast, the treatment group was rewarded in the second session by $1 for each puzzle solved within given time limit. This was not the case for control group. During each session, the experimenter measured secretly the time spent by subjects trying to solve puzzle, which unbeknownst to the subjects, was unsolvable. Suitable variation in the outcome measure was secured by providing subjects with recent issues of The New Yorker Time and other magazines, which ensured that not all subjects spent the entire eight minutes on the unsolvable puzzle. The experiment revealed interesting finding during the third un-incentivized session. Treatment group spent much less time working on the impossible puzzle than control group. This finding is explain by aforementioned crowding-out effect. Exposure to extrinsic incentives in form of monetary rewards in the second round has crowded out intrinsic motivation followed by reduced interest in the third round. However, the experiment examines outcomes only once the monetary rewards have been removed. As a result, it provides no long-term systematic evidence about crowding- out effect of monetary incentives.

It seems that extrinsic incentives in form of monetary rewards do not necessarily raise performance, but may even reduce it, thus speaking against the relative price effect in many important areas. The most famous is study of Titmuss (1970), who claimed that explicit compensation to individuals diminish their willingness to act in favor of public welfare, although they would have been willing to do it for free otherwise. The market for blood is provided as a relevant example in this sense. When donors are paid, it affects negatively their willingness to donate blood. This might lead to prevailing dominance among blood donors, who need to donate due to financial matters. As a result, the blood might be, with some probability, medically less suitable. In contrast, monetary incentives might discourage those donors, who are motivated by altruistic intentions. At the end, financial payments for blood donors might reduce the number of people willing to give blood, leading to lack of the blood on the market. As a result, monetary incentives are said to crowd out intrinsic motivation of donors to supply the blood. The author himself did not conduct any experiment to document the presence of crowding-out effect. Still, Solow (1971) and Arrow (1972) agreed with his view about importance of altruistic motivation but regarded price incentives as additive, thereby maintaining supply curve for blood positively sloped.

Until recently, there has not been any study, which would verify this hypothesis until Mellstrom, Johannesson (2008) conducted field experiment, in which they deal with three different treatments. In the first treatment subjects are given opportunity to become blood donor without any financial incentive, in the second treatment subjects are rewarded by $7 in case of blood donation and in third they can choose between reward and donating to the charity. Based on those treatments, authors find a significant crowding out effect for women, in which case the supply of blood donors falls. However, the willingness of men to donor blood does not differ significantly across treatments. Still crowding out effect is counteracted by allowance to donate to charity. However, these results might be subject to discussion, since there is little reason to believe that the effect holds only for women. Moreover, there are few studies which offer contrary evidence with respect to crowding-out effect. For instance, Lacetera and Macis (2010) find that a one-day paid leave of absence to blood donors in Italy leads

existing donors to increase donation by 40% on average. Further Lacetera (2012) proves similar effect in case of rewards offered by the American Red Cross and in case of gift cards. Both factors increase the amount of donated blood by 15-20% on average.

Motivation crowding-in and out effect is considered as rather anomaly, because the reaction is exactly the opposite of the relative price effect. However, it seems that this phenomenon is relevant in many important areas: the labor market with its effect of higher financial compensation on work effort and performance, social policy with monetary payments crowding out the effort of responsibility, environmental issues with pricing instruments such as fees for pollution, which may crowd out environmental efforts, subsidies with its negative effects on innovations or creativity or voluntary work which might be crowded out by a monetary compensation. Also evidence of motivation crowding effect is grounded in a large number of laboratory experiments such as Fehr and Gächter (2000), Fehr,Gächter and Kirchsteiger (1997), Zanella (1998), Gneezy and Rustichini (2000a), (2000b) or Fehr and Falk (2002).

3.2 How much to pay

It is worth to discuss possible effects of paying too much on potential performance. Well-known fact in standard economic theory of contract law is that higher stakes lead to better performance followed by higher output. In contrast cognitive psychology such as Beilock (2010) emphasizes the so called choking in stressful situations, which might consequently degrade performance. As a result, higher monetary rewards might have exactly the opposite effect on performance. Although, Becker (cited by Stewart (2005) based on interview) points out that it could be the case that some people are subject to choking under pressure when performing a given task, it does not indicate that it might be the case for any person hired for a particular job.

Nevertheless, Ariely et al. (2009) conducts an experiment in India, which consists of six games randomized to three conditions with regards to the size of stake. Subjects could earn maximum of 4, 40 and 4000 Indian rupees per game in low, mid and high-stakes conditions within incentive scheme being a step function of two game-specific performance cutoffs y_1 and y_h. If subjects achieved outcome below y_1, earnings were zero, outcomes between y_1 and y_h generated earnings equal to half of the maximum amount and outcome above y_h earned the maximum amount. If subjects performed above y_h, they could earn 20 times more that the daily wage guaranteed by the National Rural Employment Guarantee Act. Notwithstanding, such high-powered incentives had detrimental effect on performance. Results indicate that in case of high stakes, maximum earnings obtained by subjects were substantially lower (19.5%) than in case of mid-stakes (36.7%) and low-stakes, (35.4%). This experiment suggests that framework based on high-powered monetary incentives might alleviate ability of individuals to perform.

In contrast, the relevance of choking is alleviated in the real world due to the concept of ex-ante investment as emphasized by Kamenica (2012). As high-stakes situations are in many cases anticipated, individuals tend to invest and accumulate relevant human capital as they are driven by financial incentives. As a result, high stakes might distort concentration at a given decisive moment (for instance when taking the exam), but may

increase motivation substantially in a period which is preceding the decisive moment (the time before the exam, when student is promised to be paid a million dollars in case of successful pass). Additionally, priceless evidence about choking is provided by many empirical studies in economics of sport such as Dohmen (2008), Kocher (2011) or Paserman (2010). In general, the issue raised by aforementioned studies is an evaluation of player's performance in strategic environment, when exposed to pressure. Although the hypothesis about negative relationship between player's performance and pressure (in terms of high stakes) sounds intuitive, evidence is rather mixed.

Apart from paying too much, we shall consider an option of paying too little. Paying too little might be also detrimental to performance and sometimes even worse than paying nothing. Gneezy and Rustichini (2000b) identify this effect within their experimental study by a phrase "Pay enough or don't pay at all". College students are distributed with set of IQ questions across treatments rewarding them in different manner, (zero payment payment of 0.1 Israeli new shekels (NIS), 1 NIS or 3 NIS for every correct answer). Those subjects, who received only one-tenth of NIS, exhibited substantially worse performance than any other treatment, including treatment with zero monetary incentives. Gneezy and Rustichini (2000a) conduct similar experiment in which introduction of a fine for parents collecting their children late from kindergarten, increased substantially the rate of late collection. This phenomenon was interpreted as the legal possibility of parents to pay for late collection, which alleviates perceived social disapproval. However, later removal of such a fee has not decreased the late collection and the rate remained unchanged.

Both the experiment with college students and the experiment in kindergarten suggest that small reward or small fine might have counterproductive effect.

The use of cash or monetized gift might also change the mode of the social relationship between principal and agent, followed by a change in incentives scheme. As examined experimentally by Heyman and Ariely (2004), low monetary payment decreases effort in comparison to no payment, however a nonmonetary form of payment (candy payment in this case) does not make a difference in performance. In contrast, once the gift is monetized, its effect is similar to that of monetary payment.

Another issue, which is in the center of our attention is "too many options case". It appears that monetary incentives combined with indirect incentives such as providing too many options might backfire. As an example might serve an experiment of Ariely and Wertenbroch (2002), in which subjects are paid for proofreading three texts. The first treatment has a deadline of one text every week, the second treatment has a deadline at the end of three weeks for all three texts. The monetary incentive is identical and subjects pay penalty in case of delay. Paradoxically, the treatment which was given more options to work on the task, spent less time on the task and exhibited much lower performance with regards to detection of errors in the text. This clearly signifies that although maximization of variety of choice is important in economics, it might not necessarily be best due to high transaction costs related to the choice.

3.3 Behavioral features which affect incentives

From aforementioned analysis it seems that monetary incentives and its impact on performance are affected by certain behavioral features. This section will briefly discuss behavioral trends within monetary incentives framework.

Intrinsic or extrinsic motivation seem as decisive factors, which may have crucial effect on prosocial behavior and their implications for monetary incentives is undisputable. Apart from these motivations, signaling motivation (sometimes called image motivation) might play an important role as suggested by Ariely et al. (2009). In this case individuals are motivated by the way how others perceive their behavior. Being altruistic is considered as good and being greedy or selfish is bad. As a result, by behaving pro-socially, one is signaling to others his self-good based on social norms and values. Additionally, the desire for approval by society implies more generous and prosocial behavior in public settings compared to public, which is witnessed by many experimental studies such as Andreoni, Ragan (2004), Dana et al. (2006).

Intrinsic, extrinsic and signaling motivation might have separate effect on prosocial behavior, but might also interact with each other as will be seen below.

If we start with basic interaction of the extrinsic and intrinsic motivation, they are supposed to be quite distinct within the utility function. Following up Titmuss (1970), individuals might gain utility from ordinary consumption (indirectly from money rewards), but they gain also utility based on behaving altruistically. Offering payment for donating blood increases on one hand consumption opportunities, but negatively impacts utility from behaving altruistically. As a result, negative impact on utility might prevail over positive one and thereby reduce willingness to donate the blood.

This may be summarized in vein of Gann (2001) who claims that giving blood and selling blood are two distinct kinds of activities. The former yielding the intrinsic utility, the latter not. Offering payment for donation causes that the former activity switches into the latter, implying a loss in utility. There are many empirical studies showing negative effect of monetary incentives on prosocial behavior such as Frey and Jegen (2001), Gneezy and Rustichini (2000b), however there are less of them trying to explain the mechanism behind that. Further it is important to bear in mind, that there are certainly limitations of this theoretical approach as pointed by Seabright (2002). It is rather arbitrary to suppose that feelings of altruism attach to actions performed purely under certain conditions and that an action with identical implications might not elicit altruism even if the individual was aware of identical consequences. In this sense framing of actions is pervasive experimental phenomenon, but certainly arbitrary. We may for instance ask, why giving and selling (the blood) are considered to be radically different activities?

There is vast array of explanations available:

First, extrinsic motivation crowds out intrinsic motivation to undertake a task. In a nutshell the agent might infer not to enjoy the task simply because he or she is being paid to do it. As a result, uninformed rational agents expect to enjoy the task less when paid for it and their motivation is alleviated. This has been proved in experimental studies of Frey, Götte (1999), Frey et al. (1997) or in principal-agent model of Bénabou and Tirole (2003).

Second, extrinsic incentives might destroy trust in principal-agent relationship leading to less prosocial behavior of the agent as suggested in studies of Fehr and List (2004), Fehr and Falk (2002) or Falk and Kostfeld (2006). Bohnet, Frey and Huc (2000) confirm this trend in an experiment based on contract enforcement with respect to the trustworthiness. Results suggest that low levels of legal enforcement crowd in trustworthiness. This is given by the fact that principal, who offers the contract, makes careful decisions, because he cannot fully rely on the legal system. The agent is

motivated to behave in a credible way. In case of near-perfectly enforced contract, crowding effect is absent due to deterrence of the agent. However, intermediate levels of law enforcement crowd out the trustworthiness, since principal can neither relay on the agent's reciprocal behavior nor on the legal system (deterrence).

Third, the introduction of extrinsic motives might shift individual's decision function from a social frame to a monetary frame in which maximization of self-interest is preferred as pointed by Heyman and Ariely (2004).

Additionally, extrinsic motivation might interact with signaling motivation by diluting the signaling value of prosocial behavior. As already noted above, monetary incentives may crowd-out social behavior due to individual's perception what other people think about him.

Good illustrative example might be a decision about a purchase of a new hybrid car, which is more expensive than an equivalent car with a standard gasoline engine. An important idea is, that the hybrid car helps to preserve the environment. As a result, driving a hybrid car clearly enhances one's positive image and serves as a signaling instrument in environmentally friendly community. Ariely et. al (2009) provides with help of this example interesting example how monetary incentive might alleviate altruistic activity. If we suppose that the government imposes a large tax benefit in favor of buyers of a hybrid car, this tax incentive on the one hand increases utility of individual (reduction in the price of hybrid car). On the other hand, the tax incentive decreases utility of the individual by decreasing the image value of driving the hybrid car. An explanation behind is simple. Without presence of monetary incentive (extrinsic incentive such as tax benefit), buying the hybrid car clearly enhances positive image. However, in case of provision of monetary incentive, it is impossible whether individual's intention is drive by altruistic motives (concern for an environment) or by selfish attitude (reduction in price of the hybrid car after the introduction of a tax benefit). To summarize, introduction of monetary rewards reduces signaling motivation followed by relative price effect net of crowding out effect and thereby reduction in prosocial behavior. This trend has been empirically confirmed by Bénabou and Tirole (2006) and also Ariely et al. (2009). Interesting issue is also interaction of extrinsic motivation and signaling motivation depending on whether decision is private versus public. As suggested by Ariely et al. (2009), extrinsic motivation (monetary incentives) partially crowd-out signaling motivation in private setting, whereas it has no effect in public setting. Further elaboration of this phenomenon is however beyond the scope of this study.

Coming back to considerations about how much to pay, behavioral economics (more specifically inference as noted by Kamenica (2012) might help to explain why small monetary payment backfire. In the absence of monetary payments, an agent expects to receive gratitude in exchange for her performance. However, once a monetary incentive is set, it is automatically expected by an agent that gratitude is not going to be part of the compensation package. Further, the introduction of the fee might also backfire altruistic incentives, since individual considers it acceptable to impose social cost (and withhold the activity) as long as he is paying fee.

Loss aversion and framing is another important behavioral element, responsible for shaping financial incentives. It seems that individuals tend to evaluate their position with respect to reference point, which is given by the default. When an alternative is available, individuals might be subject to loss aversion. These considerations have been utilized in reality in study of Mitesh S. Patel et al. (2016), which examined how various

financial incentives setting might affect physical activity. The study shows that offering $1.4 reward per day or offer of daily lotteries does not have any substantial effect and is comparable to no reward case. In contrast, when monetary reward was put at risk of being lost, the increase in physical activity among overweigh and obese was substantial. In other words, loss aversion (in which people are more sensitive to losses than to gains of equal absolute size) seemed to play crucial role in success of health program. As a result, only framing of financial incentives in form of a loss was much more effective than framing in form of a gain. Fryer, Levitt, List and Sadoff (2012) show that if financial incentive scheme is designed by exploiting the power of loss aversion, (teachers are paid in advance and supposed to return money if their students don't improve sufficiently), the efficacy of teacher incentives might be significantly enhanced.

Another reason why financial incentives might not be efficient is the existence of default option, which is costly to change. As a result, individuals might be less responsive towards financial incentives aimed to change their position. Also, as already stated above too many options might be also counterproductive. Whenever financial incentives are set in a way that the task is a matter of an immediate cost and a delayed benefit, it implies procrastination due to dynamic inconsistency. Suppose that agent is told that she can complete the task whenever she would like instead of tough deadline. This may induce agent to procrastinate due to dynamic inconsistency. Basically, this approach is summarized in an illustrative example outlined by O'Donogue and Rabin (1999), cited by Kamenica (2012). Let's suppose that agents are endowed by $\beta\delta$ preferences, where β is bias for the present (how you favor now versus later) and δ stands for discount factor (time consistent discounting). Suppose that agent is facing the task with the following parameters: $\beta=1/2$ and $\delta=1$, and fulfilling the task yields an immediate cost of $300 and a delayed benefit of $800. If an agent is supposed to fulfill the task given by the deadline, she will complete it as β x $800 > $300. If instead the agent is given the choice to complete it whenever she would like, there will be clear incentive to postpone the task since generating β ($800 - $300) . $250 next day is more than what she would generate today, i.e. $\beta$$800- $300=$100.

3.4 When financial incentives matter?

Typically, there are many meta-analysis studies, which aim to compare performance under financial incentive scheme versus performance in an environment of no rewards. This might provide additional picture about the real effects of financial incentives.

Hertwig and Ortmann (2001) evaluate the effect of financial incentives on sample set of 10 studies by computing the effect size eta, which refers to the square root of the proportion of variance. Their results show that the effect size of financial incentives is ranging from small to very large. However, in general the set of studies suggests that financial incentives tend to improve people's performance in various forms although they don't guarantee optimal decisions. Financial incentives tend to reduce framing effect (Levin 1988), reduce data variability and move bids close to optimum, (Irwin 1992), brought individual's allocation decisions closer to optimal models (Allison and Messick 1990) or induced people to put more effort in making choices (Hulland and Kleinmuntz 1994). In two cases financial incentives did not matter at all, (Beeler and Hunton 1997 and Van Wallendael and Guignard 1992). In few cases financial incentives seemed to be neutral, (Mellers 1995 or Van Wallendael and Guignard (1992).

Hertwig and Ortmann (2001) generaly conclude that incentives have a modest effect, calling for more research on how payoffs affect decision strategies and on investigation of conditions under which payoffs improve.

Smith and Walker (1993) examine the effect of financial incentives and decision costs on survey of 31 experimental studies, concluding that financial incentives reduce variance of the data around the theoretical optimum.

Camerer and Hogarth (1999) provide non-random meta-analysis of 74 experimental studies comparing behavior of subjects in settings with high rewards, low rewards or now rewards. Selection procedure of studies rested on two conditions. Firstly, experiment had to report incentive levels and ensure variance within the study. Secondly, study had to refer thoroughly to the detail of the level of incentive and size of performance effect. The authors have classified studies in several groups according to the effect of incentives on performance. It appears that incentives might support performance, hurt performance, might have no effect on performance, might affect behavior but behavior cannot be judged by a performance standard, or incentive effects are confounded with effects of other treatments. Additionally, financial incentives seem to have the largest effect in judgment and decision studies. Also authors claim that if performance was not affected by financial incentives, at least variation was reduced.

Jenkins et al. (1998) conduct meta-analysis of 47 studies out of which 41 studies measured the effect of increased reward on output (the so called quantity performance) and only six studies measured the quality performance. In general, raise in reward has significant effect on the quantity of performance, but weak effect on quality of performance. Also they find small case for intrinsic motivation, which did not affect the incentive effect.

Bonner, Young and Hastie (1996) conducted similar meta-analysis, which classifies experiments according to incentive scheme- flat rates, piece rates, variable rates, quota systems and tournaments. It seems that there is a little difference among various types of incentives. Effort improves performance especially in cases, where little skill is required. On the other hand, evidence for positive effects in memory and judgment or choice tasks is weaker. In case of problem-solving the effect of incentives is also weak.

Generally, majority of meta-analysis studies provide rather mixed results about the effect of financial incentives on performance as pointed out by Ortman and Hertwig (2001). First explanation is about the lack of payoff dominance, in which case not choosing theoretically optimal alternative costs individuals too little within the experiment. This is evidenced in Kahneman and Tversky's studies on cognitive illusion as noted by Harrison (1994) who examined this trend and redesigned experiments accordingly to satisfy the dominance requirement. Afterwards, the observed behavior reflected the predictions of economic theory. The second reason for mixed results is existence of multiple and contradictory norms against which performance might be compared as noted by Hilton (1995) or Edwards (1961). This happens in case when multiple norms are available and the experiment does not specify the normative criterion, which should be the target. As a result, financial incentives might not have desired effect.

3.5 Suggestions

Based on aforementioned discussion, it seems that the appropriateness of financial incentives scheme depends on the available evidence. It seems that financial incentives matter more in some experiments than in others. As Camerer and Hogarth (1999) point out, it is crucial to distinguish between judgment and decision experiment versus games, auctions and risky choices. It appears that financial incentives have effect on performance in case of the former, but do not affect mostly performance in the latter case. However, in the latter case incentives help to reduce variance in responses. Incentives hurt when problems are too difficult or simple tasks lead to overthinking. Also, in case of no clear standard of performance, incentives drive subjects away from favorable self-presentation behavior toward more realistic choices, (subjects dictating allocation of money to others tend to be less generous).

If the past research shows that financial incentives matter in case of an experiment similar to experiment under consideration, there is strong case for application of financial incentives. In case of no available evidence, there is justification for no employment of incentives. So it might be claimed that financial incentives are not a norm, which would be necessary condition for sufficient external validity. In case of uncertainty, researchers should opt for so called "do it both ways" rule as suggested by Ortman and Hertwig (2001).

CONCLUSION

The aim of this paper was to evaluate methodological issues with regards to external validity of an experiment, with specific attention devoted to analysis of monetary rewards and their impact on incentives within the experiment. We argue that the level of external validity primarily depends on the way of delineation of the laboratory experiment. First, experiment may substitute or complement economic model as mediator and the level of external validity should be compromised with regards to target system and with regards to theory. Second, type of experiment (theoretical versus policy experiment) is decisive. The more theoretical experiment, the lower the external validity, whereas opposite holds for test bed policy experiment. Third, qualitative versus quantitative external validity related to experiment to and across the population and settings was discussed. It seems that the more demanding quantitative external validity is almost impossible to meet as suggested by empirical research of Levitt and List (2007). Paradoxically, it shows up that artificiality might be helpful in setting up strong theoretical background, which is considered to be the only solution how to generalize across population and settings and find thereby connection to the real world. In the second part of study we address effects of financial incentives on performance of subjects, which may naturally affect external validity of experiment. It has been shown that extrinsic incentives in form of monetary rewards do not necessarily raise performance, but may even reduce it, thus speaking against the relative price effect in many important areas. As a result, crowding-out effect might be the case as evidenced by many experimental studies, despite being considered anomalous in mainstream economics. Further, we discussed the effect of the varying size of monetary incentive on the performance. It seems that paying too little is detrimental to performance and worse than paying nothing. In contrast, the relevance of choking is dismissed as irrelevant in the real world full of ex-ante investments. Crucial contribution lies in section devoted to identification of behavioral features, which might consequently contribute to the way how financial incentives affect performance within the experiment, alleviating thereby

external validity (or so called parallelism). Further, it has been shown, (based on survey of empirical evidence), that the effect of incentives on performance varies from experiment to experiment, affecting consequently the level of external validity present. Aforementioned facts raise questions about the way of adequate financial/non-financial setting within the experiment, which would ensure desired incentives, followed by sufficient external validity. We suggest researchers to opt for "do it both ways rule" if no available evidence in terms of similar experiment is available.

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MEASURING PRE-SERVICE TEACHERS' COMPUTER SELF-CONCEPT AND ATTITUDE

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ABSTRACT

Computer self-concept and attitude are important factors related to teachers' performance. Computer self-concept refers to how individuals perceive their ability with and relationship to computers. Computer attitude includes various concepts such as perceived usefulness, gender knowledge and confidence. Computer attitudes predict computer use. Negative computer self-concept and poor attitudes can result in teachers' avoidance of technology integration whereas positive computer self-concept and attitudes can lead to teachers' integration and use of technology which, in turn, can positively impact students' learning outcomes. Teachers' computer self-concept and attitudes have been correlated with technology use, integration and acceptance. Given the increasing prevalence of information and communication technologies in education and in society in general, it is becoming more and more important to ensure that teachers have positive computer self-concept and attitudes. Also, measurement of these constructs (self-concept and attitude) can be used to inform both the pre-service and in-service education of teachers. This paper analyses instruments that have been used to measure these constructs and makes recommendations for the choice and development of such instruments in research with pre-service teachers.

Keywords: Computer self-concept, Computer attitude, Learning, Pre-service teachers, instruments

Introduction

Research on the topic of computer self-concept (CSC) has been well established for decades. Self-concept is a strong facilitator of academic achievement in computer use and a positive or negative change in self-concept tends to produce a commensurate change in academic achievement or performance (Ayodele, 2011; Cady & Rearden, 2007; Wang, 2007). Computer self-concept affects a person's computer-related performance and is affected by a person's actions as well as experiences with computers and a person's individual environment (Langheinrich, Schonfelder, & Bogner, 2016). Computer self-concept includes a mix between computer-related skills, interest, experiences, attitudes and beliefs (Janneck, Vincent-Höper, & Ehrhardt, 2013). Self-concept involves how people perceive themselves and these perceptions are developed through life experiences (Christoph, Goldhammer, Zylka, & Hartig, 2015; Langheinrich et al., 2016; Sainz & Eccles, 2012)

Computer attitude (CA) is also important. Computer attitudes are influenced by different variables such as perceived usefulness (Teo, Lee, & Chai, 2008), computer confidence (Rovai & Childress, 2002), training (Tsitouridou & Vryzas, 2003), gender (Sadik, 2006), knowledge about computers (Yuen & Ma, 2001), computer anxiety (Teo, 2008) and computer experience (Kumar & Kumar, 2003; Potosky & Bobko, 2001). In most cases, many of these variables interact with one another to impact attitudes towards computers. Teachers' attitude towards computers have been shown by various studies to be a critical factor that affects technology use and integration in teaching and learning (Teo, 2008) p. 414). Fear, ignorance and anxiety are attitudes that can interfere with the adoption of information and communication technologies (ICTs) in teaching and learning (Larbi-Apau & Moseley, 2012). In general, attitudes affect performance and the overall efficiency of computer and technology use (Jegede, Dibu-Ojerinde, & Ilori, 2007).

Measuring computer self-concept and attitude

"Gaining an appreciation of the teachers' attitudes towards computer use may provide useful insights into technology integration and acceptance and usage of technology in teaching and learning" (Teo, 2008) p. 415). Many instruments have been developed to measure computer attitude. For example, the computer attitude scale (CAS) was developed by Selwyn (1997). Other scales include the computer-related self-concept (CSC) (Janneck et al., 2013).or the attitude towards computers instrument (ATCI) (Shaft, Sharfman, & Wu, 2004). Some scales measure the length of computer use, while others are focused on the frequency of different types of use)Garland & Noyes, (2008. Other scales focus on measures that are suitable for different age groups to offer the possibility for comparisons across ages (Langheinrich et al., 2016).

Purpose and objectives

However, some scales may be better developed than others and may be more suitable in one context than another. The purpose of this paper is to identify some instruments that can be used to measure CSC and CA. The objectives of this paper are as follows:

1. Present existing instruments used to measure computer self-concept and attitudes;
2. Identify challenges and considerations when choosing existing instruments;
3. Recommend choice of such instruments for use with pre-service teachers.

Results

Objective 1: Present existing instruments used to measure computer self-concept and attitudes

Teo et al. (2008) used an instrument by Selwyn (1997) to measure pre-service teachers' attitudes towards computer use called the Computer Attitude Scale (CAS). The instrument included 21-items focused on four components of computer attitudes. The first component, 'Affect', is composed of six items and measures feelings towards computers. 'Perceived Usefulness' is composed of five items that measure the individual's beliefs about the usefulness of computers in their job. 'Perceived Control', is composed of six items that measure the perceived comfort level or difficulty of using

computers. The fourth component, 'Behavioral Intention', is composed of four items that measure behavioral intentions and actions with respect to computers. Different instruments use different scales. For example, Teo et al. (2008) used a five-point scale of strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). The scores from the items on each component were aggregated to provide individual scores on each component. The CAS is a reliable instrument to measure attitudes towards computer among teacher-education students.

Langheinrich et al. (2016) used an instrument to measure undergraduate students' computer use for different purposes and their individual abilities in different areas of computer usage. Langheinrich et al. adapted the scale from Schwanzer (2002). The instrument has 11-items that ask participants to specify the frequency of computer use for different purposes such as surfing, communicating, social networking, and programming. This instrument followed a 5-digit response format (1 - never, 2 - less than once a week, 3 - various times a week, 4 - less than one hour per day, 5 - several hours per day). As well, the instrument assessed participants' computer abilities using a 4-digit response format (1 - absolutely no good, 2 - moderately well, 3 - good, 4 - very good). Other aspects that were assessed included items such as handling of computers, editing, understanding error messages or technical defaults, handling software, and handling hardware.

Table 1 summarizes 10 studies from years 1985 to 2012 that have used instruments to measure CA. Table 2 summarizes four studies from years 2005 to 2016 that have been used to measure CSC. For an overview of older instruments related to CA, see Shaft, Sharfman, and Wu (2004). For each study, we summarize the author, name of the instrument, the number of items in the instrument, components measured, the scale (e.g., Likert), and the audience for which the instrument was originally designed (e.g., pre-service teachers). We also provide sample items for each instrument as well as the measures of reliability when these are available. Reliability is indicated as Rel.

Table 1 Instruments to measure CA

Author/ Name	**Items**	**Components**	**Scale**	**Designed for**	**Sample items**	**Rel.**
Loyd & Loyd, (1985) Computer Attitude Scale (CAS).	40	Computer anxiety, computer confidence, computer liking, computer usefulness.	1-4 SA-SD	Teachers.	"I get a sinking feeling when I think of typing to use a computer."	0.95
Thompson,	5		1-5		"Computers make work	0.70

Author/ Name	Items	Components	Scale	Designed for	Sample items	Rel.
Higgins & Howell (1991) Computer Attitudes.		Social factors, affect, complexity, job fit, long-term consequences, facilitating conditions, utilization.	SD-SA	Knowledge workers (defined as managers or professionals) who used a PC in their jobs.	more interesting."	
Jones & Clarke (1994) Computer Attitude (CASS).	40	Affect, cognitive, behavioral.	1-5 SA-SD	Secondary students.	"Computers intimidate and threaten me."	0.84
Kluever et al., (1994) Computer Attitude Scale (CAS).	40	Anxiety, efficiency, liking, usefulness.	1-6 SA-SD	Elementary and middle-school teachers	NA	0.94
Selwyn (1997) Computer Attitude Scale (CAS).	21	Affect, attitudes toward computers, perceived usefulness of computers, perceived control of computers, behavioral attitudes toward computers.	1-5 SA-SD	Secondary students (ages 16-19)	"If given the opportunity to use a computer I am afraid that I might damage it in some way."	0.93
Smalley et al. (2001)	40	Affect, cognitive, behavioral.	1-5	Secondary students	"Computers intimidate	0.83

Author/ Name	Items	Components	Scale	Designed for	Sample items	Rel.
CASS.			SA-SD		and threaten me"	
Shaft, et al. (2004) The attitudes toward computers Instrument (ACTI).	8	Affective, behavioral, cognitive components.	NA	Undergrads	"Boring ..... Intriguing."	0.81
	20	Computer attitude Scale (Nickell & Pinto, 1986)			"Computers intimidate me because they seem so complex."	0.802
Garland & Noyes (2008) Computer Attitude Scale.	10	CAM (Kay, 1993)	NA	NA	"I regularly use a computer for word processing."	0.786
	12	CUE Scale (Potosky & Bobko,1998).			"I know what a database is."	0.789
Morris et al. (2009) Attitudes Toward Computer Usage Scale	39	Computer use as tools, confidence with computers, negative reactions to computers, positive reactions to	1-5 SA-SD	Undergrads.	"I do not feel I have control over what I do when I use a computer."	0.93

Author/ Name	Items	Components	Scale	Designed for	Sample items	Rel.
(ATCUS).		computers.				
Larbi-Apau & Moseley (2012) Revised Computer Attitude Scale (CAS).	21	Affect, attitude, perceived usefulness, behavior, perceived behavioral control.	0-4 SD-SA	Higher Education students.	NA	0.868

Table 2 Instruments to measure CSC

Author/Name	Item	Component	Scale	Designed for	Sample items	Rel.
Zarrett & Malanchuk (2005) Computer Self-concept	5	. NA	NA	Adolescents (Young Adults)	"How good would you be at an occupation that used computers for ..."	0.93
Sáinz & Eccles (2012) Revised self-concept of computer ability scale.	5	NA	1-7 1=not at all good 7=very good	Secondary students	"How good do you think others think you are at computers?"	0.82
Christoph et al. (2015) Computer self-	7	NA	1-4 1=absolutely not true	High-school students	"I am able to install new programs	0.87

Author/Name	Item	Component	Scale	Designed for	Sample items	Rel.
concept			4=absolutely true		on my computer …"	
Lang. et al. (2016) Revised Computer-related self-concept (CSC)	11	Consideration conative, motivational, cognitive aspects of handling Computers.	1-5 SA-SD	Students in high school and university.	"It's very important for me to work with computers "	0.82

Objective 2: Identify challenges and considerations when choosing existing instruments

In this section, we discuss challenges and considerations when selecting an instrument. These relate to audience, reliability, validity, instrument length and complexity. In general, these four elements provide an opportunity to assess the quality of design of instruments that aim to measure CSC and CA. We discuss each separately.

Audience

Shaft, Sharfman, and Wu (2003) argued that there were "few instruments that are suitable for a general setting" except for the Attitude Towards Computers Instrument (ATCI), which they determined was "designed to be applicable in a wide variety of settings" (p. 661) with "a broad range of populations, including business professionals" (p. 662). Fenning and May (2013) argued that "self-concept is best defined as the judgments individuals make about their expectations of self" (p. 637). Moreover, it has been noted to have several components, including academic and social (Larbi-Apau & Moseley, 2012; Pajares & Schunk, 2001). Pajares and Schunk (2001) determined that specific self-perceptions make up individuals' global self-concept. Therefore, self-concept may take the form of multiple domains along which individuals may appraise their level of functioning (Bong & Skaalvik, 2003). Langheinrich et al. (2016) explained that CSC is difficult to measure because it is a dynamic concept that changes depending on an individual's age, experience with computers and the environment. For example CSC instruments should be different for females than for males (Langheinrich et al., 2016). Likewise, CA can be difficult to measure because attitudes can vary over time. As well, attitudes are not observable and individuals may not be able to identify their own attitudes or they may not wish to reveal their attitude.

Validity and reliability of scales

Creation of instruments requires attention to validity (content, criterion-related and construct) as well as reliability. Content validity refers to whether or not the items and instrument actually and accurately measure a specific domain (Carmines & Zeller, 1979; Moskal, Leydens, & Pavelich, 2002). It may be hard to measure because variables related to attitudes and affect are not directly observable (Loyd & Loyd, 1985; Wilson, 2004). Criterion-related validity relates to how well the instrument predicts the related parties (Carberry, Lee, & Ohland, 2010; Carmines & Zeller, 1979; Moskal et al., 2002). One CA study that employed criterion-related validity was Teo (2008). Teo investigated students and the criterion was whether these students passed the introductory computer science course. The prediction was that those with high CA were more likely to pass than were those with low CA. Teo (2008) used this criterion to validate the CA instrument.

Construct validity relates to the capacity of an instrument to measure relationships between latent variables (Carberry et al., 2010; Carmines & Zeller, 1979; Gressard & Loyd, 1986; Moskal et al., 2002). Analysis of reliability can help researchers choose instruments to assess attitudes towards computers (Shaft et al., 2004). Assessment of reliability includes latent structure (confirmatory factor) analysis, internal consistency (Cronbach's alpha) analysis and stability (test–retest) analysis. Shaft, Sharfman, and Wu found that the ATCI had a good level of reliability "making it a better choice for many research settings" (p. 661).

Instrument length and complexity

Researchers must also consider the length of an instrument. For example, if the instrument is too long, the users will experience fatigue. Fatigue could lower response rates (Shaft et al., 2004). Fatigue can be higher and more problematic in contexts where more than one construct is being measured, e.g., CSC and CA at the same time. Therefore, long instruments may not be suitable. An instrument can be considered long if there are more than 20 items (Shaft et al., 2004). Also, instruments may be too complex if they try to assess multiple constructs in one instrument. For example, the Attitudes Towards Computers Scale (Kluever, Lam, Hoffman, Green, & Swearingen, 1994; Rosen & Weil, 1995) measures a number of constructs simultaneously including computer attitudes and perceptions of the impact of computers on employment prospects, creation and privacy. Morris, Gullekson, Morse, and Popovich, (2009) created an instrument to assess attitude towards computers, self-confidence, computer utility as well as sex bias.

Objective 3: Recommend choice of such instruments for use with pre-service teachers.

In this section, we present the instruments according to the criteria outlined in objective 2. Objective 2 focuses on pre-service teachers. We therefore include only those instruments designed for pre-service teachers. Table 3 focuses on instruments to measure CA. Table 4 focuses on instruments to measure CSC.

Table 3 Summary of instruments to measure CA

Study	Audience	Validity/Reliability	Length/ complexity
Loyd & Loyd (1985)	Teachers	The factorial validity and the differential validity of the Computer Attitude Scale and its 4 subscales (computer anxiety, computer confidence, computer liking, computer usefulness). / 0.95	40 items/ 4 constructs
Thompson, et al (1991)	Pre-service teachers	Each indicator must load more highly on its associated construct than on any other construct./ 0.70	5 items/ 7 constructs
Kluever, et al (1994)	Pre-service elementary and middle-school teachers	Factorial validity (construct) / 0.95	40 items/ 4 constructs
Shaft, et al. (2004)	Undergraduates	Latent structure, internal consistency and stability analyses and participant fatigue threaten internal validity because of response bias/ 0.81	8 items/ 3 constructs
Morris, et al. (2009)	Undergraduates	Accordingly, other constructs alone offer limited predictive value in terms of computer use behaviors or differences in computer usage among varying demographic groups/ 0.93	39 items/ 4 constructs
Larbi-Apau & Moseley (2012)	Higher Education students	Modified to fit audience and tested for construct validity through expert reviews and field testing with six comparable audiences/ 0.868	21 items/ 4 constructs

Table 4 An instrument to measure CSC

Study	Audience	Validity/Reliability	Length/ complexity
Langheinric, et al. (2016)	Students in high school and university	Criterion validity which implies the practical relevance of test values/ 0.82	11 items/ 3 constructs

We identified six instruments that were designed specifically for pre-service teachers to measure CA. We also identified six instruments that were designed for in-service teachers. We included these. We found five instruments for undergraduate students. Since pre-service teachers are undergraduate, we included these. We excluded instruments that focus on secondary students or younger since these may not be suitable for adults.

For CSC, there was one instrument that was designed specifically for pre-service teachers to measure CSC. We also identified instruments that were designed for in-service teachers. We included these. We found one instrument for undergraduate students. Since pre-service teachers are undergraduate, we included these. We excluded instruments that focus on secondary students or younger.

In relation to length, the number of items in the CA scale was from 5-40. The average was 32 and the mode was 32. The most common number of items was 40. The shortest instrument with only five items was by Thompson, Higgins and Howell (1991). The longest was 62 items by Garland and Noyes (2008). For the CSC, the number of items in the scale was from five to 11. The average was seven and the mode was five and seven items. The shortest instrument was the five items by Zarrett and Malanchuk (2005) and Sáinz and Eccles (2012). The longest was 11 items.

In terms of validity and reliability, in some cases, we only have measures of reliability but not of validity. The highest reliability for the CA was 0.81 created by Loyd and Loyd (1985). The lowest was 0.778 created by Garland and Noyes (2008). For the CSC, the highest reliability was 0.93 created by Zarrett and Malanchuk (2005). The lowest was 0.82 created by Sáinz and Eccles (2012) and Langheinrich, Schonfelder, and Bogner (2016).

We recommend the following instruments. The Computer Attitude Acale (CAS) by Larbi-Apau and Moseley (2012) is specifically designed for pre-service teachers. Its length is adequate but not too long. It provides a measure of reliability. However, there is no measure of validity. We do not recommend the Computer Attitudes instrument by Thompson, Higgins and Howell because it is too short. We recommend the Computer-related self-concept (CSC) by Langheinrich, Schonfelder, and Bogner (2016) because it is specifically designed for pre-service teachers, its length is adequate but not too long and it provides a measure of reliability.

Conclusion

Computer self-concept and attitude are important factors related to teachers' performance and can predict computer use. Negative computer self-concept and poor attitudes can result in teachers' avoidance of technology integration whereas positive

computer self-concept and attitudes can lead to teachers' integration and use of technology which, in turn, can positively impact students' learning outcomes. Given the increasing prevalence of information and communication technologies in education and in society in general, it is becoming more and more important to ensure that teachers have positive computer self-concept and attitudes. Measurement of these constructs (self-concept and attitude) can be used to inform both the pre-service and in-service education of teachers. This paper described and analysed instruments that have been used to measure these constructs. We recommended the Computer attitude scale (CAS) (Larbi-Apau and Moseley, 2012) and the Computer-related self-concept (CSC) (Langheinrich, Schonfelder, and Bogner, 2016). These instruments are suitable for the audience (e.g., pre-service teachers) have an appropriate length and adequate measures of reliability.

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East Asian Economic Growth Model: The Adaptability of the Model in Ethiopia Draft

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Abstract

The East Asian countries have shown an enormous growth in the last few decades especially in last three decades. Similarly, Ethiopia's growth was also significant in the similar time period. However, one cannot conclude that the growth Ethiopia had achieved was the sure imitation of the growth model used by the East Asian countries. This phenomenon entices us to explore the determinants of East Asian economic growth and the characteristics of the growth model with special reference to the economic growth of Ethiopia. The findings of this research revealed that the government policies towards rapid industrialization induced a gigantic investment on both physical and human capital. Also, the growth pattern of Ethiopia was quite a similar to the model employed by the majority of the East Asian economies.

Key words: East Asian Miracles, GDP, Income inequality

Introduction

A majority of East Asian countries have achieved an impressive economic growth in the last four decades. Such economic growth was mainly driven by the state-led industrialization policies (Briscoe, 2008; Stiglitz, 1999; Zenawi, 2006). The World Bank report on East Asia development in 1993 supported the argument that the economic growth was the result of developmental policies and unique state capacities that did not exist anywhere else. East Asian countries including Japan, the Asian tigers (Taiwan, Republic of Korea, Singapore and Hong Kong) and Newly Industrialized Economies (Malaysia, Indonesia and Thailand) as well as China that joined lately to the club; these countries achieved the impressive economic growth and they managed to reduce income inequality. Hence, World Bank called them the High Performing Asian Economies. This study focuses on four countries' economic growth, such as Japan, Taiwan, Korean and China. At early stage, East Asian countries have grown very rapidly for the quarter of a century. Ethiopia also has been growing in the similar pattern as East Asian. This achievement alone is not significant enough to conclude that Ethiopia is replicating their model. Hence, literatures presented an important macroeconomic indicators as well as social and institutional features need to be evaluated.

East Asian growth was led by Japanese highly selective policy, followed by Hong Kong laissez faire policy, and developmental state policy of Taiwan and Korea. Unlike neoliberal economic policy, the economic packages of most East Asian governments provide incentive to encourage rapid industrialization through trade protection of infant industries (World bank, 1993; Zenawi, 2006). Furthermore, East Asians countries adapted export-led policies and gradually opened their markets when local firms acquired higher productivity and skill levels. Interestingly, China`s growth laid on command economy, at the same time, it has embraced globalization in great

extent than any of other countries did in early stage of economic growth (Boltho and Weber, 2009).

Briscoe (2008) included Ethiopia, China, and Vietnam, as they claimed to have borrowed from the developmental state paradigm of East Asia. This argument was supported by Noman and Stiglitz (2008) "resource-poor, landlocked Ethiopia was attempting to emulate East Asia with some success." The late Prime Minister of Ethiopia Meles Zenawi strongly argued in his thesis of "African Development: Dead Ends and New Beginnings", African development needs a paradigm shift from neo-liberal paradigm of development, which is a dead end incapable of bring a change in Africa. He strongly favors "democratic developmental state" that encourage the role of government intervention in economy and prioritization of rural development (Stiglitz, 2002; Ohno, 2011). He argues "historical practice has shown that state intervention has been critical in the development process. Economic theory has shown that developing countries are riddled with vicious circles and poverty traps that can only be removed by state action. The theory of the developmental state completes the alternative paradigm by showing what type of state can intervene in the economy to accelerate growth while at the same time limiting socially wasteful rent-seeking activities" (Zenawi, 2006, P.9). It is hard to distinguish his intellectual thoughts and his government policies. It could be said that his argument was the reflection of his administration (Ohno, 2011; Noman and Stiglitz, 2008).

Despite proven track record of East Asian successful growth model, there is no single blueprint of developmental state policies, different literatures presented different features of development model based on the specific country of study (Zenawi, 2006; Boltho and Weber, 2009), but arguably, they have commonality that can be adapt based on political power of the country (Noman and Stiglitz, 2008). Moreover Kuznets (1988, p12) supports the argument "more general reason why a model may not be wholly replicable. Other countries may duplicate successful economic policies, but we cannot expect them to duplicate the social, cultural, or even the institutional arrangements that underlie the policies." This paper evaluates whether Ethiopia can replicate East Asian growth model and achieve high growth and reduce income inequality? And also try to answer if government interventions in economy enhance growth? Therefore, we try to identify and adapt a few general points that can lead Ethiopia toward similar growth pattern.

The study focuses at the early stage of high growth period, during this time-spans the miracles of East Asia was happened. Therefore, it compares Ethiopia with East Asian countries with similar successful growth period and data. The time frame to Japan started over the period 1950 to 1975, for Taiwan from 1960 to 1985, for Korea from 1965 to 1990 and for China 1980 to 2005. However, for Ethiopia the time period starts much later from 1994 after the introduction of structural reform and implementing liberal economy to 2015. The first parts of the paper discuss about the fundamental characteristics East Asian growth model, and followed by summarizing the economic growth of Ethiopia. The third parts empirical analysis the similarity and difference of the growth model and finally discuss the findings.

Furthermore, the analytical methodology is based on Ordinary Least Square (OLS) model of panel regression. The panel regression analysis method has be executed in Random-effects model of GLS regression and tested by Hausman fixed random test model (Greene, 2000; Levine, and Renelt, 1992)

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All the statistical inference will be performed on STATA and E-Views econometric software.

$$Y_i^t = \alpha_i + \sum_i^n \beta_i X_i + \varepsilon_i$$

yij= α + β1Xij + β2 Zij+….. βnWij

East Asia development model

East Asia growth was led by Japanese highly selective policy, followed by four Tigers, Hong Kong laissez faire policy, and developmental state policy of Taiwan and Korea (Chang, 1999, February). The economists attempted to explain and analyzed the 'miracle' of East Asia economic growth in different prospective. They argued that the sustainable growth achieved because of the role of government on effective allocation of resource and accumulations of knowledge through investment on education, health and infrastructures. Simultaneously, they greatly stress on the role of knowledge accumulation, technology acquisition and productivity growth (World Bank, 1993).

Empirical study identified the factors behind East Asian miracles growth are high rate of investment on physical and human capital, increasing agricultural productivity, effective macroeconomic management that encouraged on saving and government intervention in financial system and industries. In additions, export oriented industrialization policies boost the competitiveness of local firms. Likewise, the economic packages of most East Asian countries` provide government incentive to encourage rapid industrialization through trade protection to infant industries (World bank, 1993; Rao, 2001; Zenawi, 2006).

The growth of East Asian countries has commonality in terms of macroeconomic performance and stability. They, therefore, achieved impressive economic growth and reduce income inequality "The HPAEs have achieved rapid growth through successful attainment of both fundamentalist and mystic objectives. They have performed better than most low- and middle-income countries three critical functions accumulation, allocation, and technological catch-up. They did this with combinations of policies ranging from market-oriented to state led that varied both across economies and over time." (World Bank, 1993 p17).

Kwon and Kang (2011) presented the East Asian economic development model in five prospective. They argued that physical capital and natural resource has little contribution to East Asian growth, but, human capital and government policies had played great role to bring structural transformation, which their policy was based on "the centrality of policy-augmented human capital". They praised the ability of state policies to identify the right industry and to diversify the composition of an industrial portfolio through introducing import substitution industrial policy (inward oriented) end export-led policy (out-ward oriented), as a result, the industrial portfolio had been greatly diversified from low value added labor intensive industries to high value added capital intensive industries. Remarkably, the states introduced economic differentiation scheme to provide incentive to the industries that performed better at the same time

punished un cxzccd fscompetitive industries. Moreover, at the very first stage of growth, East Asian countries had given priority to prosperity rather than democracy. Despite the absence of political freedom, East Asian countries have enjoyed political stability that contribute to East Asian miracles.

According to Boltho and Weber (2009) summarized East Asian development model by stressing the importance of on manufacturing sectors and strengthening external competitiveness to achieve rapid economic growth. Amon the features of East Asian models, adapting the intervention policy, rewarding local firm and protecting from foreign companies are one of the main commonality of the model. Furthermore, among others characteristics of the models, they had stable macroeconomic policy, they managed to control below double digit inflation rate, and their budgetary balance were surplus as well as they attained low birth rate. These had contributed to high level of human capital formations and reduced income inequality. Nevertheless, they established competent bureaucracies system and fairly authoritarian government.

East Asian economic growth Empirical Analysis

The "miracles" of East An economic growth was started by Japanese leadership, and Taiwanese followed Japanese model of development. Sooner, Hong Kong, Korea, and Singapore repeated impressive growth. China also joined growth trajectory after introducing open-door economic policies. For decades, East Asian countries achieved high growth, which is above average global GDP growth rates (Rao, 2001; World Bank, 1993), the average growth rate of 6.12 percent from 1961 to 2013. As Figure 1 shows since 1960s Japan and four Tigers were leading the growth rate until Chinese took leadership positions in 1980s. During the same period Ethiopian growth rate was below Kenya and average growth rate of Sub Saharan Africa (SSA). In 1990s, however, Ethiopia implemented state-lead development policies, since then Ethiopia has been emerging as the fastest growing economy in Africa (The Economist, 2012).

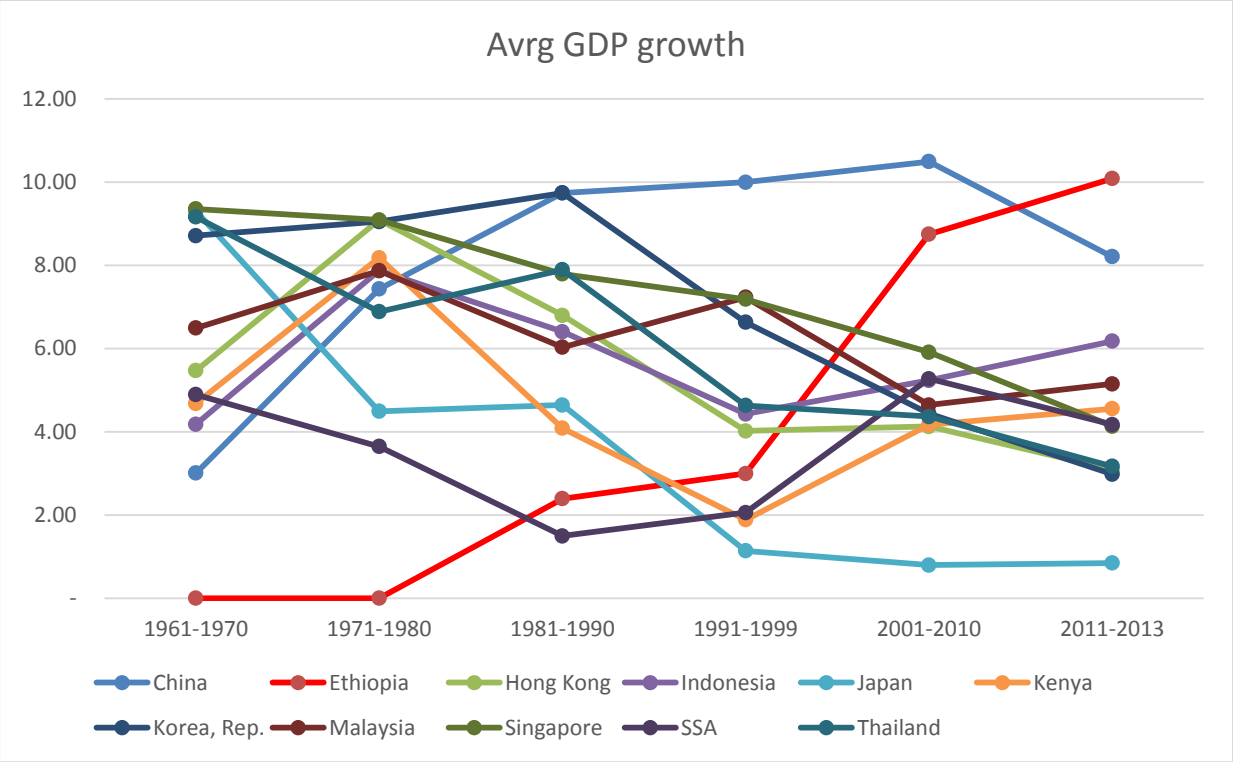


Figure 1. Average GDP growth rate. (Source: author`s compilation of World Bank Development Indicators)

Referring to Figure 1, in 2000s Ethiopia surpassed East Asian countries in term of GDP growth rate and listed second to China. The growth moment of Ethiopia has been continuing in 2010s and surpassed even China and became top growing above East Asian countries. This growth trajectory continue

Rank	Country	Average GDP Growth 2001-2013		Average GDP Growth 2011-2013
1	Ethiopia	9.42	Ethiopia	10.09
2	China	9.35	China	8.21
3	Indonesia	5.71	Indonesia	6.18
4	Singapore	5.03	Malaysia	5.15
5	Malaysia	4.90	Kenya	4.55
6	SSA	4.72	SSA	4.17
7	Kenya	4.36	Singapore	4.14
8	Thailand	3.77	Thailand	3.17
9	Korea, Rep.	3.71	Hong Kong	3.09
10	Hong Kong	3.61	Korea, Rep.	2.98
11	Japan	0.82	Japan	0.84

Figure 2. GDP growth ranking. (Source: author`s compilation of World Bank Development Indicators)

Gross domestic savings

The East Asian growth caused by high domestic saving. As Figure 3 indicates most East Asian countries have average saving rate of between 30 to 40 percent. The

saving rate is exceptionally high in Singapore, which has saved 40 to 50 percent for four decades and China appeared as the highest saving country next to Singapore since 1993. The saving rate of Ethiopia is the lowest even below average saving of SSA which is around 20 percent but recently saving has been improving, in other hand, saving rate for Kenya became deteriorating.

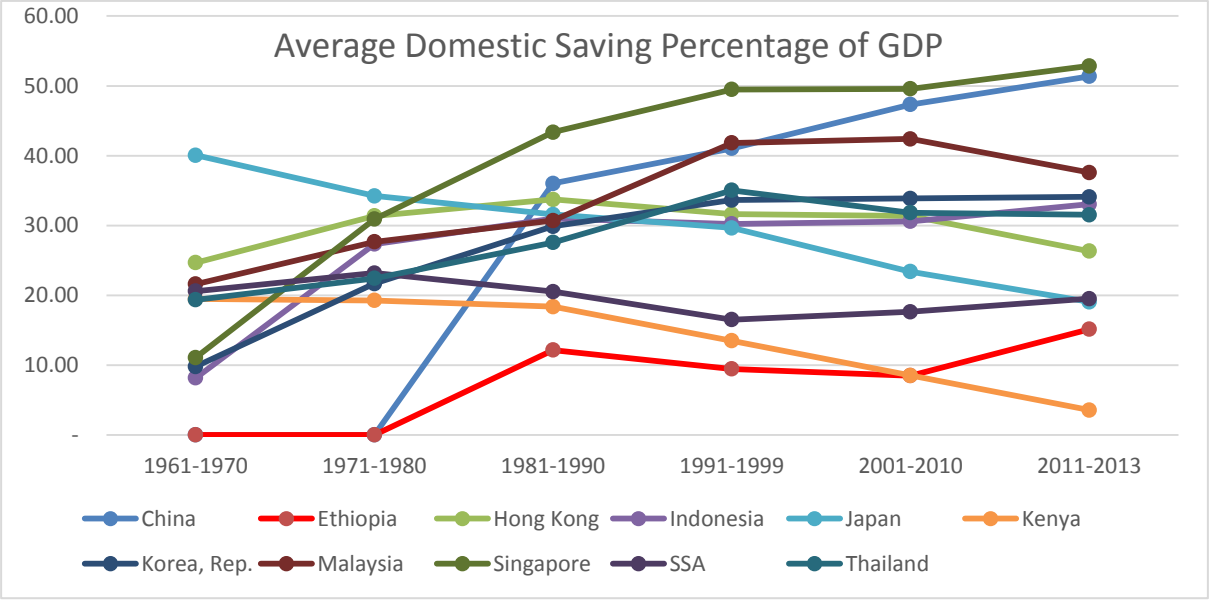


Figure 3. Average domestic gross saving. (Source: author`s compilation of World Bank Development Indicators)

East Asian investment

For decades, East Asian achieved sustainable economic growth increased per capita income. This consistent income growth contributed to high rate of saving that driven high rate of investment. Figure 5 shows that the average gross capital formation of East Asian are about 30% of GDP. Japan in 1960s, Singapore in 1970s and 1980s had a rate of about 40 percent of GDP, China, however, exceptionally has a rate of between 40 to 50 percent of capital formation. After 2000, Ethiopia also leveled a rate of capital formation to East Asian countries.

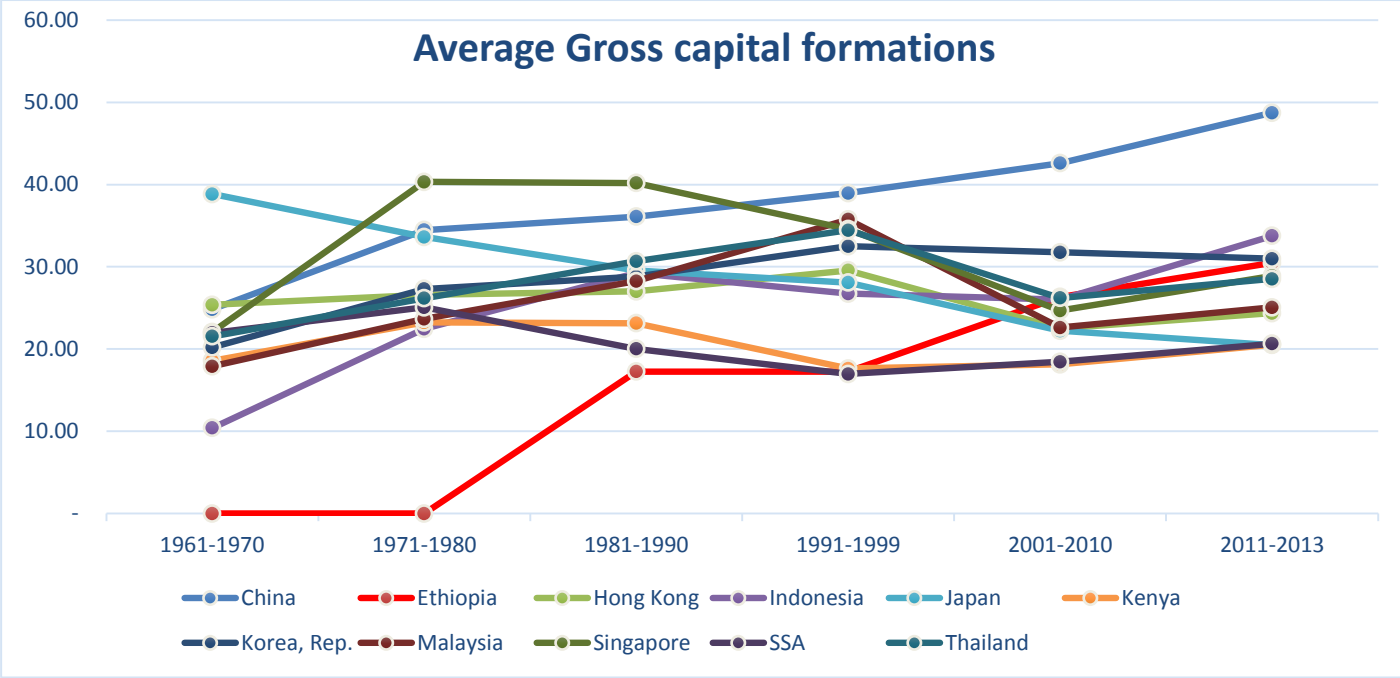


Figure 4. Average gross capital formations. (Source: author`s compilation of World Bank Development Indicators)

Furthermore we analyze and measure the linkage of investment and growth, by employing Incremental Capital Output Ratio (ICOR). The ratio of annual investment as percentage of GDP, which is gross capital formation to annual GDP growth rate (Rao, 2001). Higher ICOR ratio indicates lower productivity. As Table 1 indicates East Asian used to have low ICOR in 1960s and 1970s and high rate growth rate. After 2000, Ethiopia also has low ICOR as East Asian had at early stage of development. This indicates Ethiopia growth driven by labor intensive industries supported by agricultural-led industrialization policy (Ohno, 2011). Remarkably, Japan has different development structure, which is the highest ICOR. Because, Japan invest in high-end capital intensive industries.

Incremental Capital Output Ratio (ICOR).

ICOR	1961-1970	1971-1980	1981-1990	1991-2000	2001-2010	2011-2013
China	8.25	4.64	3.71	3.90	4.06	5.94
Ethiopia	NA	NA	7.21	5.76	3.01	3.02
Hong Kong	4.64	2.92	3.97	7.35	5.45	7.89
Indonesia	2.49	2.85	4.56	6.04	4.97	5.47
Japan	4.18	7.48	6.36	24.67	27.90	24.27
Kenya	3.97	2.84	5.66	9.36	4.35	4.51
Korea, Rep.	2.32	3.02	2.96	4.90	7.15	10.39
Malaysia	2.76	3.01	4.68	4.94	4.87	4.87
Singapore	2.36	4.44	5.16	4.81	4.17	6.99
SSA	4.49	6.87	13.38	8.26	3.50	4.95
Thailand	2.35	3.80	3.88	7.43	6.00	9.00

Table 1. Average ICOR. (Source: author`s compilation of World Bank Development Indicators)

Human Capital

Education is thought to be the most important determinant of the economic growth (Barro, 2002). The first phase of industrialization process starts on borrowed technologies. During this period, primary and secondary education are believed to be more important growth factors than tertiary education. However, in the era of knowledge economy, it is widely considered that the higher education has become a more important growth factor. As Table 2 summarize, most East Asian countries and Kenya have the highest rate of primary school enrolment, but there are significant variation in secondary and tertiary school enrolment. Japan has the highest rate of school enrollment in all stages, but Korea shows impressive improvement in terms of higher education enrolment rate and surpassed Japan. Whereas Ethiopia has the lowest enrollment rate in all stage except the recent remarkable improvement has registered in primary educations.

School enrollment	Primary (% gross)		Secondary (% gross)		Tertiary (% gross)	
	1975	2006	**1975**	**2006**	**1975**	**2006**
China	123	119	48	67	0.48987	19.51878
Ethiopia	19	87	5	29	0.24	2.8
Hong Kong	116	96	46	80	8.88586	32.98464
Indonesia	88	108	21	64	2.61411	17.91134
Japan	99	102	92	101	24.60175	57.1059
Kenya	109	105	22	50	1.04	4.04
Korea, Rep.	104	102	54	97	7.73218	97.50587
Malaysia	91	101	44	68		28.58267
Sub-Saharan Africa	59	96	15	33	1.60596	6.24346
Thailand	84	97	23	72	3.59415	44.15963

Table 2. Education indicators (Source: author`s compilation of World Bank Development Indicators)

Health

Table 3 present health date for East Asian and SSA countries. Health indicators is the most important measurement tools of human development. East Asian countries improved in all indicators, such as, Life expectancy at birth, mortality rate under-5, and infant mortality rate. At the early period Ethiopia had the worst record in all indicators,

and ranked even below average SSA. In 1960s and 1970s, Kenya used to have better health indicators in SSA, but recently, Ethiopia effetely managed to improve health condition and surpass Kenya in all health indicators.

Health indicators	Life expectancy at birth		Mortality rate, infant (per 1,000 live births)		Mortality rate, under-5 (per 1,000 live births)	
	1960	2012	1970	2012	1970	2012
China	43.5	75.2	79.0	12.1	111.0	14.0
Ethiopia	38.4	63.0	140.1	46.5	237.0	68.3
Hong Kong	67.0	83.5	NA	NA	NA	NA
Indonesia	44.8	70.6	112.9	25.8	165.2	31.0
Japan	67.7	83.1	13.4	2.2	17.5	3.0
Kenya	46.4	61.1	90.3	48.7	146.4	72.9
Korea, Rep.	53.0	81.4	40.7	3.3	51.7	3.8
Malaysia	59.5	74.8	43.7	7.3	56.1	8.5
Singapore	65.7	82.1	21.9	2.3	27.3	2.9
Sub-Saharan Africa	40.2	56.4	140.9	64.0	241.2	97.9
Thailand	55.2	74.2	71.6	11.4	99.4	13.2

Table 3. Health indictors. (Source: author`s compilation of World Bank Development Indicators)

Economic Growth of Ethiopia

Ethiopia has started to follow the footstep of East Asia growth model (Briscoe, 2008; Ohno, 2011; Noman and Stiglitz, 2008; Zenawi, 2006). After introducing Structural Adjustment Program (SAP) in 1993, the government implements medium term and long term development plans to articulate a development strategy that bring equitable growth and alleviate poverty. Zenawi (2006) argue neo-liberal paradigm of development is the major cause to Afri can stagnation that ended up in poverty trap, thus, Africa required fundamental shift in paradigm to end vicious circle and to bring economic development. This argument supported by Ohno (2011, p34) “recognizing that predatory states and rent seeking culture have been the major obstacles to African development, the Ethiopian government is determined to build a developmental state, a state that promotes skills, technology and productive investment for all citizens, farmers and firms rather than patronage and personal gains for a few.” He, further, summarized a development policy, as Ethiopia has “home-made” unique style and clear

development strategy that has never been seen in Africa but common in East Asia. Zenawi (2011, p7) challenged neo-liberal paradigm and favored government-led development "A night watchman state, a state whose intervention in the economy is very limited would be unable to overcome the vicious circles and poverty traps. The neo-liberal paradigms advocacy of such a state in developing countries is thus likely to keep such countries mired in poverty traps." Moreover, Ethiopia strongly valued government intervention in economy and criticize the Washington consensus and also Ethiopia does not allow "international best practices" to be imposed by donors (Noman and Stiglitz, 2008; Stiglitz, 2002; Ohno, 2011).

Since, Ethiopia development policy has similarity with East Asian countries. In this paper, we evaluate and measure whether Ethiopia can replicated East Asian growth model to achieve high growth and reduce income inequality while implementing government-led growth strategy as other Asian countries. We employed comparative empirical analysis of Ethiopia with East Asian and Sub Saharan Africa (SSA) to determine the cause of high growth based on the following indicators such as GDP growth, Gross domestic savings, Gross capital formation, Education, and GDP per capita income. This research mainly focuses on endogenous growth theory and Solow`s growth theory. These growth theory emphasis on the role of human capital, Labor force and Technology. Lucas (1998), Economic growth was recognized as the accumulation of human and physical capital, and increased productivity arising from technological innovation.

This part focuses on Ethiopia and examine empirically the current high growth and the impact on reducing income inequality. We extensively analyze the factor that contribute for high growth and reduce income inequality. Such as GDP and GDP per capita growth rate, human capital development (Education), investment and export. Human capital is the engine for economic growth (Barro, 2002; Nelson & Phelps, 1966). Economic growth has direct relationship with human development. The significant value of factors coefficient for human development is positive correlations with GDP growth (Suri, Boozer, Ranis, and Stewart, 2011).

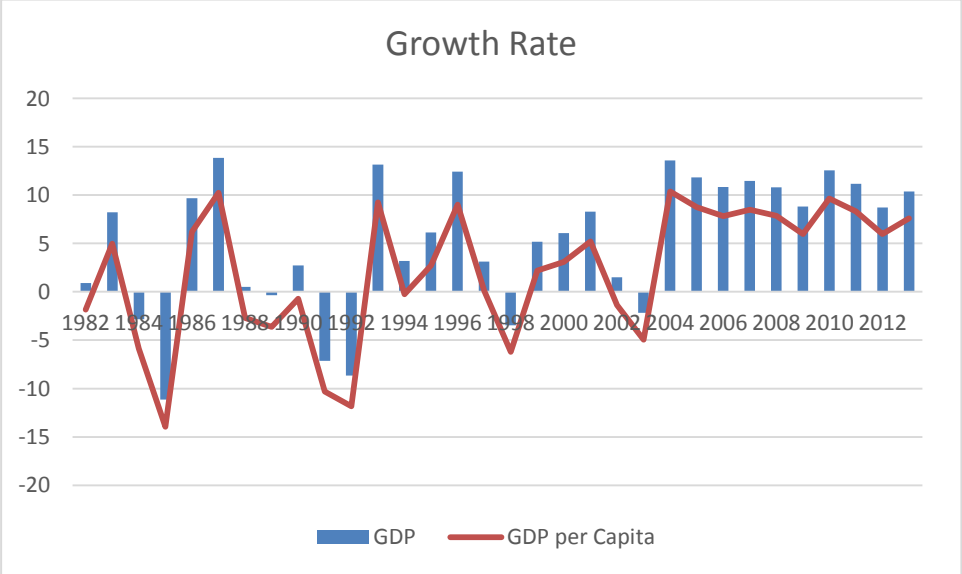


Figure 5. The GDP and GDP per capita income growth rate (Source: author`s compilation of WDI)

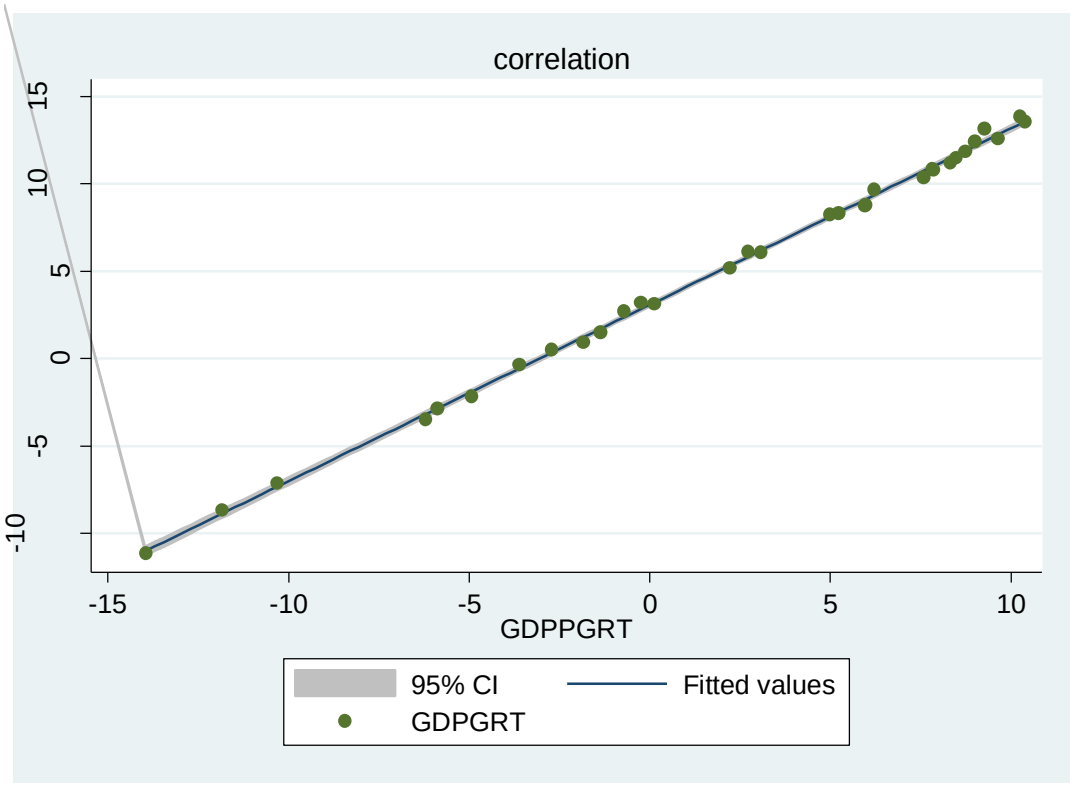


Figure 6. Scatter plot of GDP growth and GDP per capita growth rate

As the Figure shows, Ethiopia registered impressive economic growth and become one of the fastest growing economies in Africa (IMF, 2014; MoFED, 2014). GDP growth rate enhanced GDP per capita income to grow at high rate as East Asian countries. This high growth of per capita income contributed to decrease income inequality. As Table 4 showed Poverty headcount ratio at $1.25 a day (PPP and % of population) reduced by half since 1995. Hence, the growth contribute to lift out millions in poverty. This marvelous achievement leveled Ethiopia with East Asian countries in terms of growth rate but it need to do more to catch with them. The growth trend can give confidence to clinch that Ethiopia can replicate East Asian growth model (Noman and Stiglitz, 2008; Ohno, 2011).

Poverty indicators	1995	2011	Change
Poverty gap at $1.25 a day (PPP) (%)	21.23	8.19	61%
Poverty gap at $2 a day (PPP) (%)	41.19	23.64	43%
Poverty gap at national poverty line (%)	12.9	7.8	40%
Poverty gap at rural poverty line (%)	13.4	8	40%
Poverty gap at urban poverty line (%)	9.9	6.9	30%
Poverty headcount ratio at $1.25 a day (PPP) (% of population)	60.5	30.6	49%
Poverty headcount ratio at $2 a day (PPP) (% of population)	84.5	66	22%

Poverty headcount ratio at national poverty line (% of population)	45.5	29.6	35%
Poverty headcount ratio at rural poverty line (% of rural population)	47.5	30.4	36%
Poverty headcount ratio at urban poverty line (% of urban population)	33.2	25.7	23%

Table 4. poverty indicators of Ethiopia (Source: author`s compilation of WDI)

Education

Endogenous growth theory focuses on the importance of human capital. The government of Ethiopian gave priority for human capital development by improving access to educations and reforming the education systems (Bishaw & Lasser, 2012; Ministry of education, 2008; Overseas Development Institute, 2011). The ultimate objective of education is to attain development in order to alleviate poverty. Therefore, the lion share of government budget allotted to education sector by investing on infrastructural development. As below Figure 4-2 indicates, the total government expenditure on education increased from 8.6 percent in 1980 to 23 percent in 2009. The dramatic shift of expenditure contributed for equitable expansion of schools throughout the country. Simultaneously, government established training centers and provided capacity building for new teachers and administrators (Ministry of education, 2008; Overseas Development Institute, 2011). Hence, the primary education enrolment rate increasing dramatically from its bottom line 21.7% to about 90% in 2005 (WDI, 2014). However, Ethiopia lagged behind in terms of secondary and higher education. Therefore, government need to fill the gap of higher education at accelerated pace to replicate East Asian Model

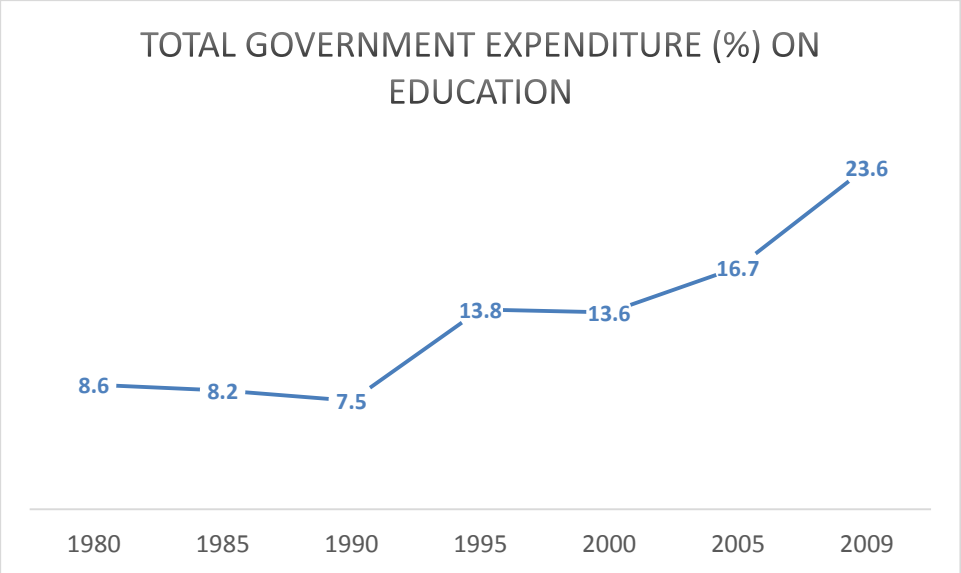


Figure 7. The government expenditure on education. (Source: author`s compilation of World Bank Development Indicators)

Table 5 employed the Ordinary Least Square (OLS) method that indicates the correlation between GDP per capita income and education. The significant value of

factors coefficient for education is (2.48) that indicates positive correlations with GDP per capita income.

$$GDPPC_{it} = \alpha + \sum \beta_1 EDU_{ijt} + \varepsilon_{it}$$

Table 5: Correlations between GDP per capita and education

GDPPC	Coef.	Std. Err.	t	P>t	[95% Conf.	Interval]
EDU	0.2842858	0.1144072	2.48	0.026	0.0389068	0.5296648
_cons	121.0836	7.667649	15.79	0.000	104.6382	137.5291

Investment

Investment is the main factors that driven economic growth (Janjili, 2011; Rao, 2001). Harrod-Domar model explained the rate of economic growth proportional to the rate of investment (Zhang, 2005). Saving accelerates the investment that contributes to economic growth (Jappelli & Pagano, 1994; Rao, 2001). Furthermore, Solow's growth model emphasized the importance of physical capital for economic growth (Janjili, 2011). The Ethiopian government, therefore, encourage saving through raising awareness and implemeting new policy that enforce private and governement employees to have social insurance (MoFED, 2014).

As the result saving culture has been changed and gross domestic saving percentage of GDP increased dramatically from 4.8 percent in 1999 to 17.7 percent in 2013. This create momentum for raise of domestic invest. Furthermore, Ethiopia government expand access to finance in order to encourage investment especially for Micro and Small scale industries. As below Figure 8 indicates, a gross domestic capital formations (percentage of GDP) increased to 33 percent in 2013 from 17.5 percent in 1999. In spite of an increasing capital formation there is a weak rate of domestic saving. The government needs to promote domestic saving by improving household's income, which supports the growth rate of household's income should be higher than an inflation rate.

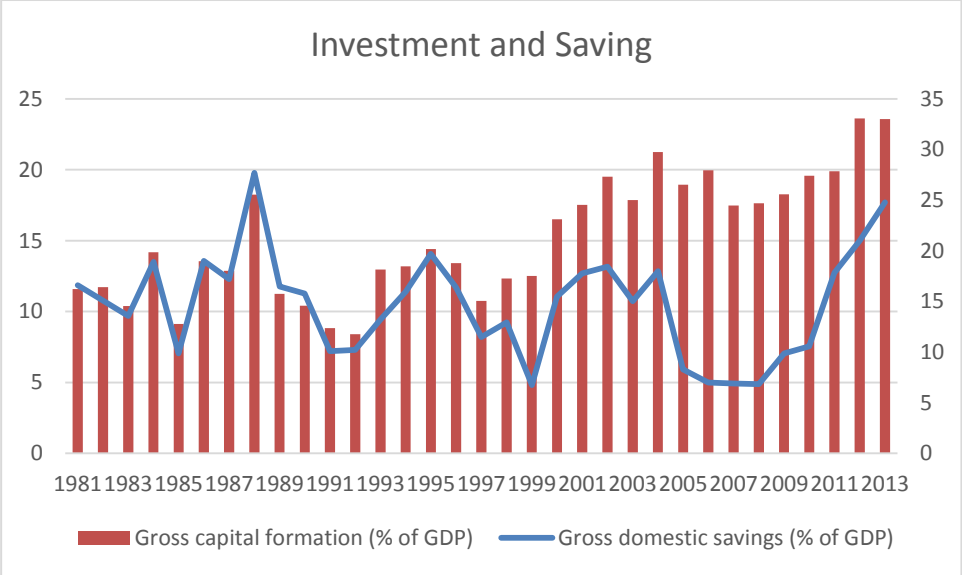


Figure 8. The trend of investment and saving. (Source: author`s compilation of MoFED and World Bank Development Indicators)

We employed OLS regressions to examine the linkage between economic growth and investment. Table 4-4 indicates the OLS regression analysis of GDP per capita growth rate indicates the significant value of factors coefficient for investment is (2.66).

$$GRT_{it} = \alpha + \beta_1 INV_{ijt} + \varepsilon_{it}$$

Table 6: Correlations between GDP per capita growth rate and Investment

GRT	Coef.	Std. Err.	t	P>t	[95% Conf.	Interval]
INV	0.5260966	0.1981029	2.66	0.013	0.1215164	0.9306768
_cons	-8.813521	4.291095	-2.05	0.049	-17.57711	0.0499372

Export

Since 1991, Ethiopia radically shifted from command economy policies to liberal economic policies that promote trade openness (Geda & Berhanu, 2000; Rashid, Assefa,a nd Ayele, 2009). The classical economic theories supported that international trade has significate role in economic growth and create competitiveness through specialization and export has positive relations with economic growth (Jung and Marshall, 1985; Siddiqui, Zehra, Majeed, and Butt, 2008). Thus, Ethiopia implemented export-led growth strategy to increase competitiveness and boost export that catalyzed GDP growth (Ohno, 2011). Government provide incentive and promote export industries. Thus, Ethiopia has diversified export items from coffee to sesame, leather goods, flowers and minerals. Export industries have enjoyed considerable success

(Noman and Stiglitz, 2008). Export was 2.3 percent of GDP In 1991 and the export sharply increased to 17 percent in 2011.



Figure 9. Export. (Source: author`s compilation of MoFED and World Bank Development Indicators)

The below Table 7 indicates the OLS regression analysis of GDP per capita growth rate indicates the significant value of factors coefficient for Export is (3.09), which is strongly correlated with GDP per capita growth rate. The Economic growth was driven by export lead growth strategy.

$$GDPGRT_{it} == \alpha + \sum \beta_1 EXP_{ijt} + \varepsilon_{it}$$

Table 7: Correlations between GDP per capita growth rate and export

GRT	Coef.	Std. Err.	T	P>t	[95% Conf.	Interval]
EXP	0.909417	0.2939065	3.09	0.004	0.3083108	1.510523
_cons	-7.078691	3.137771	-2.26	0.032	-13.49615	-0.661228

Conclusion

East Asian countries achieved high economic growth and reduced income inequality. The growth had started by Japanese leadership and followed by four tigers and newly industrialized countries. The East Asian miracles growth were driven by high rate of investment on physical and human capital, increasing agricultural productivity, effective macroeconomic management that encouraged on saving and government intervention in financial system and industries. In additions, export-led industrialization

policies enhance the competitiveness of local firms. Likewise, the economic packages of most East Asian countries` provide government incentive to encourage rapid industrialization through trade protection to infant industries. Accordingly, East Asian demonstrated impressive economic growth and became production center. These factors boost technological capability of the region.

Ethiopia also has adapted similar development policies with East Asian countries by implementing state-lead development policies, since then Ethiopia has been emerging as the fastest growing economy in Africa. The empirical findings indicates, Ethiopia has been achieving high economic growth and reduced income inequality at higher rate as East Asian countries. This marvelous achievement leveled Ethiopia with East Asian countries in terms of growth rate and other development indicators. The growth trend can give confidence to conclude that Ethiopia can replicate East Asian growth model. However, Ethiopia needs to do more to catch up with East Asia countries. Particularly, the education policy should be improved to enhance the enrolment rate of secondary education and tertiary educations.

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Clouds over Egypt: Culture Traits and Organizational Commitment in Public Education

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Abstract:

Over the last two decades, organizational culture has become a buzzword in today's business life. The concept reflects the main norms, customs, traditions and tactics that both senior and junior employees share. Hence, it has become a main determinant for organizational current objectives and future orientation. As organizational commitment determines all employees-employer ties, this concept has attracted much attention in both academic and practical management arenas. Accordingly, and by using quantitative analysis, this study explores the relationship between organizational culture traits and organizational commitment approaches in the context of public primary schools in Menoufia, Egypt. Correlation and regression results show a strong positive association between the culture traits and approaches of organizational commitment.

Keywords – organizational culture; involvement; consistency; adaptability; mission; knowledge sharing; organizational commitment.

1. Introduction

Organizational culture is a reflection of social norms, customs, organizational heroes, mission, objectives, tactics, tasks, communication method and many other organizational components that exist inside every organization, and it draws a map of both the internal and external network of actions and relationships (Sulkowski, 2012). Lewis (2002) and Koutroumanis & Alexakis (2009) elaborate that organizational culture is a main determinant for the success of a business and its employees' responsiveness, loyalty, participation, engagement and satisfaction. Moreover, Hosseini (2014) clarifies that organizational culture is identity to an organization the same way personality is so to a human being. Actually, Morris (1992) considers it a vital asset in determining organizational prosperity only if it is well- articulated and utilized and a big hurdle for organizational continuity if it lacks careful planning and rational execution.

Due to its impact on employees' level of absenteeism, rate of turnover, intention to leave, and many other unwanted occupational behavioral phenomena, organizational commitment has gained a currency in management academic literature since 1970 (Chang, 1999 and Rajendran & Raduan, 2005). Mousa & Alas (2016) maintain that a full understanding of the concept of "organizational commitment" and its consequences can explain employees' irrationality, irresponsibility, inefficiency and misuse of power. Haim (2007) and Sharma & Sinha (2015) affirm that the significance of organizational commitment emanates from its ability clarify employees' both current and future organizational membership.

Daniel & Jardon (2015) and Alas & Mousa (2016) point out that the earliest study on organizational commitment focused on addressing employees' emotional ties to his/ her organization. Moreover, the concept has expanded to include all employees-employer relationships (Abidin, Muda, Hasan & Salleh, 2010). That's why many managerial fields such as organization behavior, leadership and human resources management

devote significant space to examining this concept and its consequences (Fry, 2003 and Ahiauzu & Asawo, 2012).

Education is often seen as a paradigm on which many developing nations depend to accelerate their potential growth (Alzaroo & Hunt, 2003). Egypt is one of developing nations that has employed education as a mechanism for attaining both social and economic development (Mahrous & Kortam, 2012). However, it is currently facing a major challenge that may negatively affect its educational system. A growing percentage of teachers are leaving their jobs in public schools in search for better job opportunities whether in private sector or in Arab gulf countries (Mousa & Alas, 2016).

In a qualitative study conducted by Mousa and Alas in 2016, teachers complained that besides their low salaries, they don't have any sense of involvement, adaptability, inclusion, or security. Moreover, they noted that don't have any influence on their schools' decision making process.

Considering the above, and given the fact that public schools are the main destination for children from low and middle- income Egyptian families, this study seeks to investigate the correlation between organizational cultural traits (involvement, consistency, adaptability, mission and knowledge sharing) and organizational commitment approaches (affective, continuance and normative) in the context of public primary schools in Menoufia, Egypt.

2. Literature review

2.1 Organizational culture

Despite the fact that organizational culture has found a space in academic literature over the last two decades, there is a noticeable difficulty in finding a universally accepted definition for it (Naqshabandi, Kaur, Sehgal & Subramaniam, 2015). Accordingly, the researcher sees a need to define both organization and culture separately before defining the collective term "organizational culture". Muscalu (2014) considers organization as objectives oriented social entity. Accordingly, organizations form norms, create integration between their internal and external components and continuously adapt themselves to fit any current or future change. Culture can be defined as "The collective programming of the mind that distinguishes the members of one group or category of people from another" (Hofstede and Hofstede, 2005, p.28) or "a pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems" (Schein, 2004, p. 17). Cameron and Quinn (1999, p.134) define organizational culture as "The taken-for-granted values, the underlying assumptions, expectations, collective memories, and definitions present in the organization.it represents how things are around here. It reflects the prevailing ideology that people carry inside their heads".

Morris (1992) and Sulkowski (2012) indicate that any organization's history of symbols, narrative, metaphor, myths and taboo represents a cultural pattern that senior employees transfer to new members. Moreover, Lewis (2002) affirms that organizational culture often works as a determinant of how organization perceives, acts and responds to new situations.

Denison model of organizational culture:

This model was developed by Daniel R. Dension and William S. Neale in 1996 after twenty years of research of thousands of companies (Kraljevic et al., 2011). The model is based on four cultural traits of organization identified by Dawson (2010).

- Involvement: The degree to which employees at all levels have influence over organizational decisions and are directly connected to organizational goals.
- Consistency: The degree to which employees understand the shared system of beliefs in their organization and accordingly are able to act in a predictable way even when facing unfamiliar situations.
- Adaptability: The degree to which organization responds to both internal customers and external environment. Adaptability often promotes organizational learning.
- Mission: The degree to which employees know and share the purpose, the goals and the vision of their organization.

Given the fact that the economies of countries around the world have increasingly become global and companies are facing uncertainty, the researchers have chosen to add knowledge sharing as a fifth trait of culture. Sorakraikitikul and Siengthai (2014) consider knowledge sharing as the degree to which employees exchange experience and work-related knowledge with their colleagues. The importance of such exchange of knowledge is not only encouraging employees to work together but also creating a shared organizational knowledge that becomes a competitive value hence forth (Marsick and Watkins, 2003). Therefore, the present research considers that organization culture is composed of five traits: Involvement, consistency, adaptability, mission, and knowledge sharing.

2.2 Organizational commitment

In 1960, the USA witnesses a large debate about why corporate managers share emotional bonds with their workplaces while university professors do not (Staw, 2007 included in Smith & Hitt, 2007). This debate was the real starting point for all following discourse about organizational commitment. Gouldner (1958) has made a distinction between cosmopolitans whose level of organizational loyalty is low while their level of commitment to their role skills is high, and local organizational members whose level of organizational loyalty is high while their level of commitment to role skills is low. Etzioni (1961) introduces three types of organizational member's involvement:

- Moral: reflects members' positive attitudes towards their organization because of the belief of its values and objectives.
- Calculative: reflects members' mutual exchangeable relationship with their organization. They give something in return for some rewards such as salary.
- Alignative: reflects members' negative attitudes towards their organization because of the constraints (e.g. stress, work overloads, inequality and etc.) they face.

Since this time, employees' commitment to their organization has been devoted a great attention not only in the field of organizational behavior but also in human resources management, leadership and strategic management (Meyer & Allen, 1991).

Early studies on organizational commitment have focused on assessing employees' level of emotional attachment to their employer (Becker, 1960). This assessment is known as "the attitudinal perspective on commitment" and was conceptualized by

Porter, Steers and Boulian (1974, p. 604) as "an attachment to the organization, characterized by an intention to remain in it, an identification with the values and goals; and a willingness to exert an extra effort on its behalf". In 1982, Mowday, Porter and Steers made the calculative perspective on commitment which indicates that employee's continuance of his membership within his organization depends mostly on the costs and benefits of leaving it. The tri- dimensional perspective on commitment was introduced by both Allen and Meyer (1990) divide the concept of organizational commitment is into three approaches:

- Affective commitment

  This refers to an employee's emotional attachment to, integration with, and involvement with his or her organization (Bryant et al., 2007). Enriquez et al. (2001) elaborates that organizational objectives, vision, and the level of freedom that employees enjoy are three determinants for the level of employee affective commitment. Perry (2004) points out that promoting healthy, friendly and supportive discussions with supervisors may positively affect the level of an employee's affective commitment.

- Continuance commitment
  This refers to an employee's perceived costs of leaving his or her organization (Bryant et al, 2007). Becker (1960) indicates that employees invest time, effort, health, money, and so on in their organizations. Such investments strongly affect their decisions and/or intentions to leave or remain in their organizations. Accordingly, Sharma & Sinha (2015) maintain that an increase in an employee's age and tenure within organizations raises his or her perceived cost of leaving it. Employees may also think about their pension, knowledge, job security, and unused vacations upon considering the decision to leave their jobs (Sharma & Sinha, 2015).

- Normative Commitment

  This reflects an employee's obligation to stay in his organization (Bryant et al, 2007). Organizational culture, rewards, punishments, and employee autonomy play a vital role in deciding the level of normative commitment (Meyer & Allen, 1997; Chang, 2002; Haar & Spell, 2004, and Sharma & Sinha, 2015).

Given what has preceded, Porter et al. (1974, p. 604)) define organizational commitment as "the strength of an individual identification with and involvement in a particular organization". Allen and Meyer (2000) consider it a psychological state that reduces an employee's likelihood of leaving his/ her organization, whereas Haim (2007) sees commitment as employees' rational behavior to protect their occupations and benefits. Li, Ahlstrom, and Ashkanasy (2010) highlight that only organizations that have highly committed employees can compete and prosper because they clearly do their best efforts to fulfill their obligations towards their organization. Accordingly, the struggles of absenteeism, turnover, intentions to leave, being careless when doing duties, and so on, are, to a big degree, absent if the level of employees' commitment is high (Kuruuzum et al, 2009). Finally, Atak (2009) points out that the main indicators of organizational commitment are not only to believe in organizational mission but also to walk the extra mile to achieve organizational success.

2.3 Education in Egypt

Education has always been seen as a mechanism for attaining both economic development and political stability (Alzaroo and Hunt, 2003). As a developing nation,

Egypt puts a great emphasis on education as a dynamic force cutting the path to prosperity. Hargreaves (2001) notes that education in Egypt has passed through three stages: the first was Arabism (1950 to 1970) which was based on principles of social equality and community organization perspectives. The second was openness (1970 to 1981), in which Egypt witnessed a shift from a socialist to free market economy. This shift fostered the emergence of foreign schools and accelerated the tendency to learn foreign languages. The third stage started in 1981 and has continued into the present. In this current phase, various Egyptian governments have affirmed the importance of education in Egypt. However, this stage has witnessed a surge in negative social phenomena such as drug addiction and street children.

The decline of the status of teachers and their many strikes from time to time has had a negative impact on the rank and quality of Egyptian schools. In a report published in El Fagr, one of the independent weekly newspapers in Egypt, many teachers have expressed that besides their low salaries, they don't feel any appreciation from both the society and the managers of their schools. Some have expressed the lack of training hinders their abilities in directing students. Moreover, a number of them elaborated that they don't know the real mission of their schools especially since they teach such outdated syllabuses and have old methods in teaching (http://www.elfagr.org/1816427#), (http://www.shbabmisr.com/mt~116331).

Menoufia province is one of the 27 provinces in Egypt. It includes about 80 primary public schools in its 10 zones. Teachers in these schools are suffering from the same problems as other teachers of Egypt. Low continuance commitment, inadequate training, low self-esteem, a missing sense of meaningfulness at work, and immorality are only some of the problems teachers suffer from in this province. Accordingly, in this study, researchers have decided to explore the link between organizational culture traits and organizational commitment approaches in public primary schools in Menoufia.

3. Research Design

Conceptual Framework: The conceptual framework of this study is based on a review of previous research studies that have been conducted to demonstrate the link between organizational culture and workplace spirituality. In this article, the proposed independent variables are: Involvement, Consistency, Adaptability, Mission and Knowledge Sharing. Organizational commitment approaches - affective commitment, continuance commitment and normative commitment - function as the dependent variables.

Survey Instruments: A set questionnaire is used to collect the primary data of this research. Its questions are based on well-established existing models with some modification made to match this study. The questionnaire used in this study contains three main sections:

- Demographic Variables: This includes questions about the personal information of the targeted respondents such as gender, age, marital status, level of income, and religion.
- Organizational Culture: This is based on Sherfati et al. (2015) Danish model which includes four cultural traits: involvement, consistency, adaptability, and mission. The researchers have considered knowledge sharing as a fifth cultural trait due to the high level of uncertainty and competitiveness the world economy is currently witnessing (Sorakraikitikul and Siengthai, 2014).
- Organizational Commitment: is based on Allen and Mayer's (1990) three dimensional model of organizational commitment. This covers the three

approaches of organizational commitment: affective, continuance and normative. This section also includes three subscales, each of which has eight items.

Hypotheses: Following are the main hypotheses of this study:

- There is a strong statistical relationship between the organizational culture traits (involvement, consistency, adaptability, mission, and knowledge sharing) and affective commitment.
- There is a strong statistical relationship between the organizational culture traits (involvement, consistency, adaptability, mission, and knowledge sharing) and continuance commitment.
- There is a strong statistical relationship between the organizational culture traits (involvement, consistency, adaptability, mission, and knowledge sharing) and normative commitment.

Scope of the study: The population pool of this study is teachers who are working in public schools in Menoufia province in Egypt. Teachers in this province were chosen as a sample for this study for ease of access by the researcher. The researcher used stratified random sampling by dividing the population into homogenous subgroups and then taking a random sample from each subgroup. This ensures that each subgroup is represented in the chosen samples. Teachers in Egyptian public schools are classified into five categories: junior teachers, first class teachers, alpha first class teachers, expert teachers, and senior teachers. Since, it is difficult to determine the size of population, 200 sets of questionnaires were distributed to the targeted respondents. It is needless to say that the questionnaires were delivered in Arabic - the native language of all targeted respondents - in order to motivate them to respond.

Data Analysis: SPSS Pearson correlation was used to test hypotheses testing and provide normal descriptive statistics such as frequency distribution, mean and standard deviation

4. Research Findings

As previous stated, the researcher distributed 200 sets of questionnaires and received responses from 150 teachers. Using stratified random sampling, the researcher formed the following profiles of respondents (see table 1).

Table 1: Respondents' Profile

Demographic Variables		Items	Count
a)	Gender	Male	123
		Female	27
b)	Age	below 25 years	15
		26-30 years	30
		31-35 years	30
		36-40 years	25
		41-45 years	20
		46-50 years	20
		More than 50 years	10
c)	Marital States	Single	40
		Married	74
		Other	36
d)	Level of Education	Bachelor	100
		Bachelor + Diploma	48

		Master	2
e)	Level of Income	EGP 1200	15
		EGP 1300-2500	30
		EGP 2500-4000	53
		EGP 4000-5500	40
		Above 5500	12
f)	Organizational tenure	Less than 1 year	3
		1-3 years	12
		4-6 years	60
		7-9 years	45
		10-12 years	20
		Above 15 years	10
g)	Religion	Muslim	145
		Christian	5
h)	Work Bases	Full time	150
		Part time	0

Reliability Analysis

The Cronbach alpha is used to assess the internal consistency of each of the variables used in the study. As depicted in Table 2, all variables have adequate levels of internal consistency and meet the acceptable standard of 0.60 (Sekaran, 2003). In this study, the Cronbach Alpha Coefficient is 0.963 (see Table 2).

Table 2 Reliability Analysis

Scale name	Number of items	Coefficient alpha values
Organizational Commitment	24	0.904
Affective commitment	8	0.771
Continuance commitment	8	0.760
Normative commitment	8	0.801
Organizational Culture	22	0.954
Commitment to participation(involvement)	4	0.738
Consistency	4	0.735
Adaptability	4	0.902
Mission	3	0.806
Knowledge Sharing	7	0.885
Total	46	0.963

Hypothesis 1

1.a) The analysis results in the Pearson coefficient of 0.690 and the value are highly significant (P= 0.0). There is a significant positive correction that proves that involvement affects teachers' affective commitment. The result (R2= 0.477, P= 0.0) suggests that when involvement exists, there is a 47.7% increase in teachers' sense of affective commitment (see Table 3).

Table 3 Correlation and Regression between Involvement and Affective commitment

Model	R	R2	Adjusted R2	SE of the estimate
1	.690	.477	.473	.39656

ANOVA(b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	21.193	1	21.193	134.762	.000

	Residual	23.274	148	.157		
	Total	44.467	149			

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-.059	.241		-.243	.808
	Affective Commitment	.742	.064	.690	11.609	.000

1.b) The analysis results in the Pearson coefficient of 0.743, and the value is highly significant (P= 0.0). This correlation coefficient proves that consistency strongly affects teachers' affective commitment. The result (R2= 0.552, P= 0.0) shows the very moderate effect for consistency over affective commitment (see Table 4).

Table 4 Correlation and Regression between Consistency and Affective commitment

Model	R	R2	Adjusted R2	SE of th estimate
1	.743	.552	.549	.32362

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.134	1	19.134	182.693	.000
	Residual	15.500	148	.105		
	Total	34.634	149			

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.323	.197		1.642	.103
	Affective Commitment	.705	.052	.743	13.516	.000

1.c) The analysis results in the Pearson coefficient of 0.743, and the value is highly significant (P= 0.0), and this shows that there is a highly significant statistical relationship between adaptability and affective commitment. The result (R2= 0.552, P= 0.00) shows that when adaptability is employed, a 55.2% increase in teachers' sense of affective commitment is attained (See table 5).

Table 5 Correlation and Regression between Adaptability and Affective commitment

Model	r	R2	Adjusted R2	SE of the estimate
1	.743	.552	.549	.32362

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.134	1	19.134	182.693	.000
	Residual	15.500	148	.105		
	Total	34.634	149			

Coefficients(a)

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.

1	(Constant)	.323	.197		1.642	.103
	Affective Commitment	.705	.052	.743	13.516	.000

1.d) The analysis results in a Pearson Coefficient of 0.716, and the value is highly significant (P= 0.0) showing that there is a strong statistical relationship between mission and affective commitment. The result (R2= 0.513, P=0.0) shows that when mission is adopted, there is an increase of 51.3% in teachers' sense of affective commitment.

Table 6 Correlation and Regression between Mission and Affective Commitment

Model	r	R2	Adjusted R2	SE of the estimate
1	.716	.513	.510	.39372

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.169	1	24.169	155.913	.000
	Residual	22.942	148	.155		
	Total	47.111	149			

Coefficients(a)

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	-.958	.239		-4.008	.000
	Affective Commitment	.792	.063	.716	12.487	.000

1.e) The analysis results in a Pearson Coefficient of 0.871, and the value is highly significant (P= 0.0) showing that there is a strong correlation between knowledge sharing and affective commitment. The result (R2= .759, P= 0.0) shows that when knowledge sharing exists, there is a 75.9 % increase in teachers' sense of affective commitment.

Table 7 Correlation and Regression between knowledge sharing and Affective commitment

Model	r	R2	Adjusted R2	SE of the estimate
1	.871	.759	.758	.35114

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	57.575	1	57.575	466.959	.000
	Residual	18.248	148	.123		
	Total	75.824	149			

Coefficients(a)

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	-1.458	.213		-6.835	.000
	Affective Commitment	1.223	.057	.871	21.609	.000

Findings 1: Since all organizational culture traits have a positive correlation with affective commitment, the first hypothesis is fully supported. The results show that knowledge sharing (0.759) has the strongest cultural effect on affective commitment.

Hypothesis 2

2.a) The analysis results in a Pearson coefficient of 0.716, and the value is highly significant (P= 0.0). This result indicates that involvement positively affects continuance commitment. The result (R2= 0.513, P= 0.0) suggests that when involvement exists, there is a 51.3 % increase in teachers' continuance commitment (see table 8).

Table 8 Correlation and Regression between Involvement and Continuance commitment

Model	r	R2	Adjusted R2	SE of the estimate
1	.716	.513	.510	.38247

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.817	1	22.817	155.981	.000
	Residual	21.650	148	.146		
	Total	44.467	149			

Coefficients(a)

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.297	.196		1.514	.132
	Continue Commitment	.720	.058	.716	12.489	.000

2.b) The analysis results in a Pearson coefficient of 0.724 and the value is highly significant (P= 0.0). This result proves that consistency can clearly affect continuance commitment. The result (R2= 0.524, P= 0.0) suggests that when teachers find consistency, the result is a 52.4% increase in the level of teachers' continuance commitment (See table 9).

Table 9 Correlation and Regression between Consistency and Continuance commitment

Model	r	R2	Adjusted R2	SE of the estimate
1	.724	.524	.521	.33372

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.151	1	18.151	162.982	.000
	Residual	16.483	148	.111		
	Total	34.634	149			

Coefficients(a)

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.801	.171		4.686	.000
	Continue Commitment	.642	.050	.724	12.766	.000

2.c) The analysis results in a Pearson coefficient of 0.736, and the value is highly significant (P= 0.0), thus showing a highly significant effect for adaptability on the level of continuance commitment. The result (R2= 0.542, P= 0.0) shows that when teachers align with adaptability, there is a 54.2% increase in their continuance commitment (see table 10).

Table 10 Correlation and Regression between Adaptability and Continuance commitment

Model	r	R2	Adjusted R2	SE of the estimate

1		.736	.542	.539	.42408

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.475	1	31.475	175.016	.000
	Residual	26.617	148	.180		
	Total	58.092	149			

Coefficients(a)

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	-.708	.217		-3.261	.001
	Continue Commitment	.845	.064	.736	13.229	.000

2.d) The analysis results in a Pearson Coefficient of 0.712, and the value is highly significant (P= 0.0) showing that there is a highly positive statistical relationship between mission and continuance commitment. The result (R2=0.507, P=0.0) suggests that when teachers believe in their school's mission, there is a 50.7% increase in their continuance commitment.

Table 11 Correlation and Regression between mission and Continuance commitment

Model	r	R2	Adjusted R2	SE of the estimate
1	.712	.507	.503	.39632

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.864	1	23.864	151.933	.000
	Residual	23.247	148	.157		
	Total	47.111	149			

Coefficients(a)

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	-.470	.203		-2.315	.022
	Continue Commitment	.736	.060	.712	12.326	.000

2.e) The analysis results in a Pearson Coefficient of 0.748, and the value is highly significant (P= 0.0) meaning that there is a positive correlation between knowledge sharing and continuance commitment. The result (R2= 0.559, P= 0.0) suggests that when knowledge sharing is adopted, there is a 55.9 % increase in teachers' continuance commitment.

Table 12 Correlation and Regression between knowledge sharing and continuance commitment

Model	r	R2	Adjusted R2	SE of the estimate
1	.748	.559	.556	.47509

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	42.418	1	42.418	187.933	.000
	Residual	33.405	148	.226		

	Total	75.824	149			

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-.184	.243		-.758	.450
	Continue Commitment	.981	.072	.748	13.709	.000

Findings 2: all organizational culture traits have a positive correlation with continuance commitment. Accordingly, hypothesis 2 is fully accepted.The results also show that knowledge sharing (0.559) has the strongest effect on continuance commitment.

Hypothesis 3

3.a) The analysis results in a Pearson coefficient of 0.743, and the value is highly significant (P= 0.0). This correlation coefficient implies that involvement positively affect teachers' normative commitment. Specifically, the result (R2= 0.551, P= 0.0) suggests that when involvement is assigned; there is a 55.1% increase in teachers' normative commitment (See table 13).

Table 13 Correlation and Regression between Involvement and Normative commitment

Model	R	R2	Adjusted R2	SE of the estimate
1	.743	.551	.548	.36709

ANOVA(b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	24.524	1	24.524	181.989	.000
	Residual	19.943	148	.135		
	Total	44.467	149			

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.104	.196		.532	.595
	Normative commitment	.690	.051	.743	13.490	.000

3.b) The analysis results in a Pearson coefficient of 0.765, and the value is highly significant (P=0.0). This correlation coefficient implies that consistency strongly affects teachers' normative commitment. The result (R2= 0.586, P= 0.0) suggests that when consistency exists, there is a 58.6% increase in teachers' normative commitment (see table 14).

Table 14 Correlation and Regression between consistency and normative commitment

Model	R	R2	Adjusted R2	SE of the estimate
1	.765	.586	.583	.31142

ANOVA(b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	20.280	1	20.280	209.114	.000
	Residual	14.353	148	.097		
	Total	34.634	149			

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.584	.166		3.518	.001
	Normative commitment	.627	.043	.765	14.461	.000

3.c) The analysis results in a Pearson coefficient of 0.665, and the value is highly significant (P= 0.0). This result shows a positive correlation between adaptability and teachers' normative commitment. The result (R2= 0.442, P= 0.0) suggests that when adaptability is employed, there is a 44.2 % increase in teachers' normative commitment (See table 15).

Table 15 Correlation and regression between Adaptability and Normative commitment

Model	R	R2	Adjusted R2	SE of the estimate
1	.665	.442	.438	.46792

ANOVA(b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	25.687	1	25.687	117.318	.000
	Residual	32.405	148	.219		
	Total	58.092	149			

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	-.540	.249		-2.167	.032
	Normative commitment	.706	.065	.665	10.831	.000

3.d) The analysis results in a Pearson Coefficient of .680, and the value is highly significant (P= 0.0) indicating that there is a positive statistical relationship between mission and normative commitment. The result (R2= o.462, P=0.0) shows that if schools use a clear mission, there is a 46.2% increase in teachers' normative commitment.

Table 16 Correlation and Regression between Mission and Normative Commitment

Model	r	R2	Adjusted R2	SE of the estimate
1	.680	.462	.459	.41366

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.786	1	21.786	127.315	.000
	Residual	25.325	148	.171		
	Total	47.111	149			

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-.458	.220		-2.076	.040
	Normative commitment	.650	.058	.680	11.283	.000

3.e) The analysis results in a Pearson Coefficient of 0.711, and the value is highly significant (P= 0.0) showing that there is a positive correlation between knowledge sharing and teachers' normative commitment. The result (R2= .506, P= 0.0) shows that if knowledge sharing is adopted, a 50.6 % increase in teachers' normative commitment is attained.

Table 17 Correlation and Regression between Knowledge Sharing and Normative commitment

Model	r	R2	Adjusted R2	SE of the estimate
1	.711	.506	.502	.50332

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.331	1	38.331	151.307	.000
	Residual	37.493	148	.253		
	Total	75.824	149			

Coefficients(a)

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	-.151	.268		-.564	.573
	Normative commitment	.863	.070	.711	12.301	.000

Findings 3: All organizational culture traits have a positive correlation with teachers' normative commitment, so hypothesis 3 is accepted. The results show that consistency (0.586) has the strongest effect on teachers' normative commitment.

5. Discussion and Conclusion

This study has attempted to examine the relationship between organizational culture traits (involvement, consistency, adaptability, mission, and knowledge sharing; which the researcher considers to be a fifth cultural trait due to the features of rapidness, creativity and continuous change that distinguish our current modern economy) and organizational commitment approaches (affective commitment, continuance commitment, and normative commitment). This study has found that involvement, consistency, adaptability, mission, and knowledge sharing have a strong effect on organizational commitment approaches (affective commitment, continuance commitment, and normative commitment). Knowledge sharing has emerged to be the most dominant variable in predicting both teachers' affective and continuance commitment, whereas consistency tends to be the most influential trait in terms of normative commitment.

Given the results of this study, school administrations should update their workplace culture to ensure that teachers understand, accept, and absorb the internal shared system of beliefs. The matter that entails an agreement from teachers' side with their current level of influence over organizational decisions especially those that are directly related to vision and goals of their schools. Ensuring teachers' commitment to their school, particularly during the current state of division Egypt is witnessing lately, requires a comprehensive approach of reform. This approach should start by addressing the psychological, cultural, economic and social sides of teachers as a step towards designing a mechanism of organizational learning, communication and training to enhance teachers' loyalty to their workplace which, by turn, guarantees their highest possible performance level and lowest possible absenteeism rate.

In conclusion, the present study has tried to fill in a gap in management literature by examining the relationship between five traits of organizational culture and the three approaches of organizational commitment. To the best of the researchers' knowledge, this study appears to be one of the first to discuss organizational culture and commitment in Egypt and the whole Arab region. This research may be subject to criticism because of its inability to provide enough variability as the researcher focused mainly on a single province, despite the fact that it is the one of the biggest in his country, Egypt. Moreover, the researcher overlooked some moderating variables such as engagement, satisfaction, and/or inclusion of teachers.

For future studies, the researcher suggests that the same hypothesis be tested with school administrators and other employees in public schools, a matter that may yield different results. It is also recommended that the same research question be tested in other settings such as private schools, universities, and businesses to determine whether or not it would lead to similar results.

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Fostering Social Inclusion through E-Services:

A Comparative Analysis between the City of New York and the City of Makati Facebook

Ai Doan

ABSTRACT

This conference paper is concentrated on how E-governance could possibly foster social inclusion for citizens with the use of E-services through social media platforms including Facebook. A comparative analysis between the following city government Facebook page will be examined: New York City and Makati, Philippines. With reference to the comparative analysis, the inadequacies to these pages shall be discussed and future research implementation on how the government could continuously foster social inclusion to citizens is proposed. The results between the two Facebook pages yielded that there is still a crucial need for mutual interaction between the government and its citizens.

Keywords: social inclusion, diversity, e-services, social media, Facebook

I. INTRODUCTION

The government is becoming more connected to its citizens today. The United Nations survey in 2016 reported there being a positive progression trend in the relationship between the citizens and the government. With a positive progression towards a more pro-active movement, the government and the public administration's decision making are not only transparent but also reflecting the citizen's needs as well (United Nations, 2016). With this progression, E-participation and E-services are prominent more than ever today. E-participation is slowly evolving through the use of technology. This evolvement aids in the expansion of civic engagement, allowing it to be simple for citizens to partake in government officials' decision making. "It helps connect the citizens with their elected representatives" (United Nations, 2016). In addition to the transformations, the world is rapidly changing and becoming more culturally diverse. Yet, with the rise in social transformations, cultural diversity is now a primary concern regarding political and social conflicts not only in America, but worldwide as well.

Among a globalized world today, people from all parts of the world migrate across cities, continents, and provinces for the purpose to study, work, or in search for a place to call home. Living together has become extremely different due to the lack of language barriers and the exposure to people from different backgrounds. "It has become an increasingly complex daily reality for many ordinary people"(Desa, 2009). As of the recent updates in 2015, 67 percent international migrants currently reside in

nearly twenty countries. Of the 67 percent, the majority of them are living in the United States. With regards to the Philippines, there are currently 221.9 (thousands) international migrants living in the Philippines (Ericta, 2012). Yet with the numerous benefits that migration offers to students, workers, and immigrants, migrants are considered to be "the most vulnerable members of society." Many of them would endure either discrimination or unethical treatment (United Nations, 2016).

However, times are changing and citizens no longer have to remain passive; rather, they have the right to voice their opinion and be heard by the government. There is an essential need for effective communication between the government and its citizens. With the crucial demand for social inclusion and equality from all citizens, how could the government fulfill their needs? It is highly suggested for the government to progress with the emerging global trend in promoting social inclusion, equality, and diversity appreciation for their citizens. "Local governments must recognize the diverse nature of the challenge in having to deal with an increasingly diverse and growing population in order to foster social inclusion in the city and also recognize the axes of connection that exist across all experiences of exclusion" (Desa, 2009). The following suggestions could be attained through the usage of social media platforms including Facebook, Instagram, Snapchat, Twitter, and Youtube. Social media is not only becoming a phenomenal trend for advertisement purposes and entertainment, but it's also a powerful tool to instigate social change. "Social media is considered to be a part of the Web 2.0 movement, which is characterized by user-generated content, online identity creation, and interactive networking. Social media has a particularly appealing potential for e-participation" (Magro, 2012).

The strengths of social media consist of the following essential components: collaboration, participation, empowerment and time (Magro, 2012). Social media platforms not only allow the users to participate but vocalize their opinions on any social issue to achieve a common goal. The rise in social transformations including cultural diversity and globalization are imminent concerns within our worldwide society today, particularly in the bigger cities where globalization is more prevalent. For instance, New York City has nearly 22,840,053 citizens of different ethnic backgrounds as of 2016 (Current Population, 2016) whereas the City of Makati in the Philippines has 63,017 ethnic foreigners in 2010 with numbers more likely to increase in the past 6 years (Ericta, 2012). With the concerns of equality for all citizens, there is a demand for communication between the government and its citizens. How, if at all, could the government effectively foster social inclusion for the citizens in such big cities, specifically through Facebook? Preexisting journals are complied and debriefed with how social inclusion could foster within a society; several functional categorizations will be explained and proposed to assess the government's Facebook pages. A comparative analysis of similarities and differences will be done between the following progressive cities: New York and the City of Makati.

II. METHODOLOGY

Social Inclusion

With initial steps to promote social inclusion, there must be an acknowledgment and a commitment with community development. In other words, social inclusion involves action and could be approached as a goal (Desa, 2009). Prior to commitment, there needs to be an understanding for the cause of social exclusion. "Exclusion refers to the conditions (barriers and process) that impede inclusion" (Desa, 2009). Discussed in details below, the process of social inclusion consists of the following five chronological steps: Visibility, consideration, access to social interaction, rights, and resources to fully participate. By understanding the term and the actions that could lead to exclusion, the process of social inclusion needs to be evaluated and implemented within the society and particularly Facebook as well.

Figure 1. Social Inclusion Process



As depicted in Figure 1., visibility occurs as the first step to promote social inclusion because there are citizens who are often unnoticed within their own society. Visibility is a crucial step because it allows citizens the ability to voice their opinions. Every individual citizen no matter what ethnic background they come from has the right to be acknowledged and noticed (Desa, 2009). Followed by visibility, consideration is the next step in the process of promoting social inclusion. Concerns and all inquiries from groups and individual play a vital role in this step. Policy makers should not only be aware of their citizens needs, but they should also not discriminate and exclude the external groups including the poor and other marginalized groups (Desa, 2009).

Regards to the access of social intervention, the city government should provide opportunities where citizens could partake in social networks that include all of the following aspects within their community: economic, social, cultural, religious and political (Desa, 2009). Every citizen has the right to voice their opinions, and have access to all services including housing, education, transportation and health care. No one should be discriminated in any way of life whether socially, culturally, or politically (Desa, 2009). Finally, the last step consists of providing resources for citizens who have the right to access information. The issue to this step derives not from the lack of finances but because there is often a lack of inadequate time, energy, respect, dedication, and limitations to certain physical conditions (Desa, 2009).

Functional Categorizations

According to preexisting journals of assessment in web content, there are

functional categorizations to help guide the city government webpages achieve connection with it citizens in correspondence to the e-governance initiatives (Siar, 2005). Functional categorization of information in the assessment of web content consist of five functions, but function one and function five, discussed below, are highly encouraged to incorporate social inclusion opportunities for citizens through Facebook.

Function One: Promoting citizens awareness and communities characteristics

Function one plays a crucial role in assessing a government's website page, and could be effectively implemented in a Facebook page. Function one helps citizens to be aware of the community's occurrences including the physical, social, economical and cultural aspect. Citizens would not only have a sense of belonging in their community but take pride in their home as well. If implemented correctly, citizens would be more prone to participate in social movements. Next, function one helps to attract other external groups, bringing in diversity to the community. This step is crucial because it is a key factor in promoting active participation with the political movement (Siar, 2005).

Function Five: Promote linkage and interaction

Function five takes the role to promote interaction and dialogue between the government, citizens, and other groups in the community. There are two main components to promote linkage and interaction: vertical and horizontal communication. Communication technology has opened up new opportunities to allow these communication aspects to work. The government and citizens are allowed to create dialogue and develop connections in vertical communication. Likewise, a horizontal communication also allows communication and develop connections but among external groups in the society. If function five were to be implemented in Facebook, the city government page would provide their email address, contact number, and offer discussion chat forums for the citizens to communicate with the government and among their peers (Siar, 2005).

Comparative Analysis between City of New York Facebook and the City of Makati

As shown in **Figure 2.**, the social inclusion process and functional organizations (function 1 and 5) are combined and suggested to effectively foster social inclusion within the following Facebook pages: City of New York and the City of Makati. As each of the functions is discussed, examples of how the city government Facebook pages are shown to provide verification.

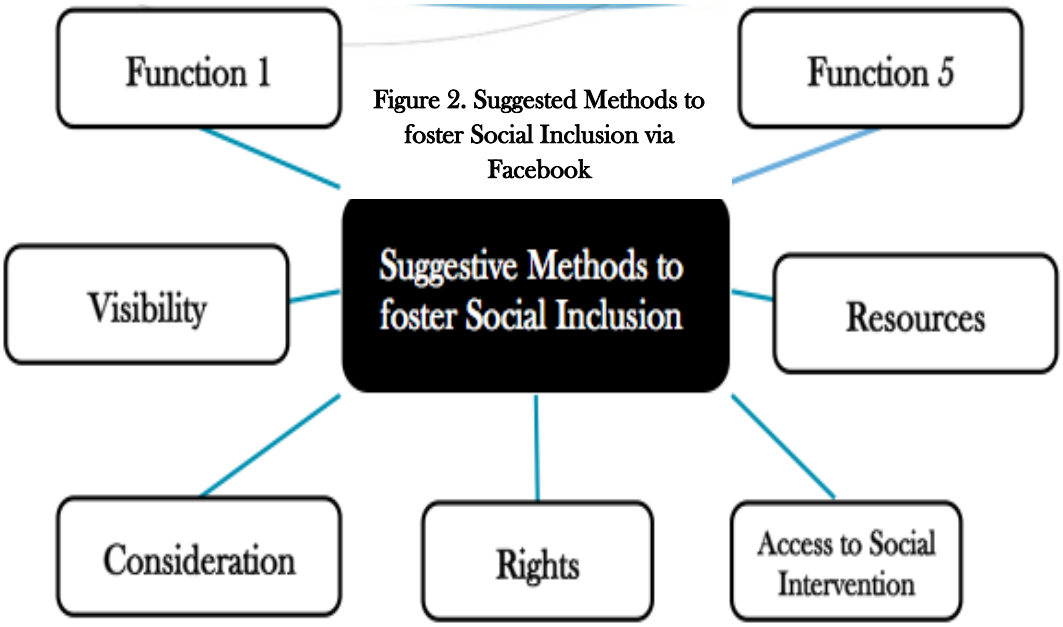


Figure 2. Suggested Methods to foster Social Inclusion via Facebook

NYC Mayor's Office

My Makati

Make it Makati

NYC Mayor's Office Facebook & The City of Makati

Mission

NYC Mayor's Office Facebook's page mission is to inform their citizens on the latest stories from across the city. The page serves a purpose to provide New York's news while featuring news and providing live-streamed sessions for citizens to be aware of the government's decision making. Furthermore, the page also offers voting polls and calendar events including social movements for the citizens to partake. The city, Makati in the Philippines has two Facebook city government pages. My Makati is dedicated for political intentions and Make it Makati is dedicated for social purposes. Makati's ultimate mission is to provide the citizens with their basic needs including the basic, social, economic, technology, efficient financing and the utmost "responsible and professional civil servants" necessities (My Makati, 2017).

Figure 3. Social Inclusion Analysis: City of New York and City of Makati Facebook

	Visibility	Consideration	Access to Social Interactions	Rights	Resources
NYC's Mayor Office	Elderly are noticed Creating home for L.G.B.T Vulnerable Youth Immigrants Marginalized groups Women in NYC	→ Rent Freeze → Center for Youth Development → "The City of New York will continue to stand with immigrant New Yorkers" → "Childcare Enhancement for Families experiencing Homelessness." → We are Employers	We Stand United Rally (Political) NYC Multi-faith Service (Religious) African American Culture (cultural) Nature Exploration (social)	Education Health Care Housing Transportation Access	Citizens have government, health: Link
Make it Makati & My Makati	Elderly are noticed Gender Equality	→ Free Tuition for seniors → Gender & Development Summit	**Make it Makati:** Silent Disco Art Fair (Social) Art Fair PH (Historical)	**My Makati:** Education Health Plan	N.A.

Youth	→ Emancipation Party for Young Adults	**My Makati:** Lingkod Bayan Caravan City service)	Housing Transportation Access	

Social Inclusion process Facebook application

NYC Mayor's Office

Visibility as mentioned is crucial in the social inclusion process. New York City is immensely populated and diverse, but there are people who are not noticed within their community. In reference to NYC Mayor's Office Facebook page, it is apparent that the current Mayor Bill de Blasio attempts to restore acknowledgment for all groups including religious, different ethnic backgrounds, older citizens, women, and the LGBTQ community through the "WE STAND BY YOU" campaign (NYC Mayor's Office, 2017). Consideration is the next process that should be highly considered in promoting social inclusion. To make this goal achievable, policy makers, groups and individuals should be involved. From marginalized groups, the poor, to the external groups- no citizens should be excluded. Consideration is evident on the city's Facebook post on March 1st stating, "City government isn't a distant and damaging force. They need to see women, people of color, and immigrants" (NYC Mayor's Office, 2017). In reference to Figure 3., some examples are shown to demonstrate how the city government is taking initiatives to provide inclusive opportunities for all groups to engage.

Furthermore, the Access to social interactions practice allows citizens to participate in networks including economic, social, cultural religious and political realms. NYC Mayor's Office Facebook provided events that incorporated all of the following realms including We Stand United Rally (Political) NYC Multi-faith Service (Religious) Lecture: African American (Cultural), and Nature Exploration (Social). Citizens have the privilege to access housing, education, transportation and health care services. Several examples on the city's Facebook page provide information on the following accesses. In regards to housing plans, the Mansion Tax plan specifically focuses on providing citizens, specifically the seniors, affordable housing plans. In 2017, the Essential Plan reported 412, 202 New Yorkers having access to high quality health coverage plan with costs ranging from $0-$20 excluding the deductible under the Affordable Care act (City of New York, 2017). With plans concerning education, the city opened 68 new bilingual programs to help immigrants learn English. New York City's traffic may be extremely congested so the page provides a link:

http://collisionreport.nypdonline.org/ to notify citizens when traffic collisions are highly congested. The last social inclusion process allows citizens with the resources to fully participate. Providing transparent resources for citizens to access information are crucial. As stated before, all citizens have the right to know what takes place within their home and the government should aid in making this possible. It is shown on New York's City Facebook page that citizens have access to open data where they could view census information on a wide range of aspects including business, city government, environment, education, public safety, health, etc. through the following link: http://on.nyc.gov/12TkRJz .

The City of Makati

As of 2010, there were a reported number of 63,017 ethnic foreigners who resided in the Philippines (Ericta, 2012); however, there has not been any recent statistic updates. When viewing My Makati's Facebook page, the government's decision making appears to be generally made for all citizens in the city of Makati. With regards to consideration, there were not many specific posts for each group regarding different ethnics, age or gender groups; some posts were posted in the Filipino language. However, in retrospect to social interactions access, the city government of Makati hosted on social and political and historical events including the Cast Gift the silent Disco Art Fair (Social), the Art Fair Philippines (Historical), and the Lingkod Bayan Caravan (political) event for its citizens. Examples are shown in Figure 3.

As of last August, Makati Lingkod Bayan Caravan offered 8,000 residents in 11 barangays free health medical consultations. On February 1st, the Mayor Abby Binay announced the city's budget- 1.5 billion pesos being allocated towards the city's public schools programs and services (My Makati, 2017). With transportation purposes, people generally drive, take the train or bus, or walk in the cities. To ensure pedestrians safety in Makati, the mayor ordered the Public Safety Department (PSD) to strictly enforce traffic regulations on pedestrian lanes (My Makati, 2017). In regards to housing projects, as of May 2017, the city government of Makati has signed a contract with a Shanghai-based private firm. The contract prospectively ensure to shelter and housing resolutions to informal settler families in Makati (My Makati, 2017).

Finally, with providing transparent resources for citizens, there are no census information access to open data for citizens to view including business, city government, environment, education, public safety, health information.

Figure 4. Functions Analysis

Function 1	Function *5*

NYC's Mayor Office	Cultural: Providing Active Changes for Law-abiding minorities, events to promote culture Economic: Housing affordability for citizens Political: Updating citizens on government decisions	Vertical: City government provides information for citize Citizens to government not so apparent Horizontal: Citizens able to communicate among other g
Make it Makati & My Makati	Cultural: Not available Economic: Budget allocation towards disabled. City Services: Lingkod Bayan Caravan	Vertical: City government provide info for citizens, conta chat/comment. Citizens interaction to government not so Horizontal: Citizens could interact among other citizens t

Functions

Function One Implementation

As previously mentioned, function one plays a crucial role in assessing a government's webpage because it could potentially help citizens awareness on the political, social, economical and cultural aspect. The function aids in promoting citizens awareness and communities characteristics. When analyzing the Facebook page, it is evident that the New York's city government's page provides those essential criteria. As portrayed in figure 4., it could be inferred that NYC Mayor's Office page provides information to keep citizens updated on the city government's decision making in terms of political aspect. For example, a video clip displayed on the Facebook page portrayed Mayor Bill de Blasio's speech on his goal to provide active changes in the city such as standing for the law-abiding minorities in New York, "No one stands alone" (City of New York, 2017). When analyzing the economical aspect NYC Mayor's Office Facebook page, the mayor collaborated with seniors across New York to discuss on ways to afford the city on March 9th. Interested citizens were able to stream it live on Facebook. With regards to the cultural aspect, there is always a need to foster diversity within New York. With the intentions to do so, some of the following events were specifically dedicated for diversity unity, which includes one of many events: Providing Active Changes for Law-abiding minorities. The events both served a purpose to educate the citizens on different cultural aspects, and standing for social inclusivity, including treating all minorities with the respect they deserve.

Analyzing the Makati's government Facebook pages, it is prevalent that the pages do offer insightful information and provide Facebook live access to their citizens in relevance to political and economical matters. There were some social opportunities for all citizens in the city to engage in; however, there were barely any cultural aspects or events provided for different ethnic groups, considering how there are possibly more than 63,017 ethnic foreigners currently residing in the city of Makati.

Function Five: Promote linkage and interaction

Function five primarily focuses on two communication strategies: Vertical and horizontal communication. The vertical strategy focuses on communication between the government and its citizens. The horizontal strategy allows communication to develop among external groups in the society. When analyzing NYC Mayor's Office Facebook page, there is a required evaluation on how the city government Facebook page is allowing communication to flow between all parties. Links and communication between all parties through Facebook posts and live streams are available. From an outsiders' observation, it's visible that citizens have the opportunities to connect with other citizens through the city government's hosted events. However, it is not so apparent on whether there is an interaction between the government and citizens on terms of Facebook page. Contact information including number and the email address are available. People are permitted to make comments on the status posts and updates, but there is no evidence on the government's side providing feedback to the citizens' questions and responses on Facebook.

Likewise, Makati's Facebook pages are for the most part quite similar to NYC Mayor's Office Facebook page. Links are provided and citizens are allowed to engage in the city of Makati's Facebook live sessions. Similarly to the NYC Mayor's Office Facebook page, contact information including the number and email are also provided for the citizens' inquiries to be addressed. People are also allowed to make comments on the page, but there is not enough evidence on whether there are actual interactions between the government and its citizens on the Facebook page, particularly the different ethnic foreigners residing in Makati (Ericta, 2012).

IV. CONCLUSION

In order to foster social inclusion, there must be an acknowledgment and commitment to community development. By understanding and committing to community development, there must be an understanding to social exclusion and the process it takes to promote social inclusion. With the high demand for social inclusion, equality and diversity appreciation in today's society, the government needs to not only provide adequate resources for their citizens, but also generate an opportunity where they could create dialogue with their citizens. To reiterate, Facebook has been a phenomenal resource for the government to supply citizens' needs and at the same time receive feedback from the citizens. With its

advancement and prominent role in the Web 2.0 movement, interactive networking is not only possible for all citizens but it allows the government and citizens to form a dialogue and collaborate towards a common goal: fostering a more social inclusive society. From preexisting researches, methods such as functional categorizations and the social inclusion terminologies could provide valuable guidance in assessing how the government's initiatives in providing social inclusion for its citizens.

When examining NYC Mayor's Office Facebook and the City of Makati's two Facebook pages, it is observed that most of the functions one, five, and the social inclusion terminologies (rights, access to social interaction, resources to fully participate, consideration and visibility) are clearly incorporated in the NYC Mayor's Office Facebook page. NYC Mayor's Office Facebook page post topics are equally and widely distributed in terms of political, social, cultural and economic aspects. With an immensely diverse community, the NYC Mayor's Office Facebook page evidently ensures diverse opportunities for their citizens to partake and be socially inclusive. Citizens have the opportunity to form a dialogue among other citizens through the city's hosted events. In contrast to the NYC Mayor's Office Facebook, the City of Makati's Facebook pages appear to be focused on providing citizens with the city government's decision-making process primarily on education, political and economical perspective. Although there are present foreigners in the City of Makati, there appears to not be many cultural events in bringing the community together. In other terms, there are not many dialogue opportunities among citizens; there is a lack of horizontal strategy (function five) implementation on the City of Makati's Facebook pages.

On terms of similarities between the two Facebook pages, the city government is prominently updating their citizens with their decision-making. Posts regarding cultural, social, economical and political are posted, and live Facebook sessions are held for citizens to engage in. Yet, there appears to be no evidence on communication and interaction between the government and its citizens. Are citizens' feedbacks contributing to the government decision-making? Is interaction mutually present between the government and its citizens or is it solely a one-way interaction, from government to citizens? In other words, how could the city government fully live out their mission in meeting the basic needs for the community while allowing social inclusion resources for the community, and allowing existential dialogue to occur among these Facebook services? These are the gaps that are in need for further research. "The manifestations of social exclusion are often understood differently according to the perceived needs of the society" (Desa, 2009). In other words, what works in one culture may not entirely for another country. With the comparison between the City of New York and the City of Makati, it's inferred that there were a wide range of topic and social inclusive opportunities for citizens to engage in within New York City. In contrast, the City of Makati focused primarily on education, political and economical perspective mainly because the Philippines is still a developing country. Therefore, basic needs are perhaps more necessary for citizens in this given time, and the city government of Makati is trying their best to fulfill the citizens' needs through the decision making process.

In the end, the world is becoming more prominently globalized. With the changes, all members including the minorities should have the right to belong at home and be treated with utmost respect; no citizens should be left behind. Furthermore, citizens should be encouraged to partake in fostering social inclusion within their community. Yet, with the demand for a more social inclusive society, citizens alone cannot do it alone. Rather, the government plays a primary role in providing citizens a social inclusive society and creating the vision that aligns with the acceptances of differences within a diverse society (Desa, 2009). The social media is an ongoing powerful tool in promoting that change while at the same time allowing the government and citizens to mutually interact. Although, it is still an ongoing process, ultimately by "responding to the needs of vulnerable groups, such as the poor and marginalized, the disenfranchised migrants, youth and the elderly should be a central feature of inclusive governance. In fact, this represents a litmus test of good local governance as a whole" (Desa, 2009).

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Macrobiotic Diet and Physical Activity Affect on Physiological fitness for Middle age woman.

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Abstract:

Introducation: *midlife is important phase of woman life because menopause affects on changes in body composition, health related life, metabolism, and cardio respiratory fitness, nutrition and declined physical activity.*

Study aim: *The aims of this study was to investigate the effect of a 12-week macrobiotic diet(MD) and physical activity (PA) intervention program for middle-aged women, on body composition and cardio respiratory fitness.*

Material and methods: *Twenty woman of middle age overweight aged from (55-65) years (M=62.1,SD±2.38) Heights were (M)=159.2, (SD) ±5.04.Weights were (M) =80.9, (SD) ±8.63 BMI were (M) =32.4 (SD) ±3.45 Volunteers were recruited for this study. They were engaged in macrobiotic diet (MD)& physical activity controlled in the same training session for trained 12 week, three times a week, 90 min per session, on non-consecutive days and exercised under the supervision of a personal trainer, to determine whether macrobiotic diet (MD)& physical activity alters changes in Skeletal muscle mass, Body fat mass, Total body water, Fat free mass, Body mass index, Percent body fat, Waist-hip ratio, Basal metabolic rate, Vo2 max, Heart rate.*

The result: *macrobiotic diet and physical activity participants' significant increase In Weight (p.000), Skeletal Muscle Mass (p.000), Body Fat Mass (p.000), Total Body Water (p.000), Fat Free Mass (p.000), Body Mass Index (p.009), Percent Body Fat (.001), Waist-Hip Ratio (p < .003), Basal Metabolic Ratio (p<.001), Vo2 max (p< .000) and Heart rate (p < .000).*

Conclusion: ***T****his study has shown the positive impact of macrobiotic diet and regular physical activity on cardio-respiratory fitness, basal metabolic rate and body composition for middle age woman.*

Key words: *Body Composition, Obesity, BMI, Cardio-respiratory Fitness. Macrobiotic Diet, Physical Activity.*

1. Introduction

From 2000 until 2050, the world's population aged 60 and over will more than triple from 600 million to 2 billion. Most of this increase is occurring in developing countries - where the number of older people will rise from 400 million in 2000 to 1.7. The world is rapidly aging, Good health is essential for older people to remain independent and to play a part in community life. Lifelong health promotion and disease prevention activities can prevent or delay the onset of noncommunicable and chronic diseases **(WHO, 2006).**

Obesity is one of the leading causes of morbidity and mortality among women (Lemay et al., 2003). Obese Persons are at a greater risk of dying from obesity related causes (50% to 100%) compared to persons not obese **(Salinsky & Scott, 2003).** More than

80% of obese persons have coronary artery disease, hypertension, elevated lipids, and osteoarthritis **(Partnership for Prevention, 2005),** and obesity is the primary risk factor in the development of type II diabetes **(Hu, 2003).** There is some evidence that high BMI is associated with elevated mortality in the general population **(Olshansky S, et al 2005).** Indeed, the rising wave of obesity in the general population is expected to reduce overall life expectancy if the trend continues **(Olshansky S, et al 2005).**

During 2000-2030, the worldwide population aged 65 years is projected to increase by approximately 550 million to 973 million **(U.S. Census Bureau 2010)** increasing from 6.9% to 12.0% worldwide and from 15.5 to 24.3% in Europe. Studies on healthy centenarians have interestingly revealed that in successful aging cardiovascular control is essential, since those populations have higher High-Density lipoprotein cholesterol (HDL cholesterol) levels and lower blood pressure than ordinary elderly people **(Morley JE., 2004; Zyczkowska J, et al., 2004).**

Malnutrition can adversely affect health of elderly **(Donini et al., 2003)**. According to the US Food and Drugs administration (FDA). According to the Pan American Health Organization, the "nutritional transition" in Latin America and the Caribbean is characterized by very low intake of vegetables, whole grains and fruits, combined with a relatively high intake of foods rich in saturated fats, sugars and salt, such as milk, meats, refined grains and processed foods (2006).

Diets low in fat and rich in dietary fiber and whole grains have been shown to be effective for maintaining body weight and reducing glycemia and cholesterol levels **(Puska P, et al., 2006; Willett W, et al., 2002)** the macrobiotic diet fulfills these requirements.

Macrobiotics was developed by George Ohsawa, based on two ancient Asian theories (Yin/Yang and the Five Transformations). **(Ohsawa G, 2004)** Mario Pianesi simplified the food regimens proposed by Ohsawa to make them more acceptable in Western cultures. A macrobiotic diet is similar to a vegan-like food pattern and consists of whole-grain cereals (mainly unpolished rice), vegetables, and pulses with small additions of seaweeds, fermented foods, nuts, seeds, and seasonal fruit **(Kushi M, Jack A., 1987)** Fish is consumed occasionally whereas meat and dairy products are usually avoided.

Aging-associated changes in body composition have been well described in cross-sectional studies **(Kyle UG, et al., 2001; Kyle UG, et al., 2001).** Often without concomitant changes in body weight and body mass index (BMI) **(St-Onge MP, 2005).** Aging-related loss of lean body mass is among the causes of poor balance and falls **(Janssen I, et al., 2002).** Those changes are due to alterations in energy balance, with a positive energy balance leading to weight gain and a negative balance resulting in weight loss. However, body composition changes associated with aging often occur in the absence of weight fluctuations **(M.-P. St-Onge and D. Gallagher 2010).** While abdominal fat accumulation is associated with the metabolic syndrome **(Van Pelt RE et al., 2002).** Abdominal fat mass and obesity is often increased and may contribute to the increased prevalence of type-2-diabetes and cardiovascular disease among the elderly **(Fielding RA, 1995)** Patterns of energy expenditure may be associated with ageing and it has been determined that resting metabolic rate declines with age **(Fukugawa NK, et al., 1990; Roberts SB, et al., 1995).** In physical fitness, Body composition refers to the relative proportion of body weight that is fat and fat-free tissue (bones, muscles and

other tissues) (Physiology & Psychology, **2007).** It has been demonstrated that an active lifestyle and the regular practice of physical exercise can improve cardiovascular health **(Kokkinos and Myers, 2010).**

(Ekelund U, et al., 2005) studied relationship between physical activity and change in body weight and fat mass over a 5.6 year follow up period in healthy men and women with a mean age of 54 years. However, stratifying for age, the analysis showed that in the younger middle aged group (< 54 years old), who on average gained weight during the follow up period, baseline physical activity energy expenditure was inversely associated with change in fat mass, but was not associated with changes in body weight and fat free mass,Whereas, in the older age group (> 54 years old), who on average were weight stable over the follow up period, baseline physical activity energy expenditure was positively associated with body weight, fat mass and fat free mass. This study therefore at least partly supports the importance of physical activity in the prevention of weight loss and particularly muscle mass loss in older subjects.

Cardio-respiratory fitness is related to the ability to perform dynamic, moderate-to high intensity exercise with large muscle groups for prolonged periods of time. The performance of such exercise depends on the functional state of the cardio-respiratory, neuromuscular and musculoskeletal systems **(American College of Sports Medicine, 2009).** The commonly accepted measure of cardio respiratory fitness is the maximal oxygen consumption (VO2max). Physical inactivity is considered as the second most important risk factor for development of cardiovascular diseases **(Z. Fras et al., 2007).** Regular physical activity is part of management of cardiovascular disease, metabolic syndrome, cancer fatigue, arthritis, osteoporosis, obesity, diabetes mellitus, and even chronic obstructive pulmonary disease **(Ham R et al., 2007).**

Previous studies suggest that participation in a regular exercise program can be an effective intervention to reduce/prevent a number of functional declines associated with aging **(P. Capodaglio., Et al 2005; T. R. Henwood and D. R. Taaffe, 2006).** In this regard, current guidelines point out the importance of aerobic exercise in the maintenance and improvement of various aspects of cardiovascular function and health and strength training in the attenuation of muscle strength declines associated with normal aging **(ACSM ., 2009; J. J. Peterson, et al 2006).** The purpose of the present study was to investigate the impact of a 12-week macrobiotic diet (MD) and physical activity (PA) intervention program for middle-aged women, on body composition and cardio respiratory fitness.

2. Methods

2.1. Subjects

Participants consisted of 20 women of middle age healthy low risk aged from (55-65) years were divided into two groups; group 1 (10 woman followed macrobiotic diet and practiced physical activity) and group 2 (10 woman practiced physical activity) volunteers were recruited for this study. Used the experimental method and designed into two experimental groups (pre-and post testing) because of its relevance to the nature of the research.

2.2. Sample Homogeneity

Homogeneity was conducted for the research groups in the following variables (age, Height Weight, Body mass Index, Skeletal muscle mass, Body fat mass, Total body

water, Fat free mass, Percent body fat, Waist hip Ratio, Basel metabolic rate, vo2 max, Heart rate) and Table No. (2) Homogeneity of the Macrobiotic Diet and physical activity and physical activity sample in variables of the study, In measurements of homogeneity, which aims to promote and strengthen the cohesion between the members of the sample, which helps to adjust the variables.

Table (1):
Descriptive Statistics for All Variables physical characteristics(Age, Height& Weight),Body composition, Metabolic, Vo2 max and Heart Rate for all Subjects (N=20)

Variables	Range	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Weight	40.80	58.20	99.00	75.46	9.32	0.85	.512	1.84	.992
Age	8.00	57.00	65.00	62.10	2.38	-0.26	.512	-0.86	.992
Height	18.00	152.00	170.00	159.25	5.05	0.63	.512	-0.49	.992
Skeletal muscle mass	7.20	19.30	26.50	23.04	2.23	0.15	.512	-1.01	.992
Body fat mass	29.60	24.20	53.80	37.61	7.26	0.92	.512	1.08	.992
Total body water	8.90	26.40	35.30	30.97	2.78	0.23	.512	-1.02	.992
Fat free mass	11.90	36.10	48.00	42.70	3.66	0.23	.512	-1.04	.992
Body mass index	13.20	27.50	40.70	32.46	3.45	1.36	.512	1.72	.992
Precent body fat	17.50	35.40	52.90	45.20	5.57	-0.02	.512	-1.25	.992
Waist hip Ratio	.28	.97	1.25	1.09	0.08	0.89	.512	0.16	.992
Basel matabolic ratio	40.80	58.20	99.00	75.46	9.32	0.85	.512	1.84	.992
VO2 max	8.00	57.00	65.00	62.10	2.38	-0.26	.512	-0.86	.992
Heart rate	18.00	152.00	170.00	159.25	5.05	0.63	.512	-0.49	.992

Tables 1 showed the descriptive statistics for All Variables physical characteristics(Age, Height& Weight),Body composition, Metabolic, Vo2 max and Heart Rate for all Subjects (±3) which indicating the homogeneity of the sample

2.3. Data Collection

2.3.1. Experimental Procedures/Pre-Testing

Participants completed several questionnaires on medical history, medication inventory, current medications, dietary intake, physical activity, and current physical activity practices. These questionnaires were returned and reviewed during the first baseline visit. The data from these questionnaires were used for general screening only for this portion of the study. After baseline physical examination and asked a series of screening questions related to the study; age, weight, height, was divided into two training groups. Subjects were asked if interested in the study. An explanation of the study was provided upon first interview contact. Participants were asked to report to the Exercise Physiology Laboratory at the Physical Education Faculty, Helwan University. All 20 subjects completed the experimental protocol without any problems.

2.3.2. Study design

An experimental study design was used. Data collected by means of a structured validated questionnaire. A quantitative approach was used throughout the data collection process. This study a randomized controlled pre- and post- intervention treatment design. The experimental variables were assessed before and after 12 weeks of physical training and following the macrobiotic diet. This 12-week diet and physical activity intervention collected baseline measures for weight, height, waist circumference, body composition, 4-day diet and physical activity records, sub-maximal exercise test, all sessions were supervised by experienced research personnel. Participants attended weekly classes on nutrition and physical activity or 12-weeks. Each week participants completed diet and physical activity logs that reflected servings of fruits, vegetables and whole grains consumed and minutes of moderate physical activity.

2.4. Measurements

2.4.1. Questionnaires

Health Assessment aimed to assess the health statues and assessment Dietary Intake: The dietary questionnaire used was Mini Nutritional Assessment MNA, to determine if they are suffering from malnutrition characterized by poor anthropometric status. Also Physical Activity questionnaires to assess the fitness if there were at risk for exercising. Measurement was performed pre& post-esting to all members of the sample as follows:

2.4.2 Body composition

All Body composition measurements (weight, skeletal muscle mass, Body fat mass, Total
body water, Fat free mass, Body mass index, Percent body fat, Waist-hip ratio, Basal metabolic rate) were performed by the same investigator throughout the study period before and after the intervention, (InBody 230, Biospace Co Ldt; Soul Korea). Subjects were barefoot and in light clothing performing the measurement.

2.4.3. Laboratory analyses (Assessment of Aerobic Capacity):-

Participants were given information regarding what each measurement was for and how it
would be performed to ensure comfort level. Once body composition measurements were complete, participants put on comfortable clothing and shoes to the sub-maximal physical activity treadmill test. Maximal Oxygen Uptake by using a graded exercise test on a motorized treadmill (RAMModel 770, Camin, Italy) to determinate VO2 max as well as aerobic and anaerobic thresholds.

VO2 max was determined as the highest on the minute of VO2 max during the test and also measured heart rate by using ECG was monitored and the physician supervised the test and the subject were doing the GXT until exhaustion. Using modification for the Bruce protocol with an initial 3 minute continuous workload of 2.74 km/h and an inclination of the treadmill of the zero Velocity of the treadmill was increased every 3 minutes and the inclination was elevated by 2% at the same time but not in all stages. Pulmonary gas exchange and ventilation were measured continuously breath –by-breath with gas an analyzer (ZAN 600, Oberthulba, Germany) calibrated before each test with gases of known concentration. The measurement values derived in this way are evaluated online by the PC and were stored digitally for later analyses. Heart rate was

measured continuously (Polar Sport Tester RS 100, Kempele, Finland). Subject was considered to have reached their VO2max if several of the following occurred: a plateau or 'peaking over' in oxygen uptake, maximal heart rate was reached, attainment of a respiratory exchange ratio of 1.15 or greater, and volitional exhaustion.

2.5. Study Intervention

The intervention consisted of a 12-week of macrobiotic diet and physical activity program aimed to increase the physiological fitness (life style, endurance, strength, flexibility, and balance), increasing metabolism and improving eating and physical activity behaviors for middle age woman.

Protocol of the physical activity program for middle age woman: Participants were practicing moderate exercise with frequency 3 to 5 times per week for at least 30 minutes each session, 15 to 55 min of aerobic training intensity of aerobic training (55/65-90% of maximum heart rate) and (45/55-85% of maximum oxygen uptake reserve), endurance training less than 40- 0% of the maximum oxygen uptake reserve and 55-70% of maximum heart rate, strength training 50-70% of 1RM. The program was changed every 3 weeks to avoid adaptation of the body and therefore will have no effect on the body, taking into consideration the use of large muscles in the body, first to deliver blood to the small muscles faster. (See Appendix E, F, G, H, I). Protocol of the macrobiotic diet for middle age woman. This program followed by Dr. Hayam EL Shazly expert in global Nutrition, Dr. Human Development and an expert on nutrition for cancer. This center is the only branch of the Middle East to the U.S. Institute of Kochi. The participants were given a booklet outlining the dietary program, its components and how to make it and daily program (See Appendix D). They were visited the doctor once every month.

2.6. RESULTS

At baseline mean, Standard deviation, Skewness and Kurtosis of the age were (M)=62.0 (SD) ±2.38. The mean and standard deviation of Heights were (M) =159. 2, (SD) ±5. 04. The mean and standard deviation of Weights were (M) =80. 9, (SD) ±8. 63. The mean and standard deviation of BMI were (M) =32. 4 (SD) ±3. 45.

Table (2)

showed the means ± SD; p values obtained from paired t-tests for the effect of Macrobiotic & Physical Activity on body composition before & after 12 week MB& PA on all variables for body composition Metabolic, Vo2 max and Heart Rate for group 1. N =10

Variable	Mean Pre	SD. Pre	Mean Post	SD. Post	T. Test	P. value
Weight (kg)	81.76	7.98	73.71	8.69	7.43	0.00[a]
Skeletal muscle mass	22.92	2.12	25.44	1.84	-7.132	0.00[a]
Body fat mass	37.89	6.98	30.80	4.62	5.81	0.00[a]
Total body water	31.67	2.61	33.62	2.29	-5.308	0.00[a]
Fat free mass	42.91	3.53	47.44	4.27	-5.298	0.00[a]

Body mass index	32.46	3.55	30.48	2.55	3.33	0.00[a]
Percent body fat	43.34	5.63	39.01	3.76	6.48	0.00[a]
Waist-hip ratio	1.09	. 086	98.00	. 073	. 17618	0.00[a]
Basal metabolic ratio	1318.40	64.20	1411.60	82.63	-52.28	0.00[a]
Vo_2 max	19.06	4.36	27.63	3.78	-7.61	0.00[a]
Heart rate	153.80	8.39	141.70	10.22	15.58	0.00[a]

Values are means ± SD; p values obtained from paired t-tests. a Significantly different p < 0:0001; Tables 2 showed that the effect of ***Macrobiotic & Physical Activity*** *after 12 week MB& PA on all ariables for body composition{weight, SMM, BFM, TBW, FFM, BMI, BBF, WHR}, BMR, Vo2 max and Heart Rate for group 1.*

Table (3)

showed the *means ± SD; p values obtained from paired t-tests for the* ***effect of Physical Activity***
on body composition before & after 12 week MB& PA on all variables for body composition
Metabolic, Vo2 max and Heart Rate for group 2. N =10

Variable	Mean Pre	Mean Post	T-value	P valu e	SD Pre	SD post
Weight (kg)	80.12	77.20	4.29	. 00[a]	9.60	10.06
Skeletal muscle mass	23.16	24.21	-1.89	. 09	2.45	2.31
Body fat mass	37.33	33.26	4.55	. 00[a]	7.89	8.72
Total body water	30.26	32.76	-3.02	. 01[a]	2.89	2.27
Fat free mass	42.49	44.53	-2.12	. 06	3.97	3.80
Body mass index	32.45	30.96	3.38	. 00[a]	3.54	4.24
Percent body fat	47.06	41.93	3.23	. 01[a]	5.11	6.14
Waist-hip ratio	1.08	1.08	-. 03	. 96	07364	. 208
Basal metabolic ratio	1251.80	1352.80	-4.77	. 00[a]	64.94	86.02
Vo2 max	10.34	13.56	-1.77	. 11	7.15	6.29
Heart rate	129.0000	139.30	-1.86	. 09	26.27	18.70

Values are means ± SD; p values obtained from paired t-tests. Tables 3 showed that ***the effect of Physical Activity*** *on weight (p< 0:00) BFM(p <0:00), BMI(p = 0:00), PBF (p = 0:01) BMR (p= 0.00). a Significantly different p < 0:0001;*

Table 4

showed the means ± SD; p values obtained from paired t-tests Pre Test for the effect of Macrobiotic & Physical Activity VS Physical Activity on all variables body composition, Metabolic, Vo2 max and Heart Rate after 12 week Training N (20)

Variable	Mean macro	SD Macro	Mean physical	SD Physica l	T. value	P. value
Weight (kg)	81.76	7.98	80.12	9.60	. 37	. 72
Skeletal muscle mass	22.92	2.12	23.16	2.45	-. 21	. 84
Body fat mass	37.89	6.98	37.33	7.90	. 17	. 87
Total body water	31.67	2.61	30.26	2.89	1.40	. 19
Fat free mass	42.91	3.52	42.49	3.97	. 22	. 83
Body mass index	32.46	3.55	32.45	3.55	. 00	. 99
Percent body fat	43.34	5.63	47.06	5.11	-1.75	. 11

Waist-hip ratio	1.09	. 086	1.08	. 074	. 54	. 60
Basal metabolic ratio	1318.40	64.20	1251.80	64.94	2.50	. 03
VO2 max	19.80	3.62441	10.33	7.15	4.90	. 00[a]
Heart rate	153.80	8.39047	129.00	. 02[a]	2.80	. 02[a]

Values are means ±SE from paired t-tests. a Significantly different p < 0:01; Table 4 showed the effect of Macrobiotic & Physical Activity VS Physical Activity on Pre test for BMR BMR, Vo2 max and Heart Rate after 12 week Training .

Table (5)

showed the means ± SD; p values obtained from paired t-tests Pre Test for the effect of Macrobiotic & Physical Activity VS Physical Activity on all variables body composition, etabolic, Vo2 max and Heart Rate after 12 week Training N (20)

Variable	Mean macro	SD macro	Mean physical	SD Physical	T-value	P-value
Weight (kg)	73.71	8.69	77.20	10.06	-. 73	. 49
Skeletal muscle mass	25.44	1.85	24.21	2.31	1.20	. 26
Body fat mass	30.80	4.620	33.26	8.72	-. 82	. 43
Total body water	33.62	2.29	32.76	2.272	1.35	. 21
Fat free mass	47.44	4.27	44.53	3.802	1.43	. 19
Body mass index	30.48	2.56	30.96	4.242	-. 28	. 79
Percent body fat	39.01	3.76	41.93	6.142	-1.27	. 24
Waist-hip ratio	. 98	. 07	1.08	. 22	-1.57	. 15
Basal metabolic ratio	1411.60	82.63	1352.80	86.02	2.12	. 06
VO2 max	27.63	3.78	13.56	6.29	7.42	. 00[a]
Heart rate	141.70	10.22	139.30	18.70	. 32	. 76

Values are means ±SE from paired t-tests. a Significantly different p < 0:01; Table 3 showed the effect of ***Macrobiotic & Physical Activity VS Physical Activity*** *for Post test on BMR and Vo2 max after 12 week Training .*

DISCUSSION

These findings are consistent with the results of the study carried out by **(J. E. Donnelly et al., 2004)**: Resistance training has recently been shown to have positive effects on body composition but does not typically show significant decreases in weight. Regardless of weight loss, both aerobic exercise and resistance training have been shown to diminish risk factors for cardiovascular disease and diabetes. Since exercise is only effective if sustained, behavioral strategies such as self-monitoring, goal setting, social support, etc. are used to help individuals start and maintain exercise programs and show improved results compared to exercise programs without behavioral strategies. The available evidence indicates that exercise is an important component of weight loss and perhaps the best predictor of weight maintenance.

From the results of the previous tables compared test and retest for the subjects showed:

Macrobiotic Diet and Physical Activity group, and consistent with the literature: there were
significant differences between pre and post for the post in body composition (Weight, skeletal
muscle mass, Total Body Water, Body Fat Mass, Fat-Free Mass, Percent Body Fat, Waist- Hip
Ratio) and weight loss appeared in (Body Mass Index) also increasing the fat-burning ratio founded in (Basal Metabolic rate), developed the cardio respiratory fitness for (VO2 max and Heart Rate). In agreement with literature data that the diet–exercise intervention significantly reduced-fat mass, waist circumference, fasting insulin and glucose, resting heart rate, and resting on systolic and diastolic blood pressures. The diet–exercise intervention also preserved fat free mass, resting metabolic rate, resting respiratory quotient, and immune function**. (J.-P. Chaput et al. (2007)>**

The Purpose of this study was to identify the impact of Macrobiotic Diet and Physical
Activity program with each other and the impact of physical activity program alone without diet program on some physiological changes such as (VO2 max and Heart Rate) and its impact on
changes of body composition (Weight, SMM, BFM, PBF, FFM, TBW, WHR, BMR, BMI).

DiPietro L. Et al (2004) A significant correlation was found between average steps per day and %BF (_0.713, P _0.0001); body mass index (BMI) (_0.417, P_0.0001); waist circumference (_0.616; P_0.0001); hip circumference (_0.278; P_0.013); and waist-to-hip ratio (_0.652; P _ .0001). There was a significant difference in body composition variables between activity groups, with higher values found in the less active groups. The pre and post for the physical activity group before and after intervention was compared and found that all of body composition (weight, Body Mass Index, Body Fat Mass, Fat Free-Mass, Skeletal Muscle Mass, Total Body Water, Waist-Hip Ratio, and Percent Body Fat) and Basal Metabolic Rate are significant differences between pre and retest for the post. However, no significant differences in VO2 max and Heart Rate between pre and post for the physical activity group.

U. G. Kyle et al. (2001) aimed to show weight changes result in fat-free mass (FFM) and body fat (BF) changes. This study determined FFM and BF changes after weight gain or loss and whether these changes differ by gender, physical activity, and age. Years 1 and 3, FFM and BF decreased with weight loss and increased with weight gain. BF was more sensitive (p _ 0.03) to weight change than FFM. It compared to weight-stable individuals at year 1, weight gains of 1.0 – 1.9, 2.0 –2.9, and _3. 0 kg changed FFM by _0. 04 (p _ 0.90), _0. 48 (p _ 0.15), and _1. 39 kg and BF by _1. 35, _1. 87, and _3. 09 kg, respectively (all p _ 0.001). Comparable FFM and BF decreases were observed for weight losses (FFM _0. 28 kg, p _ 0.38; _0. 75 kg, p _ 0.04; _1. 51 kg, p _ 0.001; BF _1. 01 kg, p _ 0.01; _1. 55 kg, p _ 0.01; _3. 13 kg, p _ 0.001). These relations were similar across gender and age strata. At year 1, active individuals were less likely to gain BF with weight gain and more likely to lose BF with weight loss than were sedentary individuals, except for weight losses _3 kg. At year 3, the association between body weight and FFM and BF change was similar between active and sedentary individuals.

It can be observed that the two groups did not present significant baseline differences, before the intervention period, comparing between pre test for Macrobiotic Diet and Physical Activity group vs. Physical Activity group that weight, Body Mass Index, fat mass, fat free, skeletal muscle mass, total body water, waist hip ratio, and body fat. However, no significant differences between pre-test for each of Group1 and Group 2. More… there are significant differences between pre-test for each of Group1 and Group 2 Basal Metabolic Ratio, Vo2 max, Heart Rate.

Gail M. White and R. J. Young (2009) No differences between the groups or changes due to the exercise program were observed on total body weight. No significant cardio respiratory differences were found between the two groups at either test period, however, the young group decreased significantly ($p < .01$) in sub maximal HR and the middle-aged group decreased significantly in resting ($p < .01$) and sub maximal ($p < .001$) HR illustrating the positive effect of the program. No significant body composition differences were found between the two groups in the pre-test. At the post-test the middle-aged group had a significantly ($p < .10$) larger thigh skin fold thicker than the younger group. The younger group did not change significantly on body composition measures from pre- to post-test. In contrast, the middle-aged group increased significantly in body density ($p < .01$) and decreased in percent body fat ($p < .01$) due to a significant ($p < .01$) reduction in supra-iliac skin fold thickness from 21.67 ± 2.35 to 18.13 ± 2.08 mm. The data were compared with data from other studies using similar age groups. The pre-test percent fat of the young group (25.07 ± .74) was similar to values reported in other studies. The middle-aged group had a relatively lower fat percentage (27.46 ± 1.58) compared with other middle-aged groups.

Findings of **M.-P. St-Onge and D. Gallagher (2010)** concludes that reductions in the mass of individual organs/tissues and in tissue-specific organ metabolic rate contributed to a reduction in RMR that in turn promotes changes in body composition favoring increased fat mass and reduced fat-free mass. In contrast, on this present study there were not significant differences between two groups (not accounted for in statistical analyses), (macrobiotic Diet and Physical activity vs. Physical activity) in Weight, Body Mass Index, Body Fat Mass, Fat-Free Mass, Skeletal Muscle Mass, Total Body Water, Waist-Hip Ratio, Basal Metabolic Rate, Percent Body Fat and Heart Rate between post-test for the two groups. Only VO2 max appeared significant differences. Differences are significant at $p \leq 0.05$.

Body fat increased significantly in our elderly participants confirming once again that fat replaces lean mass as the physiological consequence of aging. Physically active subjects are less likely to have low or high FFMI, and high or very high BFMI, and more likely to have low BFMI. In contrast to the common claim that fat-free mass decreases with age, **U.G. Kyle et al (2005)** found that FFMI was stable until 74 years. The use of FFMI and BFMI permits comparison of subjects with different heights and age.

In CONCLUSION:

Application of the physical activity alone had a positive effect on the percentage of Weight,
Skeletal Muscle Mass, Body Fat Mass, Total Body Water , Fat Free Mass, Body Mass Index,
Percent Body Fat, Waist-Hip Ratio, Basal Metabolic Rate, The rates of positive improvement of the macrobiotic diet program alone of the highest rates of improvement for the program physical activity alone. Exercise provides a means of increasing energy expenditure and may help adjust the energy balance for weight loss and maintenance. At least, 30 minutes a day of moderate intensity aerobic exercise per day is recommended for weight loss and maintenance, but greater amounts appear to increase the magnitude of weight loss and maintenance (J. E. Donnelly et al 2004).

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Measuring Entrepreneurial University Level of School of Business and Management (SBM) Institut Teknologi Bandung (ITB)

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ABSTRACT

The importance of creating an Entrepreneurial University (EU) is vital to achieving sustainable national welfare and competitiveness. Despite several universities have the strategic programs in pursuing the EU, there are limited measurement to evaluate their EU level. Descriptive research is used to analyze the aspects of EU based on the systematic framework. There are several aspects of assessment, program support, scholarship for students; performance appraisal and incentive support for lecturers; leadership and governance, career planning, goals and objectives within institution; which in a high level. The remains are in average level. This findings contribute to make learning process improvement.

Key words: entrepreneurial, entrepreneurial university, systematic framework, learning process

1. Introduction

A university is considered to be the vital catalyst of national welfare and social development, therefore several universities are attempting to foster the development of an entrepreneurial university. Recently, although several studies have tried to explore the phenomenon, only limited, evidence-based and relevant literature exists on measuring an entrepreneurial university. The research reported here is the preliminary stage to identify the EU level within institution. This stage is very important in fulfilling the need for a pilot study to improve the learning process. Thus the research question in

this study is: “To what extent the entrepreneurial level of the institution based on the internal perspective?”

2. Literature Review

The importance of creating an entrepreneurial university is vital to achieving sustainable national economic growth. Despite several studies conducted to explore this institutional phenomenon, the current literature on the subject has been reviewed in an unsystematic way (Rothaermel, et al., 2007). The results of investigation into the concept of the entrepreneurial university, its framework and measurement, are mostly fragmented and remain in their preliminary phase (Guerrero and Urbano, 2010; Salamzadeh, et al., 2011). This knowledge gap requires the adopting of an holistic view in order to build a systematic framework for an entrepreneurial university Zhou (2008). The previous study tried to elaborate how to build the systematic framework for EU (Gustomo & Ghina, 2017). This framework can be used as guideline to measure the EU practices within university.

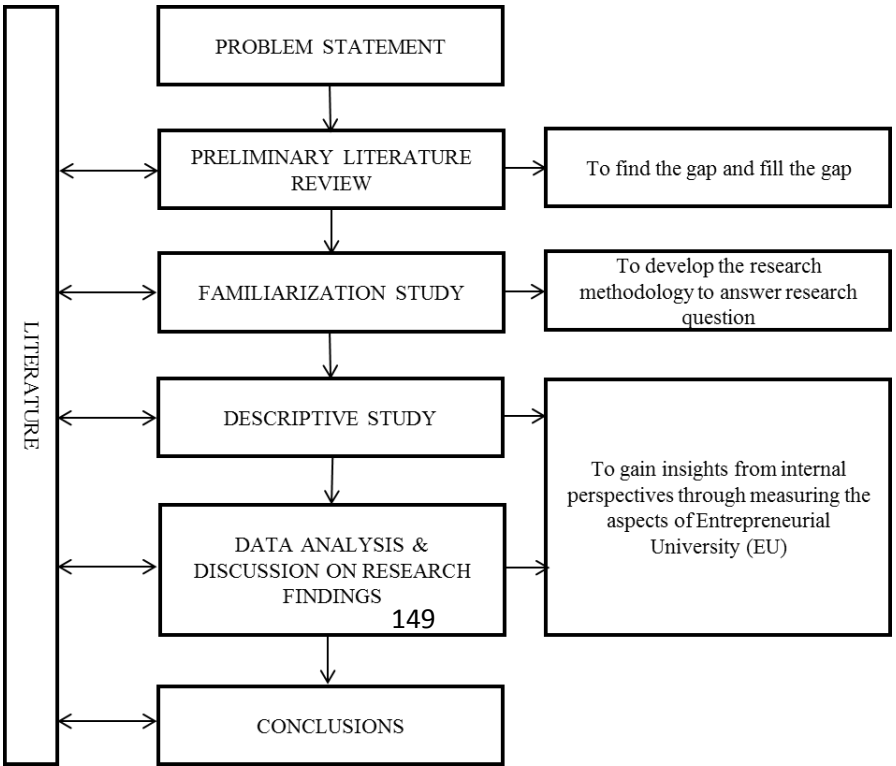
The university must transform its internal culture in order to provide an environment conducive to supporting its efforts to become an entrepreneurial institution. The case study conducted by Philpott, et al. (2011) revealed that an inherent motivation to undertake entrepreneurial activity is better than a top-down approach to fostering an entrepreneurial university. The latter should address the obstacles regarding an understanding of the concept of the entrepreneurial university which is represented in institutional goals and objectives. Zhou (2008) found that the pathway to an entrepreneurial university begins with government-industry-university collaboration. Such collaboration starts with industry funding of academic research which has the potential to be commercialized. Liu (2012) stated that in China, universities have always been linked with industry. Huazhong University of Science and Technology originated from the demands of industrial development. Alexandera & Evgeniy (2012) state that Russia has built an innovative infrastructure, engendered an entrepreneurial culture, and actively promoted the concept an entrepreneurial university.

The European Commission (2012) proposed guidelines for EUs consisting of seven elements; Leadership and Governance, Organizational Capacity, People and Incentives, Entrepreneurship development in teaching and learning, Pathways for entrepreneurs, University – business/external relationships for knowledge exchange, the Entrepreneurial University as an internationalized institution and Measuring the impact of the Entrepreneurial University. This framework constitutes an assessment tool to identify the university's strengths, weaknesses and identify ways forward to foster the developments of EU characteristics. Another model of entrepreneurial university proposed by Guerrero, et al. (2015) promotes the three core missions of teaching, research, and entrepreneurial activities to develop economic and social aspects. In particular, the outcomes of its missions are the development of human capital, knowledge capital, social capital, and entrepreneurship capital.

Most authors conduct empirical studies with the main focus on entrepreneurial activities and the entrepreneurial environment. Few studies present the measurement of EU with both quantitative or qualitative approaches.

3. Research Methodology

The research paradigm of this study is positivism. The research is deductive direction, because this research begins with abstract thinking, it is logically connect the idea in theory to concrete evidence and finally this research end up with analysis the idea from one research object to develop some general conclusions. This study is using quantitative approach, the method of this study uses a survey. To clarify the research methods, it can be illustrated as follow:



A purposive sampling strategy was incorporated, where samples are selected based on their potential contribution to the model and the demands of the research objectives. The criteria to choose the research object are: focus on University in Bandung area, focus on public institution, the institution has strategic program to foster entrepreneurial university, and the institution has good popularity based on mass media. Thus, based on those criteria the result is Institut Teknologi Bandung. The unit of analysis incorporate in this research is Study Program of School of Business and Management (SBM) as the preliminary research. This research object is becoming priority since SBM has the entrepreneurial spirits in their vision and mission for eleven years of establishment, and it needs some evaluation regarding to what extent the entrepreneurial level of their learning process. The sampling strategy to choose respondents are using quota of fix lecturers within institution.

The questionnaires of Entrepreneurial University are build based on the previous studies (European Commission, 2012; Ghina et al., 2015). This questionnaires are distributed to 88 lecturers, but only 63 respondents are eligible to be further analyzed. The data from questionnaires are input into Microsoft Excel 2013 to be analyzed regarding the level of entrepreneurial university. Descriptive research is used to analyze the research findings.

4. Conceptual Framework

The conceptual framework starts from three core missions within the university consisting of Teaching Activities, Research Activities, and Service Activities.The form of that framework covers the differences between what universities have (abilities), what they support (opportunity), and what they provide (incentive) in each of three basic activities (Teaching, Research, and Service). For each basic activity, the framework includes three important stakeholders (student, lecturer, and institution) each with their own respective roles within the university. The effective conditions necessary for fulfilling the three missions of a university are the internal stakeholder’s ability to

identify appropriate opportunities and experience adequate incentive if the activities are carried out. This process is known as engagement. A systematic framework for an entrepreneurial university can be seen in Figure 2 (Gustomo & Ghina, 2017).

The outcome of the first mission is engagement with learning which can be characterized by the creation of entrepreneurial students / graduates as a form of human investment. The means of measuring the output of the first mission is students or graduates' level of entrepreneurial competence. The outcome of the second mission is engagement with research which can be characterized by the promotion of science / technology commercialization as knowledge investment. Measuring the output of second missions centers on the number and quality of publications, Intellectual Property Right (IPR), and start-ups. The outcome of the Third Mission is community engagement which can be characterized as the applicability and exploitation of science/technology commercialization as social investment. Numbers of contracts, contract fees, and the impact on industry, society, and the environment are used to quantify Third Mission output.

The university must have an "Assurance of Learning" to guarantee the quality of its three core activities. The entrepreneurial university's goals and objectives must be stated clearly and understood by all key stakeholders (student, lecturer, institution). Furthermore, the university has to use the outcome-based approach to conducting three core activities (teaching, research, and community service). The important elements are the regular checking of outputs/outcomes with systematic evidence gathering from measurements taken in order to achieve continuous improvement.

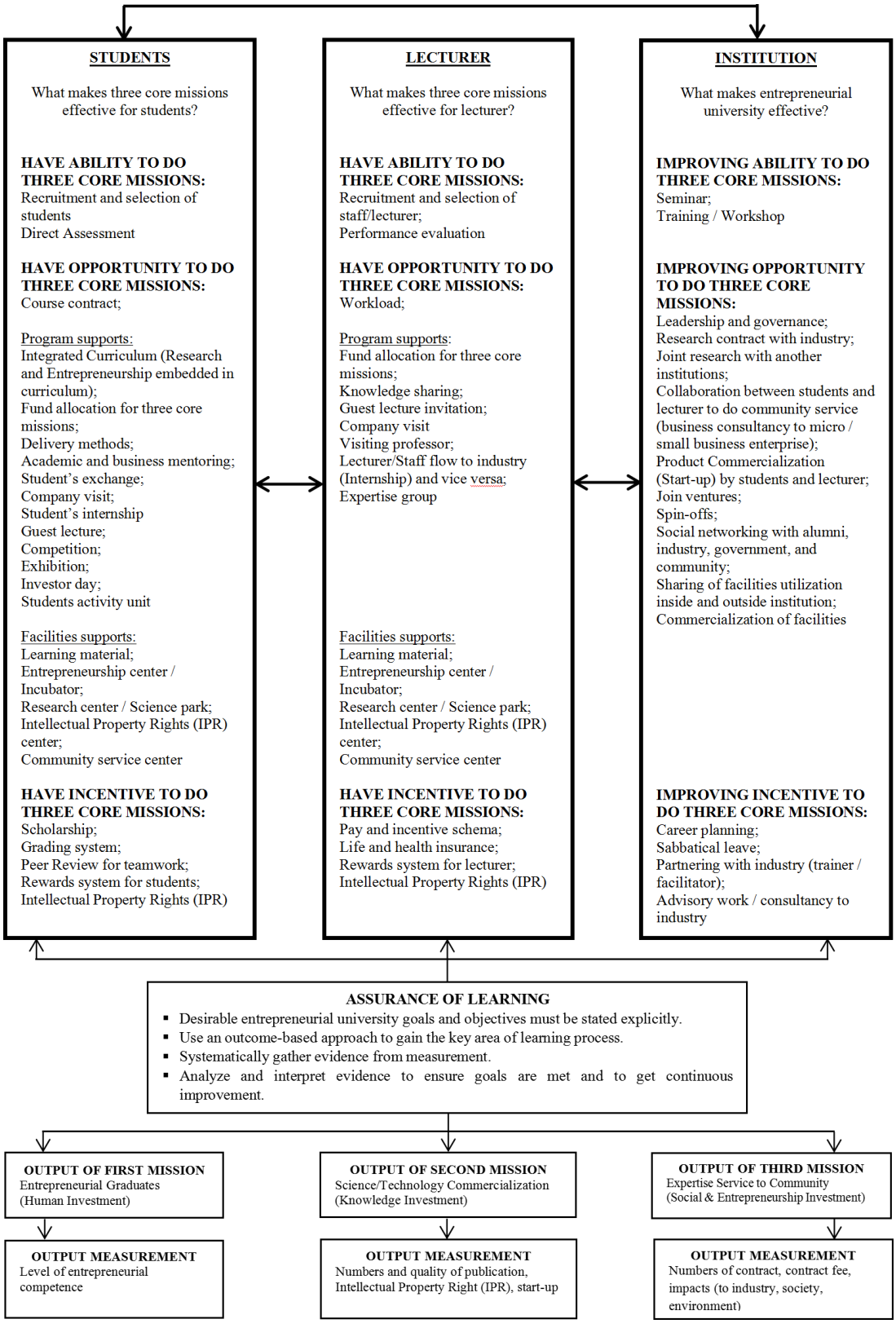


Figure 2 The Framework for Entrepreneurial University (Gustomo & Ghina, 2017)

5. Findings and Discussion

The EU consists of four variables and twenty-four sub variables, there are student's aspects (recruitment & selection, assessment, program support, facilities support, scholarship, grading system, rewards system); lecturer (recruitment & selection, performance appraisal, workload, program support, facilities support, incentive support, rewards system); institution (program support, leadership & governance, internal collaboration, external collaboration, career planning, advisory work with external stakeholders); Assurance of Learning (goals & objectives, outcomes based approach, assessment, continuous improvement). The research findings can be seen in Table 1.

Table 1 The Entrepreneurial University Level of SBM ITB

VARIABLES	SUB VARIABLES		LEVEL
Students	Ability	Recruitment & Selection	Average
		Assessment	High
	Opportunity	Programs Support	High
		Facilities Support	Average
	Incentive	Scholarship	High
		Grading System	Average
		Rewards System	Average
Lecturer	Ability	Recruitment & Selection	Average
		Performance Appraisal	High
	Opportunity	Workload	Average
		Programs Support	Average
		Facilities Support	Average
	Incentive	Incentive Support	High

VARIABLES	SUB VARIABLES		LEVEL
		Rewards System	Average
Institution	Improving Ability	Programs Support	Average
	Improving Opportunity	Leadership & Governance	High
		Internal Collaboration	Average
		External Collaboration	Average
	Improving Incentive	Career Planning	High
		Advisory Work with External Stakeholders	Average
Assurance of Learning (AoL)	Goals & Objectives		High
	Outcomes Based Approach		Average
	Assessment		Average
	Continuous Improvement		Average

Generally, there are eight aspects are confirmed to be high and the remains are average. According to Table 1, the sub variables which in high level are assessment for students, program support for students, scholarship for students, performance appraisal for lecturer, incentive support for lecturers, career planning for lecturers, leadership & governance, institutional goals & objectives. The development of entrepreneurial capabilities for students is embedded in their learning process and several entrepreneurship programs. This practices have assessed by the lecturers with considering the entrepreneurial aspects in their evaluation. The institution also support the students to get some scholarship both from internal and external sources. The performance appraisal for lecturer has a good mechanism hence it can encourage lecturers to improve their working performance, more over the institution has a good mechanism for their career planning. The lecturer also get a good incentive support from their institution to fulfill their needs. The top managements are committed to

support all stakeholders in creating entrepreneurial learning environment. The aspect of entrepreneurship is considering in their vision/mission and also in strategic planning of institution.

The selection criteria for students and and lecturers has fairly consider the entrepreneurship aspects. There are some facilities that are responded to be average level in accordance with the learning needs for students and lecturers such as science park, business incubator, and copyright clinic. Grading system for students has not consistent to be considered in the team work evaluation. The institution should lack of appropriate rewards for students and lecturers that proactive in entrepreneurial activities. Workload for lecturer which consist of teaching, research, and community service is not proportional. The institutions lack of programs that improve the entrepreneurial capabilities for lecturers. The institution do not have clear mechanism in making collaboration between students and lecturers; and also with external collaboration to create the entrepreneurial environment. The institution not consistent in their learning process with outcomes based approach, doing regular assessment, collect the evidences and making some learning improvement continuously.

6. Conclusion

The primary findings of this research are an identification of entrepreneurial university aspects at SBM-ITB, Indonesia based on a proposed systematic framework of EU. Most aspects of the framework were confirmed as average level, and only eight aspects was confirmed as high level. The institution is fairly good to manage all resources within the institutions such as assessment for students, program support for students, scholarship for students, performance appraisal for lecturer, incentive support for lecturer, career planning for lecturer, leadership & governance, institutional goals & objectives.

In order to become the entrepreneurial institution, they have to improve several aspects of EU such as:

a. The institution should consider the entrepreneurial aspects in recruitment & selection for both students and lecturers.
b. The institution should provide facilities in accordance with the learning needs for students and lecturers.

c. Grading system for students should be consistent to consider the peer review aspect for team work evaluation.
d. The institution should provide appropriate rewards for students and lecturers that proactive in entrepreneurial activities.
e. Workload for lecturer which consist of teaching, research, and community service must be proportional.
f. The institutions should provide the programs that improve the entrepreneurial capabilities of lecturers.
g. The institution should improve internal and external collaboration to create the entrepreneurial environment.
h. The institution should provide clear mechanism regarding the lecturer's mobility to external parties such as advisory work.
i. The institution should improve their learning process with outcomes based approach, doing regular assessment, collect the evidences and making some learning improvement continuously.

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Measuring Entrepreneurial Competencies of Small Business Owner in Bandung City-Indonesia

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ABSTRACT

The importance of entrepreneurial competencies that positively impact on business performance and growth has been widely recognized. The concept of such aptitudes has been widely used by academics and practitioners in their drive for enhanced business performance. However, the system of measurement and relationship to the needs of training are require more extensive exploration. Descriptive research is used to analyze the entrepreneurial competencies level of micro business in Bandung City. The aspects to be explored are related to knowledge, skills, and attitude. There are several aspects of competencies which in high level and some aspects are in average level. This findings contribute to make training programs to improve their competencies.

Keywords: competencies; entrepreneurial competencies; business performance; measurement.

1. Introduction

Entrepreneurship is a key issue in developing countries where more than 50% of people consider setting up a commercial enterprise to represent a desirable career choice. For

example, the percentage of individuals in various South East Asian nations who regard starting a business as such is as follows: the Philippines 74.63%, Indonesia 74.38%, Thailand 71.5%, Vietnam 73.29%, and Malaysia 39.28%. The statistics for those who agree that successful entrepreneurs enjoy high status comprise: the Indonesia 81.45%, Philippines 76.15%, Vietnam 75.77%, Thailand 69.39%, and Malaysia 50.98% (Global Entrepreneurship Monitor, 2015).

Despite high number of people consider entrepreneurs as a desirable career choice, there is low number of population who are currently an owner-manager of an established business. They are owning and managing a running business that has paid salaries, wages, or any other payments to the owners for more than 42 months. The statistics present the data for several countries in South East Asian such as Thailand 69.39%, Vietnam 19.55%, Indonesia 17.15%, Philippines 7.25%, and Malaysia 4.78% (Global Entrepreneurship Monitor, 2015).

Several countries face constraints relating to informal education and training in developing start up to become established business (Global Entrepreneurship Monitor, 2013-2014). There are several entrepreneurship education and training for micro business particularly in Indonesia, but the tangible results are difficult to see since the growth rate of established business in Indonesia is unstable. The statistics show that population who are currently an owner-manager of an established business in Indonesia are 21.2% (2013), 11.9% (2014), 17.15% (2015), and 15.3% (2016) (Global Entrepreneurship Monitor, 2015). Entrepreneurship Education and Training (EET) program starts making sense if it has the outcomes that are trying to achieve (Valerio et al., 2014). This study begins with measuring the entrepreneurial competencies of business owners as the initial needs for formulating the EET program's outcomes. The research findings can be used as guidelines to create effective EET programs for small business owners.

2. Literature Review

Competence is a concept possessing many applications (Mitchelmore & Rowley, 2010) typically driven by goals to achieve business performance (Spencer and Spencer, 1993). There are two key terms relating to competencies: one being individual behavior and the

other minimum standards of performance (Strebler et al., 1997). Entrepreneurial competencies are a constellation or group of characteristics associated with successful business development. Competencies can range from personality traits and individual motivations to specific knowledge and skills. Traits and motivations can also spur the development of entrepreneurial competencies. Such competencies impact entrepreneurial performance through the mechanisms of venture opportunities, venture strategy and venture growth (Olien & Wetenhall, 2013).

There are four main categories of competencies, namely; human relations competencies, conceptual and relationship competencies, business and management competencies, and entrepreneurial competencies. Many authors agree that several competencies are very important for entrepreneurs, such as conceptual and analytical competencies, the ability to recognize and exploit opportunities, management skills, the ability to formulate strategies for taking advantage of opportunities, customer management skills, decision-making skills, hiring skills, leadership skills, delegation and motivation skills, and commitment (Mitchelmore & Rowley, 2010).

Competencies are skills that can be learned which enable people to perform successfully. Therefore, recognizing and identifying competencies is very important for educators and the development of learning opportunities. (Mitchelmore & Rowley, 2010). There have been several conceptualizations of entrepreneurial competencies, but few studies that explore the types of competencies needed by entrepreneurs possessing businesses of differing scale. In the context of entrepreneurship, competencies are particularly related to the birth and sustainability of a business. Research shows that the competencies of entrepreneurs contribute to business performance such as profitability and growth (Bird, 1995). Despite research into entrepreneurial competencies is intensifying and gaining enhanced legitimacy within the scientific community, it lacks comprehensive meaningful framework and measurement tools for SMEs. Thus, it can be said that the study of competencies in the previous literatures on entrepreneurship is in its preliminary phase (Brinckmann, 2008).

3. Building Conceptual Framework

A conceptual framework possesses ontological, epistemological, and methodological assumptions. To be an entrepreneurial person requires the ability to respond and adapt to ambiguity. This ability encourages entrepreneurs to become dynamic, flexible and self-regulating. In reality, increased levels of competence do not automatically result in expertise (Markowska, 2011). This means that the development of entrepreneurial competency represents a crucial aspect of business sustainability. The reality of low rates of established business ownership at both local and global levels leads SMEs to create new value efficiently. Entrepreneurial competencies facilitate this process of performing successfully. An entrepreneurial competency is interpreted objectively and emerges progressively through a series of entrepreneurial processes, teaching or training. The entrepreneurial competencies framework can be seen in the Figure 1.

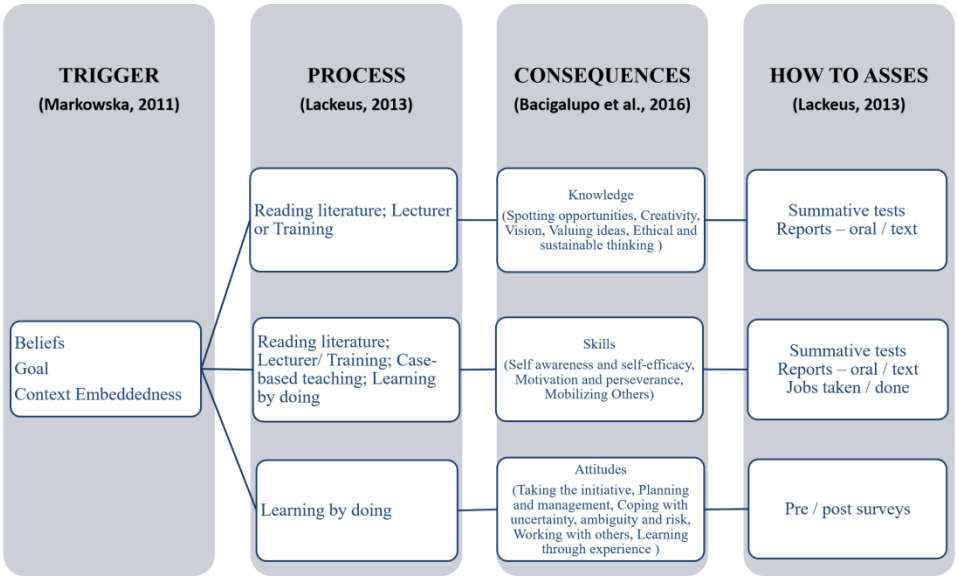


Figure 1: The Entrepreneurial Competencies Framework (Gustomo et al., 2017)

This study explores the entrepreneurial competencies as the consequences of learning process. The consequences of the entrepreneurial process in this framework are adapted from the EntreComp Framework. EntreComp defines entrepreneurship as the universal competence which applies to all spheres of life. The EntreComp Framework is made up of three competence-related areas: Ideas and opportunities (Vision, Creativity, Spotting opportunities, Valuing ideas, Ethical and sustainable thinking); Resources (Self-awareness and self-efficacy, Motivation and perseverance, Financial and economic literacy, Mobilizing resources, Mobilizing others); and Into action (Taking the initiative,

Planning and management, Working with others, Learning through experience, Coping with uncertainty, ambiguity and risk). Each sub-variables is divided into the categories of knowledge, skills, and attitudes which are the building blocks of competence (Bacigalupo et al., 2016).

4. Research Methods

The research paradigm of this study is positivism. The research is deductive direction, because this research begins with abstract thinking, it is logically connect the idea in theory to concrete evidence and finally this research end up with analysis the idea from one research object to develop some general conclusions. This study is using quantitative approach; it is hopefully can have better explanations of phenomena. The method of this study uses a survey. To clarify the research methods, it can be illustrated as follow:

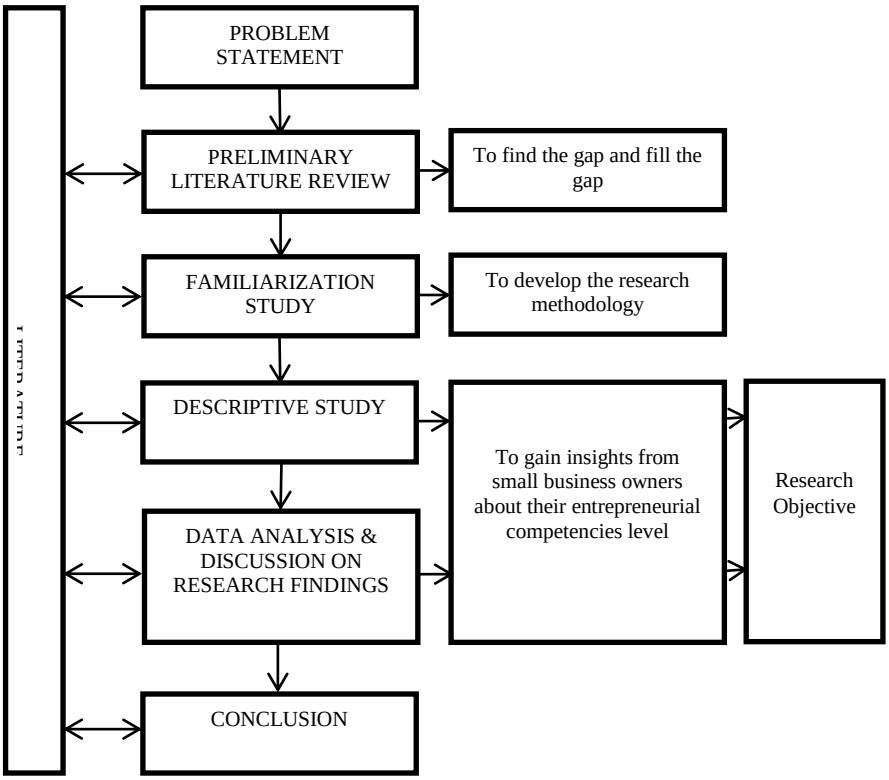


Figure 2: The Research Methods

The unit of analysis incorporate in this research is small business owner. A purposive sampling strategy was incorporated, where samples are selected based on their potential contribution to the model and the demands of the research objectives. The criteria to

choose the respondents are: focus on small business in Bandung area and the business has been running for more than 1 years. The total respondents is 39 business owners.

The questionnaires of Entrepreneurial Competencies are build based on the EntreComp Framework (Bacigalupo et al., 2016). This questionnaires are distributed to 50 business owners, but only 39 questionnaires are eligible to be further analyzed. The data from questionnaires are input into Microsoft Excel 2013 to be analyzed regarding the level of students' competencies. Descriptive research is used to analyze the research findings.

5. Findings and Discussion

The EC consists of three variables and thirteen sub variables, there are knowledge (creativity and valuing ideas; vision; ethical and sustainable thinking; planning and management), skills (mobilizing resources; financial and economic literacy; mobilizing others; initiative; coping with uncertainty; working with others; learning through experience), attitudes (self-awareness and self-efficacy; motivation and perseverance). The research findings can be seen in Table 1.

Table 1 The Entrepreneurial Competencies Level of Students

VARIABLES	SUB VARIABLES	LEVEL
KNOWLEDGE	Creativity and Valuing Ideas	Average
	Vision	Average
	Ethical and Sustainable Thinking	High
	Planning and Management	Average
SKILLS	Mobilizing Resources	High
	Financial and Economic Literacy	High
	Mobilizing Others	High
	Initiative	Average
	Coping with Uncertainty	Average
	Working with Others	High
	Learning through Experience	High
ATTITUDE	Self-Awareness and Self-Efficacy	High
	Motivation and Perseverance	High

Generally, the most aspects of knowledge is in average level and the most aspects of skills and attitude are in high level. According to Table 1, the sub variables of knowledge which in average level are creativity and valuing ideas, vision, and planning & management. The business owners are lack of the knowledge ability to develop good ideas, valuing the ideas, make some priorities, and actualize it into business plan. They also lack of good vision, incapable to inspire others, incapable to conceptualize the strategy and determine priorities to achieve business goals. They also difficult to adapt the planning with the dynamic environment. The good point is they have a good understanding regarding the impacts of their business strategy to the society and environment. They have insure that their business is not giving the negative impacts to external environment.

The business owners have the skills of finding, managing, and evaluating their business resources both human and financial resources. They have the skills to interpret the market price of products/services, hence they are capable to make pricing strategy of their products/services and make some financial budgeting. They also capable to make strategy for financial sustainability. They are capable to convey their business idea, could encourage others' motivation, and give inspiration to others. They are capable to work with team in diversity as the leader of team. They could learn from previous experiences both from themselves and other people, hence they are capable to make better improvement of skills based on those previous experience. But they are lacking of good initiative to take action of problem solving and have moderate calculated risk taking to run their business.

Their attitudes are aware of their strengths and weaknesses. They are very confidence to run their business idea, hence they are not easily satisfied with their accomplishment. They are having high motivation to make positive contribution to others even though they face several obstacles during the business process. They also remain focus on their work despite failures.

6. Conclusion

The primary findings of this research include an identification of entrepreneurial competencies at small business owner in Bandung-Indonesia, based on a proposed systematic framework designed to measure the competencies level as the guidelines for creating the education and training programs. Most aspects of the framework were confirmed as high and average level. The level of development was achieved due to many factors highlighted by several observations. Most of respondents have a bachelor degree than a senior high school degree as their educational background.

Indonesia has provide entrepreneurship as the compulsory course within the curriculum of higher education institutions, hence it gives the platform for the respondents to test their business ideas and develop their entrepreneurial competencies. According to preliminary observation, small business owners in Indonesia have varied educational background starting from elementary school, junior school, high school, bachelor degree, master degree, and doctoral degree. The future study still open to focus on this entrepreneurial competencies aspects to the business owners with the same educational background, hence it could adjust the education and training programs in accordance to their needs.

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INTERNET AND VIDEO WITHIN THE CONTEXT OF SOCIAL MEMORY, HISTORY AND PURSUIT OF JUSTICE; CASE OF COLLECTIVES IN TURKEY

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Abstract

Internet should be evaluated as the complex system of new aims, broadcasting opportunities and knowledge resources. Thanks to digital technology and internet, it has never been easier to record and distribute the videos of a moment, an event to the millions. Internet provide users with a range of affordances for discourse practice, social interaction, cultural production and a large archieve. By this, small, personal narratives can be located against the grand, official and historical narratives and film become an effective carrier of memory, acquire historical value and sometimes contribute to the pursuit of justice. Bearing in mind the re-presentation of the reality in the video recordings and subjectivity of individual expressions, new comments and information emerged within the framework of these testimonies may unveil the different interpretations of the history. As in the whole World, in Turkey, as for the videos and online archives, their narrative structures and discourses are changing accordingly, accompanying a big rise in numbers. Video collectives are being constituted and sharings through internet with a much more subjective style are being realized, addressing issues such as history, politics, women's issues, gender, identity and culture, urbanization and environmental problems. Covering the aforementioned points, this paper assesses works of such collectives with their narrative structures and discourses to beter understand the potential of video and its contribution to the social memory, history and pursuit of justice. By this it will be possible to crystallize the role of internet as an alternative medium and archieve of the digital era.

Introduction

Teun Van Dijk (2003, p.24) defines ideologies as socially shared beliefs that are related to the characteristic properties of a group like the identity of it, its place in the society, its interests and aims, its relations to other groups. Each individual has an idea or a point of view about the world (what it is and how it should be) and this

idea is inevitably shaped by the society the individual lives in. When ideology is summarized as a specific point of view, belief or set of values about the world, it can be said that ideology is a way of creating a meaning and that the meaning that is created always has a social and political dimension. Ideologies are the main social representations of the beliefs that are shared by a group and the general consistency of these beliefs serve as the defining structure. In this respect it can be said that all the social communication channels that are based on social representations are under the influence of ideology. Since it is not possible to talk about the formation of a language that is free from ideological influence, it is also not possible to talk about a communication that is free from ideological influence because the fundamentals of making sense that enable the formation, transmission and the perception of the messages are shaped by ideology. Therefore the individuals are under the influence of ideology for their whole lives as they get information about the rest of the world starting with their own language and their ways of interaction, through the people and the groups they associate with, the objects around them, the institutions of the society, various forms of mass communication and educative narrative (Van Dijk, 2003, p.22).

Ideology and the representations that are formed are important to come to power and to reproduce the power. Power is defined as `the power, force, ability to do something (or have it done)'[24], `the ability to reach the targets and the desires you believe in spite of an existing opposition` (Arda, 2003, p.277). As the political power legitimized itself with violence and abstract elements before modernity it needed a new element of legitimacy with the dawn of modernity. Anthony Giddens has organized the institutional dimensions of modern political power in his work, *The Consequences of Modernity* as supervision (to control the society by supervising the information directly or indirectly), capitalism (to ensure the continuance extensiveness of technological innovation as a result of its competitive and expansionist nature), industrialism (transformation of the nature, development of artificial environment) and military power (the control of the vehicles of violence in context of the industrialization of the war) (Giddens, 2004, p.62-64). In the context of coming to power and its reproduction, means of mass communication plays such

[24] Türk Dil Kurumu (Turkish Language Institution), Güncel Türkçe Sözlük (Current Turkish Dictionary), http://www.tdk.gov.tr (01.07. 2017).

an important role in supervising the information and in social control as a means of surveillance that Althusser in his famous work, *Ideology and Ideological State Apparatuses* lists communication and culture among other six ideological apparatuses (Althusser, 2006, p.63). Both Horkheimer and Adorno (1996, p.7-62) perceives the goods that are consumed culturally as apparatuses serving the political power in infusing their legitimacy into the people. According to Adorno as the masses are not equipped with enough information, as they perceive things momentarily and without criticism, the emancipatory functions of art won't work. This situation turns the modern mass culture into a psychological control mechanism that creates atomized reactions in accordance with the ideology of the political power (Adorno, 1964, p. 475).

Representation helps people to draw the lines between them and the world. Representations are taken from the society each individual lives in and are indigenized becoming a part of the self. In this way an individual shapes up with the representations of the world in which he/she lives and his/her life from then on turns into something that can be defined through the figures and forms that encircle the social life. The representations that dominate a culture have vital ideological power. They play a crucial role in deciding which figures and which lines will predominate over others in the forming of social life and institutions in the context of shaping social reality. For this reason controlling the production of the cultural representations have a critical role in maintaining the social power. It is only natural that different narrative and representation strategies exist in different social circumstances both in video and internet environment and in audio visual narratives whose ways of distribution have changed with the coming of internet. In the context of ideology, mainstream or alternative narratives are a part of a broad cultural representations system and this way or the other they form the basis of the shaping of the social reality and they sustain the social institutions that will govern the common idea about what this world is and how it should be (Ryan, Kellner, 1998, p.35-37).

Mass communication is at the core of all the processes of today`s policies in governing the common opinion. As Susan Sontag has also mentioned the traditional media causes the viewer to get alienated to the reality by impoverishing the experience by means of leaving out of the picture the things that would be seen or

heard by someone who is really ‘out there’ (Cited by Lutz, 2004, p.183). This is caused partly by technical limitations of the traditional media and partly by social cultural and political limitations. Therefore as the mainstream media reach the society with the narratives of consent, the alternative and free media stand on a more libertarian ground searching for the reality in different places with objection and criticism.

The equipments needed for audio visual records have become much smaller, lighter and cheaper and therefore more accessible in digital era. Likewise it has become much easier to edit these records and get them ready for broadcasting by means of digital systems. Moreover the availability of possibilities to copy these records easily and to publish them on internet provide easy access to viewers. Therefore the recent informatics and communication technologies have rendered possible the production, distribution and the consumption of media contents for broader parts of the society. As the borderlines between learning, working and relaxation in internet become more and more vague, the cell phones, tablets and computers that are always on and online turn everyone into both content providers and consumers of this medium.

Manuel Castells (1997, p.15) refers to the society that is transformed by the cultural effects of the informatics technologies as “network society”. According to Castells, the network society in which the flow of information came to the forefront is a world-wide social structure that is formed in information networks and that is mobilized by informatics technologies. As this structure creates an interaction between people that is based on culture, it also affects the balances of consumption and power. Also, Manovich (2001, p.40) in his analyses over informatics technologies and specifically over the new media calls all the new products related to the new media as new media objects. He states that these objects are cultural objects and underlines the facts that these objects are created by giving reference to the objects that exist in real world physical by representing them and re-building them. Thus in this context it can be said that as the media processes all kinds of information like sound, image and text, many people nowadays reach the information and therefore form an opinion not through face to face experience anymore but through this medium.

Image and Reality

In modernism project, image has been granted a privileged status. Image is regarded both as one of the main tools of communication and also as an entrance into symbolic information treasure created by social and cultural accumulation. With this kind of disposition, image is therefore the most distinguished sense in perceiving the reality and is considered equal to knowing. Modern world is more like a phenomenon that can be "seen" (Jenks, 1995, p.2). Modern man therefore is surrounded by image in a fashion the likes of it has never been seen in any age in history. In accordance with the ever growing importance of image in peoples' lives, "seeing and the transfer of images" have become the focus of the developments in informatics technologies. Cinema, which is another product of modern technological developments, is also based on image. "Camera turns the outer world into a private property and the eye to its owner" (Sartori, 2004, p.8). The sequence of communication that is based on image has resulted in regarding image as reality. The image in many cases is considered as a copy-paste of reality.

The face to face experience period has come to an end in the sequence of information acquisition with the dominance of the image. It has become wide-spread to get information by watching the imagery that is produced. As a result, as the viewer stays as a passive perceiver, he/she is bombarded with messages. Now it suffices just to look in order to perceive and to consume the information that goes through the mediation of visual media. The word finds its expression in the meaning it covers and the reality it transmits but it would only mean something to us if we know that language the word comes from. Otherwise it would mean nothing to us other than a sound, a symbol or a lifeless letter. On the contrary image is a naïve and simple visual representation. For this reason in contrast to other cultural texts, visual narratives such as photography or cinema are considered as things the common people would understand.

'Seeing' indeed is the first and most important step of the process of getting informed. That a person turns his/her head around and tries to see where the sound that he heard comes from, is a basic example of this fact. Image associates all the senses like hearing, touching, tasting and smelling with a physical existence and links them all with reality (Kutay, 2006, p.19). The authority in video as a visual narrative is the authority of the image. Other than the intention of the person recording the spectacle, the viewer is inclined to perceive what he/she sees as

straight forward. As Comte has said, "What can be seen can also be believed in" (Cited by Jenks, 1995, p.6) the focus is on the eye that believes what it sees; therefore the highest authority becomes the thing that is seen. The thing that is seen is presented as 'real' and is perceived as real. Here it must be emphasized that the fact that the images could be more lacking and more manipulative than the words is overlooked.

The fact that the images are perceived as reality causes the blindness experienced when looking at movies and the photographs. "The person that sees is in the hands of the person that shows" (Sartori, 2004, p.10). In the frame of the credibility of the image, the viewpoint, background and the manipulation made by the recorder doesn't easily give themselves away but the image is produced according to vision of the producer of the image as a person and it is also reduced, edited, cropped according to the aesthetic codes in keeping with his/her perspective about power relations, (colonialism, paternalism etc.) ideology (western science, liberal humanism etc.). Therefore the manipulative aspect of the image arises both from the preferences of the producer of the image and also from the social codes that dictate the perception practice of the viewer.

The power of image is its visibility and it turns people into its slaves. This is one of the limitations of the relation between image and reality. For the people who sees (and contents oneself only with seeing) the things that can't be seen are not real. This ignorance requires the crystallization of the way the viewer follows as he/she chooses which image is "worthy of seeing" among hundreds of others. It is widely accepted among the commercial media structure both local and mainstream that visual language is one of the main tools of power and social control. With other words "one who has the power creates the visual language" (Jenks, 1995, p.15).

As the images recorded timely and appropriately become the proof of someone being there, the reality of the people depicted in the movie about the matter is documented with their images. As it has been dealt before, it must be noted that the image can't be an exact recording of the reality and the superiority of a decent audio visual narrative lie in its ability to reach places that the common eye can't reach. The camera can only reach a reality in which there are things that the common eye won't notice this way and only through this way the images will become the supportive narrative elements of the reality presented anew. As for the relation between the

image and the sound, the supportive sound that is used with the image can be used to enhance the reality and the credibility or to make the viewer orientate himself with the subject or to manipulate him/her emotionally (Öcel, 2005, p.67). It must be noted here that the effect of an incomplete or manipulative narrative can be doubled with sound.

Alternative Media and Social Memory, History and Pursuit of Justice

In the internet environment content carries more importance than technique and the distinction between professionals and amateurs becomes dimmer due to the developments in audio visual recording technologies and it is vital that the individuals, NGOs, different ethnic and religious groups, opposing political views, different sexual tendencies and sexual identities voice their opinions and share their untold stories in public space and find their place in the cultural arena. Thus it would be possible for them to exist with their own narratives, to reckon with the official ideology and remind the official history about their existence and to contribute to the social memory. The fact that anyone can participate anytime is essentially what keeps the system alive.

No matter what his/her purpose is each internet user contributes to an ever growing information build up. It is for this reasons that internet quickly turned into a social technology that provides access to information (Hartley, 2008, p. 6, 7). When we understand the participation of the internet users (with their own initiative) as their will to represent their own representations, to make their voices heard and to be one of the actors in the transition of the traditional media representations, it is possible to evaluate internet as a social revolution rather than a mere technological progress (Bloom, 2013, p.117).

As individuals who are total strangers to each other get into direct contact and learn from each other, a whole new concept of face to face communication is being shaped up. A video shared in YouTube or any other similar website finds itself a potential audience in global proportions way beyond the limitations of the users personal contacts and his/her community. As physical distances and intercultural borders disappear, it is only natural that positive expectations are on the rise about the possibility that this new society could change the world. Michael Wesch underlines the fact that intercultural communication and dialogue has gained an

unparallel importance in this age when we can see and hear a person on the other side of the planet just by touching a button[25].

Gehl (2009, p. 45), states that YouTube can easily be defined as an archive. As Uricchio (1995, p. 256, 260) explains the way how the recordings of marginal groups are left out in the process of preparing the archives of official film and television stations when all the material supporting the official narrative are included, he states that there is an analogy between the choices made in official history writing and the choices made when archiving. Therefore he points out to the advantages of video sharing sites such as YouTube as archives. Thus the archives where sub-cultures are represented are formed by popular forms of archiving (such as video) as opposed to the official archives that are formed by political choices. As Patricia Lange (2007) has mentioned YouTube is a platform where the products that belong to the popular culture find themselves a place. This has not been possible in traditional archiving before. This is one of the reasons why Internet (in this case YouTube) has been defined as an alternative medium.

Bowker (2005, p.227) emphasizes the importance of the archives in power balances when he answers the question of "How do we come to power?" as "by reaching the information from different sources, by sorting this information out and by designing the future". Power comes not from only accumulating things but from the way how they are brought together to design the 'reality' and to rebuild the cultural memories. Also Gehl (2009, p.49) emphasizes the fact that by accumulating and sorting out the material in the archives new realities are brought to light.

With the developments in the philosophy of history, history moves towards a multicultural, more privatized and a pluralist structure from its traditional oppressive, stance. As Berkhofer (1995, p.263-83) defines these plural histories as polyphony, he mentions that different viewpoints, contradictions, disagreements and disintegrations opens historical analyses up to different explanatory forms. Also when LeCompte (1981, p.53) claims that the history belongs to the ones who write it, he mentions that the modern techniques including audio visual records provide competent forms in history writing.

[25] For Michael Wesch's "An anthropological introduction to YouTube" https://www.youtube.com/watch?v=TPAO-lZ4_hU (13.07.2017)

Collectives Using Video and Internet; Case of Turkey

There are two important periods regarding the emergence of video collectives in Turkey; the end of the 90's (when opportunities of technological recordings have evolved) and Gezi protests[26] (with the efficient utilization of internet). Gezi protests which came to forefront with the effective utilization of internet, is a well-documented social movement. Even the 1.7TB data material that Videoccupy (which appeared in this period) keeps hold of shows that the activists used the new media not only to communicate and get organized but also to document the process with videos and photographs. With Gezi, social media turned into alternative media and millions of people both from Turkey and from the world used social media to keep up with the developments. Many groups have communicated over social media and shared videos and images and many directors have reached the sources of the images in social media through social media itself. As the narratives reflect the polyphony of the people involved in the protest, the activists in Gezi have found opportunities to express their stories with their own experiences. For example Dokuz8haber[27] is a civic journalism focused volunteer news network platform. With Gezi there has been a great reaction towards mainstream media from significant sections of the society due to the negligence towards the social uprising. The people who are involved in the protests themselves, eyewitnesses have all shared the information and the footage they have through social media and have participated in this "civic journalism". Acting on this idea professional journalists and some media platforms based on civic journalism have come together and formed Dokuz8haber. One of the collectives in Dokuz8haber's news network is Seyr-i Sokak.

Seyr-i Sokak[28] is a medium that produces videos, organizes video activism workshops, prepares special news editions and gives opportunity to people to tell

[26] Gezi Park (Istanbul, Taksim) protests first started as an action against the project to rebuild the Topcu Barrack in the park. On May 27, 2013 bulldozers have entered the park. As the news of this has spread through social media in a short time some activists have gone to the park to stop the work and the police intervened. These interventions and governments insistent statements about the rebuilding of the barrack have turned the protests into an anti-government movement which spread to the other cities of the country starting with the big cities like Ankara and Izmir.

[27] https://www.facebook.com/dokuz8haber/
https://www.instagram.com/dokuz8haber/
https://twitter.com/dokuz8haber?lang=tr
https://www.youtube.com/user/dokuz8haber/feed (12.07.2017)

[28] https://www.facebook.com/seyrisokak2/
https://vimeo.com/seyrisokak

their own stories. They capture press briefings, mass gatherings, campaigns, boycotts, human rights violations and violence to use these later in various different forms. They inform people on the street over social media through their Facebook, Twitter, YouTube and Vimeo accounts. They hold workshops called "Memory of the Street" in Ankara (where they are stationed) and other cities to encourage people to make their own videos and to draw importance to the importance of video activism and video shooting. That the footage made by Seyr-i Sokak is requested to be included in the case file of Ethem Sarisuluk[29] in the court can be given as an example to the active role of video making in the struggle for rights. In addition to this the exhibition[30] made by Seyr-i Sokak using the records from mobile electronic system integration cameras, police cameras and police radio can be evaluated as a study towards alternative history writing. Still the footage made by Seyr-i Sokak about the struggle of Nuriye Gulmen and Semih Ozakca who were dismissed from their profession with executive order and later arrested while on hunger strike first appeared on Seyr-i Sokak's own social media account and later drew attention from national and international media.

Hafiza Kaydi[31] is born in the autumn of 2013 in the park forums that started in post Gezi. It is an open platform that is started by people who were eager to take steps in matters like social memory, settling the score with history, social dialogue, reconciliation and peace. The group carries a strong faith that open and credible information and content which is created collectively would "touch" anyone and that bringing the small scattered pieces together in a creative way would encourage people to face the picture of the whole. They are open to collaborate with anyone who has information and who are ready to work with this information in artistic and editorial ways to turn it into a documentary, communication tool. They have initiated an action under the title of Takvim Yapraklari (Calender Pages) to draw attention to reckless, defective structuring in the case of the collapse of Zumrut

https://twitter.com/seyrisokak
https://www.youtube.com/channel/UC_e3tnbDwNTGTY9SxDVyM-A/videos (14.07.2017)

[29] Ethem Sarisuluk is one of the protesters against the rebuilding of the Gezi Park. He was shot by a bullet by a police officer in Guvenpark (Ankara, Kizilay) from his head and was heavily injured. After spending 14 days in intensive care he lost his life. For the footage of the moment he was shot, see https://www.youtube.com/watch?v=-wA4xNjEt7g / (14.07.2017)

[30] For information about the exhibition see. . http://bianet.org/bianet/sanat/165317-aksinden-yansi-polis-goruntulerinden-gezi-direnisi (14.07.2017)

[31] http://www.hafizakaydi.org/ (18.07.2017)

Apartment in Konya in February 2, 2004. The building had collapsed without any apparent reason and caused 92 people to die. Also the death of the cyclist Cagatay Avsar on June 17, 2010 by a hit and run accident has formed another case for the group. This incident has been approached under the right to live as the perpetrator has never been found and a suit could never be filed due to lack of evidence. Also as in the frame of the suicide of 26 year old Emine Akcay on March 14, 2012 in Seyhan, Adana many cases regarding poverty, the shortfalls of social state, the non-existence of social solidarity networks that are most often bragged about have been covered and documented with videos, photographs, news, texts, slogans and posters and infographics. That the contents of related incidents are also presented in the form of Takvim Yapraklari shows that such incidents still happen and sheds a light to today and the future. Also with a guide[32] that includes various titles such as photography, video and media scans that shows how to keep the memory registry the group tries to broaden the network in a standardized structure.

Hakikat Adalet Hafiza Merkezi[33] is another collective supporting and investigating prosecutions, as well as archiving for any future research and reference on human rights violations. This independent human rights organization set up by a group of lawyers, journalists and human rights activists aims to uncover the truth concerning past violations of human rights, strengthen the collective memory about those violations, and support survivors in their pursuit of justice. Through Communication and Advocacy Program, Hafıza Merkezi pays special attention to communicating its call for justice with the wider public. The fundamental objective is to make visible the pressed/marginalized voices of the victims and to trigger public discussions on what happened in the past centered on the memories of the victims. As exemplifying works, Faili Belli (Perpetrator Not-unknown)[34] has been prepared to follow-up on trials concerning massive human rights violations in the recent history of Turkey. Hafıza Merkezi took up the administration of *Faili Belli* (Perpetrator not-unknown) in 2015. In the database of Zorla Kaybetmeler (Forced Disappearances)[35] that is prepared by Hafiza Merkezi it is aimed that the data about the people who have disappeared by force since the military coup of September 12, 1980 are

[32] http://www.hafizakaydi.org/rehber/giris/ (17.07.2017)
[33] http://hakikatadalethafiza.org/en/ (18.07.2017)
[34] http://failibelli.org/ (18.07.2017)
[35] http://www.zorlakaybetmeler.org/aboutus.php (18.07.2017)

collected. In this database the personal information about the victims, their disappearance date and place, their stories of disappearances, legal information about their disappearance and the information about the suspected perpetrators are included. To verify the information in the database, statements of the kinsmen of the victims are also presented under the title of testimonies. Hafıza Merkezi also organize workshops like "Hackathon by Hafiza Merkezi: How to Tell the Stories of Enforced Disappearances"[36] to explore new ideas and proposals for disseminating data and findings in forms of telling that related to the novel kinds of interactions that the young and upcoming generations have.

bak.ma[37] is a social struggle digital media archive that is formed to strengthen the opposition in a digital platform after Gezi protests. It has been formed as an autonomous and an anonym space where the users can manage, restore and classify footage. It is an open platform where the events in recent Turkish history can be restored without any concern about an aesthetic editing. The users can download the archive as well as upload new material. Online editing can also be made to the material that is uploaded and subtitles, tags, texts and information can be added. Other than the popular services, torrent networks, cloud services, digital media archives such as bak.ma are also important alternatives for distribution. Open sourced digital archives offer the possibility to restore and distribute the audio visiual material with open coded software. These archives carry an important role with their potential to keep the footage alive and ready for future renditions.

Conclusion

Reaching the information, verifying it and extending it appear to be the main concerns in memory studies. Although online accessibility of the information is important, work needs to be done about forms of interpreting this information. In strengthening the sense making, audio visual narratives such as video narratives should be regarded as a tool regarding the correlation between the image and the reality. In addition to this, keeping in mind the possibility of falsification of the material, a continuously changeable and a verifiable format has to be provided. At this point within the interactive structure of the internet it would be possible to

[36] http://hakikatadalethafiza.org/en/hackathon-by-hafiza-merkezi-how-to-tell-the-stories-of-enforced-disappearances/ (18.07.2017)
[37] https://bak.ma/ (16.07.2017)

update the narratives and take them out of their historical context. Therefore it would be possible that an audio visual narrative in the form of a video be the source of accurate information and not stay as a form of propaganda. Still, the importance of a physical archive (along with an online archive) should not be ignored. To keep today's records for future, videos along with other material should be safely restored and their clarity and accessibility should be ensured. By making the collected data usable for others, the narratives and the videos would not only stay as a purpose but also as a tool. In such a participatory structure it must be ensured that the individuals could make their narratives visible and this is where standardization becomes important. With the support of data professionals the incompatibilities that can be experienced between the individuals and the data collection standards of local organizations could be minimized.

When thought about the power of media in constituting the reality, the narratives that gain accessibility to the masses through internet become a tool in sustaining social justice. These narratives intentionally or unintentionally lay hand on subjects that the mainstream media turns a blind eye (because of commercial, political reasons or any other reason) to. It is a fact that as it is remembered, as it is talked about, as it is put in a written form and as it is visually recorded, the past is always interpreted anew. In other words the past would always be open to new readings and therefore would shed light to today and the future.

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IMPROVING CROSS CULTURAL DIVERSITY IN THE WORKPLACE: A LOOK AT WOMEN AND CULTURES

GLOBALIZATION, LEADERSHIP AND DECISION MAKING

DR. INGRID FRAY

Introduction

Almost no American corporation is immune from the impact of globalization (Javidan, Dorfman, De Luque & House, 2006). The reality for American corporations is that they must increasingly cope with diverse cross-cultural employees, customers, suppliers, competitors, and creditors (Javidan, Dorfman, DeLuque & House, 2006). There are 11,553 women and 8,556 males currently enrolled at a major University in New York City. Between fall 2007 and fall 2008 female students accounted for 57% of the student body while international student population has increased to 40% vs. 38%. The rate of retention for females has decreased. 61% of the graduates were females compared to 62%.

Internationally female students account for 51% of the total student and male international students account for 48% of the student body. International students represent over 100 countries with the top five including, India, China, South Korea, Taiwan, and the Caribbean. Students within these top five countries are studying abroad in the United States on a visa or temporary basis. With the number of international and female students within the university, there are currently no mentorship programs available for these groups.

This particular University operates within three campuses in New York City and two in Europe. Total student population is 20,109. New student enrollment is up 4,737 to 4,808 while the number of freshman students has also increased. Although the university is culturally diverse the needs of the International students are not being met and it affects the performance in the classroom. Female freshman increase every year however retention rate is low with female students dropping out before their second term.

Many times the international students are afraid to speak up in fear of not responding to questions properly or judgment from other students. This stifles the level of success they seek from coming to the United States and not being able to fully grasp or understand the information they seek or are learning. With limited or no support from faculty and/or students, how will international students adjust and gain knowledge as one of the future business leaders of tomorrow? In order for American business leaders to gain understanding of cultural differences, take advantage of the opportunity of when a young student first enters in the U.S. for educational purposes. Javidan, Dorfman, Sully de Luque, & House (2006) state that to be open minded and to understand the cultures of the different countries, managers need to be able to compare their own cultures with those of other countries. Given the opportunity to learn, share ideas and mentor is an opportunity all universities can take advantage of when students first enter the United States for educational purposes. Findings from the women's college coalition (2009) state that mentorship programs create opportunities for encouragement, job placement and a higher retention rate for universities.

The two issues to be discussed are cultural differences as Javidan, Dorfman, Sully de Luque & House in (2006) state, to be open-minded and to understand the cultures (global connections) of the different countries.

Analysis/China and Women

The majority of the international students that enter the university is question are from China. Many of these students do not actively participate in class due to the language barrier or do not have a clear understanding of the American culture. Developing a relationship with this particular group helps us study their system and culture which gives us a better understanding how to further reach our goals internationally when working with a Chinese or any other international counterpart.

Research has shown, for example the mindsets of East Asians toward business, including the way they define cooperation and competition, are significantly different from those in North America (Tung, 1997).

International and Intranational diversity as described by Tung (1997) are managing the interface between expatriates and host country nationals (the former) and Intranational diversity, on the other hand, refers to dealing with the realities of a multiethnic workforce and the increasing participation of women in professional and managerial ranks within a domestic context. We examine the intensity of which we will not only be working with organizations and people from one country, but the influx of immigrants and the momentum in which women are gaining managerial positions within organizations. Graduates of women's colleges constitute more than 20% of women in Congress and are 30% of a *Business Week* list of rising women stars in corporate America) (Women's college coalition, 2009)

Intuitively, globalization is a process fueled by, and resulting in, increasing cross-border flows of goods, services, money, people, information, and culture (Guillen, 2001). Globalization exists on many levels and it is important in cultivating relationships and helping to maintain them. Globalization is an important aspect in also developing relationships cross-culturally with women. The term as Guillen (2001) describes also appears linked to cross-border advocacy networks and organizations defending human rights, the environment, women's rights, or world peace.

Foreign direct (excluding portfolio) investment as a percentage of GDP is 2.5 times greater today than twenty years ago-and nearly four times greater in the developing world (Guillen, 2001). Key importing and exporting countries as described by Guillen include China, Taiwan, India, and the Caribbean. Globally each country has their own specialty in various markets. Guillen (2001) gives an example of German, French, Japanese, and American firms are competitive in the global economy, but rarely in the same industry and market segment. Each is trying to gain or maintain leadership within their respective countries. House and Aditya (1997) examined leadership and studied the success of leaders who led multiple/diverse groups. Both found that 59% of the variance in leadership emergence was due to leader behavioral flexibility. The ability to get along with others in order to fulfill the goals of the organization is an important aspect of leader and the success of a global marketplace. O'Toole and Galbraith (2002) also describe leadership as not an individual responsibility, but shared responsibilities that require two or more individuals to build and sustain a successful organization.

As with working within a multicultural organization whether it be domestic or international there is not doubt that teams will be established. Some teams are virtual while others are in office. Virtual teamworking involves collaboration and teamwork between a geographically and temporally separated workforce (Nandhakumar, 1999). A manager has to be mindful of the variation in values, attitudes, and behaviors attributable to the multiple forms of culture (cross-national, corporate, professional and industry) and be open to different points of view (Tung, 2009). In corporate we are use to just being introduced to individuals and a limited orientation process. Orientation can not replace the use of working with individuals at an early stage of their introduction to business or other study. Tung states (2009) traditionally, the ability to manage, work with, or both, people from different racial/ethnic backgrounds has been required of international managers. To help organizations develop closer relationships with culture we examine the three constructs as developed by Goto (1997). Goto states that the extent to which an individual is familiar with the other individual's culture defines the construct of "knowledge of culture". There are over 200,000 U.S. expatriates worldwide and should be able to identify with cultural differences between their culture and that of the comparison countries (Javidan, Dorfman, Sully de Luque & House, 2006).

Within that culture of knowledge exists trust issues and the relationships that are built to enable individuals to engage in a success operation to meet its organizational goals. Nandhakumar (1999) define trust as 'confidence in the reality of a person or system, regarding a given set of outcomes or events. To understand and develop trust multi-cultural organizations depend on past experience and/or current interaction. Previous experience is often time better because we have at least a past experience where as to gauge and build a successful relationship. Many teams often depended on an elaborate body of collective knowledge and diverse skills for solving problems; however, they had no history of working together (Nandhakumar, 1999).

The existence of mentorship programs enables individuals to gain guidance and understanding of an organization and its employees. Understanding of culture is imperative for the fulfillment of growth to the current American economy. We are not talking about establishing a women's college but we must examine the importance of these institutions and why they have grown and existed within the past fifty years. As stated by the women's college coalition (2009), the advantages of women's colleges are said to be due in part to:

- The availability of more female mentors and role models among the faculty and top administrators;
- Greater opportunities for and participation in student leadership roles; and
- Higher percentages of students enrolled in the traditionally-male disciplines of math, science, and engineering

By establishing conditions that foster student faculty interactions, women's colleges appear to have provided important support for women in fields where they are underrepresented. These skills, which are typically associated with career success and leadership, reveal some of conditions that contribute to the high production of leaders from women's colleges (women's college coalition, 2009). In the area of gender differences, research has shown that there can be significant differences in communication patterns and styles of leadership between males and females (Tung, 2009).

Interestingly enough many organizations are requiring their staff to undertake temporary overseas assignments as part of their international mentorship program A growing number of companies consider them as part of overall career development for those people with potential for advancement to senior management positions (Tung, 2009). As part of the new mentorship process, Tung (2009) lists the multiple purposes that an overseas assignment serves:

- Development of a global orientation. An international assignment can sensitize the executive to the limitations of an ethnocentric approach. The person will be exposed to different mindsets, ways of conducting business, and doing things in general.
- Provision of greater opportunities for the expatriate to assume broader responsibilities. Because the overseas operation is usually smaller in size than corporate headquarters, the international executive is required to undertake a broader range of activities with their commensurate responsibilities and authority. Closely associated with this is greater exposure to a more diverse range of disciplines and industries.

As we further examine collaboration between groups with a multicultural level we notice a vast difference in how effective collaboration can become. Also, given the competitive challenges of organizational growth, globalization, and expansion through strategic alliances, the ability to effectively develop and maintain strategic partnerships and alliances among competitors and multicultural/multilingual relations has become a critical competence (Lewicki, McAllister & Bies, 1998). Given the opportunity we have at This university the indication is the ability to network with these groups prior to them moving back to their native country. An understanding of workgroups and relationships enables the researcher to examine how cultures are defined, what defines them and how we can take advantage of the opportunity that we have in the early relationship.

Conclusion

Women look for encouragement and engage in positive reinforcement from other women. They tend to be more comfortable from taking advice and gaining new ideas from the mentorship of other women. Through the development of mentorship programs and schools specifically geared towards women this enables the ability for this group to perform and achieve perceived goals by their respective organizations. According to the 1995 Federal Glass Ceiling Commission report, Good for Business: Making Full Use of the Nation's Human Capital, African Americans account for 12.1% of the population in the United States, and women constitute one half of the productive workforce (Tung, 1997).

Through our collective data and findings (Tung, 1997) has identified three key elements in establishing better relationships with women:

- The introduction of an awareness training program, titled "Women and Men as Colleagues," to address "how traditional and often-unconscious attitudes distort the selection, development, and promotion of "women".
- The institution of corporate and community sponsorship programs to support the education and career development of women employees.
- The establishment of flexible work arrangements (flextime, flexible work week, permanent part time, job sharing, and flex place) to accommodate employees

with multiple commitments.

Women colleges have developed a place for sharing and active learning. With the establishment of women colleges, programs within co-ed universities have also looked to examine and possible replicate the success of such programs to future female business leaders.

Why with the success of women business leaders are they still neglected in certain business areas? How will a mentorship program for women at This university change the perception of business leaders, or will it? What is the university looking for if they were to launch this program? Is it financial, the study of women to better understand placing them in organizations, or that these future leaders will be at one point entrepreneurs and will it benefit the graduates at the university?

Within our diverse cultural groups we will be asked to work on assigned tasks or assigned to temporary groups. Within these temporary systems a formation of trust needs to be developed to enable groups to coincide and achieve a desired outcome from both parties. Within these temporary systems we examined what a group needs in order to be successful. Meyerson, Weick &Kramer (1996) described the formation of trust by organization, especially diverse and their success be based on a better history of working together, understand of each task & that of the individuals assigned to that task and continuous communication.

We can not escape the fact that organizations will become more diverse and have no choice but to adapt to our changing society. Prior to working within a multi-cultural society how should we prepare? Should the United States adapt to a changing society or should a changing society adapt to us? Through the research we can gather that many organizations recognize the need to develop a young relationship with international workers and students. At the beginning of a young relationship we can discuss common differences in an open manner which will later benefit either parties while they are here temporarily (or temporary system) at the University or any other work related places.

Meyerson, Weick & Kramer (1996) examine temporary systems and state, one way to resolve this puzzle is to look more closely at the properties of trust and of temporary systems. A closer look suggests that temporary groups and organizations are tied together by trust, but it is a form of trust that some unusual properties (Meyerson, Weick & Kramer, 1996). A second implication of analysis is that if people find it hard to resolve uncertainty quickly with a move toward either unwarranted trust or unwarranted distrust, then we would expect to see more idiosyncratic resolutions of trust uncertainty consistent with personality predispositions and prior implicit theories of trust (Meyerson, Weick & Kramer, 1996).

Future Research

As the United States becomes more globally accessible their needs to be a plan of orientation and education for expatriates. What can we expect from these findings but to understand that we have limited understanding of cultures and how they make decisions? If other nations are surpassing or have caught up to the United States in development then how can we use our ability to meet them in the infancy of their development?

Individuals who assume position of power must also know what is expected or what others expect of them. In a power situation there must be clear communication between the person who initiates policy and the person who must comply (Bachrach & Baratz, 1963). How can the United States and other cultures communicate each others views and opinions on issues that even though they disagree on, there can at least be a better understanding and compromise?

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Turkish Serials' Sector's Conditional Analysis And Its Contribution To Turkish Economy

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Abstract
Serials sector is an industry in developed countries like United States. In Turkish serials' sector has convenient conditions to be able to be an industry. In 2014-2023 Istanbul Region Plan radio, televison and film sector is among priority sectors. Therefore this study aims to reveal the strategies which are providing to contribute the Turkish economy in this sector. First of all we will analyse detailed sector and then advice on the condition facing to future. In this study, in Turkey's media sector, we will investigating existing present situation in terms of human resources, source of finance, networks and cooperations, production, demand and infrastructure tecniques. And also some advices will be improved for media sector to be restructured within the scope of 2014-2023 Istanbul Region Plan and developing potential of sector.

Keywords: Serials' Sector, Turkish Television Serials, Creative Industries, Turkish Economy

Introduction

The serial sector is one of the important sectors turning into an industry and providing a contribution in developed countries. In Turkey there have been convenient conditions to make an investment in the serial sector. In Turkey, television serials are the most watched genre of television programs. Today, television dramas are sold to many foreign countries in the world. These serials have been watched by many audiences. Turkish television has undergone major changes since the beginning of the 1990's, because of starting commercial television broadcasting. Remarkably, the number of television serials increased and with audiences' attention to television serials, producers started to spend a lot of money for serials. In short time, those serials began to attract foreign audiences watching Turkish television channels by satellite, so Turkish serials were requested by many foreign countries.

Communication is one of the main concepts related to globalisation, cultural globalism is generally about the flow of knowledge, signs, symbols worldwide. Therefore the importance of the role of communication in the globalisation process is evident. "The media, including television, are especially significant for globalisation theorists in that they have been historically constituted by processes of globalisation but are simultaneously seen as constituting a global order" (Casey et al 2008, p. 138). "Macionis and Plummer (2002) distinguish three aspects of globalisation of the media: those of means, ownership and content. The media sector, especially serials sector started to contribute the economy with globalisation process. Globalisation is essential concept to explain the contribution. Turkish television serials were affected by the flow; globalisation is the main reason accelerating Turkish serials' spreading both local and global level.

Up to 10 years ago, Turkey was purchasing almost all of the formats of television serials, contests and entertainment programs, especially cinema movies from abroad. Since the mid-2000s, Turkish production companies, which have come foreground in content production in the television industry, have reached at a level where they can compete with the world with both its rich content and technical infrastructure. Almost all of the Turkish televisions, in which more than one hundred new productions are broadcast annually, present domestic productions to the viewers.

Turkish Television Serials

After commercial broadcasting started in Turkey, media entrepreneurs began to make an investments and so commercial broadcasting ended up crawling term started to new television and radio production. New media canals need to reveal new strategies and politics; one of the strategies is new program genres. Television serials is the most important television program genre because of appealing to audience more than other genres.

Like many countries, Turkish television has undergone major changes since the beginning of the 1990's, because of starting commercial television broadcasting. Remarkably, the number of television serials increased and with audiences' attention to television serials, producers started to spend a lot of money for serials. In short time, those serials began to attract foreign audiences watching Turkish television channels by satellite, so Turkish serials were requested by many foreign countries such as Middle Eastern countries, as well as Romania, Croatia, Serbia, Bosnia, Egypt, Greece, Bulgaria, Vietnam, Russia, Sweden, Mexico, Chile, Japan, Holland, India, Somalia, China, , Hungary, and Argentina, in addition, the United States bought one of the latest Turkish dramas. Today, Turkish serials broadcast in hundred fortytwo countries. The most popular Turkish serials are; Kurtlar Vadisi (The Valley of Wolves), Acı Hayat (Bitter Life), Asmalı Konak (Mansion of Vine Clad), Zerda (a name of woman), Bir İstanbul Masalı (A Story of İstanbul), Çocuklar Duymasın (Don't Tell to Children), Aliye (a name of woman), Deli Yürek (Crazy Heart), Gümüş (a name of woman), Menekşe ile Halil (names of a woman and a man), Berivan (a name of woman), Yaprak Dökümü (Fall of Leaves), Yabancı Damat (Foreign Bride), Kavak Yelleri (Poplar Winds), Sıla (a name of woman), Ihlamurlar Altında (Under the Linden Trees), Asi (Rebel), Aşk-ı Memn-u (Forbidden Love), and Binbirgece (Thousand Nights), Muhteşem Yüzyıl (Magnificient Century), Kara Para Kara Aşk(Black Money Black Love, Karadayı, Vatanım Sensin(You Are My Land), Kuzey Güney(North South) and Binbirgece (Thousand Nights) abased on a Persian legend and was sold to the United States and Argentina, and is one of the most popular dramas.

Serials have historically been important in openning new commercial markets because they allow large blocks of airtime to be filled at reletively low cost. And also they are central debates about cultural imperialism due to transporting. Television and movie sector are very essential to convey and spread culture, for economic profit in global era. Local producers are oriented toward the world market and the potential for foreign sales when creating programming (Bielby, Harrington, 85).

Recently, Turkish media owners have evaluated these advancements and they are opened through global markets, however contributing to the economy of country and providing show us attention of sector. For example; Turkish television dramas have recently spread the world countries. many countries have requested Turkish television dramas from Europe to South and North America countries from Middle East countries

to Far East countries. This demand is favorable to contribute to Turkish economy (Ozmen 2016).

Turkish Serials' Appeal

Morley (1980) points out the importance of the audience's cultural heritage and social history during the process of understanding and relating to the serials. There are many research on the television serials. In one study, Katz and Liebes (1986) realized that nationality, ethnic roots, social class and gender are very important in the perception of the messages.

Many audiences in different countries watched Turkish serials, a 42-year-old Chilean woman who is a dedicated viewer of Turkish serials; says that they are easier for her to connect to than US television series and that she likes the way Turkish shows focus more on old fashioned romance instead of what she sees as Hollywood's over-sexualisation.

Other Chilean woman says that, " Turkey is far away, but there are many similar things with our cultures".

Chilean audience thinks that the Turkish productions are very high quality and don't have the Hollywood cliches and stereotypes.

An Argentinian woman says that "Turkish serials are quite mild unlike American TV having the violence and sex".

In the Peruvian capital of Lima, a woman, who is like Turkish serials, says that serials are quality television dramas. And also there are strong scenarios, beautiful places and handsome actors. I like watching very much. I could not leave the television.

She also says "I regularly get together with my friends and host Turkish TV nights, watching these dramas and chatting.

Creative Industries And Serials Sector In Terms Of World Economy

Creative industries that had been conceptualized during mid 1990s in Australia and England and that began to come foreground in most of the countries of the World; also caught the attention of developing/industrialized countries when the added-value they generate upon productivity, exportation, modernization and employment was realized (Kalkınmada Anahtar Verimlilik Dergisi, Şubat 2017, Sayı: 338).

While the basic economy of modern industrial society is industry-based, the basic economy of post-modern society is shifting towards the services sector. Together with the added-value they generate, creative industries set up a link between service and manufacturing sectors (Kalkınmada Anahtar Verimlilik Dergisi, Şubat 2017, Sayı: 338).

The United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations Trade and Development Council (UNCTAD) present cultural and creative industries as a new tool for achieving macro-economic objectives such as development, growth and employment. In order to bring out these positive potentials of creative industries, some reports such as "Creative Economy (2008 and 2010)" have been issued. These reports aim to explore the potentials of the countries that are

particularly developing and that are seeking new job areas in order to be articulated in global value chains, and to make proposals to these states. With the 2010 Creative Economy Report, UNCTAD has made the following recommendations especially for developing countries: "Creative industries were relatively less affected from the economic crisis of 2008. Creative industries are important for developing countries to be able to make the economic leap they desire. In order to promote and develop creative industries and cultural economy, countries should make the essential administrative and legal arrangements and support the capital formation with long-term policy".

In UNCTAD's "Creative Economy" report issued in 2008, the sectors such as software, publishing, architecture and engineering services, design, television and radio, advertising, film, music, visual and graphic arts, video and computer games are defined as creative industries.

In UNCTAD's "Creative Industries and Development" Conference in June 2004, the key characteristics of creative industries and cultural products are defined as follows:

- Human resources are the basic input of creative industries.
- The activities of creative industries are mainly knowledge-driven. These activities are not only limited to art, but also include all kinds of income-generating activities such as trade and copyrights.
- The creative industries' concrete or abstract quality outputs of goods and services include economic value
- As creative industries are at the intersection point of the service sector and industrial sectors, they bring about a new mobility to the world trade.
- Since the outputs of creative industry depend on experience, their values of exchange are over-altered in the long term. For this reason, the effectiveness of marketing and perception management is very high in determination of prices.
- Some of the creative industry products may be public goods or merit goods.
- Due to negative economic externalities in free market economy, the price and quantity of products that come out as the output of creative industry are not always in an optimal level. This is why state intervention is necessary.

Developing and industrializing countries are providing various policy recommendations in order to better utilize the growth advantages offered by creative industries. In strategy and action plans priorities are set for these industries and they procure various state subsidies in order to achieve a better bussiness environment for these industries. In Turkey, the Istanbul Development Agency also supports the projects that display the situation analysis of the "Turkish Serials Sector" within the scope of creative industries in the "2014-2023 İstanbul Regional Plan" and that are consisted of suggestions regarding the development of the sector after this analysis.

The Contributıon Of Serials' Sector To Economy In Turkey

According to researchers working on this field, the characteristic feature of the serials in economic terms is summarized as follows:

- It is not completely possible to determine the nature and quantity of the demand or product. Since the marginal utility and marginal price depend on the consumer's abstract needs, even if the quality and quantity of the resulting product is evident, the outputs of the serials sector can be entitled as "experience products"

- As demand can not be determined, the quality and quantity of supply also can not be determined economically.
- Serials sector is dependent on other service sectors such as patenting, marketing / sales, accounting.
- In manufacturing, coordination and complementariness of other services are required
- Manufacturers working in the serials sector are classified according to their level of skill that varies vertically. Here, supply does not show stability, since production is dependant on human capital or on the characteristics of groups which have strong co-ordination.
- Most of the cultural products that are obtained as a result of the activities that take place in the serials sector, have income-generating features which are subject to the property rights like copyright, patent etc in the long term. For this reason, the point where marginal profit reaches is determined in the long term instead of the short term.

Companies that want to brand their products and services or increase their brand awareness in Turkey see domestic TV series as one of the fastest way to introduce themselves to consumers.

Turkish Advertising Agencies prepare an advertisement investments study in Turkey at the end of each 6 months period. According to the results of the first 6 months of the year 2016 of this study; while the sector grew by 14% compared to the first 6 months of 2015, advertising investments totaled 3.662 million TL. 53.2% of the investments were made by television, 14.75% by press, 22.07% by digital, 6.42% by open air, 2.27% by radio and 1.3% by cinema advertisements (Reklamcılar Derneği, http//rd@rd.org.tr/iletisim.html).

At the end of the year 2016, advertising investments worldwide grew by 6.5%. Given that advertising investment is examined in terms of Gross Domestic Product (GDP), while the world average is around 75 per thousand, this rate occurs at 30-35 per thousand in Turkey.

According to the research covering 2010-2014 broadcast seasons in Turkey, there are approximately 85 production companies of which at least one serials was broadcast on leading TV channels. Five or more serials of the 21 of these companies have been broadcast. By the end of the year 2016, the annual sales revenue of the Turkish serials sector reached to 350 million dollars. Turkey, which currently ranks second on the global scale after the USA, is moving forward rapidly to catch up with this country in the near future. According to the data of the Ministry of Culture and Tourism of Turkey Republic , while the exportation of TV serials in the world grows 4.54 percent a year on average, in Turkey this figure is over 20 percent.

In line with these developments, serials and films exported abroad in CD, DVD and magnetic environment formats in Turkey are regarded as export products since 2010. Advertising, sponsorship and product placement in the serials and films are jointly called "commercial communication". The producers who come upon the position of exporters also benefit from the fair supports.

Estimating that the world cinema and television industry will grow up to 100 billion in 2017 and 110 billion USD in 2018 gives some clues on behalf of the future of the Turkish serials sector. According to the information received from the actors of sector, in Turkey about 60 serials are broadcast every year. The average amount of money spent for each episode is around 200 - 300 thousand Turkish Liras. It is stated that the advertisement revenue per episode varies between 200 and 400 thousand Liras. When sponsorship revenues are added to this, weekly amount can reach up to 30 million Liras.

According to the information given by the Turkish Exporters Assembly, which is maintaining its operations on the goal of Turkey's $ 500 billion exportation in 2023, in the 'Rising Value Turkey in the World Cinema and TV Industry' panel, 2023 serials exportation goal is determined as 2 billion dollars.

According to the Ministry of Culture and Tourism, the sales of the Turkish serials were priced between $ 35 and $ 50 per episode in the earlier days of international market opening, whereas they range between $ 500 and $ 200 thousands per episode today.

One of the important differences of the serials sector from other commercial production areas is financing models. When the serials and film sector are analyzed in this context, it is seen that the classic "investment-return" model is not sufficient in these sectors. "Shareholders' Equity" in TV serials production has an important weight. However, both national and regional public support, as well as advertising and sponsorship revenues, are among the important sources of serials sector.

With the announcement that the Chairman of the Istanbul Stock Market Board of Directors has done in recent days, it was announced that a model regarding the sale of the projects related to Turkish serials in exchange market is being studied on. That explanation brings forth the questions ''Will the opening of the Turkish serials to the Stock Market Istanbul help production companies to fund serials, will it attract the attention of domestic and foreign investors?''

The essence of this model is comprised of the acquisition of the capital that a producer needs in order to actualize the serials by a ''structured bond'' that he will export.

Thanks to this model, if the serials producer executes a serials (production) with a specific equity, sponsored revenue and credit, the producer will be able to finance it by offering the discounted bond to public instead of the bank credit drawn from the bank for the serials.

Although there are different models like this in the World, it can be said that most of these models do not result in a profitable way.

One of the difficulties in implementing this model is the fact that it is difficult to find investment banks to insure and invest in these projects, and that borrowing costs are high. Even in a country like USA where there is Hollywood, there are 25-30 per cent borrowing costs for these financing models on Dollar basis.

Another one also may not be attractive in terms of return. By adding high insurance costs to construction costs and unexpected expenses, it may not provide high revenue to the investor.

Also, compared to other investments, the yield of such a bond may be low. While the return on deposits in Turkey is 13-14 per cent per month, government bonds with private sector and rental certificates are exported over 5 per cent, such bond may not attract attention due to revenue and pricing.

On the other hand, for the productions that have not been shot yet, only the exported bond of a serial which is shot with a very good cast and announced by a well-known producer will be able to attract attention. In case that the number of episodes and revenues per episode are not profound, the bond will not be able to reach too many investors.

Conclusion

These receptions show that Turkish serials are being easily accepted foreign audience. A research by RTUK (Turkish Supervision Council) revealed that Turkish serials audience increase regularly day by day. Therefore television canals improved their serial portfolio. Eventually many high quality and different serials were done by Turkish serial producers. Also, commercial share is higher than the other Western countries in media investments. All factors contribute to develop the serial sector in Turkey.

Main Achievement Factors are famous actor and actress and also they are very handsome actors and sexy and charming actress that foreign audiences like too. Second, scenario is one of the success factors. Harmony of scenario and player is necessary, but sometimes strong scenario conveys the players to the highest place. The other factor is commercial support given by television canals. The last one is powerful production firm, its power, well-known, prestige contribute to find out strong scenario and famous player, thus the serials' achievement is inevitable.

The serials sector in Turkey has a fragmented structure and the institutionalization in the sector is still in its development stage. This situation emerges as a major obstacle for the concept of sustainability in the sector.

One of the major problems of the sector is high costs. For the solution of this problem, it is very important to make studio and fim set investments that can be shared by production companies like abroad. As well as these investments, we can not ignore the contribution of the supports and incentives that the public authority will provide to serials sector.

At the same time, the establishment of an institutional fund to meet the resource needs of the industry can also be presented as a proposal. Establishing a financial system that will provide private bank loans for the film and television sector and offer different forms of lending will provide substantial support for the resource needs.

As of the end of 2016, annual sales revenue gained from the serials sold to approximately 75 countries from Turkey has reached up to 350 million Dollars. This figure shows the contribution of the Turkish serials sector to the export revenues of Turkey as well as the publicity of Turkey abroad.

According to the information given by the Turkish Exporters Assembly in the 'Rising Value in the World Cinema and TV Industry: Turkey' panel, serials exportation goal for the year 2023 is determined as 2 billion dollars.

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Current Status and Issues of the K to 12 Basic Education Program in the Philippines

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Abstract

This article discusses current status and issues of the K to 12 Basic Education Program in the Philippines based on some previous researches. The K to 12 means Kindergarten and the 12 years of elementary and secondary education. The Philippines had only 10 years in basic education before the implementation of this program. It aims to uplift the quality of education in the Philippines in order for graduates to be easily employed. On the other hand, the problem of the lack of classrooms, facilities, comfort rooms and teachers who are not well-trained to adjust to the K to 12 curriculum are still remained.

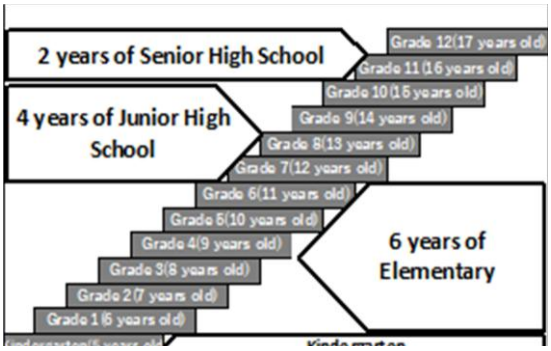
Keyword: K to 12 Basic Education Program, 21st century skills

I. Introduction

The K to 12 Basic Education Program adheres to Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013. It was signed into law on May 15, 2013 and took effect June 8, 2014. This program refers to Kindergarten and the 12 years of elementary and secondary education as a right of every Filipino to better quality education. Figure 1 overviews the promotion process under the K to 12 Basic Education Program. According to the Official Gazette, it covers Kindergarten and 12 years of basic education (six years of primary education, four years of Junior High School, and two years of Senior High School) to provide sufficient time for mastery of concepts and skills, lifelong learners, graduates for tertiary education, middle-level skills development, employment, and entrepreneurship. It aims to further improve the educational system and train the youth and prepare them for the workplace. It will comply with the global standard and play a big role in the development of the country. The Philippines was one of only three countries in the world and the only one in Asia that still had only 10 years in basic education, together with Djibouti and Angola of Africa. The 10-year educational cycle was a disadvantage for Filipino students who are competing in an increasingly global job market. Southeast Asian Ministers of Education Organization – Innotech (SEAMEO-Innotech) recognized that the 10-year educational cycle is too compressed and crowded because 12 years of study content are crammed into 10 years. Additionally, developed countries also view the 10-year of pre-university education as insufficient for

Figure 1.

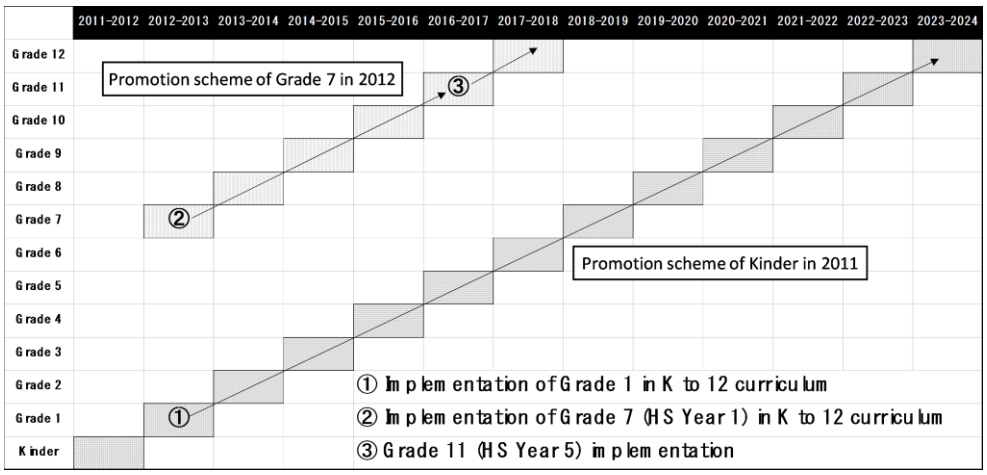
Promotion Process under the Philippines K to 12 Program.



students because the K-12 system has many benefits based on the results in the different developed countries like the United States, Australia, Britain and Canada.

Figure 2.

The Implementation of the K to 12 Program



In comparison with Pre K to 12 Program, kindergarten and senior high school are newly added. Universal kindergarten education will prepare the children for formal schooling and help them avoid the incidence of school dropouts in the following 12 years of basic education. Senior high school is students can choose their specialization among four tracks such as academic, technical-vocational-livelihood, sports, and arts and design after junior high school.

The implementation of the K to 12 program will be phased (see Figure 2). Universal kindergarten was introduced in SY 2011-2012. In the following year, SY 2012-2013, the new curriculum was offered to incoming Grade 1 as well as to incoming junior and senior high school students (Grade 7 or High School Year 1). The target of DepEd is to put in place the necessary infrastructure and other arrangements needed to provide senior high school education by SY 2016-2017.

Filipino students have been left behind in the areas of math, languages and science, as shown Table 1. The low achievement scores of Filipino students is reflective of the poor quality of basic education. Therefore, longer educational cycle is needed to decongest and enhance the basic education curriculum and to give Filipino students a better quality of education. This will eventually help get the country out of poverty.

Table 1.

Philippine Avarage TIMSS Scores

	score	Average	Rank	Participating countries
2003 Results				
G6 science	332	489	23	25
G6 math	258	496	23	25
H2 science	277	473	43	46
H2 math	378	466	34	38
2008 Results				
Advanced math	355	500	10	10

II. Characteristics of the K to 12 Basic Education Curriculum

The K to 12 Basic

Education Curriculum is called "The Future of the Present Generation." It focuses on psychologies of learning, students' multi-intelligences, and learners' diversity. The design was influenced by Jean Piaget's Cognitive Stages of Learning where students gain knowledge and skills according to their stage of development. One of visions for Filipino graduates (DepEd), every graduate is an empowered individual who has learned, through a program that is rooted on sound educational principles and geared towards excellence, the foundations for learning throughout life, the competence to engage in work and be productive, the ability to coexist in fruitful harmony with local and global communities, the capability to engage in autonomous critical thinking, and the capacity to transform others and one's self. The visions are reflected the K to 12 Basic Education Curriculum. It challenges the government, education sector, school heads, especially the teachers to make a great change for the future of the country.

The K to 12 Curriculum Model has the following key stages: Kindergarten, Grade1- 6, Grade7-8, Grade 9-10 and Grade11-10 (see Table 2). Core subject areas in the K to 12 curriculum are following: (a) languages: mother tongue, Filipino and English, (b) arts and humanities: Music, Arts, Physical Education and Health (MAPEH), Edukasyon sa Pagpapahalaga; Araling Panlipunan, (c) Science and Mathematics, (d) Technology and Livelihood Education. Co-curricular programs and community involvement programs are an extension of the above areas. They are an integral part of the school curriculum that enhances the holistic development of the learner. The co-curricular programs in a large sense also serve as a laboratory of life where what is learned in the classroom context can be applied in practical terms yet can be used as a further teaching opportunity.

Table 2.
K to 12 Curriculum Model

Grades 11-12 (New HS Years 5-6)	Science, Math, English, Contemporary Issues and Specializations	Academic Specialization Technical-Vocational Specialization Sports and Arts Specialization
Grades 9-10 (New HS Years 3-4)	Core Learning Areas plus elective Technology & Livelihood Education	
Grades 7-8 (New HS Years 1-2)	Core Learning Areas and exploratory Technology & Livelihood Education	
Grades 1-6	Core Learning Areas (AP, English, EPP/TLE, EsP, Filipino, Math, MAPEH, MT, Science); MTB-MLE from Grades 1-3	
Kindergarten	Learning Domains	

(Source: DepEd)

There are three characteristics of this curriculum.

A learner-centered and a research-based curriculum. Learner centered curriculum focuses primarily on the learners' experiences, perspectives, backgrounds, talents and capacities. It gives prime importance to developing self-propelling and independent lifelong learners. Teachers facilitate growth by utilizing the interests and unique needs of students and promote the highest levels of motivation for all of students to experiences success. Teacher creates a conducive atmosphere where learners enjoy learning in the classroom because they are respected, accepted and feels safe even if they commits mistakes.

A decongested (not crowded) curriculum. It allows the mastery of competencies; the students can cope with the lessons better. Longer educational

cycle of the K to12 curriculum is needed to give Filipino students a higher quality of education and to decongest the curriculum. In Table 3, the subject area weekly time allotment in hours under the K to 12 is compared with before the K to 12. The time allotted to English, Mathematics and Science in Junior High School is decreased.

However, when the time allotment for English, Mathematics and Science in Junior High School is combined with those provided in the SHS, it will be seen that there is actually an increase in time allocation. As part of the process of decongesting the curriculum, the K to 12 reform spreads out the learning over the six years of secondary education.

Table 3.
Comparison between the Learning Areas and Time Allotment of the Secondary BEC 2002 and the K to 12 Curriculum

Learning Areas	2002 BEC (hours per week)	K-12 (hours per week)
English	5	4
Filipino	4	4
Mathematics	5	4
Science	6	4
Araling Panlipunan	4	3
Edukasyon sa Pagpapakatao	2-3	2
MAPEH	4	4
TLE	4	4

(Source: Barnacea, 2013)

It predicts holistically developed learners with 21st century skills. This leading to better career pathway, such as employment, entrepreneurship, middle level skills development and higher education upon graduation from Grade 12. The 21st century skills are a set of abilities that students need to develop in order to succeed in a rapidly changing, digital society and economy. Every graduate of the K to 12 program will be equipped with the 21st century skills. The skills have been grouped into four main categories: (a) information, media and technology skills, (b) learning and innovation skills, (c) effective communication skills, and (d) life and career skills.

Table 4.
Key Changes in the Secondary Education

	SEC 2010	K to 12
Curriculum	UbD Framework follows three stages, starting from results or desired outcomes, assessment, products, and performance and learning plan	Spiral progression of curriculum that starts from simple to complex and requires revisiting prior knowledge
Assessment	National Achievement Test for 2nd year students	End-of-Grade 10 Exam and End-of-Grade 11 Exam

(Source: Department of Education, Philippines<< http://www.gov.ph/k-12/>>)

Table 4 shows us the difference between secondary education curriculum 2010 (SEC 2010) and K to 12 curriculum. In SEC 2010, Science and Mathematics are taught using

the discipline-based approach. It focuses and revisions only on the content and teaching strategies. All subjects are taught following the three stages of Understanding by Design (UbD): identifying desired results, determining acceptable evidence, and planning instruction. In contrast, The K to 12 curriculum follows the spiral approach wherein learning is a process of building upon previously learned knowledge. Through this, students are able to master the desired competencies by revising the subject several times and relating new knowledge or skills with the previous one. Moreover, students' progress in their learning as it entails going from simple to more complex knowledge or skills. The spiral progression approach is used in teaching Science, Mathematics, Araling Panlipunan, MAPEH and Edukasyon sa Pagpapakatao.

III. Advantages and Issues

A. Advantage

Many previous research papers have discussed about advantages and issues: Democrito, J.C. (2014), Discutido, J. E. (2014), K12 Philippines（2015）, Rex's Book Store-Teachers'Lounge and Uyquiengco, M.etc. Based on these resources, as well as that in the CIIT College of Arts and technology (2015), we summarize with the following three practical advantages of the K to12 scheme (13-year education cycle) to the students based on CIIT College of Arts and Technology (2015).

Preparedness for tertiary learning. The K to 12 prepares students for higher education and introductory courses to the tertiary level in the senior high school curriculum. The additional 2 years in the K to 12 basic education program gives the students sufficient technical and vocational training. It also allows students to have a holistic education and to participate co-curricular and community activities. It empowers and gives new skills to the youth in a very short amount of time. They become more equipped to study higher levels of college education and they can be more prepared to handle the pressures of work.

Readiness to join the workforce. The senior high school graduates are not forced to take college degrees. The students can choose between work and further education. The K to 12 is designed so that students can already work after senior high school. It will empower them to confidently join the labor market as by the time they graduate they are already of legal age and equipped with sufficient skills. They can already get Certificates of Competencies or National Certification from the Philippine government agency, TESDA, after senior high school. The certificate can be equivalent to a 2-year college degree. The certificates can help graduates find employment in the agriculture, electronics and trade industry. If the students will take college, they will already be prepare by the academic track.

Skill competencies in the global job market. The K to 12 program will improve the mathematical, scientific, and linguistic competence and skills of the students. Higher quality of education will be offered through the different tracks. Each track will allow students enough time to develop, enhance and master the skills needed. Graduates will possess competencies and skills relevant to the job market. The enhancement of skills will improve the potentials of the students for international employment and become globally competitive. They can compete globally for higher employment opportunities resulting in higher salaries, improved economic status of the family in comparison with 10-year education

cycle graduates. Studies in the Philippines have shown that an additional year of schooling increases earnings by 7.5% (DepEd, 2015). A student who graduates under the K to 12 Program can already be employed and fund his own college education or altogether help in the family finances. The quality of education in the Philippines will be elevated so the graduates will be recognized abroad and become easily employed. Job competitiveness will be strengthened and students skilled in the technical and vocational areas will emerge from the K-12 program of the Department of Education (DepEd).

B. Issues and Concerned (Problems and Weaknesses) about the K to 12

Table 5 shows the status of resource: classrooms, teacher items, water and sanitation, and seat. Additionally, the equipment, chemicals, laboratory apparatuses specifically in science subjects are insufficient in schools.

Apart from that, there are many issues and concerns, namely, (1) Lack of modules and other learning materials in some subject areas, (2) Inadequate training of teachers, (3) Assessment, grading system, components in the computation of grades were clearly defined, (4) Promotion and retention of students were not discussed, (5) Cooperative learning schedule and scheme is not clear to teachers, and (6) Department Heads must be oriented to facilitate monitoring and supervision. (7) Coping with the shift to K to 12, e.g.) considerable decrease college freshmen for school year (SY) 2016-2017 and SY 2017-2018. (8) Additional cost to parents for food and transportation expenses for two more years.

Table 5.
Status of Resource in Schools

RESOURCE	2010 SHORTAGE	2010 TO 2012 ACCOMPLISHMENT	PROGRAMMED FOR 2013
Classrooms	66,800	32,127 constructed as of Jan. 31, 2013	17,939 programmed for 2013
Teacher Items	145,827	34,953 hired as of Jan. 30, 2013	61,510 programmed for 2013 (less 45K LGU funded)
Water and Sanitation	135,847	12,668 completed as of December 31, 2012	90,461 programmed for 2013
Textbooks	62,441,000	62,113,036 delivered	31 Million additional learning materials
Seats	2,573,212	1,297,268 delivered	907,524 new seats

(Source: Department of Education, Philippines<< http://www.gov.ph/k-12/>>)

C. Results of Questionnaire on Selected High School Teachers to the K to 12

Nogawa, Takai, Sato and Sasaki (2016) investigated the attitudes of 28 teachers of one selected National High School in Laguna toward the implementation of the K to 12 with a survey/ questionnaire. It sought to answer three questions:

1. Do you approve of the K to 12 basic education system?
2. Why did you say “Yes” or “No” about the K to 12, in question #1?
3. After starting the implementation of K to 12, kindly describe the benefits and problems from the perspective of teachers.

Table 6-8 indicates the results of the investigation. According to the following question," Do you approve of the K to 12 basic education system? ". 93% of all 28 teachers answered “yes” and 7% responded “no” (see Table 6). Crisol and Alamillo (2014) also asked the same question to teachers and pupils in two elementary schools.

93% of all teachers and 78% of all 164 students answered “yes”(see Figure 8).

Table 6.
Teachers’ Approval of the K-12 System

Yes/ No	No. of Respondents	Percentage
Yes	26	93%
No	2	7%

(Source: Nogawa, Takai, Sato and Sasaki, 2016)

The reasons of respondents for answering “yes” are following: Global competitive, Increase of the options, Catch up the world standard, Get basic skills and competencies, Get more time to think about the works, To help the country development. On the other hand, the reasons for answering “no” are following: Insufficient of systems, and facility and teacher’s training (see Table 7). Table 8 describes the benefits and problems from the perspective of teachers.

Table 7.
Why do you say “Yes” or “No” about the K to 12, in question #1?

Yes/ No	Remarks	No. of Respondents
Yes	Global competitive	8
	Increase of the options	6
	Catch up the world standard	4
	Get basic skills and competencies	4
	Get more time to think about the works	3
	To help the country development	1
No	Insufficient of systems , facility and teacher’s training	2

(Source: Nogawa, Takai, Sato and Sasaki, 2016)

Table 8
Teachers’ Perceptions on the Benefits and Problems of the K-12 System

Benefits	・Will enhance the quality of basic education in the Philippines ・The K to 12 graduates can be prepared for the world of work or entrepreneurship or higher education ・The additional two years are the opportunity to study the specific contents of subjects for students. ・The enhancement of skills will improve the potentials of the students for international employment. ・ The educators can also learn a lot by teaching the subjects under the K to 12 programs
Problems	・There are downside implications resulting from this shift of the K to 12. ex. Lack of educational resources, ・ A loss of students’ motivation to learn due to two additional years. ・ Need to take more teacher training to give better lectures in new curriculum

(Source: Nogawa, Takai, Sato and Sasaki, 2016)

IV. Conclusion

The K to 12 basic education program aims to uplift the quality of education in the Philippines in order for graduates to be easily employed. The program also aims to meet the standards required for professionals who would want to work abroad. The K to12 will contribute to economic growth. Several studies have shown that improvements in

the quality of education will increase GDP growth by as much as 2%.

The problem of the lack of classrooms, facilities, comfort rooms and teachers who are not well-trained to adjust to the K to 12 curriculum still remain. Adding two more years of senior high would not only strain the government's resources but also contribute additional burden to households.

Most teachers of one selected high schools approve the implementation of the program. They believe that the program will effectively equip the students in their fields. Some respondents find themselves not equipped to teach the students since they believe that they need more trainings.

Based on results of questionnaire, for the K to 12 to succeed, several points should be considered: (1) Parents, students and teachers should be informed about the K to 12 basic education program at each school; the implementation should be promoted, (2) The problem of the lack of classrooms, facilities, comfort rooms and teachers who are not well-trained to adjust to the K to 12 curriculum should first be addressed. (3) The government should be able to release funds to support the expenses for this new educational system.

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Potential Costs and Benefits of a Mandatory Audit Committee Reporting Regulation: A cross-country comparison in Canada and other countries

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Abstract: There is a growing interest, not only from regulatory bodies, but also academics from around the world, vis-à-vis the effectiveness of audit committees and their contribution to achieving good corporate governance. This research offers a meaningful insight on recent developments in the audit committee's disclosure legislation. We provide a cross-country comparison of audit committee's legislations with a focus on its composition, its members' qualifications and their duties as instituted in Canada USA, United Kingdom, Australia, New Zealand, France and Singapore. Throughout the article, we will present the potential impact of a mandatory audit committee reporting regulation from the point of view of regulators, standards setters, audit service suppliers and investors. This paper is structured as follows: The first section provides an overview of the main developments in Audit Committee regulations in Canada, USA, UK, Europe, Australia, New Zealand and Singapore. The second section presents a cross-country comparison of different audit committee legislations. We examine audit committee's composition and member qualifications, its duties and finally, the audit committee reporting requirements in Canada and other countries. The last section describes the potential effects of a mandatory audit committee reporting regulation from the viewpoint of various stakeholders (listed entities, shareholders, standard setters and regulators).
Keywords: audit committee report changes; audit quality; audit costs; audit benefits; Canada

1. Recent developments in the audit committee regulation

There is a growing interest, not only from regulatory bodies, but also investors, standard setters and academics from around the world, vis-à-vis the effectiveness of audit committees and their contribution to achieving good corporate governance. In the context of corporate reporting, good governance requires structures that promote external auditor's independence from the companies' executives and board, protect auditor's professional objectivity in the face of other potential pressures and facilitate access to information (FMA, 2014). Corporate governance defines the interactions within a company, between the board of directors, shareholders and other stakeholders. It describes the mechanisms by which companies, as well as those in charge of

management, are held accountable for their performance. Audit Committees (AC) contribute to the promotion of good governance ensuring there is a filter between internal managers and external auditors, therefore, reinforcing ethical issues and avoiding pressures and influences from both sides (Martinov-Bennie et al., 2015).

In the aftermath of the global financial crisis of 2008, many regulatory bodies launched a series of reforms that aim to strengthen the supervision mechanisms of the financial markets, promote greater financial stability and reduce systemic risk. Once again, corporate governance is put under the spotlight, as it was the case in 2001 when management and auditors were accused of negligence and fraudulent financial manipulation in the Enron scandal and the dissolution of the external auditor Arthur Anderson (Benston, 2003). Various studies revealed that the 2008 financial crisis was mainly caused by profound corporate governance weaknesses within institutions resulting essentially from a lack of transparency and oversight and from individuals failing in understanding risk and in managing it with a more holistic approach (Wooley, 2010).

From a stakeholder perspective, the value of a company depends on its ability to meet the needs of not only management and shareholders but also employees, customers, suppliers, communities and governments (Freeman 1984). As such, "*any group or individual who has an interest in the activities and the outcomes of an organization, a group who is affected by or can affect the achievement of an organization's objectives*" is by definition a stakeholder (Freeman 1984). Because of their fundamentally conflicting interests, tensions between stakeholders are imminent and can be prevented by reinforcing accountability and strengthening monitoring processes (Jensen and Meckling, 1976 ; Carney et al., 2010). In this vein, regulatory bodies introduced new reforms to corporate reporting regulations, such us the Sarbanes and Oxley Act of 2002, that place more responsibility on corporate management to ensure the accuracy and completeness of financial reporting and on auditors to ensure the credibility of corporate disclosures (Harrison and Smith, 2015).

Consequently, there is growing attention from regulatory bodies that are calling for more transparency about the activities of audit committees and their role in making corporate governance reporting more efficient and consistent (SEC, 2015). An audit Committee is "*a committee (or an equivalent body) established by and among the board of directors of an issuer for the purpose of overseeing the accounting and financial reporting processes of the issuer and audits, by its external auditor, of the financial statements of the issuer, and, if no such committee exists, the entire board of directors of the issuer*" (AMF, 2015)[38]. It is essentially an oversight sub-committee of the board, responsible for the internal controls and the financial statements (Benston, 2003). To contribute to good corporate governance, an audit committee should be supported by strong governance structures that offer a clear definition of its mission. However, the way the audit committee discharge its responsibilities varies based on its members' ethics (independence) and expertise (financial qualifications) impacting the quality of their contribution to corporate governance financial reporting.

[38] Autorité des Marchés Financiers du Québec (AMF), Regulation 52-110 Respecting Audit Committees at: http://www.lautorite.qc.ca/files/pdf/reglementation/valeurs-mobilieres/52-110/2015-06-30/2015juin30-52-110-vofficielle-en.pdf

The concept of audit committee (AC) originated in the USA following the McKesson & Robbins fraud in 1938, which involved fraudulent transactions such us the creation of fake sales documentation, and the payment of commissions to a shell distribution company created by the owner (Lee and Allen, 2013). This led the New York Stock Exchange (NYSE) and the SEC to recommend the establishment of audit committees by listed companies. In 1977, this recommendation became a requirement for all listed companies to establish an audit committee composed exclusively of independent directors. Very shortly after, the Nasdaq and the American Stock Exchange issued the same requirement making the establishment of an Audit Committee mandatory for all listed companies. The next major reforms occurred in the early 2000s after the Enron and WorldCom scandals, which led to the adoption of the Sarbanes-Oxley (SOX) Act (SEC, 2002). The SOX Act officially set the path for audit committees to become a key feature of the corporate governance framework.

The latest big development in this matter was in United Kingdom where the Financial Reporting Council (FRC) introduced changes to its Corporate Governance Code imposing new disclosure requirements on audit committees of listed companies. In fact, the current audit committee reporting provides information about its role in overseeing the external auditor but do not describe how it executes its duties or whether they are providing their expected services efficiently (SEC, 2015). While robust audit committee reporting on oversight of the external auditor is only required in the UK, Canada as well as other countries are encouraging improvement in audit committee disclosures to help enhancing investor's confidence through greater transparency (Reid & al., 2015).

Consequently, many regulators from other countries issued proposals for a new regulation making audit committee reporting mandatory for listed companies. Under this reform, the financial statements of listed companies must include a section for the audit committee report describing information that is consistent with the information reported in the auditor's extended report. Specifically, a separate section in the annual reports should describe the work of the audit committee in discharging its responsibilities. More importantly, audit committees should report on significant issues, also called "Key Audit Matters[39]" (KAMs), that were discussed with the auditors and the way these issues were addressed. According to the AASB, KAMs are "*those matters that, in the auditor's judgments were of most significance in the audit of the current period financial statements*". In other words, KAMs, are "*matters that kept management & auditors awake at night*", but yet, they should not be prejudicial to the interests of the listed company (PCAOB, 2017).

As a result, the proposed audit committee disclosure of key audit matters has raised the question of whether a mandatory AC reporting regulation would be beneficial or detrimental to the quality of corporate governance reporting and the financial market stability as a whole. According to Reid & al., (2015), some opponents fear that the increased disclosures will create tension between audit committees, auditors and management. Others are concerned that the effort to increase transparency for financial statement users may actually be at the expense of audit quality as ACs will spend less time on their auditor oversight duties while auditors will be performing less audit procedures (Reid & al., 2015). On the other hand, supporters of the proposed reforms

[39] "Key audit matters are those matters that, in the auditor's judgment were of most significance in the audit of the current period financial statements"

argue that the enhanced disclosure by ACs (and auditors) will increase transparency, which lead to greater accountability and finally to an enhanced audit quality (Reil & al., 2015; Carcello & Li, 2013).

Given these opposing positions, this descriptive research aims to answer the following empirical question: "*What are the potential effects of a mandatory AC disclosure regulation on different stakeholders (listed entities, investors, regulators and standard setters?*

Firstly, we performed an environment scan of the latest development in the Audit Committee's reporting regulation in Canada and elsewhere. Secondly, we analysed the content of corporate governance codes of the countries included in the research sample to carry out a cross-country comparison of their Audit Committee legislations (Composition, qualifications, duties and reporting requirements). Finally, we collected secondary information from various sources (websites, official documents and scientific research) to perform a cost-benefits analysis of the proposed mandatory AC disclosure regulation.

Specifically, our sample consists of eight countries, including Canada: England, United States, Australia, New Zealand, Europe, France and Singapore. We opted for countries where the estblishement of an audit committee is mandatory and and that have their Corporate Governance Codes accessible to the public through their websites. They are essentially countries that are most developped in the AC legislation

Country	Title of the official document	Issues by:	Website
Canada	*National Instrument 52-110 Audit Committees (2011)*	Ontario Securities Commission	http://www.osc.gov.on.ca/documents/en/Securities-Category5/rule_20101210_52-110_unofficial-consolidated.pdf
England	*The FRC Guidance on Audit Committees (2016)*	Financial Reporting Council	https://www.frc.org.uk/getattachment/6b0ace1d-1d70-4678-9c41-0b44a62f0a0d/Guidance-on-Audit-Committees-April-2016.pdf
United States	*The Code of Corporate Governance for Publicly Listed Companies (2016)*	Securities and Exchange Commission (SEC)	http://www.sec.gov.ph/wp-content/uploads/2016/12/2016_memo_circular_no.19.pdf
Australia	Corporate Governance Principles and Recommendations (2014)	ASX Corporate Governance Council	http://www.asx.com.au/documents/asx-compliance/cgc-principles-and-recommendations-3rd-edn.pdf
New Zealand	NZX Corporate Governance Code (2017)	New Zealand Exchange	https://nzx.com/files/static/cms-documents/NZX_Corporate_Governance_Code_2017.pdf
France	*Corporate Governance Code of Listed Corporations (2016)*	Association Française des Entreprises Privées	https://www.afep.com/uploads/medias/documents/Corporate_Governance_Code_of_listed_corporations_November_2016.pdf
Singapore	*Code of Corporate Governance (2012)*	Monetary Authority of Singapore	http://www.mas.gov.sg/~/media/resource/fin_development/corporate_governance/CGCRevisedCodeofCorporateGovernance3May2012.pdf

Figure 1: Corporate Governance Code Websites

2. Cross-country comparison of audit committee regulations

The increasing interest in audit committee's contribution to enhancing corporate governance reporting has led to changes in its mandate and extended its duties to being in charge of monitoring the integrity of the financial information, reviewing the internal control and risk processes, ensuring the effectiveness of the internal and external audit process and finally making recommendations to the board of administrators for the hiring and the monitoring of the external auditor (Chan, Liu & Sun, 2012).

For the purpose of the cross-country comparison of audit committee legislations, we document a substantial amount of evidence offering support to the proposed audit committee mandatory reporting regulation. Specifically, we examined the content of the corporate governance codes of the countries included in our sample in order to analyse the audit committee characteristics in terms of its composition and its members' qualifications.

The following paragraphs outline the result of the cross country comparisons starting with audit committee characteristics, followed by its roles and responsibilities before closing with audit committees' reporting requirements.

2.1 Audit committee characteristics: Composition and members' qualifications

Audit committees have become the most important of the board committees. Recent studies suggest that strong corporate governance, including the establishment and the roles of an audit committee, has a positive effect on the quality of the audit (SEC Concept Release, 2015) while others show how the composition of an audit committee and its member characteristics could impact its effectiveness.

In this regard, Ghafran and O'Sullivan (2013) concluded that more independent audit committees and those with greater accounting/financial skills have a positive impact on the quality of financial statements. This finding is also supported by that Owens-Jackson, Robinson and Shelton (2009) who found that the likelihood of fraudulent financial reporting is negatively related to audit committee independence, number of AC meetings and managerial ownership. The study also reveals that more independent audit committees are associated with the purchase of lower levels of non-audit services from auditors, thereby seeking to preserve the independence of the external audit process. Finally, there is enough evidence that the market reacts positively to the improvements in audit committee size and board independence, suggesting that the proposed improvements in the AC requirements restore investor confidence in financial reporting (Goh & Li, 2013).

Given that the main goal of an audit committee is the external auditors oversight, members must have qualifications that allow them to successfully achieve their goal. In summary, the main characteristics of an audit committee as instituted in Canada in comparison with those of the countries included in our study are presented in figure 2 hereafter.

1: At least one member

2: At least two members

3: The majority of the members

4: Preferably independent

Audit Committee Composition	Canada	UK	USA	Australia	New Zealand	France	Singapore
The establishment of an Audit Committee is mandatory	✓	✓	✓	✓	✓	✓	✓
• Must be composed of at least three members	✓	✓	✓	✓			✓
• Every member must be a non executive director of the issuer	✓	✓	✓	✓	✓	✓	✓
• Every member must be independent	✓	1	3	3	3	3	3
• Every member must be financially literate[40]	✓	1	1	✓	1	1	2
• Must have a written charter	✓	✓	✓	✓	✓	✓	

Figure 2: Audit committee composition and member qualifications

2.2 Audit committee roles and responsibilities

The audit committee's mandate has evolved significantly through legislative reforms that redefined and expanded its governance role from that of passively attending management presentations to being actively engaged in providing oversight in areas such as: appointing the external auditor, overseeing his work, establishing procedures to address complaints on the internal audit and preapproving all audit and permissible non-audit services (Martinov-Bennie, Soh, Tweedie, 2015 ; Reid et al., 2015). Overall, the main role of an audit committee is to serve as the liaison agent between the board, external and internal auditors and management (Martinov-Bennie et al., 2015). In this context, the roles of the audit committee and the auditors are in a way very complementary since they work together to achieving the highest quality audit report. Moreover, under the new reform, both audit committees and auditors are involved in the process of assessing and communicating the significant issues the key audit matter (KAMs), which are matters that were of most significance in the audit of the current period (FRC, 2013).

According to the SEC (Concept Release, 2015), the current audit committee reporting provides information about its role in overseeing the external auditor but do not describe how the audit committee executes its duties and whether they are providing

[40] According to Regulation 52-110 on Audit Committees, Part 4: « An individual is financially literate if he or she has the ability to read and understand a set of financial statements that present a breadth and level of complexity that are generally comparable to the issues that can reasonably be expected to be raised by the issuer's financial statements ».

their expected services efficiently (Spira, 2003 in Martinov-Bennie et al., 2015). Consequently, many of the new reforms to audit committee regulation focused on achieving greater transparency and providing enhanced disclosures about their work to the public. However, the roles and responsibilities of audit committees remain unclear and they tend to vary from one legislation to another (Martinov-Bennie et al., 2015). In addition, there is a notable absence of periodic performance assessment of audit committees, which is an important factor to enhance its effectiveness and better define its roles and responsibilities (Martinov-Bennie et al., 2015).

In addition, companies with overlapping committees have better quality financial reporting than those without such an overlap (Habib, Bhyiyan, 2016). Given that the audit committee is one of other sub-committees of the Board, it is likely to find members who are also part of other committees creating an overlaps that allow AC members to acquire knowledge that can facilitate coordination between the different committees of the company (Hermanson et al. 2012 in Habib, Bhyiyan, 2016).

Based on the above, we note that all the legislations impose a writer charter from the audit committee. The formal charter must clarify the roles and responsibilities, composition, structure and membership requirements of the audit committee.

Audit Committee Duties and Responsibilities In Canada, regulation Form NI 52-110	Canada	UK	USA	New Zealand	Australia	France	Singapore
1. Must have a written charter	✓	✓	✓	✓	✓	✓	✓
2. Must recommend to the Board of Directors: a) The external auditor to be nominated for the purpose of preparing or issuing an auditor's report or performing other audit, review or attest services for the issuer; and b) The compensation of the external auditor.	✓ ✓	✓ ✓		✓	✓		✓
3. Must be directly responsible for overseeing the work of the external auditor	✓	✓	✓	✓	✓	✓	✓
4. Must pre-approve all non-audit services to be provided to the issuer or its subsidiary entities by the issuer's external auditor	✓	✓					
5. Must be satisfied that adequate procedures are in place for the review of the issuer's public disclosure of financial information	✓	✓	✓	✓	✓	✓	✓
6. Must review the issuer's financial statements, MD&A and annual and interim profit or loss press releases before disclosing this information to the public	✓	✓	✓		✓	✓	✓

7. Must establish procedures for: a) The receipt, retention and treatment of complaints received by the issuer regarding accounting, internal accounting controls, or auditing matters; b) The confidential, anonymous submission by employees of the issuer of concerns regarding questionable accounting or auditing matters	✓	✓	✓		✓	✓	✓
8. Must review and approve the issuer's hiring policies	✓		✓				

Figure 3: Duties and Responsibilities of audit committees

2.3 AC reporting requirements

Recently, there has been considerable increase in public companies disclosures related to audit committees' oversight of external auditors (CAQ, 2015). This may indicate market demand for the audit committee disclosure regulation (SEC, 2015). In fact, the current reporting by audit committees provides information about their role in overseeing the external auditor but do not describe how they execute their duties (SEC, 2015). The proposed reform to the audit committee disclosure requirements will help provide investors and other financial statement users with information that enhance the quality of audits and ultimately reduce the level of information asymmetry between investors and listed companies (Lang & al., 2012 ; PCAOB, 2013).

In the U.S., the Center for Audit Quality (CAQ) is encouraging audit committees to voluntarily, and more effectively, disclose critical aspects of their work. Indeed, a growing number of committees are disclosing information such as the length of audit tenure and the process followed for the appointment and evaluation of the auditor. Here in Canada, nearly 90% of those surveyed at the CPAB symposium (2014) strongly or moderately agreed that audit committees should be more transparent about their activities and key judgments (CPA Canada, 2015).

Current AC Reporting Requirements **(Canada versus other countries)**	Canada	UK	USA	New Zealand	Australia	France	Singapore
In Canada, the 52-110F1 form requires audit committees to							
1. Disclose the text of the AC's charter	✓	✓	✓	✓	✓	✓	✓
2. Disclose the name of each audit committee member and state whether or not the member is (i) independent and (ii) financially literate.	✓	✓	✓	✓		✓	✓
3. Describe the education and experience of each AC member that is relevant to the performance of their AC responsibilities	✓	✓			✓	✓	

4. State the fact that the issuer has relied on certain Exemptions and disclose ➢ the name of the member, and ➢ the rationale for appointing the member to the audit committee ➢ that the member is not financially literate, and ➢ the date by which the member expects to become financially literate.	✓						
5. State the fact and explain why if any recommendation by the AC to nominate or compensate an external auditor was not adopted by the board	✓						
6. Describe any policies and procedures that the audit committee has adopted for the engagement of non-audit services.	✓	✓		✓			
7. Disclose any external Auditor Service Fees (By Category: Audit Fees, Audit-Related Fees, Tax Fees and All Other Fees).	✓	✓					

Figure 4: Comparison of Audit committee reporting requirements in Canada and other countries

There is a consensus among companies, shareholders, standard setters and regulators that AC reports tend to be general and boilerplate which explains the growing interest for more transparency and the proposed changes to its reporting requirements worldwide. However, the proposed reform faces a lot of resistance especially from listed companies that raised the issue of an aggravated reputational risk due to the communication of key audit matters to the public. The question of how shareholders will perceive these KAMs and how the market will interpret them remain the center of intense and conflicting debates. Some event suggest that communicating significant issues to the public will transform the AC report into becoming the primary source of “red flags” such as going concern.

That is why, under the UK legislation, the FRC recommends disclosing only issues, which in the AC and auditor’s opinion, would not be prejudicial to the interests of the company. In doing so, the AC needs to exercise judgement in deciding which of the issues are to be considered significant, a task that can be very challenging for AC members especially if they are not well qualified. Plus, FRC requires auditors to read the AC report and comment on significant issues in case they are not reported adequately (FRC, 2013).

In 2012, the UK Corporate Governance Code underwent significant changes impacting profoundly the audit committee activities (FRC, 2013). Under the new regime, audit committees of listed companies are required to report in a separate section of the financial statements how they have discharged their responsibilities (FRC, 2013). More specifically, the AC report should start with an introduction by the Chair of every AC member along with his or her picture, name and signature followed by three sections reflecting the three areas of AC reporting (See Figure 5). The first section is a description of “key audit matters”, which are significant issues they considered and how they have addressed them. The second section is a description the AC assessment of the effectiveness of the external audit process while last one reports on the appointment of the external auditor and information about the tenure of the

auditor and tendering history (Reid & al., 2015 ; FRC, 2013). Until today, United Kingdom is the only country that introduced a mandatory audit committee reporting legislation.

Proposed AC Reporting Requirements **(As required by the UK corporate governance code)**
1. A summary of the role of the AC;
2. The names and qualifications of all members;
3. The number of AC meetings;
4. The significant issues, also called, Key Audit Matters (KAM), that the committee considered in relation to the financial statements and how these issues were addressed, having regard to matters communicated to it by the auditors;
5. An explanation of how it has assessed the effectiveness of the external audit process and the approach taken to the appointment or reappointment of the external auditor, and information on the length of tenure of the current audit firm and when a tender was last conducted;
6. if the external auditor provides non-audit services, an explanation of how auditor objectivity and independence are safeguarded.

Figure 5: Proposed Audit Committee Reporting requirements (as required by the UK legislation)

3. Potential impacts of Audit Committee reporting on corporate governance

3.1 Potential positive effects

In their article "*Does Industry Regulation Matter? New Evidence on Audit Committees and Earnings Management*", He and Yang (2014) find that the effectiveness of audit committees in reducing earnings management and improving financial reporting quality is influenced by industry regulation. Using a total sample of 6239 audit committee's observations from 2003 to 2007, the authors investigated the moderating effect of industry regulation on the effectiveness of audit committees in restricting earnings management (measured by abnormal accruals which is the difference between actual accruals and expected "normal" accruals). In brief, the main findings of the study indicate: 1-strong relationship between the proportion of CEO directors in an audit committee and higher levels of earnings management in unregulated industries as opposed to regulated industries where the relationship is much weaker; 2-the average board tenure of audit committee members is negatively related to earnings management in unregulated industries; and 3-audit committee member's average directorship increases earnings management in regulated industries but reduces earnings management in unregulated industries. The findings indicate that the legal system can influence behaviours and orientations with regards to the accounting profession and financial reporting.

Reid and al. (2015) conducted a study on the effects (costs and benefits) of the FRC's amendments of the UK corporate Governance Code, its guidance for Audit Committees and the international Standards on Auditing (UK & Ireland). The results of the study show that the new audit committee and auditor reporting regime is associated with an improvement in audit quality. The authors observed: 1-significant decrease in abnormal accruals; 2-decrease in the propensity to just meet or beat analyst forecasts; 3-no significant change in the audit fee; and 4-no significant change between a firm's fiscal year-end and the issuance of the audit report. Other studies on the impact of the new audit committee disclosure requirements revealed that companies with greater transparency show lower transaction costs, increased liquidity and lower abnormal bid-ask spreads (Lang & al., 2012 ; Blankespoor & al., 2014).

Reid (2015) investigated the impact of the new disclosure requirements in audit committee and auditor reports on information asymmetries between investors and listed companies. The findings indicate that the new enhanced reports provide additional key information to investors that help reduce information asymmetry. Additionally, Goh and Li (2010) found a disciplining effect of regulations (SOX Act) on governance structures and a positive reaction of the market to the improvement in audit committee size and board independence, suggesting that the improvement restores investor confidence in corporate financial reporting. A view that is supported by He and Yang (2014) showing that enhancing transparency and disclosure may stimulate behavioural changes making corporate governance reporting more efficient and consistent.

In addition, a report by Tapestry Networks (2014)[41], a consortium of AC chairs drawn from leading European (EACLN) and North American (ACLN) companies, shows significant interest in the new auditor and audit committee reporting. Many audit chairs suggest that their reports are *"minimal and precise in language*" to avoid misinterpretations that might expose the company to higher risk of litigation. On the contrary, many investors advocate for more elaborate audit committee reports that include its opinion on matters discussed with management and auditors, revealing issues that help investors frame discussions and query auditors at the annual general meeting (Tapestry Networks, 2014). Another report from the Tapestry Networks[42] (2013) suggests that regulators, policy-makers and many investors would benefit from enhanced AC reporting. According to the same source, there is a lack of understanding of how ACs operate, how they perform their oversight of the audit. As such, more transparency would be beneficial to policy makers in better understanding how the AC and the independent auditor interact and to shareholders in better understanding the auditor oversight process.

The Australian Securities & Investments Commission (ASIC) published the "ASIC Audit Inspection Findings for 2014-2015" reporting on their review of 463 key audit issues across 111 audit files at firms of different sizes. The ASIC review revealed that in 19%

[41] Tapestry Networks, (2014) Enhancing Communication among Investors, Auditors and Audit Committees, Audit Committee Leadership Summit.
[42] Tapestry Networks, (2013) Enhancing Audit Committee Reporting, Audit Committee Leadership Summit.

of the audit issues, auditors did not obtain reasonable assurance that the financial report was free of material misstatement. According to ASIC, the findings indicate that auditors face more challenging situations getting sufficient basis to support their opinion on the financial report. The ASIC concludes "*audit quality supports financial reporting quality, and it is in the interest of directors and audit committees to support the audit process"* (ASIC, 2015).

3.2 Potential negative effects

Several studies of audit committee regulation revealed that AC practices vary widely with companies disclosing the minimum required while other companies disclose a much more comprehensive, detailed AC reports. Which raises the subject of the potential negative effects of a more detailed AC reporting. Very briefly, the main downsides discussed by the members are (Tapestry Networks, 2013):

- Increasing exposure to litigation;
- Impinging on management's responsibilities;
- Negatively impacting board discussions and accountability; and
- Inhibiting candid conversations.

The PCAOB is of the view that the disclosure requirements will incur some direct and indirect costs. The direct costs are relatively low as opposed to indirect costs that are mostly associated with liability issues (PCAOB, 2013)[43]. According to the release, there could be an increase in the potential liability of the members named in the auditor's report in securities litigation. As such, the magnitude of damages would not change, but the number of defendants listed in the litigation may increase. The new disclosure requirement may have a low impact on investors who may be subject to a reduction in their net benefits received, resulting from the costs of collecting disclosed information.

However, the American Bankers Association (ABA) warned the SEC about potential costs of the new AC requirements associated with potential misinterpretations. The ABA argued that the additional disclosures would be useful to investors only in exceptional situations, like a restatement or appointment of a new auditor (Wall Street Journal, 2015). Finally, the Center for Audit Quality (CAQ) recommends voluntary, market-driven approach rather than mandating additional prescriptive disclosures while the "Business Roundtable[44]" (BRT) indicates that the proposed AC requirements would have a number of potential adverse effects. The BRT suggests that mandatory audit committee disclosure would exacerbate disclosure overload, increase burdens on audit committees, and impact negatively the quality of AC-independent auditor interactions causing deterioration in their relationship. The BRT concluded that the SEC Concept Release would be at odds with the goals underlying the Disclosure Effectiveness Initiative.

[43] Source, PCAOB, (2013) « Improving the Transparency of Audits, at: http://pcaobus.org/Rules/Rulemaking/Docket029/PCAOB Release No 2013-009 - Transparency.pdf.
[44] Business Roundtable is an association of CEO of US leading companies.

	Main Benefits	Main costs
Listed companies	• *Reduction in management's 'opportunistic earnings* • *Increase user confidence in audit reports and financial statements*	• *Increased management exposure to litigation* • *Infringing on management's responsibilities* • *Very low impact on the audit fees and audit report delays*
Investors	• *Re-build investor's confidence in the financial markets*	• *Very low decrease in net benefits*
Standard setters (auditors)	• *Auditors gain more leverage over management* • *Increase attention by management and financial statements preparers to disclosures referencing the auditor's report* • *Increase user confidence in financial reports* • *Enhance communication between auditors and investors* • *Enhance communication between auditors and audit committees*	• *No significant change in the audit fee*
Regulators	• *Re-build investors' confidence towards financial markets* • *Increase transparency about the audit, audit quality and information value* • *Reduce information asymmetry* • *Increase the accountability of auditors, management and ACs to users of financial reports*	• *KAMs might be misinterpreted by stakeholders and the market* • *May increase burdens on listed companies and their ACs* •

Figure 6: Potential impacts of the proposed mandatory audit committee disclosure regulation

4. Conclusion

This research contributes to a growing body of academic literature that examines the potential effects of a mandatory audit committee reporting regulation.

In general, there is an agreement among stakeholders (companies, investors, standard setters and regulators) about the fact that audit committees should provide more disclosures about its activities in order to restore confidence in both its oversight and the financial reporting process.

In brief, an audit committee is essentially an oversight sub-committee of the board, responsible for the internal controls and the financial statements. In order to contribute to good corporate governance, an audit committee should be supported by strong governance structures that offer a clear definition of its mission. However, the way the audit committee

discharge its responsibilities varies based on its members' ethics (independence) and expertise (financial qualifications) impacting the quality of their contribution to corporate governance financial reporting.

The proposed reforms to AC regulation can have a disciplining effect on governance structures and influence behaviours with regards to the accounting profession and the corporate financial reporting (He and Yang, 2014). Under the new regime, audit committees should provide more disclosures informing stakeholders about significant issues, called Key audit Matters (KAM) that are in line with those reported in the auditor's extended report (FRC, 2013). A view that is supported by the FRC (2013) which concludes "*audit committees should form part of the conversation between companies and investors, building confidence in this important area of governance and show how it contributes to good financial reporting*" (FRC Lab, 2013).

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LINE for Work: Why Mobile Instant Messaging Application Becomes Essential in Thai Companies

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Abstract

Communication is an essential element in an organization and leaders should always be able to communicate with efficient and accurate communication. For a successful communication, smartphones have been used widely as a tool for communication because of its quick and convenient feature. One of the Mobile Instant Messenger (MIM) applications that have been used widely at work between managers and subordinates in Thailand is LINE. This research compares the use of LINE between two companies in Bangkok with the different background using a qualitative interview data from managers in both companies. The findings suggest that besides from its convenience to use, LINE communication among the team members is a useful tool for motivating members and strengthening the relationship between the team.

Keywords

Communication, Leadership, Organizational Communication, Mobile Instant Messenger (MIM) application

Introduction

MIM

In the past few years, the use of Mobile Instant Messaging (MIM) applications in the workplace has become subject to study by many scholars in the field of organizational behaviors. MIM has become a global trend with millions of users. The key features of MIM are that it allows two-way communication between sender and receiver to instantly send and receive messages including pictures, and audios and videos for free. MIM applications such as *LINE, WhatsApp*, *WeChat*, and *KakaoTalk* can be run on different mobile operating systems (Oguhuma et al., 2016). MIM has been rapidly introduced as messaging tools among the public and business organization because of its features which can offer more than the traditional way of communication such as text message, telephone, and e-mail. Some of the features of MIM applications that support the use for communication about work are:

1. *Two-way communication*: From senders to individual receivers, as well as a group of contacts, MIM applications enable users to send multimedia relating to work such as pictures, information, notices, or chat instantly with feedback (whether the message has already been ‘read.'

2. *Convenience*: MIM applications can be used anytime, anywhere on users' smartphones and PCs, as long as they are connected to the internet. They enable works to be done from any place, not limited to the workplace only.

3. *Customized features*: MIM applications users can customize their use according to their preference. Contacts can be grouped based on work-related relationship. However, users can choose to ignore or accept the chat room or group if they wish to do so.

4. *Combined means of communication*: Not only MIM applications users can send and receive text-based messages, but they also can make a call and video call through the application just like the traditional phone call.

MIM in Thailand

In countries like Thailand and Japan, one of the most popular MIM applications is LINE. LINE messenger is an application developed by LINE Corporation based in Japan.In January 2015, LINE Corporation revealed its fiscal year result that in 2014, The Monthly Active User (henceforth: MAU) count for LINE was at 181 million, and in the Japan, Taiwan, and Thailand where LINE held the top share, the MAU was as high as 92 million. The number of new users and MAU had continued to show strong growth for LINE (LINE Corporation Announces 2014 Fiscal Year Results, 2015). Thailand is the second-largest market for LINE after Japan, where the application was first created. It is estimated that the active users of LINE in 2017 is 33 million, representing more than 80% of smartphone users in Thailand (Phoosuphanusorn, 2017).

Before LINE was available in Thailand, *WhatsApp* was the most used MIM application. However, there are many restrictions about WhatsApp which make users switch to LINE. One of the reasons for the popularity of LINE over WhatsApp is the cuteness offered to the users in LINE. The application offers users with personalized themes and stickers for showing emotions both free and paid. As of the fourth quarter 2016, 67 percent of the population in Thailand were active social media users. The most popular MIM application with the most active users was *LINE* (53% of the population or approximately 33 million users), followed by *Facebook Messenger* (48%), *WeChat* (20%), and *WhatsApp* (18%) respectively as shown in Figure 1 (Statista, 2016).

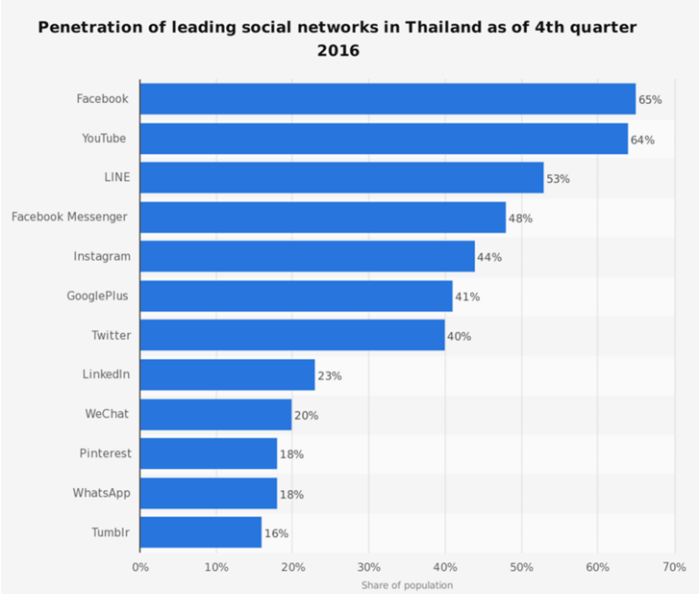


Fig. 1. The share of Thailand population in leading social networks in the 4th quarter 2016. Retrieved from https://www.statista.com/statistics/284483/thailand-social-network-penetration/.

From the statistic, the second used MIM in Thailand after LINE is Facebook Messenger. The author would like to argue that in the business context, LINE and Facebook Messenger have been used for an entirely different purpose. Facebook Messenger is mainly used privately with Facebook contacts such as sharing links on Facebook for friends and family members. It is usually uncommon to give out the Facebook name to someone who is not acquainted with the user because it means granting the other person access to the user's profile page and information. On the other hand, LINE is used more freely since it does not require a telephone number, only user ID is sufficient to add as a friend. It, therefore, gives users more privacy. In this study, Facebook Messenger was not mentioned from the interviewees as a means for the inter-office communication channel.

LINE Adoption in Organizations

LINE has become one of the main tools of communication, especially among young generations. Nowadays many workplaces and organizations have adopted the use of MIM applications in the workplace, both in the public and private organizations. In December 2014, the military government of Thailand decided to release the '12 Core Values for Thais' LINE stickers, a set of stickers composing of 12 stickers that depicted the moral teaching that the Thai Military government led by General Prayuth Chan-ocha wanted to promote. The reason that LINE was chosen as the platform for promoting these values was that because it is one of the most popular MIM applications in Thailand (Siratanapanta, 2015).

In addition, The Department of Provincial Administration is one of the government organizationsin Thailand that embrace the use of MIM application among the organization. The Deputy Director revealed that before the introducing of MIM application like LINE, the cost of sending SMS (Short Message Service) and MMS (Multimedia Messaging Service) between the central department and the provincial sectors such as to District Chief Officer and Assistant District Chief Officer were high. After using LINE, the local officers could conveniently send a real-time informal report. Therefore, LINE is considered one of the fastest and cost-effective means of communication to send and receive non-classified orders and feedbacks. It is normally used before the official government documents are sent to reconfirm. (Marukapitak, 2014).

Research Questions

1. Is MIM application an effective communication medium for work?

2. How do managers in Thai company use MIM for managing purposes?

3. What are the MIM messages used for work by the managers?

4. Is there any positive effects of using MIM for work with the team members?

Literature Review

Mobile Instant Messaging (MIM) Application:

MIM refers to Mobile Instant Messaging. According to Oguhuma et al. (2016), MIM is a new form of communicative technology with specific objectives and unique features MIM applications use their network effect, mobility and ubiquity to connect various services in one single platform. Using MIM, users can update real-time information anywhere, anytime (Oguhuma et al., 2016).

Church & Oliveira (2013) describe MIM application that it allows the user to send and receive images, video, audio and location-based messages to individuals or groups of friends using the users' pre-existing data plan and at no cost. It also provides additional social information to its user e.g., contacts can see when their friends are online, when they are typing and when they last accessed the application, and notifications when a message is sent and when it is delivered to the recipient's device (Church & Oliveira, 2013).

Similarly, according to Karimiyazdi & Mokhber (2015), MIM has become more important in the era of a high-speed data network such as 4G when people use mobile instant messaging to communicate with others in everyday life. They also explain why it has become more popular than SMS because MIM is more user friendly and has more features in comparison with traditional short message services (SMS). In addition, MIM offers variety of instant communication options, and users can easily switch between MIMs (Karimiyazdi & Mokhber, 2015)

The convenience of MIM has been stressed by many scholars, including Lu et al. (2010) who stated that MIM enables consumers, whether sitting at the computer or on the road, to connect instant message (IM) with existing communities and across the mobile Internet. It brings tremendous conveniences for customers and is widely adopted by young people (Lu et al., 2010). Some of the widely-used MIM applications worldwide are such as KakaoTalk, WhatsApp, WeChat, LINE, Viber.

Previous studies about MIM and smartphones

The existing MIM literature has covered some aspects such as customers continuance intention to use MIM (Oguhuma et al.,2015), viral marketing campaign on MIM (Karimiyazdi & Mokhber, 2015), and several on users' behaviors and attitudes towards MIM applications, especially in Thailand.

Other studies on organization communication using smartphones are such as the study by Kiddie (2009) who studied workplace communication in the United States whether youth

entering the workforce would act as change agents to evolve primary business communication channels from email to text messaging. (Kiddie, 2014).

Lee et al. (2012) examined the use of and attitude toward smartphone specifically iPhone and Blackberry as a communication device by organizational members in Malaysia. They found that smartphone had been used as a communication tool by the interviewees with their superiors, colleagues, and clients for communicating verbal instruction and urgent matters, transmitting work-related and updated information, building rapport and affiliation, solving clients' query and demand, and providing feedback. Smartphones were perceived as a communication tool in the workplace because of its various advantages. Also, smartphones were also used as a dynamic avenue for organizational communication and demonstrated high effectiveness as a new form of communication culture in Malaysian organizations (Lee et al., 2012).

Pitichat (2013) also studied the use of smartphones in the workplace. It was found that using smartphones in the workplace could be valuable in three ways: promoting autonomy, strengthening relationships with peers as well as superiors, and improving knowledge-sharing. Additionally, these three main factors could increase employee job satisfaction, which leads to better efficiency in the workplace (Pitichat, 2013).

Research Framework

Media Richness Theory (MRT)

According to Daft and Lengel's theory(Daft & Lengel, 1984), richness is defined as the potential information carrying capacity of data. If the communication of an item of data provides substantial new understanding, it would be considered rich whereas the datum provides little understanding would be low in richness (Daft & Lengel, 1984). Lengel (1983) proposed that communication media used in organizations determine the richness of information processed. According to Lengel, communication media vary in the richness of information processed. Communication media include (1) face-to-face, (2) telephone calls, (3) written personal, (4) written formal and (5) numeric formal. Based on MRT, each medium differs in (1) feedback capability, (2) communication channels utilized, (3) source and (4) language.

Media richness theory or MRT is one of the most extensively studied frameworks of media choice in managers' communication (Sheer & Chen, 2004). Sheer and Chen (2004) studied manager-subordinate communication from various organizations in Hong Kong and found that relational and self-presentational goals are also relevant in manager-subordinate interactions, particularly when messages differ in valence (Sheer & Chen, 2004).

On the studies of MRT in other types of media as proposed by Daft and Lengel, Dennis and Kinney (1998) studied the effect of media richness on decision making in two-person teams using "new media" (i.e., computer-mediated and video communication). They found that media richness matters, but it does not improve performance for the new media (Dennis & Kinney, 1998). They argued that MRT may be useful for the old media (i.e., letters and memos) whose levels of feedbacks and cues are lesser than those of the new media. *"The new*

'lean' media may be just rich enough to enable users to successfully communicate for moderately equivocal tasks(Dennis & Kinney, 1998)".

Recent studies such as Lee (1994), and Markus (1994) have included the study of e-mail use in organizational communication and found that MRT failed to explain the richness of electronic medium like e-mail. In 2013, Mandal and McQueen studied social media adoption in micro businesses (Mandal & McQueen, 2013). They proposed that regarding richness, the social media interface of the Facebook business page is considered richer than email in its capacity (i.e. to express by photos, and to transmit web links). They also suggested that the incapability of MRT to explain rich communication through email is carried forwarded to social media adoption (Mandal & McQueen, 2013)

As on MRT and mobile instant messaging (MIM), Tseng et al. (2017) identified a lack of more recent studies in the role of media richness in determining customer loyalty to mobile instant messaging (MIM). Based on MRT, they examined how media richness influences customer perceived values, consequently contributing to customer loyalty to MIM. In their study, it is found that and language variety has the strongest effect on user loyalty to MIM.

Nevertheless, no recent studies have focused on MRT and MIM used as managers' choice of communication. Therefore, this study will identify the richness of MIM used in the organization by managers. According to MRT, the more immediate feedback increases media richness, and the use of richer media will result in better performance for equivocal tasks while the use of leaner media will lead to better performance for less equivocal tasks (Dennis & Kinney, 1998). This research argues that MIM, although most used as an informally written form, is 'richer' than letters and e-mail because of its unique combination of functions since it can be used as informally written text, voice call, stickers showing emotions and sounds, or sent as a voice message.

Research Hypotheses

1. H1: MIM is an effective communication medium for work
2. H2: Managers use MIM for managing purposes.
3. H3: There are different kinds of MIM messages used for work by managers.
4. H4: MIM positively affects team members.

Research Method

Using a snowball sampling method, the author recruited middle managers from two business organizations with different business natures located in Bangkok, Thailand for a semi-structured interview during May-June 2017. Snowball sampling, is regarded as a purposeful sampling that "typically proceeds after a study begins and occurs when the researcher asks participants to recommend other individuals to be sampled (Creswell, 2012)".

The two business organizations in this study are: (1) Mondelez International (Thailand) Co., Ltd- a subsidiary of Mondelēz International, Inc,a leading snacking powerhouse in consumer's candies, gum and mints, cookies, crackers, chocolate, and cheese, and (2) PTT ICT Solutions- a company in Petroleum Authority of Thailand (PTT) group offering information technology (IT) and communications service,. Interviewees' confidentiality of response was assured, and due to companies' privacy reason, only their initials and positions can be revealed. The interview data were recorded using an audio recorder and then transcribed for coding.

Findings and Discussion of findings

From the interview with the managers in Thailand in this study, the interview data supported the main hypothesis of this research that *managers in Thailand use MIM application for work.* The number one most used MIM application by all of the managers from the companies interviewed in this study (Ten: five females and five males, between 30-40 years of age) is LINE application.

According to the Media Richness Theory (MRT), the data from the interview suggested that the richness of MIM, since it is a new media never been mentioned before, should be categorized between the richness of 2-way communication like telephone and written personal documents. I argue that the richness of MIM is richer than telephone since it can also be used as a voice call (Figure 2). Nevertheless, it still serves as written personal documents (in the same category as letters, e-mails, and memos) with the features of two-way chat, group chat, and other media sharing (such as pictures, audio, and VDO clips).

The other communication media used by the managers in the three companies are similar. The interview data demonstrated that beside from face-to-face, the managers mainly used these media for work: Telephone, Skype for Business, E-mail, and MIM (LINE).

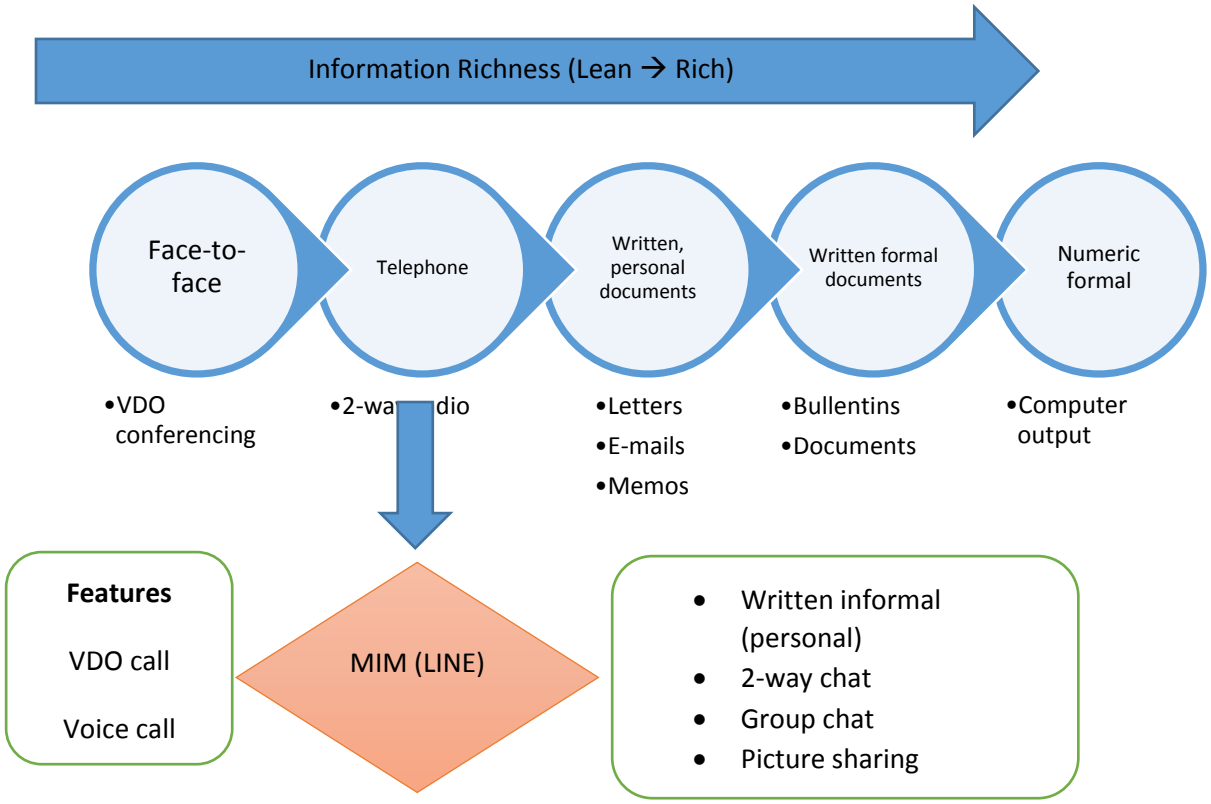


Fig. 2. Author's proposal of Media Richness for LINE adapted from Communication Media and Information Richness in Daft and Lengel, 1984 (Daft & Lengel, 1984).

As for LINE, the data from the managers suggested that LINE is normally regarded as an informal communication used mostly to follow-up works from the members because it is convenient and common to use among colleagues. Table I shows the typical use of each commonly used media for work by the managers in this research.

TABLE I: A TYPICAL USE OF EACH MEDIA

Media	For
Telephone	Urgent matters Complicated tasks
Skype for Business	For meeting Seeing team embers' status update
LINE	Informal communication Following-up work
E-mail	Formal communication Evidence required Sending file attachment Making Confirmations / Appointments

The interview findings also support the other hypotheses of this study as follows:

1. H1: MIM (LINE) is an effective medium for work

The answers from the managers are slightly different in each of the company. In Mondelez, the managers suggested that LINE can create a *clear communication* which will lead to a good work performance. The examples of the answers are:

- *"It is a clear communication to get work done correctly."* – Mrs. C.T.
- *"We need a clear and smooth communication tool for work to be done successfully."* – Ms. K.S.
- *"It is very important to clarify the work to your subordinates."*- Mr. P.H.

For PTT ICT, the managers suggested the ability of LINE for *remote communication* for team members who work separately. It enables them to communicate efficiently and will result in a good work performance.

- *"We always have to stay connected even though the members out of the office."* – Mr. J.M.
- *""Our work is not desk-based. We work for different projects in different provinces, so an effective communication is necessary."* – Ms. W.Ji.

According to the interview findings, LINE is regarded as an effective medium used for work. The managers suggested that a clear communication among the team members is crucial and LINE is effective because of its swiftness that enables a clear communication, especially in a remote communication situation such as for the Sales team. There were many situations when the team members are away from the office so using LINE to communicate is

cost-efficient. Therefore LINE is often used among the managers and team members, and the majority of the managers stated that they use it for work regularly on a daily basis.

2. H2: Managers use MIM for various managing purposes.

It was found that the managers use MIM for various purposes. For examples, LINE is most convenient when used for group chats as stated by one of Mondelez managers, Ms. K.S, *"It can create group chats, so we can already control whom we are talking to either personal or work."* It is also used for remote communication, project monitoring, group chat, written evidence, and giving team support are also among the interview findings. Another interesting purpose of LINE use which is common in the answers of the managers is to use it when feeling considerate towards others (as do not want to disturb the members by calling). There is no literal translation of the word from the Thai language which is 'เกรงใจ.' However, the managers meant the feeling when one does not want to bother or disturb the other. Some of the explanations by the managers are:

- *"Sometimes we need to talk to someone but do not want to call them because the matter is not so serious. So, leaving a message on LINE is more appropriate and also free."- M*r. P.H. (Mondelez)

Not only is LINE used by the managers to communicate with the team members, but it is also used with the managers' **bosses** and **customers** as well. Figure 7 demonstrates LINE use by the managers.

- *"I have different groups for each **customer** account e.g. Big C, Tesco, Tops. There are more than 10 and also other smaller groups for my team members."*- Mr.K.S (Mondelez)
- *"I use it to communicate with customers (depends on the customers) informally.*" – Ms. W. Ji (PTT ICT)

The finding also suggests that there are both the vertical and horizontal communication when a manager uses MIM (LINE) for work as represented in Figure 3.

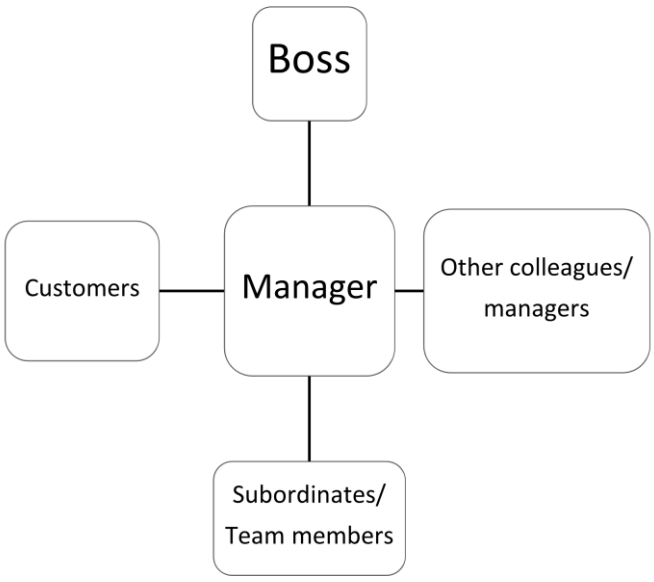


Fig.3. The vertical and horizontal communication of a manager using LINE for work.

The interview data also shows that LINE has both advantages and disadvantages. According to the managers, the advantages and the disadvantages of using LINE for work are demonstrated in the following Table II.

TABLE II: THE ADVANTAGES AND DISADVANTAGES OF USING LINE FOR WORK

Advantages	Disadvantages
For work - Monitoring - Remote communication - Reducing work redundancy - Expediting work process	Informality
For managers - Convenient - Showing good examples - Showing acknowledgement	Lack of confidentiality
For Team relationship - Giving team support - Defusing work tension	Mistake- prone - Confusion - Frustration

From the interview data, the advantages of using LINE for work can be categorized into three categories: The advantage for work, for managers, and for team relationship. The managers stated during the interview that LINE is used most for work monitoring which is practical when some of the team members have to work away from the office, especially for the Sales team. Therefore, it is useful for remote communication between the managers and the team. It also reduces work redundancy when they communicate via LINE. Each team member can read the message and confirm with the written text so there is no need to send another confirmation via e-mail which can help expedite the work process.

As for the advantages for the managers themselves, they stated that it is convenient for them to use LINE, mostly because they can send any information to the all the team members all at once. The sales team managers often send some pictures of a good example of work such as the desired store display for products to their team members. It is also convenient for them to see how many members have acknowledged the message sent or 'read' it already.

- *"It creates competition in a good way for work. For example, when one team sees a good example of a display from another team, they will want to perform better. It is also easy for me to show a good example to my team without saying many words. I can just send a picture and say 'Why don't you do like this?' and they just understand my instruction"* - Mr. P.J (Mondelez)

For team-relationship building, the managers reported that LINE helps to give team support. For example, when one of the team members encounters a problem about work, he/she can ask the other members via LINE and everyone will try to help solve the problem. Since LINE is not used only for work but for casual or non-work as well, the relationship

between the team members is strengthened. Also, when there is a tension about work, if a team member sends a funny picture, text, or stickers, the situation can become less stressed.

- *"When the situation gets too serious, sending funny text or stickers makes everyone feels relaxed.*" - Mr. P.J (Mondelez)

However, the disadvantages of using LINE for work mentioned by the managers are; the informality, lack of confidentiality, and mistake-prone nature which can cause confusion or frustration of LINE.

3. H3: There are different kinds of MIM (LINE) used for work.

When asked what the most used sentences are, the finding supported that the managers used LINE for different purposes as for the followings: 1. Following-up work and giving instructions, 2. Asking for information, 3. Informing, reminding, or group announcement, 4.Giving confirmation, and 5. Non –work related chat. Table III shows some common phrases and sentences used in LINE messages by the managers.

TABLE III: THE COMMON LINE MESSAGES USED BY THE MANAGERS

Purposes	Commonly used phrases/ sentences
Following-up work / Giving Instructions	Please send me a feedback on… Is there any problem/ issue regarding…? Please confirm the closing sales report for this week/month.
Asking for information	How much is the discount for this product? When can we have a meeting? Have you finished the meeting with the customer
Informing/Reminding/ Group announcement	I'm out of the office now. This week's meeting will be on … Don't forget to send me…. file.
Giving Confirmation	That is ok. / It is fine. Thank you/ Thank you for…. Good job/ Well done
Non-work related chat	What should we eat? What should we go for lunch? Good morning Monday, Tuesday. Wednesday. etc.

4. H4: MIM (LINE) positively affects team members.

The positive effects of LINE communication for work found in this study are 1. Creating good competition, 2. Promoting team understanding, 3.Promoting good team relationship and 4. Increasing work performance

1. Creating a good competition: There are often information sharings in a group chat among the sales team members. For example:

"We often use it to share information among team members, e.g. showing a new display from different supermarkets. It helps make others in the other provinces or regions who see it feel the need to make it better." – Ms. K.S (Mondelez)

"It creates competition in a good way for work. For example, when one team sees a good example of a display from another team, they will want to perform better." –Mr. P.J (Mondelez)

2. Promoting team understanding: Communication with the team via LINE help promoting the understanding of the other team members' tasks or work. For example, when some team members who are always working outside of the office use LINE to ask about the work with the managers, the other team members in the office can get a clearer understanding of the team's work or progress.

"It helps team members to understand other people's job. The members at the office can see how the members at the field are working from the pictures sent." – Mr. P.H. (Mondelez)

3. Promoting good team relationship: The managers agreed that using LINE for work helps promote good team relationship, mainly because it is used every day among the team for both work and non-work subjects.

"*Talking about a non-work matter such as sending them a happy birthday message helps create a good relationship with the team.****"*** Mr. P.H. (Mondelez)

"When there is a new member of a team, belonging in a group chat and chatting with the group every day can make him/her feel like a part of the team." – Mr. J.M. (PTT ICT)

4. Increasing work performance: According to the managers, LINE communication for work has a positive effect on the work performance.

"It does not create pressure, but helps to make things better."- Mrs. C.T (Mondelez)

"It really helps the team to perform better. When one team member has a problem and consults with the team in LINE, everyone will feel as if it is their own problem and help solve it."– Ms. W. Ji. (PTT ICT)

The managers interviewed also stated that LINE is useful to encourage or motivate the team members as they can share motivation stories and motivate them directly in the group/personal chat.

Conclusion and suggestions

This research study the increasing use of Mobile Instant Messaging (MIM) application in the workplace in Thailand from the manager's perspective using the qualitative interview method. It is found that most popular MIM application with the most active users in Thailand is LINE. Nowadays LINE has become another communication media used widely in business organizations. The study shows the use of LINE for work by the managers in three different business organizations. The findings suggest that the use of LINE by the managers in both companies are similar because all of the managers interviewed use MIM (LINE) for work.

The first finding shows that LINE has become an effective communication medium for work because it is fast and cost-efficient. The features of LINE which can create a group chat makes it convenient for the team communication and remote communication when some members are to work away from the office.

Second, LINE is used by the managers for managing purposes. It is revealed that LINE communication for work has both the vertical and horizontal relationships as the managers use it with their boss, subordinates (team-members), and also with the customers.

Third, the managers used LINE to send different kinds of messages. The most common used LINE messages can be grouped as 1.Work follow-up/ giving instructions 2.Asking for information 3.Informing/ Reminding/ Group announcement 4.Giving information and 5.Non-work related chat.

Finally, it is found that using LINE can positively affect team members. The managers agreed that LINE communication within the team could: 1. Create a good competition, 2. Promote the team understanding, 3. Promoting good team relationship, and 4. Increase work performance.

This study of MIM used in Thai business organizations might seem to be new to the study of organizational studies, yet it is interesting to see how a country develops the use of an unconventional communication tool such as MIM for business and makes it an effective communication for work. For further studies at a national level, it is useful to study deeper into the company's rules and regulations regarding the use of MIM for work, as well as the follower's perspective of using MIM. For a better understanding of each country's business cultures which could be due to either an organizational culture or a national culture, or both.

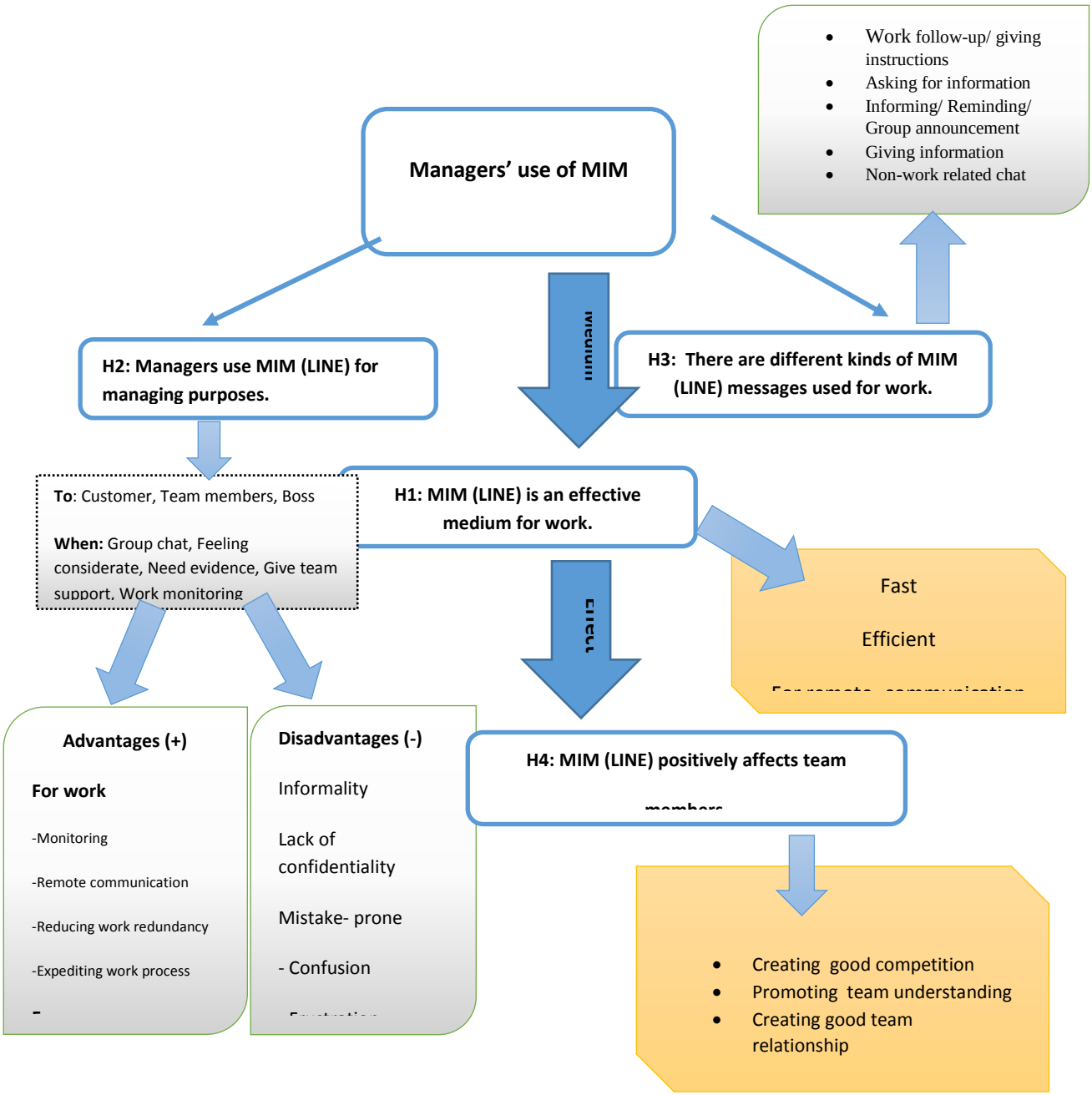

Managers' use of MIM
Work follow-up/ giving instructions
Asking for information
Informing/ Reminding/ Group announcement
Giving information
Non-work related chat
H2: Managers use MIM (LINE) for managing purposes.
H3: There are different kinds of MIM (LINE) messages used for work.
H1: MIM (LINE) is an effective medium for work.
To: Customer, Team members, Boss
When: Group chat, Feeling considerate, Need evidence, Give team support, Work monitoring
Fast
Efficient
Advantages (+)
For work
-Monitoring
-Remote communication
-Reducing work redundancy
-Expediting work process
Disadvantages (-)
Informality
Lack of confidentiality
Mistake- prone
- Confusion
H4: MIM (LINE) positively affects team
Creating good competition
Promoting team understanding
Creating good team relationship

Fig.4. The findings of this study.

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Abstract
Every one of us has been given a name which will define us for a lifetime. Most of us keep it till dead. But our names are rarely our choices. It emphasis the perspective about life of our elders. The modern technology gave a new chance to everyone to redefine themselves. On the virtual world of internet, you can choose a new name which is called a "nickname". So we have a new chance to pick up a name which only depends our taste. Besides this name does not have to be a common name we face every day on our society. We can choose animal names, heroes, fiction character names, abbreviations, and any made up name we want. Upon choosing a nickname people depend on their self-esteem. They try to announce to the world whomever they think they are. So those nicknames can be used as data to analyze internet users' self-esteem. The nicknames they choose may have important clues about their view of themselves. For this research 1000 students from Gumushane University are answered a very short nine question survey. All the data has been collected by paper-pen conventional method. The participants are from three different faculties and 9 different departments. Those 3 Faculties have total 4400 students so 1000 students are a quite large sample size. This study showed us that most of the participants are using Facebook, Gmail, Hotmail, and Instagram. Some web services like Pinterest, LinkedIn etc. are not very common among those students. A great percentage of those students use their real name or partially its abbreviation as nickname. Only a few of them has chosen a different nickname. Those who has chosen a nickname prefer symbolic names for homeland, animal, Movie character names etc. The results of this study are hoped to be helpful for anyone who is interested the effect of internet on university students. Further studies may be need to analyze the motivational factors behind their preferences. Also studies on online game players may be more revealing because they choose their nickname depending on a more deliberate decision.
Key words : Nickname Preferences, Higher education, University Students, Self esteem

Introduction

On most cultures names are given by parents and live with us until our death. They are a part of us and define the attitudes or believes of our parent's or ancestors. Çelik defines names as a communication code in cultural systems (Çelik, 2006). Unfortunately, it does not reflect the opinions of people about themselves but instead it shows the opinions of their parents or ancestors.

Twentieth century digital world gives a new chance for online people to define themselves with "Nicknames". They can choose a new definition for themselves and its strongly related with their personal self-perception. Investigating this nicknames may give relevant clues about their owners.

This study has been executed on 1000 university students from Gumushane University / Turkey. Female and male students are almost equal and they have an average age of 21.

It has been observed that most students are using Facebook, Gmail, Hotmail and Instagram but Yandex, Pinterest, LinkedIn, yahoo are fairly used. With the descending order other online platforms seem to be YouTube, Google and twitter. Most of them are using their own name, combinations with their name or abbreviations of their name as

nicknames. It is an interesting result because even they had a chance of re defining themselves with an own chosen nickname most of them did not to prefer doing so.
There are only a few studies about nicknames (115 results on science direct journals by title and keywords) and they are fairly related to the same aspect of view with this study. For example, V. de Klerk and B. Bosch investigated English nicknames according to sound patterns (Klerk and Bosch ,1997)
Yu and Wu (2011) find that participants assigned to the self-choice and real-name identity revelation modes tended to view their assessors more favorably than those in the anonymity and nickname groups.
In another study Clark (1976) states that from the second half of the twelfth century there survives a considerable corpus of citizen's nicknames; and these show that French forms, although in widespread use and even at times coupled with Anglo-Saxon personal names, were on the whole less original and less picturesque than English ones.
But none of this limited studies are interested in the reasons of nickname preferences of digital users. This study seems to be a fore-ground study about nicknames preferences.

Aim of the study

Our family gives us a name which defines their view point of life. But Internet gives us a chance to define ourselves. Our nick name choices may give clues about our self-perception. For this reason, the best group could be the online game players. They use many different nicknames.
This study has been tried to accomplish on an online game platform. Kongregate is one of the first online game platforms and it is still a very popular one. Besides top ten games on every genre is published on the game site so for this research most preferred games by online game players could be choosen. It was not possible to contact to site owners so we tried to paste the survey link on chat platforms in congregate, but KONGREGATE did not allow us to distribute the online survey link and they banned our account. So we decided to change it to hardcopy and apply it to University students.
To get healthier descriptive data, the survey has been applied 1000 students from random faculties and random classes among 7 faculties at Gumushane University.
To understand the motives behind the nickname choices of teenager's, data about,

- What Email Services are they using?
- Which social networks are they using?
- Are they playing any online games?
- What nicknames are they using?
- Why did they choose that particular nick name?
- Is there an alternative nick name that they would prefer (but maybe couldn't get)

are gathered.
The survey has open ended questions and has been prepared by the researcher.

Material and Methods

Sample and Data Collection

A nine open ended question survey has been developed by the researcher. The questions are chosen according to the aim of the study. Gumushane University is a recently established government university and have seven faculties. Some faculties like the Faculty of Tourism and faculty of communication have recently opened a few departments and do not have many students. Other faculties have relatively more students, and to reach a bigger sample, 1000 students from 3 faculties and 31 classes are chosen to participate at the study. The name of the faculties, sample sizes and ratios are shown in Table 1. Although the bigger the sample size is the more reliable the survey is,

there is a 10 percent and 20 percent for small populations limit in literature (Arlı & Nazik, 2001, s.77*)*

	Population	Sample	Percentage
Faculty of Engineering	2923	453	15,50%
Faculty of Theology	880	265	30,11%
Faculty of Letters	608	282	46,38%
Total	4400	1000	22,73%

Table1. Populations and Sample size according to faculties

From each faculty some classes are randomly chosen and the survey has been applied. The participant departments on each faculty has been shown at Table 2, Table 3 and Table 4.

Department	Year	Day/Evening	Freq.
History	1	Evening	46
History	1	Day	34
History	2	Day	19
History	3	Day	25
Turkish Language and Literature	2	Evening	30
Turkish Language and Literature	2	Day	30
Turkish Language and Literature	3	Evening	43
Turkish Language and Literature	3	Day	36
Turkish Language and Literature	4	Day	19
TOTAL			282

Table 2. The Sample distribution of Faculty of Letters according to departments.

Only four departments in Faculty of Letters are active and two of them have fewer students because they have been recently opened. From this two departments, department of History and department of Turkish Language and Literature, a total of 282 students have been participated both from day and evening classes to this study.

Department	Year	Day/Evening	Freq.
Department of Teacher Training for the Religion and Ethics Courses in Primary Schools	3	Day	31
Department of Teacher Training for the Religion and Ethics	3	Evening	19

Courses in Primary Schools			
Department of Theology	Preparatory	Day	22
Department of Theology	1	Day	61
Department of Theology	2	Day	30
Department of Theology	2	Evening	30
Department of Theology	3	Day	41
Department of Theology	3	Evening	31
TOTAL			265

Table 3. The Sample distribution of Faculty of Divinity according to departments

Faculty of divinity has only two active departments and data from both departments a total of from 265 students have been gathered. The sample includes both day and evening education students.

Department	**Year**	**Evening/ Day**	**Freq.**
Genetics and Bioengineering	1	Evening	41
Genetics and Bioengineering	2	Day	22
Genetics and Bioengineering	2	Evening	17
Geomatics Engineering	1	Day	36
Geomatics Engineering	1	Evening	35
Civil Engineering	1	Day	60
Civil Engineering	1	Evening	37
Mechanical Engineering	1	Evening	56
Mechanical Engineering	1	Day	55
Mathematics Engineering	1	Day	25
Mathematics Engineering	3	Day	21
Mathematics Engineering	4	Day	20
Mathematics Engineering	2	Day	19
Mathematics Engineering	4	Evening	9
TOTAL			453

Table4. The Sample distribution of Engineering and Natural Sciences Faculty according to departments.

The Faculty of Engineering and natural sciences have 9 active departments. 453 students from five departments both from evening and day education have been participated to this study.

Data Analysis

The survey has been prepared at the beginning of 2016 and the data has been collected throughout March-April 2016. The data has been transferred to a spreadsheet program and quantitative analysis has been conducted with the help of research assistants. I want to thank Busra Kucukugurlu and Mustafa Resit Tavus for their efforts.

The codes and themes have been also prepared in the same spreadsheet program. After categorization the themes have been represented with frequency and percentage tables. Some examples have been also given for some themes.

Age	Freq.
N/A	80
<19	49
19	138
20	198
21	215
22	161
23	93
24+	66

Table 5. Age Distribution of participants'

Table 5 shows the Age distribution of participants'. The variance is small because all of the participants are university students. Most of them are on 19-22 year range. The total average of participants is 21,134 and the Standard Deviation is 1,41.

There were 538 male and 458 female students while 4 participants did not reply the question about their sex.

Email provider	Freq.
Gmail	768
Hotmail	692
Yandex	74
Other	29
Yahoo	27
TOTAL	1590

Table 6. Email preferences

Email is a widely used digital communication platform. Some students use more than one email provider. There are only 45 students that did not use email or that did not answer to this question. The most widely used e mail providers are by far G mail and Hotmail. The other email providers have only a small percentage.

We also asked participants whether they were playing online games. 157 of them replied positive. Actually this is a real low percentage (%15,7) than expected.

Social Media	Freq.
Facebook	825
Instagram	764

Youtube	527
Google+	405
Twitter	393
Vine	141
Linked	37
Other	27
Pinterest	16
TOTAL	3135

Table 7. Social Media Preferences

Almost everybody is using Facebook and/or Instagram. Half of participants' are using YouTube and many are using Google+ and twitter. Other Social platforms are not used as much. Out of 1000 students 3135 different social media platforms are being used. That shows every student is using an average of three different social platforms, which is actually quite a lot.

Answer	Freq
YES	500
NO	406
N/A	94

Table 8. If they use the same nickname on every platform

We asked students if they were using the same nickname on every platform. The distribution is almost equal. Half of the students use same nickname on every platform, while half of them are using different nicknames.

Answer	Freq
YES	656
NO	281
N/A	63

Table 9. If they use their real name as a nick name

One of the most important questions on this survey is whether they were using their real names as a nickname. This survey has been established to understand what personal preferences would they have if they could choose a name for themselves. If they are not choosing any other names besides their given names, it would not be personal preferences. Because of this there is a sub sample of 281 people and from now on the coming tables should be interpreted according to this fact. From now on we will interpret the data with this 281 sub sample group.

Nickname	Freq
N/A	683
Celebrity or hero	66
Not categorised	58

Own name or abbr.	55
English	49
No nickname	38
Hometown	31
TOTAL	297

Table 10. Their Nick name Preferences

We asked the participants about their nicknames and then categorized them. The most common preferences seem to be celebrity/hero names and their own names or its abbreviation. English phrases/Words are also a very common selection. Some participants prefer nicknames which are expressing their hometowns. This is especially important because the university students, which are probably for the first time away from their hometown, try to express their origin. This observation is also confirmed informally on the researchers 20 years academic life. 683 participants did not answer this question, 38 said they did not use nickname and the nicknames that were written varied so much 58 of them could not be categorized. Other answers include Informal expressions (10) sportive figures (12) religious phrases (6) Professional/job related terms (11) National/historical terms (11) etc.

Nickname	Freq
N/A	691
Celebrity or hero	73
Own name or abbr	55
Not categorised	50
No nickname	33
English	33
TOTAL	244

Table 11. Nickname Self definitions.

We asked participants how they would define their nicknames. This question may seem obsolete but sometimes an animal name may be chosen because it is the distinctive symbol of a sports team. Or a word may mean both a flower and may symbolize a loved one. So it is crucial to ask participants what this words symbolizes. Parallel to table 10, 73 participants said it's a symbolic for a hero / celebrity and 55 participants said its their names or the abbreviations of their names. English Word/Phrase usage is also very common (33).

Nickname	Freq
N/A	729
Non categorised	115
Celebrity/Hero	47

Hometown	22
TOTAL	184

Table 12. The reasoning of preferences

Another question was about the reasoning of the participants' nickname preferences. The question was prepared to identify the emotions and underlying reasons about their nickname preferences. Does the nick name make feel free? Or powerful? Or important? Or different or divergent? This would make a real scientific outcome for the main question of this study. But most of the participants replied as "because this is my favorite singer" or "because I'm from xxxx" or "Because I like xxxx very much" etc. This is far from revealing the underlying reasons of their nick name preferences. An interview could be more enlightening. The data and results can be seen on table 12.

Would you prefer other nick name??

Nickname	Freq
N/A	679
No Nickname	212
Prefer to have	89
Was already used	11
TOTAL	312

Table 13. Non taken nicknames

We asked the participants whether they would prefer any other nicknames? 679 of them did not replied (see table 9 explanation), While 212 of them said they wouldn't prefer any nickname. 11 said they tried but the nickname was already in use and only 89 said they would have if they could. The preferences are revealed at table 14.

Table 14 shows the dream nickname preferences of participants. As expected 432 did not reply to this question and 214 said they would not want any other nickname. 55 said they would use their own name or its abbreviation. English words/phrases, hometown symbols and celebrity/hero symbols are other most common answers.

Nickname	Freq
N/A	432
No nickname	214
Non categorised	128
Name or abrev.	55
English	31

Hometown	30
Celebrity/Hero	28
TOTAL	486

Table 14. The nickname preferences about their dream nicknames.

Results and Conclusion

On education one of the most important factor is the target group. The more you know about the learners the better you can design teaching environments, materials etc. for them. Gathering information about the target group step is included on almost all educational design models.

The given names of our students tell not much about themselves, because it has not been chosen by themselves. But nicknames are different. They can represent their self-esteem.

1000 students from Gumushane University participated this study. Data has gathered with conventional pen paper method. Most of the participants use email. Average social media platforms used per participants are three. Most of the students do not play online games. They prefer their own names or its abbreviations as nickname. Further studies are needed to reveal underlying reasons of their nickname choices.

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Contextualization and practices in families and communities that prevent or increases violence against children and adolescents

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Abstract

The present results of an Ambato Technical University research on violence against children and adolescents centered in the way parents, children and leaders understand and conceptualize violence. The paper explores how families communicate, the parental skills and the influence of community leaders. The Project was done in the location of Pelileo-Ecuador, considered rural area, with a population of (n=260), 59 community leaders, 110 children and adolescents and 101 parents. The individuals that lived in Pelileo, Bolivar, Huambalo y Cotalo small rural towns that belonged to the state of Tunguahua, Ecuador. A quantitative research using the survey for each group. The research results confirmed the presence of child physical, emotional and sexual abuse against children in this rural area, and the request from the social actors for an education component in the areas of parental skills and understanding violence. This research led to a needed cooperation with government units such as Education Department, Junta Cantonal and the University to offer the educational component requested by the social actor's participants of the research.

***Keywords**: violence, children, adolescents, parents, community, education.*

INTRODUCTION

The research variables are violence against children and the cultural practices that can reduce or prevent this violence. The paper will look into the family related to violence, the communication, and parent´s skills also a description of the community leaders' involvement in this issue.

The problem of violence against minors is global, and Ecuador is not exempt from this. The present research will deal with this problem with the influence of the cultural practices variable: in which the social actors are developed, this variable is very complex so it will focus on the following indicators: the learning of models with behavioral roles, such as the cultural acceptance of machismo, the use of power against minors, the influence of the church in the perpetuation of gender identification assignments, communication between parents and children, transmitting symbolic violence between generations, and the influence of individuals in the community who have authoritarian roles and who accept violence in their contexts or not.

Since there is a co-relation between violence against women and the present research due to the fact that children are almost always present in homes when this happened. One or the justification to do this research is the statistical INEC (2012), Ecuador reported that 90% of women in Ecuador are exposed to violence and do not leave their partners. Tungurahua where the research took place is the second state in the country with the highest rate of violence against women, considering the presence of children in this situation is was necessary to research how these families see themselves and what services could be provided for them.

Family

The conceptualization has been changing thru the times, keeping some of its roots and exceptions. For example Morris *et al*. (2015, p. 51) indicates that to discuss family the concentration should be on the family practices rather than their conceptual ground such myriad conceptualizations as reflection of socio-cultural, economic, political, temporal and spatial contexts (Murray and Barnes 2010). A concept valid for this research is more helpful to understand family as they describe themselves on the way they communicate in the parental system and with their community.

Family and Violence

Family violence is no new to the humanity: The society tends to think that the families are a source that offers protection , sometimes when and violence and neglect are present, this violence is hidden or ignored or do not recognized this as abuse and is not reported. The roots of this problem are structural family issues such as the time the family spend together, the power relation between the parents and children and subordination of children to their parents itself is a risk for victimization. The ideal of a family is also a part of the problem, the rights of the parents are over the rights of their children the right of family privacy and self-autonomy, the cultural acceptance of a physical punishment, the social acceptance of family violence and it´s glorification are factors to be taken in consideration. Barnet *et al*. (2011, pp. 1-6). The society view of who is responsible on family violence can be defined by Morris (ibid), about the moral context where children are exonerated and parents culpable of problems exhibited by their children.

The concept of violence included the omission or permission acts of physical, sexual or emotional abuse, negligence that prevent a healthy development of the family members. (Ibid), Trends Child, (2013, p. 21), adds that violence is defined as the intentional used of force or physical power of an act or threat against one self, group or community that cause or have the probability to cause lesions, death, psychological

damages or disorders and development problems. Humphreys and Zeanah (2014, p. 154) in their longitudinal study of children under 12, were interviewed later at age 29, on the following domains psychopathology, substance abuse, educational attainment, employment, criminal history. Reaffirmed that adverse child experiences and later negative outcomes including psychopathology, the impact on the brain and biological system of a developing child in the following domains: social behavior, post-traumatic stress disorder, attention-deficit/hyperactivity disorder and conduct problems resulting from stress and trauma, especially when neglect and abuse are present.

Continuing with the perverse consequences of violence, (ibid) since the first 3 years of life is vital for the child cognitive, affective and social domains development the care given by the caretakers help infants regulate their physical and emotional response to stressors. Absent o neglectful caregivers fail to give necessary interactive experiences that help the child skills from language development to social competence. Harmful impact may be seen specific neurobiological and behavioral outcomes. Exposure to violence has been associated with shorter telomere length, physical abuse linked to changes in DNA methylation as several times in the glucocorticoid receptor gene showed increased methylation in youth who have been abuse compared with non-abused children. Ibid children that experienced physical abuse before age 5 were four times more likely to have conduct problems in 3rd and 4th grade. Parent behavior has been linked to the onset and maintains of children´s aggressive and delinquent behaviors. Hurt an Betancourt (2015, p. 148) adds that earl y exposure to poverty and toxic environments that include presence of violence and child abuse causes delays in language development, cognitive and school performance recommending early intervention in infants and toddlers to prevent delays in their development.

Knowing the degree of the consequences of family violence is suicide attempts, Haglund *et al*. (2016, p. 1), in his study of suicide attempters conclude that the assessment of interpersonal violence may be of value in risk assessment after attempted suicide. A suicide attempt is a strongest risk for suicide. Exposure to domestic violence is associated to later suicide attempt for both the victim and the perpetrator; the research used the KIVS to measure expressions of violence and violence as a child (AGE 6-14). The study also showed correlation between children exposed to domestic violence and being exposed to bullying.

Laws are continuing to come as solution to this problem but are not proven that help it´s reduction. Statistics of New Jersey where the author worked in child protection: USA Supporting Strong Families in NJ (2012) reported that on 2012 9250 children were victims of abuse and negligence and range of 0.79 per 100.000 children. National rate of fatalities is 2.20 per 100.000 children. (U.S Department of Human Services, 2012).

To this reality we can conclude that in countries with advanced systems and protocols in child protection the incidence rates of abuse persists and even more in countries with insipient protocols.

The numbers in Ecuador are discoursing also, Desafíos (2013, p. 15). In Ecuador children grew with non-favorable physical, intellectual, social and economic factors, in their study on abuse against children stated that 51% of children reported abuse inside their families, 7 of 10 reported physical abuse, sexual and negligence.

In Ecuador the according with the Public News Agency of Ecuador and South America in 2014 271 claims of sexual abuses were reported in schools. In 2013 of the 634 claims of sexual violence against children. Only 6% were investigated (ONU, 2014)

The Ecuadorian Defense of Sexual Rights and Reproduction of Ecuador (2011) the suicide rate among girls age have direct correlation with pregnancies that results of sexual violence. In 2010, 10 sexual abuse claims daily for girls between ages of 12 and 14 years old, had risen in a 78% in last ten years. Now one of four women had been a victim of sexual violence, we are talking about one million women in Ecuador had suffered of sexual violence, before they were 18 years old (INEC 2011).

The socio-economic aspect of this problem. (2016)Ecuador 8.56% of children and adolescents between ages of 5 and 7 work. 62.8% are boys and 37.2 % are girls.60% work to help their families. 8.6% of children and adolescents that work 56% do it in activities considerate dangerous. 12.6% of children y adolescents that stay home to do chore do not attend school.

Paredes (2015, p. 35) in her research project in a school in Ambato found that 20% of children suffered physical abuse, 35% reported emotional abuse.

Family Communication and Parental Skills

A good communication is basic to build good families, not only helped them to fix their problems. But in order to look for answers we have to understand that they want this help in in the way of family plans were they minded. (Morris ibid, p. 58). Therefore the research focus in obtaining data on what and how this could be translate in adequate services for them.

Many factors influence the family communication, parents and their parental capacities, history of abuse, age, education, single mothers, non-biological caregivers, social isolation, disorganization, and violence in the world, all this deepened by the parents' stress, the bad relationship between parents and children. Kliksberg (2009, pp. 1-3) expresses the negative influence from the community, neighborhoods where there is violence, poverty and unemployment, which encourage constant moving of families, plus the exposure and ease these people are exposed to the usage and selling of drugs.

Community Leaders on violence against children

A social order gives trust, therefore it is important to know how community leaders think and act on violence in their communities. Intravia *et al*. (2016, p. 1) reported a community that trust people around them live in a high order and are less fearful of their environment, otherwise they may view the police less responsive undermine the trust of people. As cited before families respond to their socio-cultural and political contexts. This article takes a look to how the leaders of the community where the research took place think and acted on the different approaches to violence against children and adolescents, Is good to indicate that two new thesis to research the influence of police and the reduction of violence has come out from this research.

METHODOLOGY

Participants

The sample (n = 260) is made up of 59 community leaders, 110 children and 101 parents, all of them habitants of Pelileo, Bolivar, Humbaló and Cotaló, belonging to the province of Tungurahua (Ecuador). Students from the Social Work career cooperated taken the survey, same that were trained in the process of the research, to warrant the good application of the survey, which took about ten minutes for each participant. The data was analyzed with SPSS23 (version windows 32 bits).The participants were informed and their participation was voluntary

Instruments

A survey was used for each group, the surveys were used by the project Building and Strengthening Community based by ANPPCAN (2013) child survey, we used a modified ISPCAN Child Abuse Screening Tool (ICAST). These surveys consisted of both open and closed questions depending on the type of information sought to be extracted.

Procedure

Once the size of the sample and the quota for each study were determined, the corresponding people and institutions were asked for permission. For the accomplishment of the field work the collaboration of students belonging to a course of the Social Work career were considered, which were trained to ensure the correct administration of the questionnaires, with an average duration of the survey of 10 minutes for each group.

In all cases, subjects who participated were adequately informed of the voluntary and anonymous nature of their participation in the study and the objectives of the study, voluntarily agreeing to participate without receiving any compensation for it. The research complied with the standards set by the Research and Teaching Ethics Committee of the Technical University of Ambato.

The data recollected was analyzed by the statistical program SPSS (versión 23 para Windows 32 bits).

RESULTS

Community Leaders

The majority affirmed to carry out educational activities to prevent or reduce abuse against children (85%) and to offer the help they could in these cases, either sometimes (33%) or always (67%), counseling being the most used method . A large part agreed that the family should be the main person responsible for solving the problem of child abuse, also commented that only 30% did not accept family interventions, which used to consist of the use of talks, workshops and visits to psychologists.

75% denied that anti-child abuse laws were the only solution to the problem, arguing that the issue should be dealt with from a more holistic perspective, raising awareness of society, working especially with families, and the necessary involvement of the community and the police to reduce violence against minors.

Also 45% said they had known cases of children who had experienced sexual abuse, of which 75% decided to report it to institutions such as the cantonal board, police or other community leaders, and it was effective on most occasions. In turn, 35% agreed on the existence of cultural traditions that could be considered as abuse, such as adults marrying minors or punishment. With regard to the last one, they proposed alternative disciplinary measures such as discussing or explaining to their children what they have done wrong and withdrawing privileges as a method of punishment before resorting to violence.

The most statistically significant Spearman correlations ($p < .01$) showed that the older of these leaders, the greater the acceptance of interventions to families ($r = .663$). It was also found that those who most valued the importance of the community were those who had most known cases of children who had experienced sexual abuse ($r = .597$).

Children

The average age was 14.56 years, with an academic grade of 8.3 as an average grade. More than 60% reported that they were sometimes physically punished for poor grades.

80% lived with father and mother, while 18% lived alone with their mother. Regarding the academic degree of these, 50% of the parents had the primary, followed by 30% with the title of secondary; meanwhile the primary ones corresponded to them in 60% of the cases and the accomplishment of the secondary in 22%, thus showing academic differences according to gender.

84% stated that they attended school a lot or always, while 15% did little or nothing, alluding to reasons such as dissatisfaction and especially having to work to get money.

Half of them admitted that they had sometimes received corporal punishment when they misbehaved, causing them sadness, crying and pain. At 50%, their caregivers had been called vague or silly on some occasions, while 30% had sometimes been demoted, terrified or ignored, admitting that physical aggression was what they least liked.

On the other hand, 99% considered that the food, shelter, health and education provided by their caregivers were sufficient or good, arguing that they generally had everything they needed.

84% had dialogue and explanations as a more just disciplinary method that should be used by their parents in case of scolding, while 14% would opt for the withdrawal of privileges. However, when asked what their family members used to use, 10% said that violence was the most common method.

As a result, almost 30% reported that they sometimes witnessed domestic violence in their homes, feeling bad about a situation that caused them fear and sadness, and considering that could lead to consequences such as low self-esteem, bad grades, anger, depression, bad behavior and other implications for physical and emotional abuse.

Unlike the community leaders, about 70% did not know other children who had experienced physical abuse, lowering this figure to 60% in the case of emotional abuse,

and increasing to 94% when not knowing children who have suffered some form of sexual abuse.

In this last aspect, 30% of them stated that they could rarely distinguish between an appropriate touch and one that was not. In addition, 10% reported that they had sometimes been attempted to touch inappropriately, reacting in various ways such as reporting, stopping or saying it. As a figure to resort to abuse, 50% preferred the mother, while the father 10%, almost the same as the friends.

This difference of trust between the parents is also reflected in the level of communication with them. While 50% say that she is good to her father and friends, 75% feel the same about her mother, this showing a maternal preference.

Lastly, 40% were bothered by the fact that their parents were asking around where they were every time they went out priving them of their freedom as an act of disrespect.

Regarding significant correlations ($p < .05$), it was reported that the girls had been called vague or silly to a lesser extent than boys ($r = -.234$). At the same time, gender also had an impact on possible abuse of any kind, where they opted equally for both parents; meanwhile they would fall back mainly on the mother (65%) and less to the father (7%), as a confident person.

It was found that at an older age, less corporal punishment was used on them ($r = -.235$) but more had attempted to touch them inappropriately ($r = .237$).

It was observed through the number of siblings, as the mothers who had more children were also those who had a lower academic degree and vice versa ($r = -.278$). The level of education and qualifications of the respondents correlated positively with that of both parents and attending school. However, he did so in a negative way with the fact that his parents watched them when they left, doing so to a lesser extent those with higher academic education.

The more level of education the father had, the more the mother had ($r = .697$) and less domestic violence at home ($r = -.219$). At the same time, paying more attention at school was related to a good communication with the brothers ($r = .318$) and to disturb him less than to watch him when leaving home ($r = -251$).

It was observed that those who had been subjected to corporal punishment when they were ill, also considered that the resources given by their parents were few or insufficient ($r = -.294$). Also, the fact that they were called foolish or vague correlated with physical punishment for bringing bad marks ($r = .274$). In these cases of psychological verbal violence there was worse paternal communication ($r = -.370$), maternal $R = -.275$) and fraternal ($r = -.309$).

Parents

The average age was 35 years, which had two or more children. The average monthly income was $ 434 monthly. 50% worked outside the home and almost 20% lived with extended families. Similar to children, 30% reported cases of physical abuse,

50% emotional and 15% sexual, with the same emotional implications as previously mentioned. Of those who once knew of some type of abuse against minors, they reported almost 70%, especially to the victim's next of kin, to the cantonal board or to the police.

Considering that some of the parents surveyed were also community a leader, a similar opinion was found regarding 20% of cultural traditions considered to be abuse, especially those involving marriages between adults with minors.

30% considered that women occasionally provoke episodes of violence against themselves for reasons such as jealousy, provoking the husband, not doing their jobs or being away from home more than they should. This would partly explain the 35% who claimed to have suffered episodes of domestic violence at home, mostly psychological. However, the proportion regarding domestic violence witnessed by the children would drop to 25%, thus showing that children are not always involved in these cases.
Of the parents surveyed, 20% spent from zero to one hour daily to their children to play, read, etc., 30% from one to two hours and 50% more than two hours. More than 90% claimed to ask their children daily how school went or other activities, 90% admitted to explaining the mistakes made when their children were bad on most occasions, 70 % told them about sexual issues more than once a month whose children were old enough for it, and only one person said that they could never provide their children's needs economically.

98% used alternative disciplinary means to corporal punishment such as withdrawing privileges (60%) or explaining what they had done wrong (39%).

40% stated that they should not be punished physically, while the rest had done so on several occasions, justifying themselves with rebuking the children's rebellion in the end and that they alone can punish them in that way, either the father or the mother (in equal proportion given the case).

58% had never known children victims of emotional abuse, and only three people acknowledged not knowing who their children were with when they left home, or leaving them alone at night, as the rest considered it dangerous to do so.

90% felt that it affected their children to witness episodes of domestic violence, especially in their psychological state. At the same time, 45% felt that the reaction of the police to these episodes were inadequate or not useful.

Finally, 99% would like schools and GADs to deliver parent workshops, especially on how to educate children.

In relation to the most significant correlations ($p < .05$), women worked less outside of home ($r = -.290$), got paid less ($r = -261$), provided worse for the economic needs of their children $= -.216$) and spoke less of sexuality with them ($r = -.278$).

At an older age it was found that less time was spent with children to read or play with them ($r = -308$), but were asked more about how school went or other activities ($r = .219$) as well as talking to them about sexual topics ($r = .326$).

A high educational level was correlated with higher monthly incomes (r = .303), knowing sexually abused children (r = .312), knowing who their children were with when they left home (r = .236) and to a higher degree of family collaboration (r = .286), but negatively with their children having less episodes of domestic violence (r = -.240), asking them how they were at school or other activities (r = -.279) and a smaller number of children (r = -355).

Finally, the fact of experiencing domestic violence episodes was related to explaining less the errors committed to the children (r = -.226), to make them worse by not committing to their economic needs (r = -274) and less collaboration (R = -667).

CONCLUSIONS

At the same time, the degree of guilt found in women is often called the cause of episodes of violence for reasons related to failure to fulfill their supposed role as a woman-housewife. It would also be to emphasize the disagreement by some traditions as the marriage of adults with minors, as well as the physical violence as disciplinary punishment to minors, some of which showed a dissatisfaction by the school while they were absent for labor or economic reasons. The need for the social actors to understand that the high percentage of children receiving child physical and sexual abuse needs to be addressed and reduced, abuse that was admitted by their parents.

From the results we can conclude the importance of the community in cases of abuse of minors, as well as a good family reconciliation in education both academic and values. In addition, there is a concern about laws and police intervention on issues of child abuse, considering them insufficient on many occasions. This result led a service providing workshops for the families on these topics. Finally, families with higher academic levels and higher monthly income were the ones that had the best relationship with their children, as well as those with the least episodes of domestic violence.

Wessels (2015, p.8) believes that to develop and improve methodologies to prevent or reduce child abuse, the social actors concerned must be directly involved, and deep research is needed from the roots of a community, and to determine if in a culture with its indicators in learning, communication and influence of important people in the community creates this problem.

The research also gave impulse the creation of a Guideline worked with an interdisciplinary approach. The objectives are:

a) To indicate the professionals working in the institutions in charge of child protection.
b) Procedures of services for those professionals and institutions.
c) Methodologies procedures for working with professionals outside of the public institutions.
d) Education for communities to prevent domestic violence.
e) One goal is to prevent sexual abuse against children by workshops given by psychologists and social workers. That teach them four basic abilities:
    - Teach them to say “no”, they need to recognize that they can dispute something, and say no in special occasions.

- Teach them to identify abuse: They must know that within the family y others relationship´s exist good and bad behaviors. This must be clear to not encourage being afraid of good contact.
- Teach them to confront situations: when is possible they must stop the aggressor, in places and moments that do not risk their lives.
- Break the silence cycle: Teach them no to keep the secret, in case of abuse. (Save the Children, 1998)

The educational component that the research project had started has been well received by the social actors, the community has responded favorable to radio educational speeches given by the professionals and the educational workshops in the schools for younger children where the abuse had higher rates. The results of this research will also led to the writing of an institutional protocol for dealing with cases of child abuse that takes in account families, their needs and strengths.

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Transitioning to higher education for inclusion of people with disabilities

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ABSTRACT

According to the Convention on Rights of People with Disabilities (PWD), people with disabilities are 10 percent of the world's population. In addition, they have fewer opportunities than the mainstream population; for instance, they do not have the same opportunities for to study at university. The research show formal aspects for people with disabilities, also a data analysis about the problem related with higher education in Peru such as part of Latin American and Ibero-American countries. This paper presents a brief of the international barriers for transitioning to higher education, the state of the art-to understand factors and methods related with process learning for people with disabilities, and finally a discussion about the opportunities of building programs and projects to improve the process of transitioning of people with disabilities to higher education inside an initiative of social innovation and social policy. The discussion has been done under the criteria of a social policy in order to create initiatives of social reforms for people with disability in Peru. The results may be translated to the reality in both Latin America and Ibero-American countries.

Key words: Transitioning to higher education, social identity, gap between school and higher education, vocational training.

1. INTRODUCTION.

"The terms 'vulnerability' or 'vulnerable groups' are commonly used, but often with different meanings by different practitioners, even within the World Bank. In particular, we will make a distinction between risk-related 'vulnerability' to poverty and 'vulnerable' groups whose chronic poverty requires specific attention… Vulnerability is by no means identical to poverty. In the absence of risk (and hence vulnerability), poverty could persist: even a risk free environment has households with insufficient means to attain an acceptable standard of living. In the absence of poverty, on the other hand, vulnerability as risk exposure seizes to be an issue. Households may still be exposed to risk, but as long as the risk does not affect their wellbeing dramatically, its consequences are not unacceptable… The concept of welfare used here is broad, encompassing a number of dimensions, such as consumption or income poverty, or inadequate nutrition, lack of access to health and education, insecurity due to conflicts, or lack of political freedom, to name only few" (HOOGEVEEN, 2004, p.4-5).

"Vulnerability is often used in a sense somewhat different from its definition here, namely that of 'weakness' or 'defenselessness', and typically used to describe groups that are weak and liable to serious hardship. These are groups that without substantial support may be in severe and chronic poverty, unable to take advantage of profitable opportunities if they emerge, while with limited defenses in case serious events or

shocks occur. Examples are disabled people, orphans, HIV infected, elderly, ethnic minorities, certain casts, IDPs, households headed by widows or deserted women, or headed by children" (HOOGEVEEN, 2004, p.5).

The problem has several components: the first component, called "contextual factor", is associated with personal and environmental factors; other components are family support, and additional support systems. Even though those components could be also part of the problem solvers, is clear that something else is needed.

Among the most accepted definitions for disabilities we remark the following: (WORLD BANK, 2007, p.7):

a) Disability: the outcome of the interaction between a person with impairment or health condition and the negative barriers of the environment (including attitudes and beliefs, etc.).
b) Disabled person/people: a person or people (group of individuals) with an impairment or health condition who encounters disability or is perceived to be disabled.
c) Environmental factors: factors that make up the physical, social, and attitudinal environment in which people live and conduct their lives.

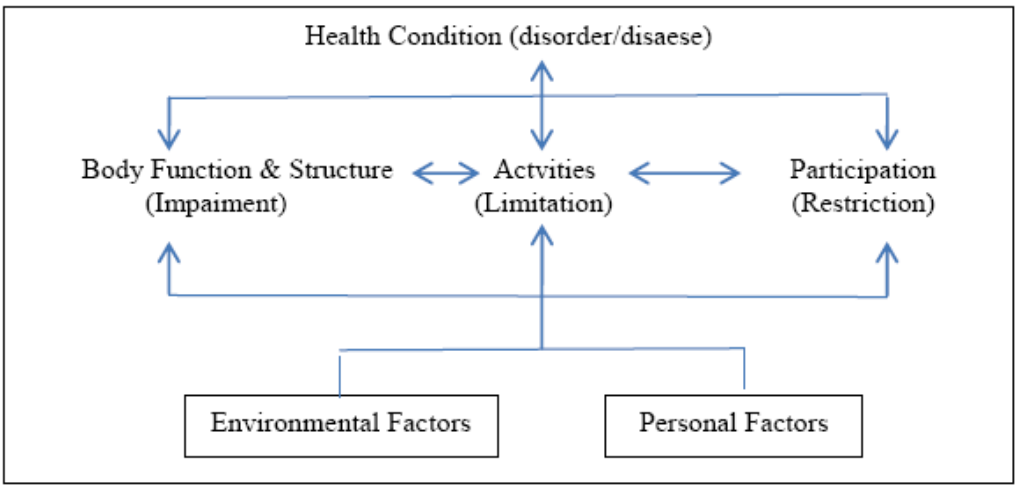


Figure 1. The ICF Model. Source: World Bank, 2007, p.3.

The personal factors are related with issues such self-determination or self-advocacy, among others which are common characteristics into both Latin America and Ibero-American people's culture.

"The Convention notes that disability is an evolving concept and results from the interaction between a person's impairment and obstacles such as physical barriers and prevailing attitudes that prevent their participation in society. The more obstacles there are the more disabled a person becomes. Persons with disabilities have long-term physical, mental, intellectual, or sensory impairments such as blindness, deafness, impaired mobility, and developmental impairments. Some people may have more than one form of disability and many, if not most people, will acquire a disability at some time in their life due to physical injury, disease or aging" (UN, 2006, p.3).

So we have to "promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities and promote respect for their inherent dignity" (RAYA, 2012, p.120).

2. DISABILITY IN SPAIN AND LATIN AMERICAN & CARIBBEAN (LAC).

In Spain the employment rate for people with disability is 28%. The data shows 73% of employees with disability have one restriction at time of work and 53% of them have too many restrictions at time to work. (RAYA, 2012, p.74-75). The main factors of social exclusion are: unprotected unemployment, the disability, lowers education level, extreme poor, inexperience, lack of experience in domestic work, job insecurity, illiteracy, economic insecurity at home and economic difficulties at home. (RAYA, 2012, p.109)

"Around 50 million, or approximately 10 percent of the region's population, are estimated to have disabilities in the LAC region, of which about 82 percent live in poverty" (WORLD BANK, 2007, P.28). The World Bank has been accepted that its interest in serving people with disabilities is a relatively recent, and even though United Nations protects and promotes both human rights and opportunities for improve their quality of life, people with disabilities are 10 per cent of the world's population with less opportunities than the mainstream population. "People with disabilities have fewer opportunities for professional education and the labor market; they have difficulty finding employment when they finish school" (ALEHINA, 2014, p.9).

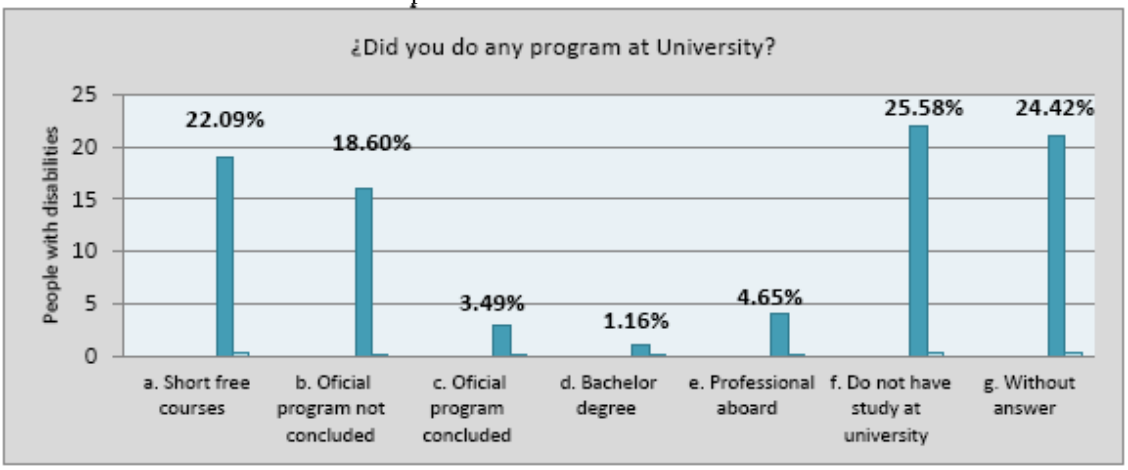
Therefore, access to equal opportunities to educative resources and professional training are key factors in order to reduce exclusion risks of people with disabilities. (RAYA, 2012, p.109)

3. DISABILITY DATA IN PERU.

In Perú a recent survey showed that 52.09% of people with disabilities are women (INEI, 2014, p.9), the employment rate for people with disability is 21,7% (INEI, 2014, p.13). Higher education for people with disabilities is 6.7%. Another significant finding of this survey was that 32.1% of the people with disabilities have difficulty to understand or to learn. That would leave us with a percentage of 67.9% of people with disabilities that should go to school and have higher education. However; 22.4% of the same population finished high school. The distribution of disabilities among the same population is: 59.2% with physical disabilities, 50.9% with visual disabilities, 33.8% with hearing disabilities, 16.6% with communication disabilities, and there are people with more than one type of disability. (INEI, 2014, p.9, 11).
According to the same source, only 5.1% had concluded their studies in the range of 12-17 years (1.5%), 18-24 (3.7%) and more than 25 years (5.4%). These data tell us two things: first that if there is a 22.5% with secondary education, all of them had finished his studies in adulthood; and second, those with higher education are likely to have studied free courses for adults. About causes of exclusion the following information was collected: a) Among the 6.7% of population with disabilities that attended to the university, the 5.3% is women; b) 61.2% of the population with disabilities consider themselves too old to study; c) 4.9% attribute lack of education to limited economical resources; d) 18.6% recognize their physical limitation to prevent them to study. Although there are many people with disabilities that have overcome their limitations; examples can be found in sports, politics, arts or private enterprise, a person with disabilities in Peru and in Latin America in general is a victim of indifference, discrimination and marginalization.

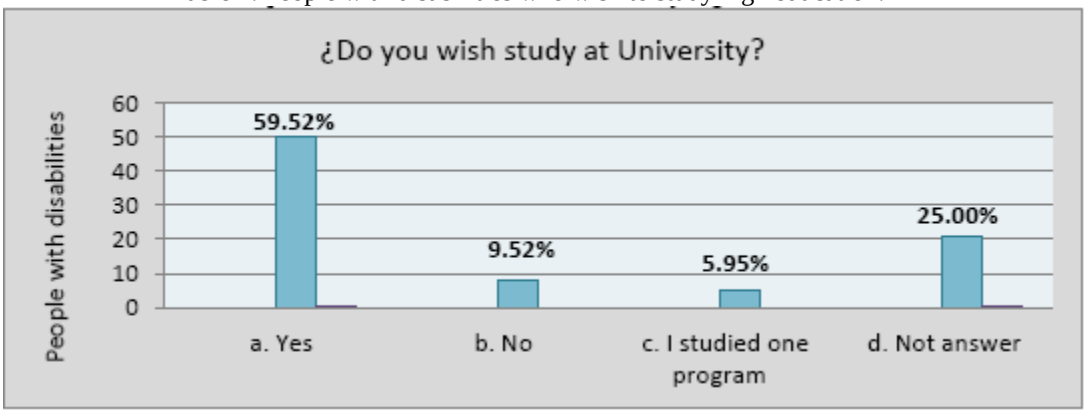
Based on Table 1 below, data analysis from a group of 88 people with disabilities showed: 3.49% completed high education, and 18.6% did not complete high education. Data shows that no one is worried about his/her education. Another result, based on Table 2, shows that 59.52% want to study at the university, so there are people who wish for a better quality of life.

Table 1. People with disabilities who attended schools



Source: Bernuy, March-April 2015. Universidad de San Martin de Porres

Table 2. People with disabilities who wish to study high education.



Source: Bernuy, March-April 2015. Universidad de San Martin de Porres

This data was collected between March and April of 2015 among people with ages ranging between 25 and 55 years, and a balanced between men and women.

4. BARRIERS THAT PREVENT TRANSITION TO HIGHER EDUCATION.

Some of them are:

a) "the full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity" (UN, 2006, p.16).

b) "States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities" (UN, 2006, p.18).

c) Society believes "The religious justification of disability, and considering that the disabled person has nothing to contribute to the community" (PALACIOS, 2008, p.37).
d) Rehabilitation model still in place, "refers to functional diversity in terms of health or disease. People with disabilities are no longer useless to the needs of the community, but they may have something to contribute to the extent that they can be rehabilitated" (PALACIOS, 2008, p.66).
e) The poverty line for people with disabilities should take into account the extra expenses they entail in translating their income into the freedom to live well (SEN, 2004, p.2).
f) People with physical or mental disabilities have to incur extra costs to do the same things that others do (such as walk, talk, or see), and sometimes the person with disabilities will not reach comparable levels of activity or achievement as the able-bodied people even with incurring much expense. SEN, 2004, p.13).

The States seem indifferent to the suffering of others and in many times people affected do not have national identity. "In Latin America, there has not been a political and social debate regarding what model is to be implemented in the future. Most of the time it is explained by international bodies such as the World Bank, that ignore the possible views of each country in this discussion, on the assumption that there is only one future state model of neoliberal character. However, in Europe there is a current debate on the diverse options of models of state "(RAMIO, 2001, p.7). All of this leads us to affirm that it is necessary do research to build a baseline with sufficient information to identify particular problems, associated with the needs of diverse social groups.

5. ANALYSIS OF FACTORS AND METHODS.

Figure 2 shows that disability begins with social and cultural exclusion, also stigma. It is well known that many people do not want to be close to people with disabilities or sharing their activities. In the other hand, people with disabilities are treated such less person because they do not have higher education. At the end, they do not have opportunities for economic, social and human development. The result is poverty, and vulnerability.
According Social Model, "the causes of disability are neither religious nor scientific, but social or at least predominantly social. The root causes are constraints of society itself to provide appropriate services and to adequately ensure that the needs of disabled taken into account "(PALACIOS, 2008, p.103).

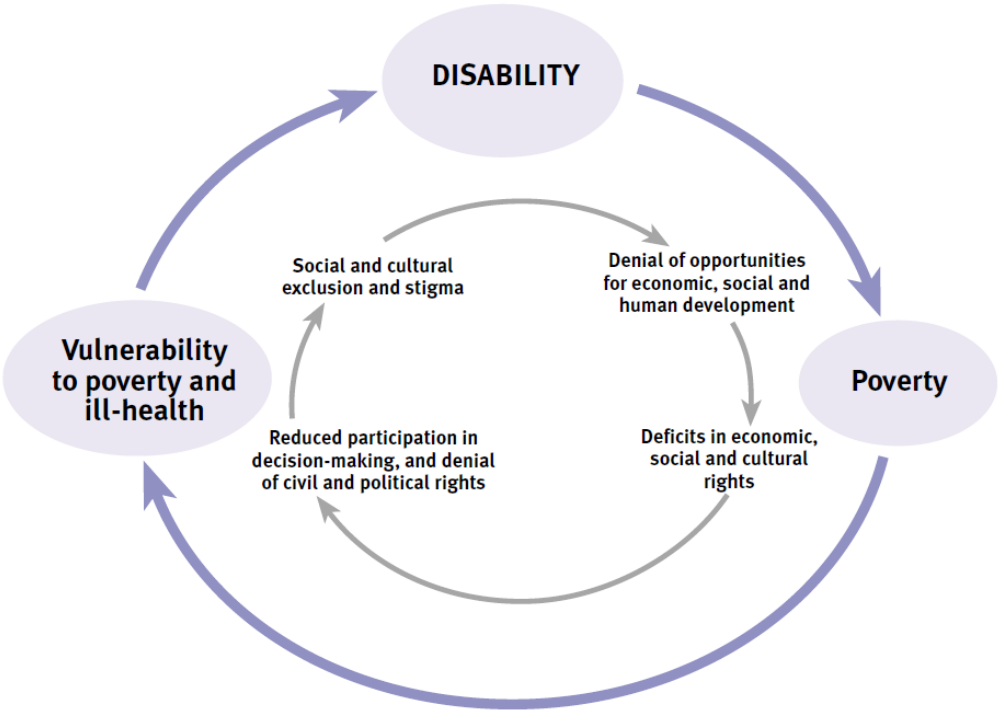


Figure 2. The Poverty/Disability cycle. Source: DfID, 2000. WORLD BANK 2007

At this point is necessary to define two hiding factors, the first is related to "personal and social identity", and the second is "cultural response" of society. These factors should be integrated into a cycle for Latin American countries. Now, it is necessary to review some risks associated to vulnerable groups.(See Table 3 below).

Table 3. Risk in groups with vulnerability.

	EXCLUDED ETHNIC GROUP	DISABLED PEOPLE	WAR-AFFECTED POPULATIONS
Risk of limited or no education	Yes	Yes	Yes
Risk of higher rates of morbidity and mortality	Yes	Yes	Yes
Risk of extreme poverty	Yes	Yes	Yes
Risk of discrimination and political and economic exclusion	Yes	Yes	Yes, for some, such as ex-combatants, particularly those who participated in atrocities

Source: Gibbons, 2004, p.6. These projects sought to address national reforms while simultaneously working at the local level. World Bank.

This first problem is people with disabilities have no education, but the problems became worse when they have been finished the school, and they do not have the opportunity to get access to higher education.

"Disabled people, who tend to be a minority within their communities, representing between 7 and 10 percent of the population, confront physical barriers that prevent them from taking advantage of the services that may be available in their community, which, in turn, makes it more difficult for them to participate in the local economy. They also

tend to be victims of social stigma that further limits their opportunities and isolates them". (GIBBONS, 2004, p.5-6). "The preliminary framework presents three major factors that contribute toward success in postsecondary institutions for students with disabilities: self-determination, planning efforts, and postsecondary supports. Success in the framework is defined as having a positive postsecondary outcome that promotes completion of a postsecondary degree". (GARRISON-WADE, D. 2012, p.9).

In Latin American countries such as Peru, there are some areas that have not been discussed, such as those related to social barriers, social identity and the gap between the high school and the skills required for access to higher education. The planning process requires other components, for instance the culture response of society is always the indifference to people with disabilities. The stigma continues to be present in our societies and that is why it is necessary to identify the hidden factors and improve the actual model for Latin American and Ibero-American societies.

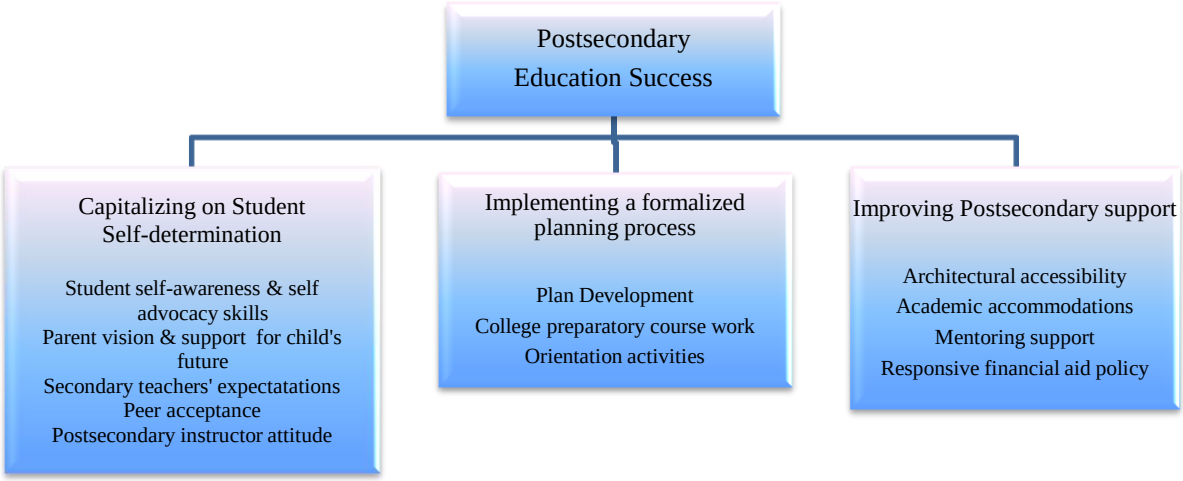


Figure 3. Preliminary Transition to Postsecondary Education Framework. Source: Garrison-Wade. 2012. p.10. University of Colorado Denver.

It is important to review some requirements such as social diversity and gender, needs, institutions, stakeholders and participation of people with disability, as part of proposes for new initiatives of social programs, as shown in table 4.

Table 4. A Rapid Social Assessment requires attention to the following disability issues in the proposed project

Social diversity and gender	Socioeconomic strata in vulnerability
	Young people from 15 to 24 and 24+.
Institutions, rules and behavior	Social security in Peru.
	Associations of people with disabilities
	Universidad de San Martin de Porres to promote PWD participation in the project area for vocational training.
Stakeholders	They are: people with disabilities, university and social security.

	The project is working in order to gain the interests of certain stakeholders, especially the disabled.
Participation	People with disability participate formally in the project.
	People with physical disability.

Source: WORLD BANK, 2007, Social Analysis and Disability: A Guidance Note p.41

According (SAMANIEGO, 2006. p29-30) "perceptions and attitudes gives us as a result experiences of inclusion or discrimination, integration or exclusion, participation or imprisonment, they evolve over time and often overlap each other in a contradictory evolution, similar to which occurs with overlapping paradigms of attention when the speech it is speaking of rights and full participation, but in the actions predominant paradigm is the humiliation".

In the approach there are five elements: political environment, physical environment, economic environment, cultural environment, and social environment.

6. DISCUSSION OF SOCIAL POLICY FOR TRANSITIONING TO HIGHER EDUCATION.

"An understanding of the moral and political demands of disability is important not only because it is such a widespread and impairing feature of humanity, but also because the tragic consequences of disability can be substantially overcome with determined societal help and imaginative intervention," Sen said. "(…) Given what can be achieved through intelligent and human intervention, it is amazing how inactive and smug most societies are about the prevalence of the unshared burden of disability." (SEN, 2004, WORLD BANK 2005, p.6). "Disability represents a critical dimension of social exclusion. Conducting social analysis to examine access to project benefits, and opportunities for the participation of those individuals with disabilities are therefore vital for more sustainable and inclusive project outcomes" (WORLD BANK, 2007, p.39).

At this point the research presents social analysis in holistic approach. This project addresses national reforms, but at the beginning it is formulated for working at the local level, and is focused on transitioning to higher education. In order to understand the needs of the people with disabilities as well as to identify access issues, particularly related to infrastructure and curriculum, this study will be useful to promote programs, projects and actions to achieve inclusion and full participation of people with disabilities in all aspects of society. Human diversity, in the case of people with disabilities, is caused by inequality. SEN said "one of the aspects of the assessment of inequality that has not received as much attention as it deserves is the distinction between performing and freedom to perform" (SEN, 1995, p.17).

"When it comes to deep-rooted inequalities in situations of adversity or deprivation is permanent, victims can stop protesting and complaining, and it is even possible that they lack the incentive to even want a radical change in their circumstances. The measure of deprivation of a person can be hidden in the metric utility, although the individual concerned even lack the opportunity to eat properly, dress decently, has minimal education. There is lack of freedom of people suffering under great hardship. "(SEN, 1995, P.19).

"The point of interest is equal opportunities and equal capabilities, they must pass through equality of capacities, the elimination of inequalities unambiguous capacity (it is referred to as unambiguous because capacity comparisons are typically incomplete) "(SEN, 1995, p.20).
We know there are needs that require one person to have access to goods and services. Amartya Sen argues that "one person cannot be considered in isolation, but should involve others within a social environment, that determines what those needs are and how much must be satisfied The contexts of culture and social identity allows understanding of each different society. The development value is also generated in the individual's ability to choose and act for themselves "(EDO, 2002).

Personal identities, self-esteem, the choice, autonomy, collective identity, cultural and social identity, are fundamental elements in the election of a life's project. In Development as Freedom, SEN suggests the core of his approach is an innovative way of thinking about development, "...development is conceivable (...) as a process of expanding the real freedoms that individuals enjoy" (SEN, 2000). This means that development must be measured with indicators than increased freedoms of people. The research proposes an update of the ICF model in order to include cultural factors in a separate category. (Ref. Figure 4 below).

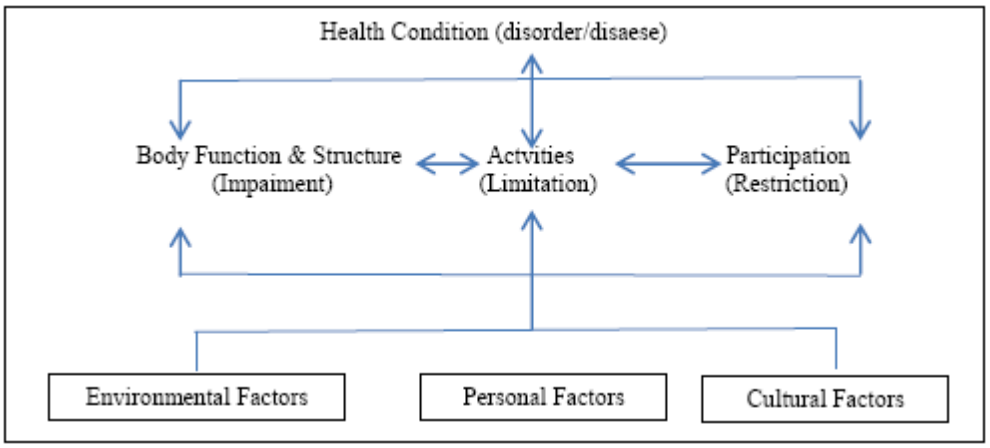


Figure 4. The ICF Model updated. Source: World Bank, 2007, p.3 & own.

In this path, we can see different issues associated to society and people with disabilities, and we can propose new ways to create opportunities for a life without barriers. Then, we have to redefine social and cultural exclusion with social identity and cultural response in order make a better cycle.(ref. Figure 5).



Figure 5. Change proposes at Poverty/Disability cycle. Source: WORLD BANK 2007 & own.

Finally, the "garrison-wade" model is updated in order to include a way to identify personal identity and social identity. This allows one to understand some characteristics of people with disabilities before formalizing a planned process to the transition to the university, as indicated in figure 6.

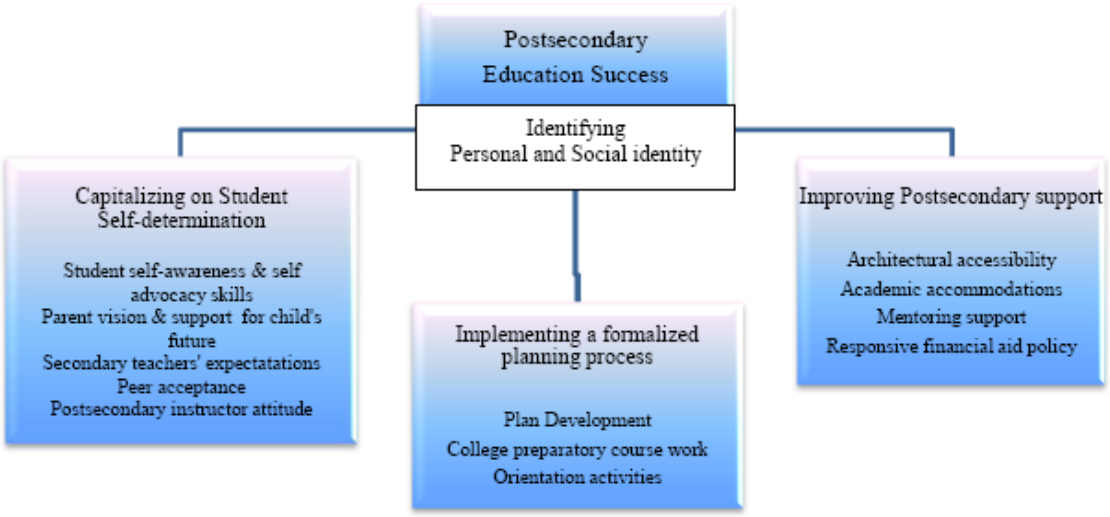


Figure 6. Preliminary Transition to Postsecondary Education Framework updated. Source: Garrison-Wade. 2012. p.10. University of Colorado Denver and own.

This paper is part of a bigger research. In this stage, updated models are developed. The next step will be to test these changes and collect information to build a public policy based on these frameworks.

CONCLUSIONS

This paper reports the findings of an exploratory study among people with disabilities. Their lack of freedom, people suffering under great hardship, and their need to be considered as a part of the society with higher education are analyzed.

The findings in this study were consistent with the national survey. A new finding from the study shows that people who want to study higher education in Peru is 59.52%. People with disabilities in Perú want the opportunity to study higher education. Among other conclusions, we highlight the following:

a) There is a need for deeper research about new factors: "social identity" and "cultural barriers" as the response of society, as well as the gap between school and higher education.
b) A social policy must be built from different aspects; but higher education is one priority for any society. That is why one baseline in needed to establish the problems of the people who want to attend the university.
c) The initiated social policy need to update the ICF, poverty/disability cycle, and the model for transitioning to higher education, in order to include the new factors that have been defined in this paper.
d) The social policy must consider higher education, and professional education such a framework to states, universities and people with disabilities in Latin and Ibero-american countries.
e) The social policy will be built to give to each person a transition plan based on the new factors according to their social and personal identity, so that they may choose the best alternative for their education project as a life project.

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School Culture and Immigrant Students: Resources and Achievement Differences

Figueiredo S., Alves Martins, M., Nunes, O., Silva, C.

Abstract

Research has shown that the resources that non-native children have in school vary in a significant manner even in the schools of the same geographical area. Do these differences explain significant gaps in students' academic achievements? The resources matter addresses the proficiency assessment that some schools hold and other not? And, which other variables (e.g. mother tongue and nationality effect) and with type of achievement (e.g. verbal reasoning, vocabulary, foreign accent) are affected in behalf of schools' structure? This paper examines the effects of schools and their existing resources (including proficiency tests) on young immigrants' achievement for verbal reasoning, vocabulary, metaphoric language and other language tasks, which include data samples from 36 Portuguese immigrant students.

We completed a Structural Equation Model (SEM), using AMOS, to perform a Confirmatory Factor Analysis (CFA) to confirm if the tests' scores are significantly impacted by school variable and by its resources (those resources developed for immigrant children). The practices and perceived resources in schools are found as having significant effect on test scores and the effect was observed with negative impact specifically for students who are placed in schools with no support measures and with differentiated teaching practices for low proficiency groups. Analyses showed that nationality, mother tongue but not the socioeconomic variable increase value as predictive variable only when school effect is controlled for the several tasks. In fact, SES revealed predictive power in confirmatory analysis but not necessarily correlated with school. CFA confirmed the influence of school variable but also the resource of proficiency tests at schools as predictors for achievement, more prominent when compared to the other variables such as mother tongue or nationality. Also, evidence suggests in this study that the differences among learners increased concerning the

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number and variability of language and reasoning tasks when the type of school is tested as main variable or covariate.

***Keywords*—**School' resources; schools' culture; second language learners; confirmatory factorial analysis.

1. Introduction

Research in the second language (L2) area and considering specifically the school population has examined factors such as age, nationality, socioeconomic status (SES), length of residence and home language or mother tongue (L1) as main variables to explain the variability of academic performance. The school remains to understand concerning its predictive value for the academic and cognitive development of young immigrant students, focusing the European context. In fact school might be related to the effect of those most explored factors and the school resources could operate as mediator of SES or L1, for example, for the academic failure and improvement of immigrant school children. Past studies analyzed American schools and their characteristics (location, teachers, materials, support programmes, diversity of students) to correlate with the academic scores of the immigrant groups [1-3]. They concluded that school location and resources influence in a significant manner the school achievement of minorities.

On the other hand, further studies advanced that teachers are not fully trained to receive and to assure the learning of immigrants, in a context of mixed classes [2-4]. In Europe we are now dealing with those limitations at schools, mainly referring to Portugal in what respects the validated instruments for assessment of cognitive and linguistic abilities of the children newcomers. The socioeconomic status of schools was strongly explored as predictor for the students' academic milestones and their future goals [5]. However, other perspective emerged in recent investigation with the new generation of immigrants when attending 'enriched' schools because minorities become in a negative position compared to the native peers concerning academic grades and expectations for labor market [6]. There might be a culture conflict that specific high socioeconomic schools (as considered) are not aware and which generates the reverse of inclusion. This conflict is probable a result from the lack of proper resources for minorities in school contrasting with the significant support and structures for native students [7]. The cultural background of students is a strong variable but not as significant as the hosting school. Additionally, the importance of second language learning that is strictly involved with the L1 status (proficiency) of immigrants [8-12].

Besides the "relative" evidence of SES for the academic goals and success of immigrant students, other studies focused the parental investment in their immigrant students' education. That investment was, for years, mainly attached to their culture and country of origin. Latter, authors inquired that variable – parental investment – as depending from the school type. Schools determine the immigrant parents' behaviors and expectations toward their children [13-15]. The SES remained in the light of the European researchers in what concerns the examination of the immigrant students and their school achievement [16,17]. In Portugal, there are still few studies focusing this question besides the awareness of the importance for the school resources and the students' effective inclusion [18-20]. European schools are now dealing also with other newcomers: refugee population. The new challenges for the host institutions in Europe

depend greatly on the intervention that is designed for K-12 grades, mainly referring to preschool and 1st Cycle [21,22]. The cultural issue is related both to the schools' culture and to the diversity of classes and these differences should be acknowledged and used as advantage for the educational practice. Resulting from these priorities, tests and also the test takers should be renewed and implemented in order to promote a comprehensive assessment and a fair placement for the immigrant children at classrooms [23], [4].

On the other hand, new generation of immigrants requires different tests and resources (more digital based) considering that we need to be aware of the cognitive evolution of our species. It should be noted that individuals (L2 learners) are differently responding to the same tasks that were applied decades ago. But, and what about the schools' culture and resources? Schools are changing because the new wave of immigrants is different and more demanding [24, 25]. From here, several questions come to the fore: second language acquisition might be operating as contribute for the prediction of new adaptive behaviors? Schools' culture (hosting schools) influences the cognitive strategies learning? We believe that high cognitive processing strategies are related to the new demands of hosting schools considering the teaching methods and the resources given. Additionally, resources (or absence of them) of schools might affect the proficiency assessment and the real knowledge that we have toward the new immigrant school-aged students [18]. In sum, how the school operates as a moderate variable is not well studied. This study presents a small component (N36) of a larger (N108) empirical study that is ongoing in Portugal. This trial study examines the effect of school, when as a controlled variable, for the performance of the immigrant children depending on three of the more explored variables in previous research: L1, nationality and SES, and adding a fourth factor: school' resources (specifically the proficiency tests).

2. Design and procedures

36 immigrant students from Portuguese schools with Portuguese as L2. Participants were aged between 7 and 18 years of age. Participants come from China, Latin American countries, Eastern Europe, Portuguese-Speaking African Countries (PALOPs), Western Europe, and from other Asian countries (other than China). According to six language groups (determined by language family) we observed the following home languages: Mandarin, Romance languages, Slavic languages, Portuguese-based creole, Indo-Aryan languages, and Afro-Asian languages (mainly the Arabic). Concerning age of onset, students arrived between 2006 and 2014. The study started in 2013/2014. Students come from lower to middle socioeconomic backgrounds (education and occupation of families was computed, income was not identified). The SES was computed attending to the principles of APA for the socioeconomic status equation in the case of immigrant groups and ethnic groups. Three groups of SES, according to the families' characteristics, were identified. The 36 participants were selected from 4 schools of the same geographical area: Lisbon, Portugal. All the protocol procedures were approved by schools where the study was conducted. Univariate analyzes of variance (SPSS, version 23) were completed to compare results according to the participants' school and in relation to the four factors considered in the study hypothesis. The results were: $F(3,39) = 9.956$ $p = .000$ for the students' nationality; $F(3,39) = 3.050$, $p = .040$ for the students' L1. No significant difference was found in the different socioeconomic groups.

The 36 students answered to several tasks (tests battery) developed and/or adapted for immigrant Portuguese school population during this empirical study:

Naming task
Semantics
Verbal analogy
Extraction
Vocabulary match
Writing
Cognates
Metaphor
language
Syllable awareness
Comprehension
Reading recall
Accent detection
Non-words
Blending
Retelling
Words recall
Oral
comprehension
Comprehensibility

At the present paper, we will only examine focusing the tasks that respects the verbal reasoning, vocabulary and writing abilities (in bold, from the above list). We carried out the Structural Equation Model (SEM), using AMOS, to develop a Confirmatory Factor Analysis (CFA) for the hypothesis testing: tasks' scores are significantly impacted by the school variable and by its resources (specifically those that address immigrant children). The complete data of this trial study was previously reported [18]. The univariate analysis of variance (ANOVA) tests identified significant differences among groups and effect sizes, as well as One-Way Analysis of Covariance (ANCOVA) was conducted to observe the school covariate influences for the other variables' effect concerning the participants' performance. The independent variables are defined as school, L1, nationality and SES, and also the school' resources; and the dependent variables are identified as the tasks. The sample normality criteria were checked (using the Shapiro-Wilk test) as well as the homogeneity variance (Levene's test) considering the dependent and independent variables.

3. Results and discussion

- Hypothesis

It is expected that different schools, with different resources, determine the performances of the immigrants' students.
To measure the performance differences, language and cognitive tests were administrated (example: vocabulary, non-literal sentences comprehension, morphology extraction, cognates tests, see section 2.).

3.1. To test the hypothesis of this study, first we examined which of the four selected schools respected the administration of proficiency tests to the new immigrant students, in the beginning of each school year. Also was observed how different those tests are within schools. The nonparametric univariate test Kruskal-Wallis (for independent samples) revealed that schools differ significantly in the proficiency tests application ($p = .026$) and also the assessment cutoffs of both schools are significantly ($p = .045$) different considering the evaluation levels determined for each student. See Table 1.

Table 1

Achievement results in proficiency tests applied by the schools

	Achievement Results		Z	*p*
	Median	SD		
Schools				
School 1			4.846	**.045**
	2.00	0.00		
School 2	1.00	7.87		

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The results also showed that the 36 participants from one of the schools (school 1) presented higher scores (Table 2) in the half of tasks because that school was previously [18] identified, during this empirical study, as the school with more resources (proficiency tests, digital resources and support programmes for the non-native children) in the perspective of teachers' perception.

Table 2

Achievement differences in tasks considering the four schools

					95% confidence intervall		*p*
		N	M	SD	Lower bound	Upper bound	
Recall Test	School 1	8	4,75	1,982	3,09	6,41	,807
	School 2	5	3,40	1,673	1,32	5,48	

	School 3	13	4,46	2,634	2,87	6,05	
	School 4	12	4,00	3,303	1,90	6,10	
	Total	38	4,24	2,593	3,38	5,09	
Picture	School 1	9	33,4444	4,95255	29,6376	37,2513	,128
naming	School 2	6	22,3333	15,27962	6,2984	38,3683	
	School 3	14	32,2143	6,39926	28,5195	35,9091	
	School 4	13	29,0769	11,13898	22,3457	35,8081	
	Total	42	30,0952	9,78254	27,0468	33,1437	
Semantic	School 1	10	6,0000	3,01846	3,8407	8,1593	,050
associations	School 2	6	2,3333	3,38625	-1,2203	5,8870	
	School 3	14	7,3571	3,47756	5,3493	9,3650	
	School 4	13	5,3077	4,11065	2,8237	7,7917	
	Total	43	5,7209	3,80680	4,5494	6,8925	
Morphological	School 1	10	4,2000	2,09762	2,6995	5,7005	,019
extraction	School 2	6	1,5000	1,51658	-,0915	3,0915	
	School 3	14	5,0000	2,41788	3,6040	6,3960	
	School 4	11	3,0909	2,58668	1,3532	4,8287	
	Total	41	3,7805	2,51508	2,9866	4,5743	
Vocabulary	School 1	10	11,5000	3,20590	9,2066	13,7934	,002
	School 2	7	6,4286	3,90969	2,8127	10,0444	
	School 3	14	12,6429	2,84489	11,0003	14,2854	
	School 4	13	10,6923	3,52100	8,5646	12,8200	
	Total	44	10,8182	3,81108	9,6595	11,9769	
Cognates	School 1	10	3,0000	1,63299	1,8318	4,1682	,035
	School 2	7	1,7143	1,60357	,2312	3,1973	
	School 3	14	3,9286	1,20667	3,2319	4,6253	
	School 4	12	3,0833	1,83196	1,9194	4,2473	
	Total	43	3,1163	1,67913	2,5995	3,6330	

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3.2. Second, to confirm the causal relationships involved in the variability of Portuguese L2 learners' performance was conducted a Confirmatory Factor Analysis (CFA) with AMOS. The CFA and models testing were carried out according to the APA rules: Comparative Fit Index (CFI > .95), Non-Normed Fit Index (NNF> .95), Root Mean Squared Error of Approximation (RMSEA <.06-.08 or < .10), but considering the variability of the RMSEA [26-27], and indices of $\chi 2$. Recent research conducted a similar confirmatory analysis test with young immigrants' participants considering the academic or the cognitive evaluation of differences [28-32]. Also other authors such as [33] and [34] examined the direct influence of L1 through the CFA, although not considering the school factor. In short, there is evidence of results from CFA studies that

overestimates the L1, cultural background, stress, SES, teachers' effectiveness, and instruction as valuable factors to explain non-natives' achievement differences. L1 and SES were included in our CFA models testing. Recent research maintained the CFA as a proper method for this research topic and with similar samples (and with larger number of variables).

The results showed that school has direct and significant ($p < .05$) influence to the effect of nationality, L1, SES and of the resources (proficiency tests used by schools) for the participants' performance. As for indirect effects, school emerges as frequent mediator of the other variables: nationality ($r = -.284$, $p = .025$), L1 ($r = -.521$, $p = .000$), and school resources ($r = .711$, $p = .000$). There was also nationality mediating effect in the relationship between L1 and performance in tasks ($r = .716$, $p = .000$) and between the SES ($r = .260$, $p = .046$) and performance. The values of this model: ($\chi^2 = 208.72$, with $df = 36$ ($p = .000$); CFI: 1.0; RMSEA = .21). Complete fit indices and χ^2 difference tests for moderation effects are shown in Table 3.

Table 3
Regression unstandardized values of Confirmatory Factorial Analysis: variables influence for the students' performance in tests

Tasks		Variables in the model				
			Estimate	S.E.	C.R.	P
Naming	<---	School Type	-2,236	,594	-3,767	***
Naming	<---	Nationality	-,083	,680	-,122	,903
Naming	<---	L1	-1,918	,853	-2,248	,025
Naming	<---	SES	,739	1,335	,553	,580
Naming	<---	Tests resources	6,413	1,072	5,981	***
Semantics	<---	School	-,957	,234	-4,092	***
Semantics	<---	Nationality	-,301	,279	-1,079	,281
Semantics	<---	L1	-,308	,346	-,892	,373
Semantics	<---	SES	-,807	,522	-1,547	,122
Semantics	<---	Tests resources	3,292	,433	7,608	***
Verbal analogies	<---	School	-,287	,112	-2,577	,010
Verbal analogies	<---	Nationality	-,101	,124	-,811	,417
Verbal analogies	<---	L1	-,077	,157	-,490	,624
Verbal analogies	<---	SES	-,055	,249	-,222	,824
Verbal analogies	<---	Tests resources	1,004	,197	5,094	***
Extraction	<---	School	-,860	,158	-5,433	***
Extraction	<---	Nationality	,040	,191	,211	,833
Extraction	<---	L1	-,487	,236	-2,067	,039
Extraction	<---	SES	-,305	,359	-,852	,394
Cognates	<---	SES	,227	,229	,988	,323
Cognates	<---	School	-,435	,101	-4,285	***
Cognates	<---	Nationality	-,094	,126	-,748	,455

			Estimate	S.E.	C.R.	P
Cognates	<---	L1	-,170	,154	-1,106	,269
Extraction	<---	Tests resources	2,228	,295	7,555	***
Cognates	<---	Tests resources	1,672	,194	8,639	***
Metaphor	<---	School	-,250	,060	-4,130	***
Metaphor	<---	Nationality	-,048	,070	-,675	,500
Metaphor	<---	L1	-,102	,088	-1,155	,248
Metaphor	<---	Tests resources	,731	,110	6,643	***
Metaphor	<---	SES	,011	,135	,084	,933

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Together these results supported the hypothesis of this study because (1) there are divergences between schools by using differently language assessment tests and (2) there are differences considering performance of immigrant children (from the different schools examined) in the tasks. Concerning these last differences, the CFA confirms that school variable moderates the effect of other variables for the tasks' scores– nationality and L1 but not SES - as well as showed that school has direct effect in the majority of the participants' performance. Specifically for picture naming, metaphor decoding, semantic associations, morphological extraction, cognates, vocabulary and recall, the four schools operated as a predictor of the achievement differences observed for those tasks among the immigrant students. The schools with more resources showed to have the participants with the highest scores. However the resources variable, and not necessarily only the proficiency tests, demonstrated to make the difference ($p < .05$) between schools and their students' scores. With no covariance effect of school factor, the other factors showed no significant effect for the tasks' scores of the subjects. Along with the school variable there was direct effect observed for other factor: proficiency tests resources (of schools). Both presented highest effect in the variance of the young students' performances. The socioeconomic variable did not increased value as predictive variable, only when school effect is controlled for the several tasks. In fact, SES revealed predictive power in confirmatory analysis but not necessarily correlated with school.

Our data are supported by previous research [35], [3-4] that had confirmed the relationship between school type and immigrant students' results (academic success), especially in the European context. Recent research developed [35-37] [1] corroborated that correlation, outlining that schools with more resources and support produced higher rates of educational milestones accomplished specifically by minorities [5]. On the contrary, these results are not consistent with those gathered from other studies [38] [6]. They reported as main factor the cultural background of immigrant school populations, not the school type or structure. This study' evidence suggests that the differences among non-native learners should be considered and tested taking into account the type of school and the probable culture conflict that immigrants and minorities are struggling in the host schools (and countries). And, new tests and tasks should be developed for the minorities that are attending to European schools, mainly for the non-English speaking countries such as Portugal, ensuring a valid assessment and according to the cognitive demands of the new immigrants' generation.

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Mapping of Wireless Network Quality of an Unknown Environment Using Slam Algorithms for Self-Sustaining Autonomous Robots

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Abstract:

This research aims to achieve the objective of creating a reliable network coverage map of an unknown environment while a self- sustaining robot is simultaneously localizing and mapping the environment. It is uncommon on the research field to combine these two ideas, and therefore, this research project focuses of this. A self-sustaining robot needs to sustain itself without human intervention, so it is necessary to localize itself in an unknown environment, map it, keep always in communication with the main server for them to stay always in the operation and succeed in the given tasks. The mobile robot is designed to work indoor/outdoor and it optimizes the communication resources with the main server to save the CPU and all other resources.

Keywords: Mono-SLAM, a Self- Sustaining Robot, Exploring the Wireless.

Introduction:

In the field of technology, the quality of the reliable service is needed and important for all users. Indoor service and the reliability is becoming a progressively important component of consumer mobile service needs. Because of that, in this research, a self-sustaining autonomous robot will diagnose the network of a building, create a map of the building and map the wireless coverage of the network.

It is important to find the covered and uncovered network signal area. Furthermore, in the covered area, it is necessary to find the strength and poor signal of the network because when the robot loses the network connectivity, it is necessary to make the robot still working. Using the resources more effectively, it is crucial for robot to adjust its communication intervals and the locations in an environment where the wireless coverage is not well-established. Usually at the outdoor environments, the quality and coverage of wireless networks diminish quickly. Forcing a robot to communicate with the main controller where there exist wireless communication problems can cause robot to use its resources very inefficiently. It can even be multiplied if the robot is sending information or to polling information from the main server permanently. It can try hard to keep the connection, and thus pushes the cell radio power more. Due to the bad wireless connection, these robot-server connections keep longer wake locks which turns into keeping the CPU alive, that causes robot to use its limited resources inefficiently.

Robotic mapping and analyzing have a long history. In general, the field of mapping and analyzing were divided into metric and topological approaches. Each one of them have had many researches and studies. In 1990s, probabilistic techniques have dominated the field of robot mapping. A series of seminal papers by Smith, Self, and Cheeseman presented a prevailing statistical framework for simultaneously solving the mapping problem. After that time, robotic mapping has been referred to as SLAM [16].

When a wireless network performance does not meet expectations, robots using this network cannot operate reliably, communicate the main controller continuously and thus results unsatisfying results. Losing wireless connectivity problem is more significant for mobile robots because of sustained wireless connectivity while moving. Therefore, it is crucial to make autonomous robots continuously localize with high accuracy and exactly navigate without human assistance. We will make autonomous robots collect detailed wireless measurements. Then, the robot will be able to diagnose wireless connectivity issues and will learn the wireless coverage in the unknown environments that it is operating.

It was found that the signal strength plays a key role in determining the battery usage and other resources. If the mobile robot has tried to establish and connect on finding the signal and if the signal strength is low, the mobile robot will have to amplify the signal to high levels which increases resources usage. In a similar way, if the signal keeps dropping and the mobile robot will have to scan regularly for either of the signals, the resources would be used up significantly.

There has been extensive research on autonomous navigation and localization of robot. Although, this topic has been covered many researchers for the last decades, still there are some untouched research areas which combine SLAM algorithms and network quality issues. This chapter will provide some terminology and summarize some of the existing work related to our project.

- Mobile Robot Navigation

Mobile robot navigation in total unknown environments is an open problem. The most important tasks for a mobile robot, which has mobility abilities in the desired terrain, are navigation and obstacle avoidance. Navigation problem is a term that has been utilized as a part of robotics to break down a wanted movement task into discrete movements. The discrete movement needs to satisfy movement constraints and potentially optimize some angle of the movement.

The US National Institute of Standards and Technology (NIST) and the National Aeronautics and Space Administration (NASA) have established the conceptual

framework model that has been used for many robot projects which is called Standard Reference Model for Telerobot Control System Architecture (NASREM) [1, 2]. The figure 1 shows that basic structure for this model.

Many researches have used this model to build up the mobile robot. Achieving the mission goal of the mobile robot is required sequences of the behavior generation functions to implement the tasks needed and reflect on the state of the system, such as speed and heading. Mobile robot navigation has been followed this model and created many robotics applications like automation, robotic surgery, and the driver-less car [12]. In many cases for specific missions, the autonomous robot can be the best selection. For autonomous robots, independent mapping and localization are the one of the fundamental objectives in robotics technology. This a complex problem has not been solved until today. The key challenges are the real-time processing, minimum processing power, and the accuracy of measurements [13].

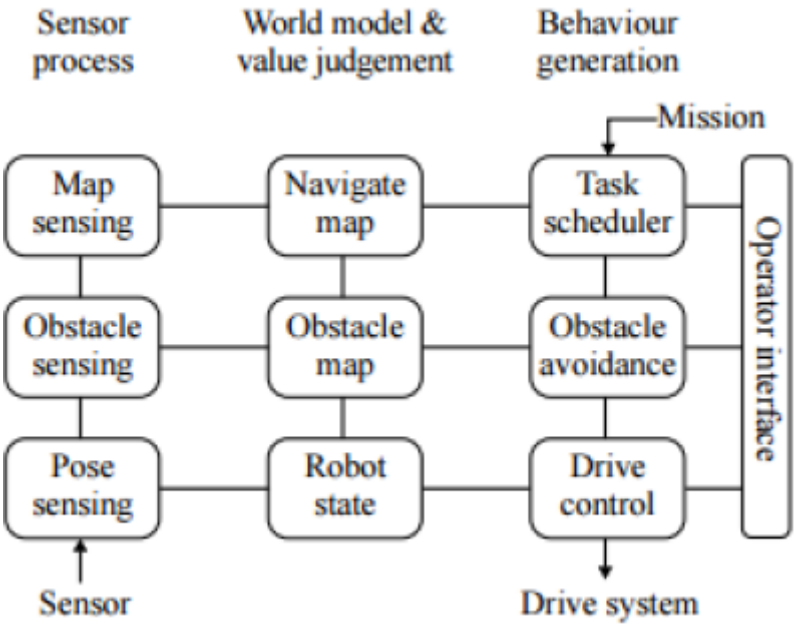


Figure 1: The Conceptual Framework Model.

- SLAM Algorithm

Indoor navigation that can detect traversable terrain and obstacles require the intelligent robots that has the capability of mapping and location. A lots of algorithms have been researched to make robots localize itself and map the environment. All algorithms use the conceptual framework model, NASREM, to extract the data that is needed form the real world. Most of algorithms require sensors to determine the robot position and to get the information of the distance from the obstacles and the target position as well. Also, the sensor will implement the navigation decisions.

Extended Kalman Filter (EKF) has been utilized to estimate position and movement information with FPGA to give the coordinating procedure module with extra execution motors [17]. Neuro-Evolutionary Opti-mization SLAM (NeoSLAM) was used for a novel approach to SLAM [14]. Multi-Agent Particle Swarm Optimized Particle Filter (MAPSOPF) using a Simultaneous Localization and Mapping (SLAM) method to present multi-agent to the Particle Swarm Optimized Particle Filter (PSOPF) [4]. Other researches concentrate on the ability to recognize the environment based on image highlights and features. Also, there are many successful experiments that work on autonomous navigation and mapping for a real mobile robot are expressed [8]. Moreover, a 3D measurement model that is used with a camera frame instead of 2D pixel arranges for a new technique for EKF SLAM [11]. In the mobile robot navigation, different researchers have used different algorithms and techniques to achieve the goal of the research.

- Wireless Network Quality

Researchers have been studied in great depth the problem of wireless signal-based localization indoors which has become mainly relevant given the recent increase of Wi-Fi technology. Some preliminary literature research has been conducted about classifying this problem into three types which are target coverage, barrier coverage, and area coverage [10]. Researchers have been working on those three problems to be solved using mobile robots. Some of them worked on the research about reorganizing robots in the wireless sensor network for the gathering of the topology's redundancy information. The idea is to relocate the robot from time to time in an optimized way. At the same time, the sensors of those robots will take the connectivity and coverage information of the network [9]. Furthermore, some researchers deployed in an unknown environment a mobile sensor network with a 360o laser range discoverer. There is no wireless communication has been done while robots disperse based on potential fields without centralized control or localization. The local rules only are used based on potential fields [6]. The results are impressive because the large sensors are used to obtain that results.

Research has been done on using wireless signal coverage. Some techniques that are used for exploring wireless signal are approximate distance for the places of sensor networks. It shows that how accurate in the spot at the room level can be acquired [3]. Some other offered a learning automata based method to select from the area in wireless sensor network the best sensor nods [7, 15].

Researches have been focusing on evaluation using complication theory to find the size of the network based on transmitting and relaying sensors. For WSN, QoS is addressed as a dynamic problem which needs an algorithm to adapt the environmental changes and execution times of the algorithms. There are two of the most effective for QoS for WSN which are latency and reliability. Latency describes a packet's travel time from the source to the destination. Reliability or confidence describes the packet delivery guaranteed deterministically through wireless communication [5].

The primary task for this thesis is to find the quality of the wireless network via the mobile robot. This robot will be self-sustainable and autonomous. Further, the mobile robot needs to be ready and configured for an unknown environment to explore that environment and find the quality of the wireless network. The mobile robot needs to be developed with a way to not use its limited resources inefficiently and to survive while losing wireless connectivity.



Figure 2: Block Diagram Showing the Process of the System.

Methodology:

This chapter will discuss the architectural build of the mobile robot and SLAM algorithm and explore the wireless signal quality in detail. The architectural sketch will provide a view of the overall system and its subsystems.

Figure 3 shows the overall system architecture. The RPI is the mediator between the laptop and the mobile robot. The command is sent from the laptop to the RPI, the RPI translate that command to the mobile robot, and then the mobile robot do the action that is sent. At the same time, the RPI is the part that is responsible to get the wireless signal quality and send it to the laptop. For example, when the user uses the mobile robot control system and wants the mobile robot to move forward by pressing w button, the system will send this command to the RPI. The RPI will receive the character w and understand that the user wants the mobile robot to move forward. Then, the RPI will send the command to the mobile robot to move forward. Finally, the mobile robot will move forward. On the other hand, when the user uses the SLAM system, the system will send to the RPI to get the wireless signal quality on the specific area, the RPI will take the link quality and the signal quality and send them back to the SLAM system.



Figure 3: Block Diagram Showing the Process of the System.

Figure 4 shows how all systems work, and how the data and command go back and forth. The communication that is set up between the laptop and the RPI is TCP/IP communication. Therefore, the data and command are sent and received through network adapters under the rule of TCP/IP protocol. The communication that is set up between the RPI and the mobile robot is serial port communication, so these two devices are connected via USB cable.

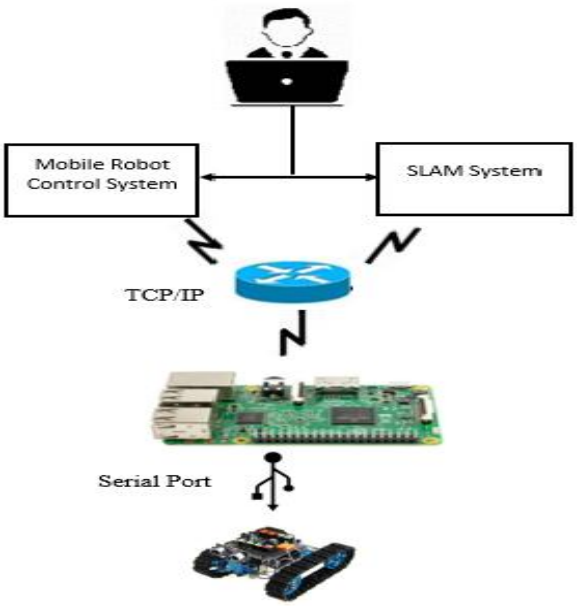


Figure 4: Overall System Implementation.

In SLAM system, Random Sample Consensus (RANSAC) and Extended Kalman Filter (EKF) are used for each hypothesize stage. Using these two techniques reduces the minimal sample size to one which makes the result in big computational savings in the absence of the loss of special power. Figure 4.16 shows the new algorithm that combine RANSAC and EKF in the general form. The algorithm starts with the assessment for the element vector at step k-1, $X_{k-1|k-1}$. It is generated to step k through the recognized dynamic model fk. Effective search lets in computational asset and constraints the rival to be one at a time compatible with the envisioned position $X_{k|k-1}$. Also, include geometric compatibility for every match z_i may not ensure the global consensus for all sets. Therefore, the against between the data's join compatibility and a global model should be checked for separate compatible matches to the EKF update.

The SLAM system will use the camera to take live snap-chat with the highest resolution to achieve the highest accuracy. In SLAM system, a 1600 x 1200 pixels series is taken at 22 frames for each second. The system will get the information form the environment through RANSAC algorithm. This algorithm will check after hypothesis data that is fused together with the intuition model. Moreover, the system will reduce the amount of hypotheses for building, so comparing with usual RANSAC and the computational cost, the system will base on data only.

At the time when the SLAM system determines the trajectory and builds a map of the environment with well distributed features for a real time, the system will receive the link quality and signal quality of the wireless from the RPI. The system will extract the X and Y axis, and save them with the link and signal quality on the file.

INPUT: $\hat{\mathbf{x}}_{k-1|k-1}, \mathbf{P}_{k-1|k-1}$ {EKF estimate at step $k-1$}
  th {Threshold for low-innovation points. In this paper, $th = 2\sigma_pixels$}
OUTPUT: $\hat{\mathbf{x}}_{k|k}, \mathbf{P}_{k|k}$ {EKF estimate at step k}

{A. EKF prediction and individually compatible matches}
$[\hat{\mathbf{x}}_{k|k-1}, \mathbf{P}_{k|k-1}] = EKF_prediction(\hat{\mathbf{x}}_{k-1|k-1}, \mathbf{P}_{k-1|k-1}, \mathbf{u})$
$[\hat{\mathbf{h}}_{k|k-1}, \mathbf{S}_{k|k-1}] = measurement_prediction(\hat{\mathbf{x}}_{k|k-1}, \mathbf{P}_{k|k-1})$
$\mathbf{z}^{IC} = search_IC_matches(\hat{\mathbf{h}}_{k|k-1}, \mathbf{S}_{k|k-1})$

{B. 1-Point hypotheses generation and evaluation}
$\mathbf{z}^{li,inliers} = [\,]$
$n_{hyp} = 1000$ {Initial value, will be updated in the loop}
for $i = 0$ to n_{hyp} do
  $\mathbf{z}_i = select_random_match(\mathbf{z}^{IC})$
  $\hat{\mathbf{x}}_i = EKF_state_update(\mathbf{z}_i, \hat{\mathbf{x}}_{k|k-1})$ {Notice: only state update; NO covariance update}
  $\hat{\mathbf{h}}_i = predict_all_measurements(\hat{\mathbf{x}}_i)$
  $\mathbf{z}_i^{th} = find_matches_below_a_threshold(\mathbf{z}^{IC}, \hat{\mathbf{h}}_i, th)$
  if $size(\mathbf{z}_i^{th}) > size(\mathbf{z}^{li,inliers})$ then
    $\mathbf{z}^{li,inliers} = \mathbf{z}_i^{th}$

$\epsilon = 1 - \frac{size(\hat{z}^{hi_inliers})}{size(z^{LC})}$

$n_{hyp} = \frac{log(1-p)}{log(1-(1-\epsilon))}$

end if

end for

{C. Partial EKF update using low-innovation inliers}

$[\hat{x}_{k|k}, P_{k|k}] = EKF_update(z^{li_inliers}, \hat{x}_{k|k-1}, P_{k|k-1})$

{D. Partial EKF update using high-innovation inliers}

$z^{hi_inliers} = [\,]$

for every match z^j above a threshold th do

$[\hat{h}^j, S^j] = point_j_prediction_and_covariance(\hat{x}_{k|k}, P_{k|k}, j)$

$\nu^j = z^j - \hat{h}^j$

if $\nu^{j\top} S^{j-1} \nu^j < \chi^2_{2,0.01}$ then

$z^{hi_inliers} = add_match_j_to_inliers(z^{hi_inliers}, z^j)$ {If individually compatible, add to inliers}

end if

end for

if $size(z^{hi_inliers}) > 0$ then

$[\hat{x}_{k|k}, P_{k|k}] = EKF_update(z^{hi_inliers}, \hat{x}_{k|k}, P_{k|k})$

end if

The experiment was done inside Research & Sponsored Programs (RSP) building at a university. Since RSP building has many labs, rooms, and passages, the router set up in LAB 12 and it was chosen LAB 12 and 3 passages to do the experiment on them.



Figure 5: RSP Building First Floor.

Figure 6 shows the trajectory of the mobile robot in 2D line plot of the data in Y versus the matching values in X for LAB 12 in RSP building. In figure 7, the graph shows the trajectory that is taken in LAB 12 with the wireless link quality for the LAB in 3D plot which Z is the link quality. In figure 8 and 9, X-distance and Y-distance were normalized to get better view results. Stars that are in all following figures are approximate position of the router.

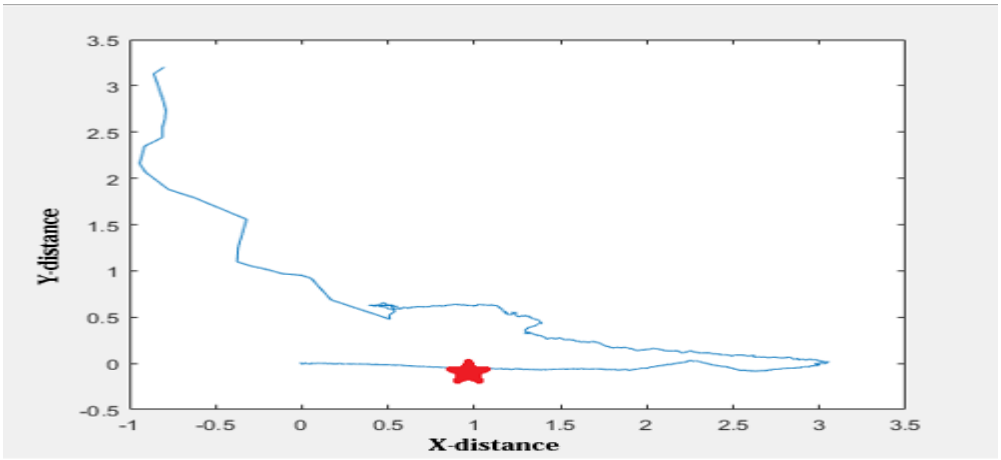


Figure 6: The Trajectory for the Mobile Robot in LAB 12.

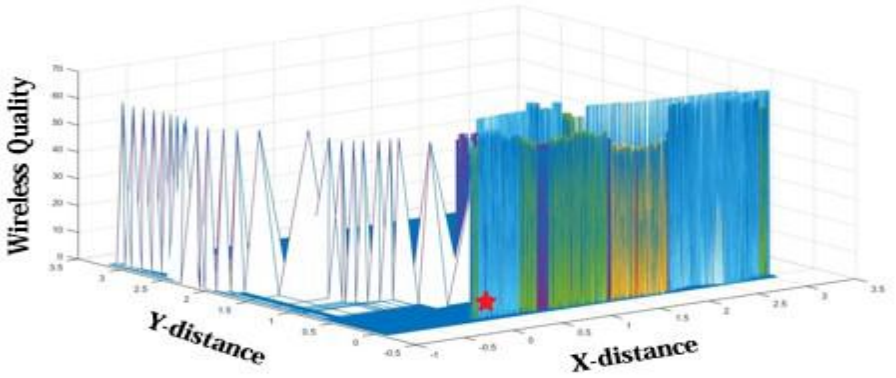


Figure 7: The Trajectory for the Mobile Robot with the Link Quality in LAB 12.

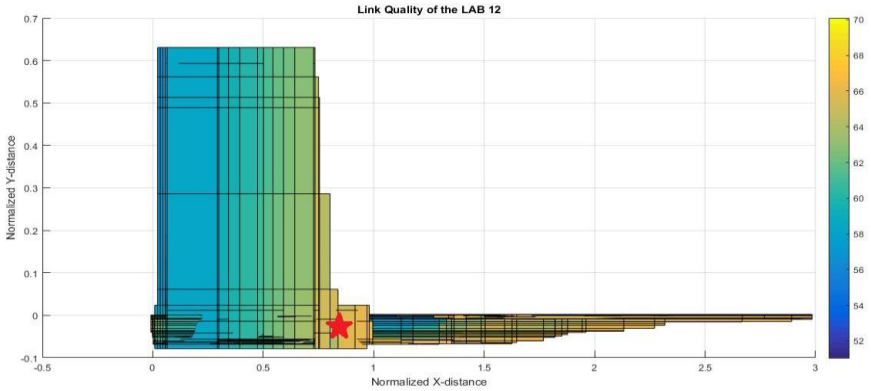


Figure 8: The Link Quality in LAB 12 2D.

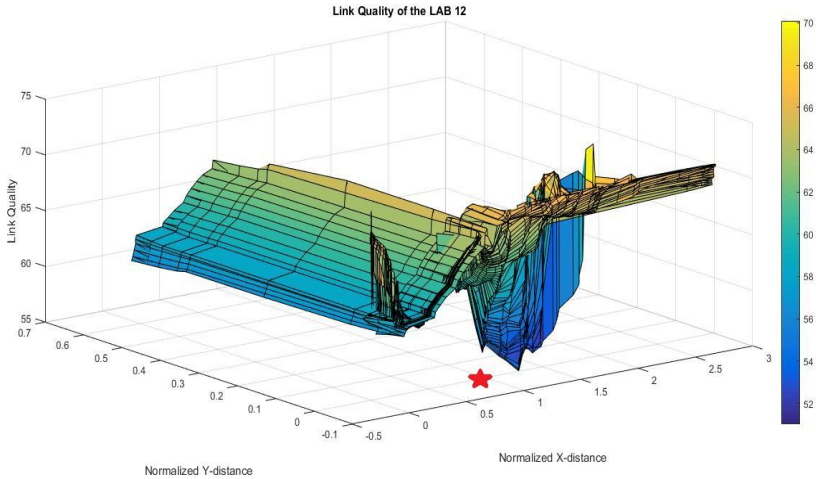


Figure 9: The Link Quality in LAB 12 3D.

In figure 10, the graph presents the same trajectory with the wireless signal quality for the LAB in 3D plot which Z is the signal quality. In figure 11 and 12, X-distance and Y-distance were normalized to get better view results. Stars that are in all following figures are approximate position of the router.

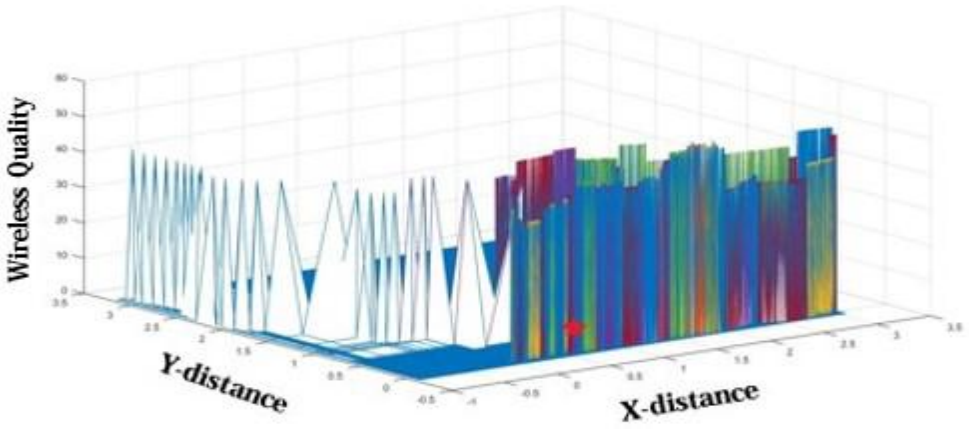


Figure 10: The Trajectory for the Mobile Robot with the Signal Quality in LAB 12.

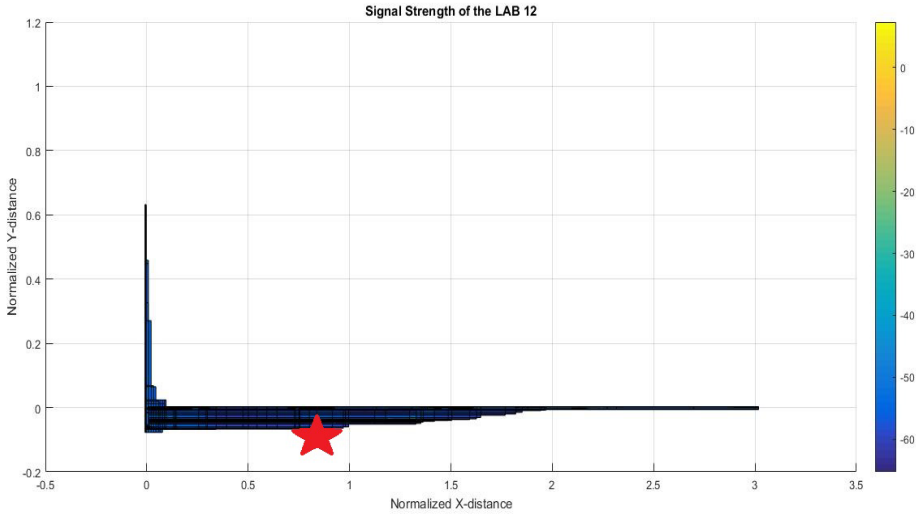


Figure 11: The Signal Quality in LAB 12 2D.

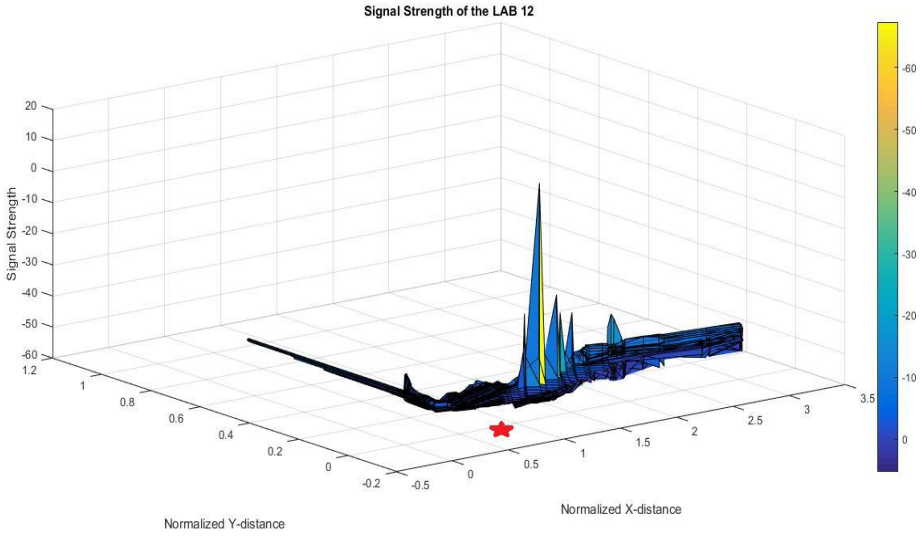


Figure 12: The Signal Quality in LAB 12 3D.

Figure 13 shows the wireless signal quality inside the first floor plan of RSP building. Dark blue color means the Wi-Fi signal is very good, soft blue color means the Wi-Fi signal is good, green color means the Wi-Fi signal is not bad, orange color means the Wi-Fi signal is bad, and yellow color means the Wi-Fi signal is very bad. As long as the mobile robot was around the router, the Wi-Fi signal was good, but when the robot moved far away from the router, the signal was getting worse.



Figure 13: RSP Building Floor Plan with the Wireless Signal Quality.

Figure 14 shows all wireless link quality results inside the first floor plan of RSP building. Yellow color means the Wi-Fi signal is very good, orange color means the Wi-Fi signal is good, green color means the Wi-Fi signal is not bad, soft blue color means the Wi-Fi signal is bad, and the dark blue color means the Wi-Fi signal is very bad. As long as the mobile robot was around the router, the Wi-Fi signal was good, but when the robot moved far away from the router, the signal was getting worse. Also, there are many factors that make the wireless signal drop, such as brick, walls, water, metal, reflective surfaces, windows and furniture.



Figure 14: RSP Building Floor Plan with the Wireless Link Quality.

The table 6.1 represents the wireless signal level and power for each area that was done in the experiment. Moreover, figure 15 shows the combined result in each area.

Signal Strength	Link Quality	Wireless Level	Color
> -50	70 to 60	Excellent	Blue
-50 to -60	60 to 50	Good	Green
-60 to -70	50 to 40	Fair	Yellow
< -70	< 40	Weak	Red

Table 6.1: Integrated Wireless Link Quality Result with Wireless Signal Quality Result.

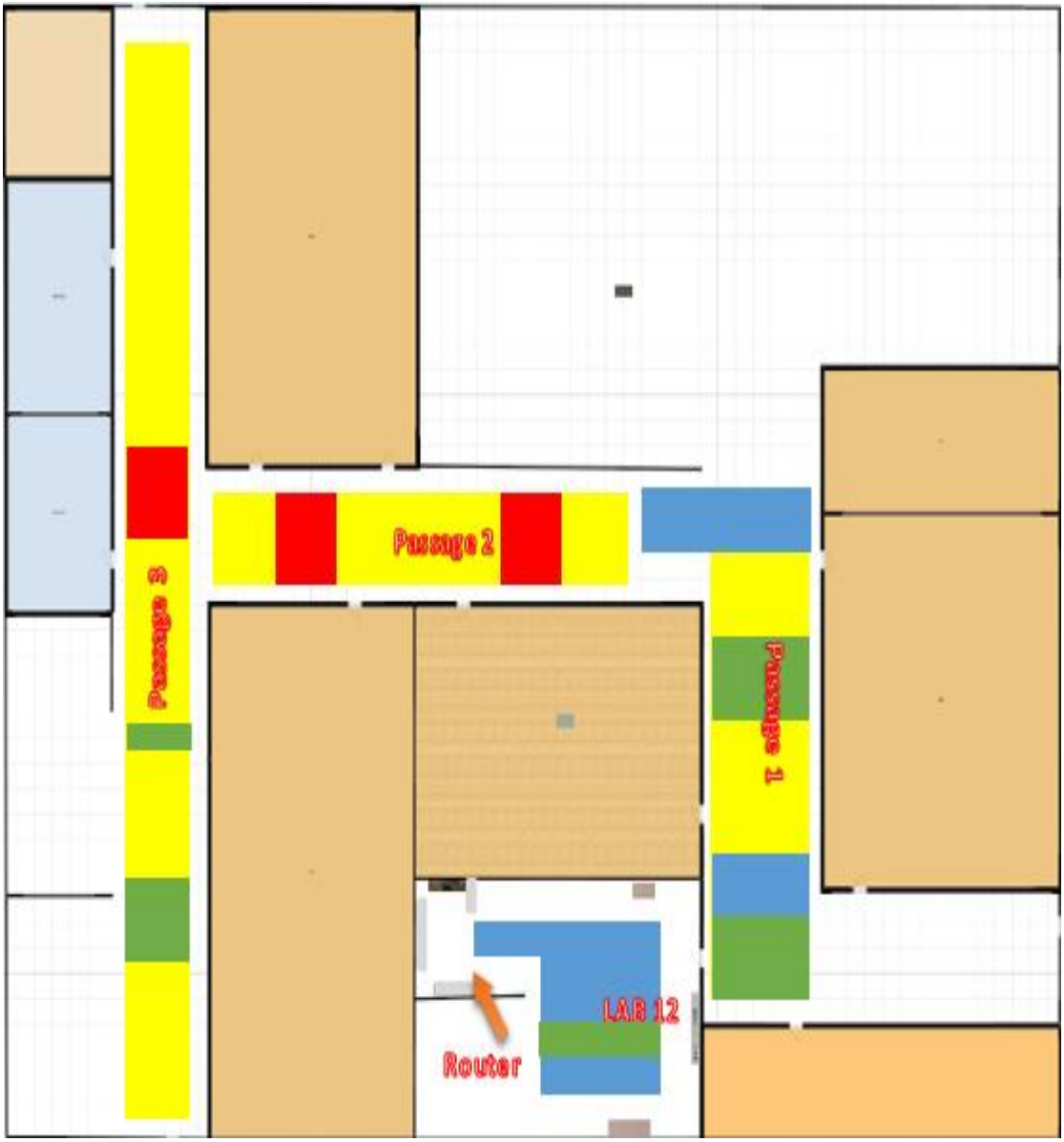


Figure 15: RSP Building Floor Plan with Integrated Wireless Link Quality Result with Wireless Signal Quality Result.

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Paternity leave: Influence on work life of males

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Abstract:

Work-life balance has become a subject of concern for both research scholars and business people in view of the contemporary demographic, technological, and organizational changes associated with it. However, there has been little academic attempt to provide a holistic picture of work-life balance benefits and programmes (WLBPs) offered by various organizations. Organizations provide various benefits to the employers and other people working for the organization. Parental leave or family leave is an employee benefit available in almost all countries. The term "parental leave" generally includes maternity, paternity, and adoption leave. In this paper we will be focusing on paternity leave. Paternity leave is the leave from work which is granted to father to take care of his infant or new born child. It can either be paid or unpaid and can be taken from few days to few weeks. Paternity leave is important for father as well as the family as it helps to support wife during labor, sharing parental responsibility etc. Paternity leave also has a very positive effect on children and the division responsibilities in child-care. Mostly fathers get benefit from these kinds of leaves in terms of taking more care of child, getting a break from work and it also helps in changing the perception. Since the paper aims at presenting a holistic view on paternity leave it would be wrong to not look through the disadvantages presented by enforcement of law of this sort followed by some inputs and viewpoints from my perspective as a part of conclusion.

Keywords: Paternity leave, Work life balance, Work-life balance benefits and programmes (WLBPs), Male.

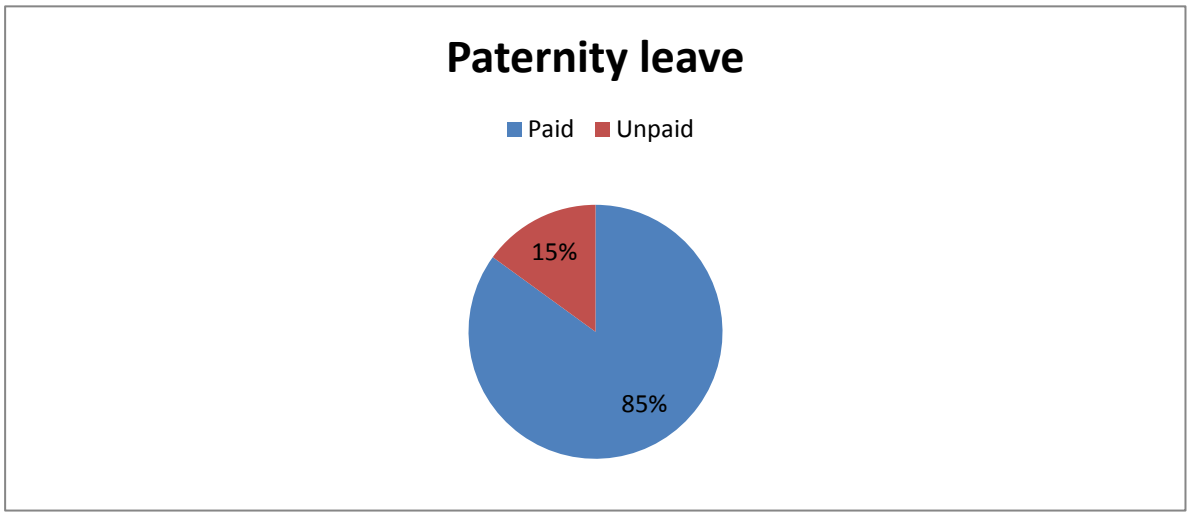
1. Introduction

Becoming a parent is most significant milestone in person's life. Parenting is a long term and lifetime experience and it is most sensible when it is followed by the birth of child. A child has to be taken care by both mother and father, absence of one parent can make child feel worthless. Having both the parents by your side is a valuable thing and it will help in child development.

But nowadays as we all know that most of the parents are working and some of them do not have time for their children especially fathers. Work-life balance has become a subject of concern for both research scholars and business people in view of the contemporary demographic, technological, and organizational changes associated with it. However, there has been little efforts done to provide a comprehensive picture of work-life balance benefits and programmes (WLBPs) offered by various organizations. Organizations provide various benefits to the employers and other people working for the organization. However, employers' concern for employees' family lives is not a recent phenomenon. Employers have been providing various welfare measures such as

good working conditions, health, safety, and security provisions to employees since industrialization. These welfare practices became norms of most factories and organizations either as a result of employers' pragmatic concern for employees and their families or unions' conscious bargain for employee welfare.

In today's world where gender equality is slowly taking importance, men getting paternity leave does not seem like an alien idea. Maternity leave have never been a problem but when it comes to paternity leave, it becomes the most under discussion topics of all the times. When it comes to maternity leave, the reason is always ready that women have to carry the child for 9 months but there is justified reason for fathers as well because even fathers have the right and obligation to spend time with their child. When mothers are working and during the time of their labor they are provided with maternity leave which they would avail couple of days before the delivery date and it continues after the birth of a child. Apart from maternity leave, paternity leave is also available. Paternity leave means a short period of authorized absence from work after or shortly before the birth of his child. Paternity leave is very close definition to maternity leave except the fact that it is taken by fathers not mothers. Nowadays leave policies for parents are the essential part of lives for running a modern state. Maternity leaves are usually paid but for paternity leave, it depends on organization to organization. Governments' worldwide support mothers by providing them with paid maternity leave and sometimes they are paid 100% of their wages. But after childbirth women require men the most because of increased responsibilities. And that is when governments and organizations provide fathers with short leave which can either be paid or unpaid and sometimes they don't provide any leave at all. But today approximately 70% of organizations provide paternity leave or shared leave. Sometimes they even extend these leaves because of greater desire for gender equality, allowing fathers to immerse themselves fully in parenting. According to the survey conducted, 85% of people said that paternity leave should be paid and rest 15% goes with unpaid paternity leave but 55% of people said that their organizations does not provide with paternity leave. So in India paternity leave is still emerging.



So the aim of my paper is to present a holistic view on paternity leave and how it influences the work life of males, reasons for providing paternity leave, its advantages and disadvantages, laws and provision on paternity leave.

2. METHODOLOGY

For this paper, survey is conducted in order to back my analysis regarding the same topic. The survey was conducted using a questionnaire. The questionnaire contained several questions that revolved around the conventions of Indian society, how paternity leave fits in and if it does, how will it benefit a family and act as a problem to the company's and the country's economy. The survey was filled by housewives, working men and children were also taken into consideration in order to see if there is at least an awareness regarding the subject.

2.1 Type of research

The type of research that will be used in this study is quantitative research. It aims to gather an in depth understanding of paternity leave, reasons behind paternity leave and how it influences work life of males. I will examine the responses through statistical analysis for which questionnaires will be given out to respondents for statistical representation of their findings.

The questionnaire requires information about the thinking of people regarding the paternity leave, its impact on organization and its effect on society. It also has question regarding the advantages and disadvantages of these kind of leaves, age and occupation of males.

2.2 Study Population

The respondents in this research will all be coming from one single country-India. India has been chosen because of the conditions present here and paternity leave is still an emerging topic in India and it also fits the time frame and resources available. The respondents will be asked to fill up the questionnaire until the desired number of respondents is reached.

The population of interest for this study is all adults residing in India. The population that is accessible to this study consists of males, housewives and students. The criteria under which they were selected are:

1. All the males should be employed or working.
2. They must be between the age group of 20-40 years old.

The questionnaire also included the questions related to single fathers, those who adopted a child and gender equality.

2.3Sources of information

Primary data and secondary data have been used for the study. Primary data was collected using a self made questionnaire which was developed for the purpose of this study. The questionnaire consisted of close ended questions.

2.4 Sample size

70 respondents had filled up the survey questionnaire and these responses were used to do research and to find out the statistical analysis.

3. Advantages of Paternity Leave

While most of the countries allow three months of maternity leave, there are some countries which allow paternity leave for just two weeks. Paternity leave is as much important as much as maternity leave is. Advantages of paternity leave are as follows:

1. Fathers who take paternity leave are more likely to take an active role in child care tasks. Fathers who had taken paternity leave are more likely to feed, dress, bathe and play with their child long after the period of leave had ended.

2. Early interaction has long term benefits for a child's learning abilities. When father become more engaged with children, the children have better developmental outcomes.

3. Mom gets a break from child rearing. It is the most important part as there is stress and complications that mothers goes through during early days of child raising so that can be relieved by dad stepping into that role.

4. Paternity leave also helps in changing the cultural norms about gender, household responsibilities and work. When fathers take paternity leave, the household work gets equally divided between mother and father.

5. It reduces work-family conflict because fathers are more concerned about work-life balancing. So if there are paid and longer paternity leaves then it will help the family manage household responsibilities.

6. It can increase employment and pay for mothers. When fathers take leave, mothers can get involved in some paid work which has positive effect on female labor force participation. It also increases the household participation.

4. Eligibility criteria

Paternity leave in India became a talking point almost a decade ago. Not everyone in this country is aware about the laws being passed. The Central Government passed the maternal leave policy in 1999 by notification under Central Civil Services (Leave) Rule 551(A). The Central Government made provisions for male government employees with less than two surviving children for the period of fifteen days to take care of his wife and new born child. Father can avail this leave 15 days before or within 6 months from

the date of delivery of child. If such leave is not availed within the period, it shall be treated as lapsed. For paternity leave he shall be paid leave salary equal to the pay last drawn immediately before proceeding on leave. Also, the same rule applies when a child is adopted.

There is no law that obstructs that paternity leave cannot be provided to employees who work in private sector. There are many companies in private sector who have named paternity leave as compassionate leave. There are many companies in India that provides paternity leave and some provides paid paternity leave:

1. CISCO System (India) grants its employees with 12 weeks paternity leave.

2. Infosys offers 5 days of paid paternity leave to its employees.

3. Microsoft provides 2 weeks of paid leave.

4. Google India provide 10 days of paternity leave

On the other hand, companies like Wipro and Biocon does not provide its employees with paternity leave.

5. Data Analysis

DEMOGRAPHIC CHARACTERISTICS

GENDER	MALE	FEMALE
NUMBER OF PERSONS	58	12
PERCENTAGE	80	20

Overall, 80% of the males and 20% females filled the questionnaire from age group of 20-45.

AGE

AGE	NUMBER OF PERSONS
20-25	19
25-30	21
30-35	5
35-40	12
40 Above	13

The majority of people who filled this survey were between the age of 25-30 that is 21 people and then the age group of 20-25 in which 19 people filled this survey. From age group of 30-35 only 5 people filled it and from 35-40, 12 people filled this survey.

1. DO YOU KNOW ABOUT PATERNITY LEAVE?

PATERNITY LEAVE	YES	NO
NUMBER OF PERSONS	65	5
PERCENTAGE	91.7	8.3

From the statistics calculated towards this we could know that approximately 92% of respondents knew about the paternity leave whereas 8% of the respondents are not aware about the paternity leave or few of them just knew what is meant by paternity leave.

2. WHETHER IT SHOULD BE PAID OR UNPAID?

PAY	PAID	UNPAID
NUMBER OF PERSONS	61	9
PERCENTAGE	85	15

According to the survey, 85% of respondents agreed that the paternity leave should be paid and 15% disagreed to the fact that paternity leave should be paid. Further, when they were asked that does their organization provide them with paternity leave? Only 45% of people said that they are provided with paternity leaves and rest 55% were not provided with these kinds of leaves.

3. WHAT SHOULD BE THE REASONS FOR PROVIDING PATERNITY LEAVE?

REASONS	NUMBER OF PERSONS	PERCENTAGE
Dad gets a break from work	7	9
Dad will be more directly involved in child care	39	61.7
Dad gets an experience	10	15
Kids will learn more	7	11.7
Responsibilities will be divided	30	50
Dad can enjoy their vacation	1	1.8
Mother will get an helping hand and break from child rearing	29	48.3

In this open question, I managed to ask people what should be the reasons that paternity leave should be given. Apparently 61.7% of people think that dad will be more directly involved in child care, 50% of people agrees that responsibilities will be divided,48.3% of people think that mothers will get an helping hand and break from child rearing, 15% of people think that dad gets an experience when he gets involved with child, 11.7% people thinks that kids will learn more and will have better developmental outcomes and at least 9% of people think that dad will get break from work and 1.8% of people consider that dad can enjoy their vacation.

4. WILL IT HELP IN CHANGING PERCEPTION OF DADS,WILL IT REDUCE WORK-FAMILY CONFLICT AND DO YOU THINK PATERNITY LEAVE GIVES REAL ADVANTAGE TO THE WORKING FAMILY?

	Will it help in changing perception of dads?	Will it reduce work-family conflict and stress?	Do you think paternity leave gives real advantage to working families?
YES	48(71.75)	52(78.3%)	54(81.7%)
NO	0	0	0
MAYBE	22(28.30%)	18(21.7%)	16(18.3%)

Approximately 72% of people agreed that paternity leave will help in changing of dads whereas 28% of people think that maybe it will help them in changing perception and maybe not.

78.3% of people agreed that providing paternity leave to fathers will help in reducing work-family conflict and on the other hand 22% of people think maybe it will help or maybe it will not.

81.7% of people agreed that paternity leave actually real advantage to the working families and 18.3% people said that maybe families would get benefitted and maybe not.

5. WHAT CAN BE ADVANTAGES OF GIVING LONGER PATERNITY LEAVES?

ADVANTAGES	NUMBER. OF PERSONS	PERCENTAGE
Increased father engagement and bonding	30	46.7
Increased workload	8	10
Higher satisfaction with parenting	26	40

Improved health and development outcomes for children	28	43.3
Decreased incomes and increased expenses	12	16.7

This particular question was asked to know what respondents think are the advantages of paternity leave. According to the survey, 46.7% of people said it will help in increased father engagement and bonding, 43.3% of respondents said it will lead to improved health and development outcomes for children, 40% of people agreed that it will lead to higher satisfaction with parenting and 16.7% of respondents said it will lead to decreased incomes and increased expenses and 10% people said that it will only increases the workload. This question was particularly asked to know the perception of people towards paternity leave.

6. DO YOU AGREE "PARENTAL LEAVE FOR FATHERS WILL REDUCE HEALTH DAMAGING STRESS AMONG WOMEN" AND " MOTHER AS PRIME CARER AND FATHER AS PRIME SUPPORTER"

	Parental leave for fathers will reduce health damaging stress among women	Mothers as prime carer and fathers as prime supporter
STRONGLY AGREE	24(36.7%)	18(26.7%)
AGREE	28(41.7%)	21(31.7%)
UNSURE	14(20%)	9(11.7%)
DISAGREE	1(1.7%)	15(25%)
STRONGLY DISAGREE	0	3(5%)

These statements were asked to respondents to know their perception about the paternity leave. So according to the statistical data,

"Parental leave for fathers will reduce health damaging stress among women". 78.4% of the people agreed that paternity leave will actually help in reducing the health damaging stress among women, 20% of people were unsure about the fact whether it will reduce

the stress or not and 1.7% people disagreed to the fact that it will reduce health damaging stress for women.

"Mothers as prime carer and fathers as prime supporter". 58.4% of respondents agreed to the statement whereas 11.7% people were unsure and 30% of people strongly disagreed to this statement.

7. SHOULD THESE KINDS OF POLICIES BE INTRODUCED FOR SINGLE FATHER AND AS WELL AS FOR THOSE WHO ADOPT THE CHILD?

POLICIES FOR	SINGLE FATHER	WHO ADOPTS A CHILD
YES	57(86.7%)	50(83.3%)
NO	13(13.3%)	4(5%)
MAYBE	0	7(11.%)

In our society there are fathers who have to grow child on their own and the people who adopts a child. So this question was to know whether single fathers and who adopts a child have the same and equal right for availing paternity leave and whether they should be provided with paternity leave or not. For single fathers, 86.7% of people agreed that they should be provided and 13.3% of people does not want single father to get paternity leave. For those families who adopts a child, 83.3% of people agreed that paternity leave should be given and 5% of people disagreed and 11% of people said maybe they should be given and maybe not. The majority of respondents agrees that paternity leave should be given to all the fathers so government should introduce policies for single fathers and families who adopts a child.

ORGANIZATION'S POINT OF VIEW

Now, let's see this paternity leave from organization point of view,

8. DO YOU THINK ORGANIZATIONS GETS BENEFITTED FROM THESE KINDS OF LEAVES?

	BENEFIT
YES	40(61.7%)
NO	10(15%)
MAYBE	16(23.3%)

When people were asked whether organization would get benefitted by providing these kind of leaves or they would have to face loss, 61.7% people opted to say yes that organization would actually get benefitted by giving these kinds of leaves, 15% disagreed that it will not benefit the organization instead if employees takes leave, it is a loss for the organization whereas 23.3% of people were unsure that whether organization will get benefit or will have to bear loss.

9. WHAT BENEFITS DO YOU SEE THE ORGANIZATIONS WILL GET?

BENEFITS	NUMBER OF PERSONS	PERCENTAGE
Reduced absenteeism	18	28.3
Increased profitability	30	48.3
Lowering of profits	4	5
Improved recruitment	12	16.7
Increase in commitment	40	65

According to the survey, 65% people said that there would be increase in commitment in the organization, 48.3% people said that there would be increased profitability in the organization, 28.3% said that there will be reduced absenteeism, 16.7% people said that there will be improved recruitment because employing new employees when current employees are on leave and 5% os the people said it will just lower the organization profits.

HOW SOCIETY GETS AFFECTED?

10. DO YOU THINK PATERNITY LEAVE AFFCETS GENDER EQUALITY, HELPS IN CHANGING CULTURAL NORMS AND DOES IT MAKE POSITIVE CONTRIBUTION TO OVERALL CHANGE IN SOCIETY?

HOW SOCIETY GETS AFFECTED?	GENDER EQUALITY	CHANGING THE CULTURAL NORMS	POSITIVE CONTRIBUTION TO OVERALL CHANGE OF SOCIETY
YES	40%	76.70%	81.70%
NO	38.30%	6.70%	3.30%
MAYBE	21.70%	16.70%	15%

This particular question was asked to see how society will get affected if paternity leave is provided to fathers and laws and provisions are made for it.

40% of the people said gender equality can affect these kind of leaves, 38.3% of people said that gender equality won't affect these kind of leaves and 21.7% of the respondents said that maybe it could affect the gender equality.

76.7% of people agreed that paternity leave will help in changing the cultural norms about gender, work and household responsibilities and 6.7% of disagreed that it will not change any cultural norms whereas 16.7% people said maybe it could change and maybe not, it depends on the circumstances.

81.7% of the people said that providing these kinds of leaves will make the positive contribution to the society, 3.30% said it won't make any positive contribution to the society and 15% of the people are dicey about whether it will make any contribution or not.

Majority of the respondents agreed that providing these kinds of leaves can actually benefit the society in one way or the other.

6. Limitations

Some of the limitations of the study are:

1. An in depth study was not possible due to time constraints.
2. The study was conducted only in India it may have been made comparing the awareness among different countries.
3. The study was purely confined to 70 samples.
4. The data collected by the respondents may limit to their own knowledge, feelings and awareness.

7. Conclusion

After the survey, how paternity leave influences the work life of males and what is people's perception towards paternity leave, we can come to the conclusion that paternity leaves should be provided by every organization to fathers and the government should pass more laws and provisions for the same and the government should also aware people about such leaves so that people even know about their rights. According to the survey and analysis, 91% of the people agreed that paternity leave should be given in which majority of people said that the leave should be paid. The analysis shows that both parents and organizations are benefitted from these kinds of leave and managers have seen change in attitude of employees as well as increase in organizational performance. Providing paternity leaves contributes a positive change in society and it help in breaking all the cultural norms about gender, work and household responsibilities. Through the analysis we also came to know that some fathers might just take this paternity leave as a vacation and does not their wife in child rearing and for the organization, it also decreases the profits and productivity of the organizations. Paternity leave should also be provided to those people who work part time and who run small businesses.

So, the provisions for paternity leave should be made and it should be provided by all the organizations for a minimum period of 15 days to 6 weeks and employees should also learn to take benefits from these kinds of leaves.

8. Appendix

1. Your Name

2. Gender

- Male
- Female

3. Age

4. Country

5. Occupation

6. E-mail address

7. Do you know about paternity leave?

- Yes
- No

8. According to you, it should be paid or unpaid?

- Paid
- Unpaid

9. Does your organization provide employees with paternity leave?

- Yes
- No

10. What should be the reasons for providing paternity leave?

- Dad gets a break from work
- Dad will be more directly involved in child care
- Dad gets an experience
- Kids will learn more
- Responsibilities would be divided
- Dad's can enjoy their vacation
- Mother will get a helping hand and break from child rearing.

11. Will it help in changing perception of dads?

- Yes
- No

- Maybe

12. Will it reduce work- family conflict and stress?

- Yes
- No
- Maybe

13. Do you agree to the fact that parental leave for fathers will reduce health damaging stress among women?

- Strongly agree
- Agree
- Unsure
- Disagree
- Strongly disagree

14. Do you think that paternity leave gives real advantage to the working families?

- Yes
- No
- Maybe

15. According to you, fathers should be given with longer leaves or shorter leaves?

- Long
- Short
- Should not be given any leaves

16. What can be advantages of giving longer paternity leaves?

- Increased father engagement and bonding
- Increased workload
- Higher satisfaction with parenting
- Improved health and development outcomes for children
- Decreased income and increased expenses

17. Do you agree to the traditional statement “Mothers as prime carer and father as prime supporter”?

- Strongly agree
- Agree
- Unsure
- Disagree
- Strongly disagree

18. Do you think fathers take disadvantage of these kind of leaves?

- Yes

- No
- Maybe

19. Should these kinds of policies be introduced for single father?

- Yes
- No
- Maybe

20. Should paternity leave be given to those fathers who adopt child?

- Yes
- No
- Maybe

21. Do you think organizations get benefitted from these kinds of leaves?

- Yes
- No
- Maybe

22. What benefits do you see the organizations will get?

- Reduced absenteeism
- Increased productivity
- Lowering of profits
- Improved recruitment
- Increase in commitment

23. Do you think, giving paternity leave to employees bring change in employee attitude and organization performance?

- Yes
- No
- Maybe

24. “People who work part time and for small business does not qualify for paternity leave”. Do you think it’s fair?

- Yes
- No

25. Do you think gender inequality will affect these kind of policies?

- Yes
- No
- Maybe

26. Do you think maternity leave will help in changing the cultural norms about gender, work and household responsibilities?

- Yes
- No
- Maybe

27. Do you think this provision will make a positive contribution to overall change to society?

- Yes
- No
- Maybe

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Performed Self-care in the Context of Resisting a Negative Workplace Consequences among Slovak Social Professionals

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Abstract

Self-care is seen as an important part of professional social workers equipment, which can be a source of well-being at work, or can act preventively against negative phenomena, which may affect from the work environment. Social professions are one of the most difficult sphere, in terms of possible negative consequences. Quality performed self-care is therefore a key competence for which should be already trained social workers during their professional development. In this article, author focuses on the examination of the actual activities of performed self-care in the context their scope. Performed self-care activities were identified based on an analysis of all activities carried out directly by social workers in the workplace. The main purpose of the research was to determine to what extent these activities help them manage the demands of the profession, which he carried in daily practice. Thus, it is possible to identify effective mechanisms to care for themselves directly in the social area.

Keywords

Self-care. Performed Self-Car. Burnout. Helping professions.

Introduction

Self-care is part of self-regulation, self-control, self-help, self-esteem, self-awareness and that is why it influences physical and emotional processes, which create states of balance and imbalance. Many experts of the helping professions do not pay enough attention to it, despite the fact, that their work is based on helping others and that is why they often forget, how important it is to care about themselves as well. Social workers and educators belong to the group of helping professions, that means every day they are facing problems of their clients or problems at the workplace. They devote most of their time to taking care of others and subsequently it is very easy for them to neglect their own rights and needs, which can, in the end, have a negative impact on their personal and work life. That is why it is especially important to devote time for self-care regarding the performance of helping professions.

Self-care contexts

Self-care is a technical term, that is used in many scientific fields and it has many meanings. Human ability to take care of themselves in everyday life is considered fundamental and natural disposition of every individual.[1] Self-care is mutually connected multidimensional concept

consisting of mental and physical health leading to the improvement and fulfilment of life quality for the individual. It comprises several components, including physical, emotional, spiritual, social and relaxation areas.[2] The paradox of this phenomenon can be the fact, that while one person can classify the situation as self-care, other can view it as stressful. For example, team sport, which on one hand can be seen as a form of a relax on the other hand it can be seen as a form of competition, which can cause people who are involved in it to be stressed almost frustrated.[3]

An inherent part of the work in tough, dynamically changing conditions of providing care is uncertainty, risk environment, time pressure and serious consequences of decisions. These circumstances emphasize the importance of the factors used in the decision-making process, which are connected to the emotional experiencing of persons in the problematic situation.[4] The important part is that, if an individual is capable of helping themselves, that individual has prerequisites to help the others, which is more than desirable in the scope of social work. Self-care is a necessary support of good social work practice. Self-care has importance for social workers in the performance of their work and in the personal life. Murphy and Dillon [5] warn about the stressful environment, which social workers face daily. That is why it is important to focus on the behavior, experiencing and inner well-being of the social worker in the context of their work. On the contrary, Cunningham [6] considers the further education of social workers in the field of self-care most important. By that, he means organizing different lectures, which content would be correct usage of self-care strategies, which can considerably improve the physical, mental, professional, spiritual and interpersonal field of social workers.

Expert, working in the field of helping profession isn't just a professional, but also a balanced personality. They focus on thorough fulfilment of their own responsibilities, have positive effects on the social environment in which they live or work, improve the situation of the client and even can contribute to the higher status of their work in a given society. In this sense, the self-growth and development are especially important because an expert is considered as a part of some higher unit. Expert is a real authority which in the end increases feelings of personal responsibility. It is expected that they will approach the profession and to the solution of problems from the point of view of collective good and ethics.[7] If the aforementioned elements are in harmony with lives of social workers, they are capable of focusing on themselves, manage their personal and professional growth. They can appropriately make decisions, work with the clients or other experts, focus on achieving goals set out in given time and to contribute to positive changes in social work as well as in profession. An essential instrument of every social worker are in most cases social workers themselves, that is why it is important that this tool is working effectively and efficiently, which increases their potential to work with a client.

The work of an educator is a practical activity, but besides the relationship of the teachers to the objects of their work activity (kids, youth), the relationship with themselves is also important.[8] To realize their personal values, several particulars are required. Bezáková [9] says that it is important to base it on the theory of "six S", which consists of six areas, that expert should focus on. Those are self-reflection, self-evaluation, confidence, self-control, self-regulation, and self-creation. In this regard, it is useful to highlight important of self-care strategies with experts in helping professions. Using right strategies can not only increase happiness with own life but to a large extent, the society is influenced as well.

Sample and method

The study was carried out on a sample of Slovak social professionals, included social workers, psychologists, special and social education teachers, educators, tenders, who work in the social institutions across Slovakia. Data were collected via self-report measures from a total sample of 350 social professionals: 269 females (76.9%) and 81 males (23.1%). Participants were 20-65 years old (M=44,07, SD=10,34), and their practice duration were from 0 to 44 years (M=13 years, SD=10,49).

Author distributed the questionnaire to the participants by post office after the phone communication. The questionnaire package were administered in the workplace. The purpose of the study was explained to participants by the letter. The participants were assured that the information provided would remain anonymous and confidential. The instructions were read aloud. Participants completed a demographic questionnaire and a package of measures. Completing the questionnaire package took approximately 20 minutes.

Measures

The questionnaire package completed by the participants was comprised of the following instruments:

Demographic questionnaire. This questionnaire was designed to obtain general descriptive information such as age, gender, type and duration of practice, institution.

Self-care measurement. For self-care measurement, Performed self-care activities questionnaire (VSSv.2) and Effectiveness of self-care activities questionnaire were constructed. Each of them were oriented measure of the self-care activities among social professionals. Each of them consists of 31 questions. The items are rated on a 5-point scale, ranging from 1 - strongly agree (for Effectiveness of self-care activities questionnaire strongly facilitate) to 5 - strongly disagree (for Effectiveness of self-care activities questionnaire not to facilitate). Questionnaires and factors has good internal consistency (Cronbach's alpha 0,76-0,93).

Negative workplace consequences. For measurement of negative workplace consequences, Maslach Burnout Inventory (MBI) was used. [10] Burnout is the psychological construct that indicates individual problems in the depersonalization, emotional wxhaustion and personal un-accomplishment. The items are rated on 7 points scale, ranging from 0 – agree, to 6 – disagree. Three factors (emotional exhaustion, depersonalization and personal accomplishment) has good internal reliability (Cronbach's alpa 0,82-0,87).

Data Analysis

First, the factorial structure of the self-care questionnares were investigated by conducting a principal components analysis and exploratory factor analyses.

Second, correlates between performed self-care and effectiveness of self-care were assessed. Third, the association between the effectiveness of the performed self-care and three factors of burnout was assessed.

Results

Exploratory Factor Analysis

An exploratory factor analysis with Varimax rotation with Kaiser Normalization was performed on the data. The Kaiser-Meyer-Olkin index of adequate sampling was 0.914 for the sample and indicated that the data represented a homogeneous collection of variables that were suitable for factor analysis. Barlett's test of sphericity was significant for the sample and indicated that the set of correlations in the correlation matrix were significantly different from zero and suitable for factor analysis. An examination of the Scree plot and Monte carlo method indicated that a four-factor solution best represented the structure of the variable. The four factors explained 52% of the total variance, and displayed clear loadings of the items on the respective scales (all >0.40). The items, loadings and variance for the four factors of the Effectiveness of performed self-care activities questionnaire are presented in Table 1.

Table 2 - Factor structure of Effectiveness of performed self-care activities questionnaire

Items	*Factor loadings*			
	F1	*F2*	*F3*	*F4*
	19,50%	*10,83%*	*10,68%*	*10,56%*
I am positive in the contact with co-workers	*0,826*			
The report is to colleagues so that the atmosphere of the workplace-term	*0,764*			
I create a good atmosphere in relations with loved ones	*0,734*			
In relation of colleagues I respect the expected roles	*0,728*			
I strive to create a good impression in contact with other people	*0,728*			
I create a good atmosphere in contact with clients	*0,695*			
I thinking positive	*0,654*			
I use their own coping strategies workload job creation	*0,652*			
I use their own coping strategies of workload during work with clients.	*0,649*			
I create a good atmosphere in the workplace	*0,635*			
I follow regular hygiene at work	*0,582*			
I avoid the black thoughts	*0,579*			
I suppress bad mood	*0,561*			
I dedicate the adjustment of its appearance	*0,555*			
To cope with the workload I use professional growth		*0,771*		
To cope with the workload advantage of education		*0,763*		
I prepare materials for work exactly		*0,667*		

I change regularly work activities		*0,606*		
I search for information on how to care for well-being at work		*0,606*		
To cope with the workload I use supervision		*0,511*		
In the case of health problems to see a doctor			*0,822*	
In the case of health problems are governed by many doctors			*0,793*	
I regularly undergo professional preventive examinations (dental, gynecological, ...)			*0,680*	
I sleep as much as you need			*0,583*	
I use rest breaks (lunch, coffee, ...)			*0,503*	
I planned work assignments to advise so that not a single day "too much"			*0,485*	
I use a free time at work for talks with colleagues			*0,423*	
I doing sports out because of the shape and character				*0,860*
I do some sport				*0,837*
I respect the principles of healthy lifestyle at work				*0,702*
I search for information on how to care for your physical health				*0,568*

Correlates between performed self-care and its effectiveness

Then, we examined the associations between both (performed self-care, effectiveness of performed self-care) questionnaires (Table 2). As can be seen, there were significant relationships between all factors of the performed self-care and their effectiveness questionnaires.

Table 3 - The correlations between performed self-care and its effectiveness

			Performed self-care activities questionnaire			
			F1	F2	F3	F4
Effectiveness of performed S-C	F1	r	**0,786**	**0,426**	**0,422**	**0,179**
		p(α)	<0,001	<0,001	<0,001	<0,001
	F2	r	**0,487**	**0,797**	**0,351**	**0,274**
		p(α)	<0,001	<0,001	<0,001	<0,001
	F3	r	**0,456**	**0,316**	**0,806**	**0,225**
		p(α)	<0,001	<0,001	<0,001	<0,001

F4	r	**0,277**	**0,334**	**0,267**	**0,799**
	p(α)	<0,001	<0,001	<0,001	<0,001

Relationship between effectiveness of performed self-care and negative work consequences

Third, we assessed the bivariate associations between effectiveness of performed self-care and negative workplace consequences (in our survey represented by burnout). As can be seen in Table 3, there were significant bivariate associations between effectiveness of performed self-care and three factors of burnout (except depersonalization and factor 4 from effectiveness of performed self-care questionnaire). Recipients high in self-care effectivity were less likely to experience burnout. Self-care and its effectivity can be prevented from burnout among helping professionals.

MBI		**Effectiveness of performed self-care**			
		F1	F2	F3	F4
Personal accomplishment	r	**0,477**	**0,443**	**0,235**	**0,180**
	p(α)	<0,001	<0,001	<0,001	<0,001
Depersonalization	r	**-0,277**	**-0,139**	**-0,147**	-0,044
	p(α)	<0,001	<0,001	<0,001	0,235
Emotional exhaustion	r	**-0,240**	**-0,266**	**-0,192**	**-0,166**
	p(α)	<0,001	<0,001	<0,001	<0,001

Discussion and conclusion

The self-care can be understood in different dimensions. Recently we have seen a gradual shift from the traditional understanding of the self-care in the context of a healthcare professions to a broader understanding - both theoretical and practical in the form of specific activities carried out. In the theoretical field, we record a myriad of work that concerns self-care not on the part of helping professionals [11; 12; 13]. Despite this shift, the focus of empirical studies continues to focus on the health care area [14; 15; 16]. Our intention was to focus on the area of self-care that is being realized by those who come into daily contact with the social client. For research we have addressed a sample of Slovak social workers.

In the literature, we perceive the deficit of methods and articles that would record specific activities focused on self-care. Especially if we are interested in some specific area within the concept of self-care. One of the aims of this paper was to describe and validate the factorial structure of the proposed methodology capturing the level and effectiveness of activities carried out in the workplace environment of the target group - social workers. The methodology was designed based on a questionnaire analyzing the level of general self-care activities. [17] In the work area, specific activities have been identified to fulfill the comprehensive definition of the self-care as an activity that does not only concern the health site. In the workplace environment, it is important to take care, apart from the individual level of self-care, of work or organizational care for yourself. [18] All the levels listed capture the suggested questionnaire.

It is important to perceive self-care not only as an independent construct, but also to consider its validity in the context of preventing the negative workplace phenomenon, that represents burning in this article. While burnout is perceived as a negative phenomenon resulting from the workplace, respectively as a consequence of job performing, we assumed that self-care should reduce this negative trend. The relationships between the self-care and a burnout is currently confirmed by several authors [19; 20; 21]. In our research, we have confirmed these assumptions. An effective self-care significantly correlates with a burnout in almost all dimensions. This is also perceived as a confirmation of the our self-care methodology, which we assume that its high level can be a pre-emptive one from the negative phenomena resulting from the working environment.

It is therefore base for increasing the level of active self-care among social workers who are in daily contact with the problems that clients have in the practice of social work, as well as in the psychology or in the medical area. It is advisable to extend mainly education, supervision, as well as socio-psychological activities during the practice but also during university education.

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Introduction:

I would like to thank you for inviting us to attend this meeting which allows has made it possible share the responsibility to improve the pharmaceutical services. And discussing the health needs of rural regions.

Medical services are very important for human life and all medical staff working together from the cleaner to the doctor in sequence strive to improve the quality of peoples lives.

Therefore their main concern is to provide good medical services strongly related to giving successful pharmaceutical services like preparing, dispensing, storing drugs and explaining to the patients how to use the medicine and so on. Running this kind of services is facing many difficulties particularly in the rural regions. In spite of providing excellent pharmaceutical services in rural regions the gain from these services is very low and health problems still increase due to poor education, low patient medical compliance and absence of funds.

In this report the present problems will be discussed and some suggested solutions will be provided to improve the case. After that the required resources will be demonstrated. Together with implications and the effects which these proposals will bring up. Finally the report will end with conclusion.

Present problems:

In medical service qualified people should get special work for example: the doctor will examine the patient, diagnose the illness and prescribe the medicine, followed by the pharmacist who will prepare, dispense the medicine and give the necessary advice to the patient which covering all information related to the medicine.

The clinics now face a shortage of funds which can cause fatal problems. Pharmaceutical services are not adequately provided in modern developed cities and particularly in widespread rural areas owing to fund shortage. The decision that the

pharmaceutical services should be run by doctors will increase the difficulties as, doctors are not scientifically qualified to dealing with medicines, and to maintain the high level of medical services each staff should do specialized work according to the job description. Therefore trained and qualified pharmacists must have the responsibility of pharmaceutical services.

The patients in this area do not have the self discipline to take the medicine on time and in correct doses as prescribed by the doctor. As a result the antibiotic resistance is increasing in addition to the previous, bad hygiene and low health consciousness which have contributed to the radical increase of tuberculosis (TB) in the last five years.

Solution:

Providing health services without improvements in general health is not cost effective. In order to gain the maximum benefit of using the medicines, pharmacists should have all the responsibility to dispensing the drugs. The present situation would require; a new educational strategy in very low level of local language is to be developed about the harmful effect of the disease, how to stop the spread of disease, how to practice good hygiene, the effect of antibiotic resistance on long time treatment and the ideal use of medicines. This will improve patient compliance with medication. More pharmacists will be needed to work in this plan, in order to cover all the clinics within this service including transportation. Furthermore in the nearest future some pharmacists will have to be sent for a special training program to enhance their capability and self-confidence to work in these kinds of problems, so that they may train others. Implementation of this solution takes place through local effort and extra funds will be needed.

Resources required:

The application of the above solution would require.

A) More staff will be needed to run these services successfully.
B) Training must be provided for medical staff to deal with this case.
C) Transportation should be improved to cover all related clinics.
D) All this requirements and solutions would depend on adequate funding.

The effects of all proposals:

The decision that the doctors should run pharmaceutical services in these clinics will cause many difficulties for example the medicine will be handled by unqualified medical staff which will increase the health problems from the misuse of medicines. All doctors are against the change, as they do not have enough time to cover the work. Further this will increase their duty and overtime which should be paid. And more doctors will be needed to finish the work. Pharmacists will lose their jobs which will affect the quality of pharmaceutical services.

Good results have accrued after implementing the educational strategy with the patients beginning to use the medicine in the safe way that will decrease the resistance. The quality of hygiene has improved and the spread of TB has become low. This solution has been applied in one clinic as a trail to know the effect that may occur further. These results can be used as evidence to gain extra funds to run these services in other clinics.

Conclusion:

The application of good pharmaceutical services is the way to ensure a high level of health in reality or the medical services will not be cost effective.

Shifting medical work to other unqualified people is very harmful in a medical section, so each staff should cover only a specific task and the pharmacists must have the responsibility for pharmaceutical services.

Rural regions are the best places for the diseases to spread and normal infection may cause death due to low compliance with medication. As a result TB and antibiotic resistance have increased radically. The clinics in rural areas are different than those in the cities, and more funds are required to get more trained staff, and fulfil different needs, and also to adopt an educational strategy to improve the health of the people.

Finally good communication skills will help the patient to understand the important information.

ROMANTIC POETRY IN ENGLAND AND THE CONCEPT OF NATURE

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Abstract

The Romantic period in English Literature is argued to be a poetry born as a reaction to industrialism and as an outcome of French Revolution. The romantic poets preferred to manifest their reaction not by describing the unpleasant but by illustrating the beautiful. The poets of the period reacted against the unpleasant results of industrialism by picturing the desirable, beautiful, joyful and pleasant. The romantic poets like Blake, Burns, Wordsworth and Coleridge delved into the depths of nature and expressed emotions that are natural, unique, and naïve. Their interest in nature recalls how a loved one is missed. The study focuses on the concept of nature as an escape from the ugliness of the artificial. The romantic poetry is discussed in terms of its reaction to the results of industrial revolution and its tendency towards the natural.

Keywords:

Romanticism, Nature, Romantic Poetry, Nature Poets

Introduction:

The Romantic period in English Literature is dated as 1780-1830 when the poets and authors turned away from the styles and contents of the Age of Reason. The Romantic era in English literature was born as a result of two revolutions, namely The Industrial Revolution and the French Revolution. The former might be regarded as an economic innovation and change, the latter as a political revolt against the inequality and lack of freedom. However, both revolutions had considerable impact on literature in England. The new economic, social and political circumstances unavoidably brought about radical changes in literature. According to Çotuksöken romanticism is a literary movement evoked as a reaction to classicism in the first half of the 19th Century in Europe. The romantic spirit emphasized emotions and imagination and aimed to reflect the opposites in nature and society and to display people in their natural contexts (1992). The romanticism was a reaction to the restraint of the artists' liberty and the artificial language of literature. The romantic tendency was towards a more individual and imaginative way of description. The Romantic period in England is mostly associated with poetry which reflects the daring and natural styles of the Romantics. The Romantics were hopeful for both social and individual reform and progress. They attached the artificiality in the literary texts of the Age of Reason and supported the merits of nature and natural lifestyles. The present paper argues for a unique relationship between nature and romantic poetry in England. It is asserted that the prominent Romantic poets in England established a naïve link between poetry and

nature. This paper suggests that a close study of the romantic poems will reveal how romantics admire and appreciate all natural things.

Background for Romantic Poetry and the Idea of Nature

The industrial revolution and the French revolution are major events that penetrated the literature in England. The Industrial revolution took place in England during 1750-1850. During the age of reason England has experienced initial effects of the revolution which ended up with various literary consequences. The growth of reading public and the new readers of the literary texts directed the choice of subject matter of literature. For instance, realistic novel appeared in the age of reason in order to appeal to middle class readers who could afford to buy new books as they appeared. Literature was no longer for upper class, but a source of intellectual entertainment for all people. However, as the impact of the industrial revolution gathered force, some unpleasant outcomes could be observed. The negative results of industrialism were what the romantics attacked.

With the industrial revolution England changed from an agricultural society to an industrial society; from home manufacturing to factory production. Thus, the big cities grew bigger while villages, small towns were abandoned. People forced by economic necessities left their homes and places and moved to big cities where the new factories provided job opportunities and regular incomes. Irregular urbanization, urban blight, air pollution, population growth and corruption of nature were evils of the modern world according to the romantics. Therefore, it can be argued that most romantic poems appear as reacting against the negative effects of industrialism. The filthy slums around the big cities were not the natural environment of those people who hoped for a better life. The jobs and working conditions offered by the factories were not the sorts of occupation that common men dreamt of. As a result man was suffering from alienation: he was estranged from nature, from life, from environment and from the self. Alienation was a cause of great depression for modern man. There were two ways to react against the conditions that man had to suffer: either to describe how unpleasant they were or to describe how life should and could be. The romantics were full of hope for a better future and preferred the description of an ideal, natural and pleasant world. The reaction of romantics against an evil world was by focusing on the good.

Besides the Industrial Revolution in England, romantic literature in England responded to the French Revolution which erupted at the end of 18^{th} century. The French Revolution had a profound influence not only on the politics in France but also on the literary world throughout Europe. The political attempt to destroy the French monarchy and to put an end to the ultimate sovereignty of the king and church bore the ideas of liberty and equality against the idea of master-slave. The revolution gave a start to a new era in fresh thinking, associated with the slogan of "Liberty, Equality and Fraternity" which put an emphasis on the basic human rights. The revolution encouraged the romantics to believe in and struggle for a better world in which all people are free and equal. They argued for the worth, honour and dignity of all human beings regardless of their position, title or wealth. The idea of freedom generated the

idea of individualism. That's why the romantics focused on and described the ordinary life of common man. The rural life, everyday activities, natural environment of all people deserved to be honoured and preserved. The men of letters in the Romantic Period were annoyed by the set of formulas, traditions, rules and conventions adopted and applied by the preceding writers. The spirit of the French Revolution inspired and encouraged to revolt against the traditional conventions and to embrace the dignity of individualism. The philosopher Jean-Jacques Rousseau provided a new direction for thinking with an emphasis on freedom, equality and nature. He might be considered as a naturalist who pointed the slogan "return to nature". He argued that the complexity of civilisation restricted the naturally good man and emphasized his trust in simplicities and naturalness. The romantic poets in England admired his thoughts of the worth of a natural and simple life.

The Romantic Poetry in England

The romantic poetry in England cannot be studied without consideration of seven major poets. These seven important poets are of two generations. The first generation is of Robert Burns, William Blake, William Wordsworth and Samuel Taylor Coleridge. The second generation consists of Lord Byron, Percy Bysshe Shelley and John Keats. Wordsworth and Coleridge have appeared more in the literature for two reasons. Firstly, the two poets wrote 23 lyric poems which were published with the title of "Lyrical Ballads", the publication of which signals the start of the romantic period in English Literature. The other reason is that the poets did not only write poetry but also proposed a literary theory. The preface to the second edition of "Lyrical Ballads" displays some poetic principles put forward by Wordsworth and Coleridge. The first principle they agreed on was that poetry should describe the feelings of ordinary people. The second is that the feelings of these people can best be expressed in everyday language of these people. Thirdly, description of feelings is more important in poetry than narration of a story. The last principle puts an emphasis on the spontaneity of writing poetry. These four principles guiding the content, form and aim of poetry were appreciated by most of the romantic poets. The romantics praised nature and what is natural as a reaction against the artificial.

William Blake, one of the romantic poets of the first generation, is well known with his collection of poems entitled *Songs of Innocence* and *Songs of Experience*. *The Nurse's Song* is one of the lyrics in this collection manifesting how Blake appreciates naturalness and simplicity.

When the voices of children are heard on the green
And laughing is heard on the hill,
My heart is at rest within my breast
And everything else is still

Then come home my children, the sun is gone down
And the dews of night arise
Come come leave off play, and let us away

Till the morning appears in the skies

No no let us play, for it is yet day
And we cannot go to sleep
Besides in the sky, the little birds fly
And the hills are all cover'd with sheep

Well, well go & play till the light fades away
And then go home to bed
The little ones leaped & shouted & laugh'd
And all the hills echoed

The poem is a description of a nurse's feelings in a life so natural and simple. The nurse takes care of a group of children who are illustrated as singing, dancing and playing. The joyful atmosphere is a result of the simplicity of children. As a characteristic or romantic way of thinking, human beings are naturally good but their good nature is corrupted by their experiences in this world. Because the children have not yet experienced the wrongs and evils of this world, they still preserve innate goodness. The children are the best representations of nature and the good.

The nurse that Blake illustrates is close to the children who represent nature and therefore, is leading a natural life. She can be regarded as an example adult who is not corrupted by the evils of the world. The romantics argue that human beings are naturally good however corrupted by social institutions like education, religion and government. Thus, the people who have not experienced the evils of this world, namely the children represent the essentially good nature of people in its uncorrupted form. That's why the children are so natural and innocent. The nurse who is living with these children is still attached to nature, a kind of relation between man and nature emphasized by romantics.

When the children are asked to stop playing and to come in, they refuse to do so. They exemplify the birds and sheep and argue that they are still awake and playing. Their resistance against being dominated, scheduled and ordered to do something shows that human beings are born to be free. Their very nature is not conditioned for a scheduled life-program. The birds are free and they choose when to fly, when to rest, when to enjoy or when to sleep for themselves. In a sense the children cry that the natural clock of the living things tell them what to do and when to do it.

Among the romantic poets in England, Wordsworth and Coleridge outshine as being the real pioneers of Romantic Movement in England. They are not only poets but also literary theorists. The second edition to the *Lyrical Ballads* includes a preface proposing the poetic principles that Wordsworth and Coleridge believed in. Their ideas about the features of poetry shaped the romantic poetry in England and inspired other poets of the time. Their lyrics tell the lives and feelings of common man and describe everyday activities of ordinary people.

Wordsworth's *The Solitary Reaper* is one of the lyrics in *Lyrical Ballads* describing the feelings of a traveller when he watched a young country girl reaping and listened to her song.

Behold her, single in the field,
Yon solitary Highland Lass!
Reaping and singing by herself;
Stop here, or gently pass!
Alone she cuts and binds the grain,
And sings a melancholy strain;
O listen! for the Vale profound
Is overflowing with the sound.

No Nightingale did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands:
A voice so thrilling ne'er was heard
In spring-time from the Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.

Will no one tell me what she sings?—
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?

Whate'er the theme, the Maiden sang
As if her song could have no ending;
I saw her singing at her work,
And o'er the sickle bending;—
I listened, motionless and still;
And, as I mounted up the hill,
The music in my heart I bore,
Long after it was heard no more.

Wordsworth's main emphasis in this poem is on how a traveller feels when he experienced a natural way of life. The young girl that the traveller sees is an ordinary reaper and is engaged in her everyday activities. She lives at the heart of nature, is busy with reaping, cutting and binding the grain. While working she is singing a melancholic song, the lyrics of which the traveller cannot understand. The life the traveller is confronted with is so simple and natural that his heart is filled with peace and happiness. Although he cannot understand what the girl's song is about, the melody makes him think that it is a description of a loss, pain or grief. Wordsworth implies that

the feelings are universal; no matter who you are, you suffer from a loss or pain. Wordsworth's people remind us the real life which is so natural and simple.

Coleridge is the other prominent poet of the Romantic Era who wrote *Lyrical Ballads* together with Wordsworth. *The Rime of the Ancient Mariner* is a well-known and studied poem by Coleridge in which he describes the feelings of an old sailor. The old sailor is described as longing for the old days. The sailor's desire to tell his story results with the interaction between the young and the old.

'The ship was cheered, the harbour cleared,
Merrily did we drop
Below the kirk, below the hill,
Below the lighthouse top.

The poem begins when the old sailor stops three wedding guests on their way to the wedding feast. The initial description in the poem represents civilisation and the ancient mariner imposes himself on the wedding guest to tell his story. However, the scene shifts from comfortable civilization into nature when the mariner dives into his experience while sailing on an ice-cold sea, fighting with the fierce storms.

And now the storm-blast came, and he
Was tyrannous and strong:
He struck with his o'ertaking wings,
And chased us south along.

The ancient mariner is described as he contends with nature in the form of violent storms and the dangerous sea. The natural world is represented as a challenge and the sailors must survive the perils of the natural world.

At length did cross an Albatross,
Thorough the fog it came;
As if it had been a Christian soul,
We hailed it in God's name.
….
'God save thee, ancient Mariner!
From the fiends, that plague thee thus!—
Why look'st thou so?'—With my cross-bow
I shot the albatross!

Then the Albatross appears and follows the ship every day for food or for play. The coming of the Albatross is cheered as the arrival of a holy Christian soul because a good south wind appears with the bird. But, the mariner kills the Albatross without any particular reason. The mariner's shooting the albatross can be seen as an attempt to master nature, to assert the power of man over the power of nature. The Albatross represents the power of nature: powerful, inspiring, and terrifying nature appears in the form of this great bird. Killing of the bird is man's attempt to corrupt nature in the name of controlling it. However, it is a pointless attempt because nature is too powerful that the ship finds herself in desolate waters and the sailors begin to die of thirst. The killing

of the Albatross symbolizes the wrong ways that mankind follow to approach the natural world.
The natural world is also described as the spiritual world when the sailors regarded it as "a Christian soul" and "hailed it in God's name". Nature is God's creation; interaction with nature is interaction with the spiritual world. Any attempt to master nature is an offense against God, so is a sin to be punished. In the fourth part of the poem, the mariner appreciates the value of the natural world and realizes the necessity to live with it. It is when the mariner can see the beauties in nature and when Coleridge embraces romanticism.

Conclusion

The present study specifically studied three poems by three major romantic poets. It is argued that the concept of nature sits at the heart of romantic poetry in England. The romantics describe the beauty of a natural life longingly. The simple, everyday language of the poetry, the pastoral setting of the poems and the illustration of simple lives of ordinary people are depicted in Romantic poetry. As pointed before, the birth of the Romantic Movement in literature was a reaction to the negative results of industrialism and an inspiration by French Revolution.

As England experienced industrial revolution, the people moved away from their natural life styles and homelands. Urbanization forced the people to live under unnatural physical conditions and to suffer from environmental pollution and corrupted nature. It was a necessity for many people to move to big cities where the new factories could offer them new jobs. Industrialisation made people put their tools aside and start working with machines. Respectively, people gave up their places, neighbours, lands and styles and tried to adopt new forms of living with the people who were complete strangers. The romantic poetry came out against the all the negative things that appeared as a result of the Industrial Revolution. However, they challenged the negative effects by describing the beauties in life. The people were longing for their old ways and styles; so, the poets turned to the descriptions of nature and natural things instead of the ugliness of the present world. The descriptions of ordinary people in their rural, everyday lives were presented in simple language used by rural people. The feelings of ordinary men could best be expressed by the authentic language used by these people. The romantics avoided the use of artificial language and favoured the use of natural language that ordinary people use in their everyday conversations.

The French Revolution affected not only a nation's political life but also the literary life of Europe. English Literature was under the influence of the revolution in terms of the choice of subject matter as well as the formal features. The French Revolution attempted to put an end to the sovereignty of the king and the church. The bourgeoisie composed of merchants, manufacturers, and professionals, resented its exclusion from political power and positions of honour. The peasants' unwillingness to support the feudal system weakened the power of monarchy. The common man's desire for freedom and equality inspired the well-known slogan of the revolution "Liberty,

Equality and Fraternity". The romantics were encouraged to free from all the poetic traditions, rules and conventions. The use of formal, artificial language and the literary devices were avoided by the poets. It was as if they were unchained and independent from all previous conventions. The emphasis on the equality of all people regardless of their titles, wealth or position resulted in the poets' descriptions of the common man. The poetry was no longer descriptions of the lives of noble people but the feelings of ordinary people. The lives and feelings of the people living in rural areas deserve to be admired and honoured. The emphasis on the concept of equality led the romantics to write about the ordinary people's lives to argue the importance of honesty and character against the titles.

As we have discussed throughout the study, romanticism did not appear suddenly but as a result of a series of political, social and literary changes in Europe. Two milestones in this way are Industrial Revolution and French Revolution. It is clear that the outcomes of these revolutions resulted in the emergence of the Romantic Movement. Nature became the chief source of inspiration and stood at the centre of the romantic vision. All natural things and life styles were appreciated, admired and tempted. The language of the poetry was far from artificiality. Regardless of their titles, position or wealth, all people deserved to be honoured because of their simplicity and naturalness. Nature represents divine power and must be preserved. Any attempt to revolt against nature will be a failure. The poems exemplified in this study illustrate the spiritual side of nature. It can clearly be asserted that the concept of nature is handled in its most naïve form in romantic poetry in England.

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The effect of Lego training on creativity and social skills in preschoolers

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Abstract:

The present research aimed to study the effectiveness of lego training on creativity and social skills of preschool children. Amongst all kindergartens in Tehran, 40 children (20 females and 20 males**)** were randomly selected and divided equally into two experimental and control groups (10 females and 10 males in each group). Creativity of the subjects was measured by Torrance's Thinking Creatively in Action and Movement Test which includes three subscales of imagination, originality, and fluency. In order to study the social skills of children, Gresham and Elliott's social skills rating system was used, which involves three subscales of empathy, assertiveness, and self-control. The results indicated a significant increase in social skills and creativity of children in the experimental group compared with those in the control group. According to the findings of the present study, it can be concluded that lego training has a positive impact on social skills and creativity.

Key words: creativity, social skills, lego training

Introduction

Creativity is the ability to create something novel (original and unexpected), high-quality, and appropriate (which is useful and eliminates the task constraints) (Lubart, 1994; Océ, 1990; Sternberg, 1988; Sternberg, 2003). Creativity is a broad topic which is important for a wide range of task areas at social and individual levels. Creativity is completely associated with the individual level. For example, during problem-solving in work and daily life. At the social level, creativity can lead to new scientific findings, works of art, inventions, and social programs.

Key ways through which young children learn include playing, being with other people, being active, exploring, obtaining new experiences, talking to themselves, communication with others, meeting physical/mental challenges, being shown how to do new things, practicing/repeating skills, and having fun (DCSF, 2009). Learning through playing is a term used in education and psychology to describe how a child can learn to make sense of the world around them. Through playing children can develop social and cognitive skills, mature emotionally, and gain the required self-confidence to engage in new experiences and environments (kahn and wright, 1989). Creativity is not about the end product, but the playing scenario (Bruce, 2011).

Games reinforce learning processes like observation, experimenting, problem solving, and creating among children (Emam Rizi, Yarmohamadyan, and Gholami, 2011; Ramli,Yanus, and Ishak, 2011; Petvovska , Sivevska, and Cachov, 2013) . Piaget claims meaning and knowledge are created by interactions between ideas and experiences among learners (Mccusker, 2014).In group games, children learn social skills as active learners by modeling, practicing, receiving performance feedback, reinforcing, and generalizing (Bandura,1977) which increase sympathy, social orientation, moral behavior, self-control, self-esteem, compliance, assertiveness, respecting the law, cooperation, and general social skills among preschoolers (Connor and Stagnitti, 2011 and Aghajani,2011). Lego is used as an intervention to develop social skills of children with autism that causes interaction with friends and peers, development of imagination, creativity, teamwork, and overcoming withdrawal symptoms in children (Yanhui, 2010; Legof, 2004; Hussain, Lindh, and Shukur, 2006; and Baron et al, 2008).

Lego training is a part of an interesting systematic game and also a method to address the training and education affair professionally. The research suggests that training by Lego education can lead to cognitive, social, and emotional development (Achraman, Gauntlett, and Wechstrom, 2010). This tool (learning by making) has high capabilities as a teaching aid and a new approach in education (formal website of Lego in Denmark, 2015). Since the process of learning is partly a social interaction, there should be an emphasis on the relationship between people, interaction between students, and learning goals during education and teaching. Therefore, teaching methods have an important role as to what and how the students learn. This idea had an emphasis on the active role of students in forming their own information structures.

Lego training has two different theoretical bases: Mac Kasker (2014) considers constructivism, mind-hand relationship, and use of metaphor and imagination as learning theories that support Lego (Mccusker, 2014). Theoretical foundations of constructivism are affected by Piaget theory (1980) and cognition theory by Leo (1988). Constructivism by Piaget was individual constructivism. On the other hand, the knowledge comes from students' interactions with their environment (Hussain et al, 2006). The process of modeling during teaching helps people and groups to concentrate on their thoughts and have a creative communication between ideas, experiences, and people (Nerantzi and Despard, 2014). Thinking and modeling are the same aspects of a process and different modeling by Lego can help students to express and reflect their thoughts and knowledge. Creating knowledge by modeling process (mental/physical) is an aspect of Piaget's constructivism theory (Gauntlet, 2011).

This method emphasizes on the effective role of objective things on the complicated process of creating knowledge (Papert, 1993). The importance of this method is that it enables children to solve challenges and group problems by thinking objectively, moving towards innovation, and changing their point of view about responsiveness and group responsibility. Furthermore, it increases their ability to cooperate in the group and gain knowledge about its challenges (Bulmer and Smith, 2011).

Additionally, children's learning is never repetitive and boring and can make different and new shapes with Lego pieces. They are assembled and shaped easily and are interesting for children who can make new things every day and enjoy them (Torkaman and Moghadam, 2007). Lego allows students to show their abilities to perform the knowledge by simultaneous coordination of brain and hand. While making Lego structures by special tools, they face a new world which gives the brain the analyzing

power which is uncommon in the traditional education (Bakhtiyar, Nasr Abadi, and Nozrozi, 2005).

The basic idea of Lego is to make three dimensional hand-made models, based on knowledge, ideas, and feelings to create a new way of free and creative thinking (Gauntlett, 2011). More than 50 years ago neuroscientists found that a large part of the brain controls human's hands (Penfield and Rasmussen, 1950). With regards to mind-hand relationship theory and its effect on human's learning, it can be claimed that the main essence of Lego is creating a complicated interaction between hand and mind (Kristiansen and Hansen, 2009).

The deep link between the brain and hand does not mean that hand has a valuable role for gathering information or manipulating things. It means that brain and hand work together to think and create meaning (Gauntlett, 2011). Therefore, we can state that students' interaction with educational tools in addition to the knowledge leads to creativity and social skills' development.

Conducted research on the effect of Lego on social skills were on specific cases of autism in the form of a single subject, and not done on normal children (Yanhui, 2010). The current study has been done on a large population of normal preschoolers. Previously conducted research on the effect of Lego on creativity to measure creativity in Iran, did not use the tools appropriate for the preschoolers' age (Tehrani, 1391). This study examined the effect of Lego on preschoolers' creativity by a test appropriate for their age. The questions in this study include the following:

_How is the effectiveness of Lego education on preschoolers' creativity?

_How is the effectiveness of Lego education on preschoolers' social skills?

Materials and Methods

a. Participants

The research design was a non- equivalent pretest posttest one with control group. In order to examine the effect of Lego Education on creativity and social skills (cooperation, assertiveness, and self-control) among preschoolers, quasi- experimental method and pretest posttest design with control group was used. The study population was composed of approximately 1000preschoolers in Tehran (with the age range of five years old) to whom Lego Education. was taught The study sample composed of 40 preschoolers, 20 in the experimental group (10 girls, 10 boys) and 20 in the control group(10 girls, 10 boys) selected from the target population.

b. Instruments

Torrance's creativity in movement and action test was used to measure creativity. Social skills rating scale by Gresham and Elliot (1990) was used to measure social skills and teachers' form included cooperation, assertiveness, and self- control.

Reliability: Shahim reported reliability of the teacher's social skill questionnaire to be from0.49 to 0.96among normal children (0.76 to0.78for girls), (24 to 75 for boys), and (26 to 30 for problematic behaviors).

Validity: Based on Gresham and Elliot's results (1990), this scale has construct validity and suitable time for diagnostic and therapeutic applications for preschoolers (Pauls and Elliot, 1993; Elliot, Barnard, and Gresham, 1989; Fantuzzo, Manz, and McDermott, 1998; Flanagan, Alfonso, Primavera, Povell, and Higgins, 1996).

Retest reliability coefficient was0.85 for social skills, 0.84 for problematic behaviors, 0.93 for the adequacy of the school, and 0.94 for the internal consistency of social skills, 0.88 for problematic behaviors, and0.95 for the adequacy of the school (Gresham and Elliot, 1990).

Different models had been used to measure children's creative actions based on different approaches. Torrance (1981) invented a test for creative thinking in action and movement with particular attention to four major aspects of children's creativity in measuring. At the moment, this test is the most common and suitable test to measure three to eight year old children's creativity in different cultures. Because its activities are related to their verbal, non-verbal, and other growth characteristics. On the other hand, its fun nature is encouraging and helps to overcome children's resistance to the test. Since the types of activities are designed based on children's interests in different cultures, they facilitate their use in different cultures and sub-cultures. Moreover, it takes 15 to 30 minutes for one to run the test completely and this time is in the range of children's attention span in the intended age. The necessary instrument to run the test completely is inexpensive and can be used frequently. Therefore, it can be applied in different areas including deprived ones easily.

Reliability: Torrance believes in achieving reliability of scores even higher than %90 by using implementation guide and grading of creative thinking in action and movement test. Bolen (1976 cited from Torrance, 1981) got the reliability coefficient of 0.96 for a group of thirty- children. Torrance and his colleagues got reliability coefficient of 0.97 to 0.99 for three components of the test in several studies (Torrance, 1981).

Validity: the validity of this test was examined by Reisman and his colleagues (1980 cited from Torrance, 1981). The results showed that creativity in action and movement test had a positive and significant relationship with obtained scales from mental maintenance test by Piaget and math preparation test to measure divergent thinking.

C. Procedure

Gresham and Elliot's questionnaire for individual and group self -assessment was completed by the teacher. The test composed of 57 items (30 items to measure social skills and 17 items to measure problematic behaviors). But it only used social skill items. In order to grade this scale, a triple Likert scale for each item was used: often, sometimes, and never were graded 2, 1, and 0 respectively. Higher score for problematic behavior shows more problems. The raw score is calculated based on the total raw scores on the scale. Social skills with subscales of cooperation, assertiveness, and self-control were graded based on the total raw scores on the Subscales. Torrance's creativity in movement and action test takes 15 to 30 minutes for one to run the test completely.

Each Lego education class consists of 12 one hour and a half sessions. Each lesson given according to the purpose of education and the pattern of 4c.The Lego education philosophy is built on the "four Cs" concept: Connect, Construct, Contemplate, and

Continue. Learners are given an open-ended task allowing them to find their own solution to the challenges. The active engagement of students in problem solving encourages them to connect to their own interests and motivations. Students are encouraged to ask questions and explore ideas to connect their newly acquired learning to their existing knowledge and areas of interest. 1n Construct the core of every Lego task involves building. By actively learning through tactile experience, students construct knowledge in their minds. Students also construct knowledge with others in group settings, where collaboration extends their learning even further. Students are given the opportunity to consider what they have learnt through the construction activities. Through contemplation, students ask reflective questions about both the content and process of their learning. These questions are designed to help learners gain awareness of the process in which they are engaged and to encourage exploring new ways to find solutions to the challenges set before them. Every Lego task ends with a new task that builds on what has just been learnt. Thus, students are encouraged to continue their exploration and extend the experience beyond the classroom.

Results

Table1: The relationship between pretest and posttest in social skills

Factors		Pretest
Cooperation posttest	Pearson coefficient	0.803**
Assertiveness posttest	Pearson coefficient	0.746**
Self-control posttest	Pearson coefficient	0.728**

The correlation between pretest and posttest in cooperation was 0.803, self-control 0.728, and assertiveness 0.746. Based on the reported results, the correlation was significant at the 1% level and it can be concluded that there is a strong linear correlation in cooperation and a relatively strong one in self -control and assertiveness between pretest and posttest.

Table-2: The relationship between pretest and posttest in creativity

Factors		Pretest
Fluid posttest	Pearson coefficient	0.965**
Innovation posttest	Pearson coefficient	0.809**
Imagination posttest	Pearson coefficient	0.863**

The correlation between pretest and posttest in fluid was. 956, innovation 0.809, and imagination 0.863. Based on the reported results, the correlation was significant at 1% level and based on the correlation it can be concluded that there is a strong linear correlation in fluid and imagination and a relatively strong one in innovation between pretest and posttest.

Table-3: The linearity test of relationship between pretest and posttest in cooperation.

Statistical factors / Components Of variance	Sum of squares	Degree of freedom	Mean Square	F ratio	F possibility
Variance between groups	822.922	12	68.583	7.735	0.0001
Linearity	684.986	1	684.986	77.259	0.0001
Deviation of linearity	138.006	11	12.586	1.415	0.223
Variance within group	239.383	27	8.866		
Sum	106.375	39			

Statistical indicators / position	Relationship	R^2	Eta	Chi Eta
Pretest and posttest	0.803	0.645	0.880	0.775

Based on the results in the table above, the relationship between pretest and posttest in cooperation was linear and the relationship between pretest and posttest in assertiveness, self-control, fluid, innovation, and imagination was also linear.

Table_4 Test of homogeneity of regression coefficients in cooperation

Sources of variance	Sum of square	Degree of freedom	Mean square	F ratio	Significance level
Group	92.292	1	92.292	31.811	0.0001
Cooperation pretest	618.442	1	618.442	213.160	0.0001
Group and pretest	13.886	1	13.887	4.786	0.035
Error variance	104.447	36	2.901		
Modified total	971.775				

One of the assumptions of ANCONA is homogeneity of regression coefficient and because the significant relationship between control variable (pretest) and group variable (independent) in cooperation and imagination was reported less than 0.05 this assumption has not been met. Therefore, ANCONA cannot be used. But the significant relationship between control and independent variables in assertiveness, self-control, fluidness, and innovation was reported more than 0.05 that shows the related assumptions has been met and we can use ANCOVA.

Table_5 the mean of assertiveness before removing the effect of pretest

Group	Mean	Number
Pretest	15.83	20
Posttest	11.017	20

Average score of assertiveness for preschoolers was reported in the table above after removing the effect of pretest that were 15.833 and 11.017 for the experimental and control groups respectively. The mean of the experimental group is more than the control group after removing the effect of pretest, showing that Lego education has a positive effect on the students' assertiveness.

Table_6 the means of assertiveness after removing the effect of pretest.

Group	Mean	Number
Pretest	15.45	20
Posttest	11.40	20

The mean of assertiveness for preschoolers was reported in the table above after removing the effect of pretest that were 15.45 and 11.40 for the experimental and control groups respectively .Since the mean of the experimental group was more than the control group after removing the effect of pretest, it can be concluded that Lego education has a positive effect on the students' assertiveness.

Table_7 the analysis of covariance (ANCONA) of posttest in assertiveness after removing the effect of pretest

Sources of variance	Sum of square	Degree of freedom	Mean square	F ratio	Significance level
Pretest	504.617	1	504.617	154.135	0.0001
Group	229.352	1	229.352	70.055	0.0001
Variance of error	121.133	37	3.274		
Modified total	789.775	39			

As previously mentioned, it is not possible to examine the effect of Lego education on cooperation and imagination by ANCOVA because some related assumptions were not met. Therefore, the effectiveness of Lego education was examined by independent t-test for pretest and posttest groups.

Due to the fact that the reported significance for group variable is less than 0.05, it can be concluded that there is a significant difference between experimental and control groups in posttest and that the mean of assertiveness is more than that of control group

after removing the effect of pretest. Hence, Lego education is effective on factors like assertiveness, self-control, fluidness, and innovation among preschoolers.

Table 8: Independent t-test between two experimental groups in cooperation and imagination

Groups	Number	Mean	standard deviation	Standard error of mean	T	Degree of freedom	Significance level
Scores difference in cooperation		-5.2500	2.17340	.48599	8.334	35.569	0.0001
experimental	20						
Control	20	-0.01500	1.66307	0.37187			
Scores difference in cooperation		-0.4000	0.50262	0.11239	3.658	26.237	0.0001
experimental	20						
Control	20	0.500	0.22361	0.05000			

Based on the results of the homogeneity of variances test, there is no homogeneity of variance. In order to examine the mean differences, tests based on unequal variances can be used. The results showed that the absolute value of (F) is 8.334 in cooperation and based on the number in the table at 5% level is 1.67. The absolute value of F in imagination is 3.658 that based on the number in the table at 5% level is 1.67. Therefore, the assumption of an average parity of pretest and posttest is rejected. In conclusion, Lego education is effective on cooperation and imagination among preschoolers.

Discussion

The results showed that Lego education has a positive effect on children's social skills with subscales of cooperation, assertiveness, and self-control that improved these skills. The results are consistent with the studies by Strath, 2010; Yanhui, 2010; Legof, 2004; Legof and Sherman, 2006; Hussain et al, 2006; and Baron et al, 2008. In order to examine the effect of Lego training on social skills, it is suggested that the said three subscales of social skills (assertiveness, cooperation, and self-control) have interactive relationships. Therefore a child with high social skills should be assertive to keep his self-esteem, to express his thoughts and feelings efficiently and honestly without having stress and abusing the rights of others, to shoulder the responsibility for his behavior, and to have a positive attitude towards himself and others. Also the child would have a definite response to others' personal feelings, understand others' feelings, put himself in their place, and cooperate with them that requires self-control meaning ability to postpone needs in an acceptable or social framework, control external and internal processes, and withdraw aggressive and physiological impulses (Baker, 2004).

Piaget (1980) states that seven to eleven years old children think objectively and hardly understand abstract concepts (Gauntlett, 2011). Therefore, objective things has an effective role on the complicated process of obtaining knowledge (Papert, 1993). Accordingly, the students use objective educational instruments and tools in Lego classes, make their mental concepts objective, have a better understanding of current problems in class, and become more motivated to solve the problems. On other hand,

using Lego requires effective interaction of teacher with students and students amongst themselves. They need to interact and cooperate with friends and classmates working with Lego bricks and to design their mental structures that make course content attractive. In addition, their social skills and teamwork would increase. Lego education provides a secure educational environment in that one can make or change something, make a mistake, and do an experiment to achieve desired result by finding the potential or intended meaning in the field he works. Along with the courage to take risks and to observe (what works and what does not) , curiosity and exploration fit with that case and one can generalize one's abilities to real life, develop and train one's social skills step by step (Achraman et al,2009).

Based on the obtained results, Lego education has a positive effect on children's creativity with subscales of innovation, fluidness, and imagination and it has increased these skills. Therefore, it is consistent with the study by Tehrani (1391). Lego education is a new method to solve new problems and provides an open system with facilities related to children's age without influence of control and active learning with the teacher as a facilitator (Achraman, 2009). The main condition is freedom and mental security so that one is accepted unconditionally and feels safe and creative from within oneself. Lego system provides an open environment with security and acceptance to encourage children to express their inner ideas and perform them on the structures, because a good idea leads to other ideas (Gauntlet, 2009). Therefore, it allows children to pay attention to all aspects and angles of making and analyzing its structure, while the teacher tries to communicate between previous and new knowledge by directing one to look differently and to think during playing.

Blumer and Smith (2011) states that using Lego is a creative process that leads to create cooperative environment. It provides group members for making sample models by collective intelligence and answering teacher's questions. During the debate surrounding the construction of these models, there's a constructive interaction between students so that group dynamics reaches possibly the highest level and it simplifies the complexities of the intended project.

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A conceptual analysis of IT expectations, paradox, perceived business value and delivery

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Abstract

In this paper, the authors advance that there is an existential paradox about Information Technology (IT) investments contribution to the business value in organizations. The article attempts to answer the question of whether IT investments create business value or they only improve/support the utilization of created business value by other company's initiatives. Two supporting questions and answers are represented relating to investment contribution to IT value and business value realization of investments in IT. The paper is inclusive of several segments: the introduction presents the format and overall rationales, an overview of perceived deficiencies of IT in meeting organization expectations, IT failures on delivering on expectations and the negative perceptions resulting from it, conclusions and implications for managers pointing to actionable directions and a final limitation of research. In this paper, the authors demonstrate that IT investments support the created value if there is a favorable environment, more than they create business value by themselves.

Keywords: Business value, IT business value, returns on Investments, ROI, digitalization

Introduction

There is an existential paradox about Information Technology (IT) investments contribution to the business value in organizations. Do IT investments create business value or they only improve/support the utilization of created business value by other company's initiatives?

This question persists mostly because of IT investments cost that does not seem to show the return on investments (ROI) as clearly as other initiatives undertaken in organizations (May, T. A., 1997). IT investments cost is an everlasting subject of discussion in all organizations and the problem is exacerbated by the economic downturn where companies and governments alike, are mostly focused on costs reduction, rather than increasing expenditures. IT managers are often under pressure to answer questions such as: *How do IT investments contribute to business value? Is there any way to create IT business value that reflects the investment in it?* Answering these questions has proven to be a complex subject matter over time because of the pace of IT innovation and its very short life cycle on one hand and, on the other hand, because of its inability to operate on its own without substantial changes and accompanying investments in other areas of organization such as business processes, new business practices, acquiring new competences and resources. Therefore, a mixture of contributions from different systems and initiatives has to work successfully together to support IT investments in delivering on its expectations. Any operational deficiencies will immediately have a negative effect on IT investment outcomes. Thus, there is an increasing threat of a domino effect, which may be caused by the failure or underperformance of other systems out of the control of a given company or

organization. In this paper, the authors demonstrate that IT investments support the created value if there is a favorable environment, more than they create business value by themselves.

The paper is divided into three sections as following. The first section of this paper uses the literature review to discuss how IT investments fail to meet expectations from managers, business subject matters experts and a company's stakeholders. The second section uses the findings of first section, to discuss how the failure of IT investments to meet expectations impact the IT perceptions and undermine IT perceived value. The third section offers concluding thoughts with regards to the answers to the questions posed above, while the last segment points to limitations of research and findings.

How IT investments fail to meet expectations

The trend of digitalization of organizations and companies in public (Krause Hansen, H. & Salskov-Iversen, D., 2005) and private sector is seen as a way of reducing costs while improving the performance and maximizing revenue (Neumeier, A., Wolf, T. & Oesterle, S., 2017; Picard, R. G., 2011). However the expectations and perceptions in this effort have been always in total opposite sides where expectations are high while organizations still have negative perceptions about the ability of IT to resolve their problems or meet the stated expectations (Tallon, P. P., Kraemer, K. L. & Gurbaxani, V., 2000). At the same time the digitalization can be compared to a movement such as computerization (Kling and Iacono, 1988; Parviainen, P., Tihinen, M., Kääriäinen, J. & Teppola, S., 2017) as it does still heavily rely on the same four elements of computerization to function meaning the systems, the population, and the beneficiary of the system and the promoters of the system (Kling and Iacono, 1988; Elliot and Kraemer, 2008). The way these elements and stakeholders will interact and find equilibrium will define the level at which the systems will be accepted or adopted in the organization (Mahmood, M. A., & Mann, G. J., 1993; Dehning, B., & Richardson, V. J., 2002). Further the level at which the IT is accepted will define the level of its contribution to the business. This concept is the ideal form the adoption of IT where expectations or the reasons why the IT were adopted will be met. However, the literature shows that the reality is far from the truth (Davern, M. J., & Kauffman, R. J., 2000; Lucas Jr, H. C., 1999; Byrd, T. A., & Marshall, T. E., 1997). The reason is because stakeholders and especially those internal to the company have many reasons to not adopt a new system, leaving the fate of IT delivering on its expectations in peril.

The reasons or expectations organizations have in their IT investments when considering their integration and adoption are often not verified and seem to be Utopian visions, ignoring all other elements, social, economic, political and financial (Elliott and Kraemer, 2008 ; Stratopoulos, T., & Dehning, B., 2000; Tallon, P. P., Kraemer, K. L., & Gurbaxani, V., 2000). Elliott and Kraemer (2008) concept shows that it is not only about the information systems industries and providers that contribute to the diffusion of their products (systems and services) but the strong ideological beliefs about interests, necessity, importance and contributions of a given system that presents it as a must solution to a given need. Therefore this situation will justify and legitimize the high level of investments in IT solutions and/or services where organisations expect these IT solutions to respond to their needs in line with their business strategy (Tallon, P. P., Kraemer, K. L., & Gurbaxani, V., 2000).

Organisations adopting information systems solutions may face two situations: the first one is that expectations from the IT will be drawn by the digitalization ideology that set the contributions of the proposed IT solutions, thus organisations will adopt the IT solution based on its expected contributions and the needs in the organisation will be created in line with the acquired or adopted IT solutions. This is the case of the Internet, mobile solutions and e-commerce where organisations adopting these solutions may change their systems and acquire new infrastructure, new resources and competencies to fit the new solutions. The second situation is where the organisation will adopt IT solutions to respond to the existing needs and will apply the solutions and incorporate them into the existing system. Therefore the adopted IT solutions will be adapted to the existing procedures and organisation wide system (Gunasekaran, A., Ngai, E. W., & McGaughey, R. E., 2006)

Elliott and Kraemer (2008) point that over time the development and diffusion of new technologies can result in the stabilization of the fusion of new technologies in the form of dominant or master frames. With the current pace of IT innovation and a competitive environment, there are many solutions proposed by different IT industries and often they are the same and just the name of the provider differs or they are just the improvement of existing solutions. Master frames are used to justify investments in the technology, and they are presented as a must solution to a given problem. This is what is going to be a determinant element in the evaluation of an IT solution, to know if it meets the expectations, contributions and benefits that were attributed to it over a given time. Elliott and Kraemer (2008) further relate that there is often a gap between these expectations, or between how the IT is presented and the way it is used by organizations. This gap is between the vision organizations had about IT and the reality after IT is integrated and fails to meet expectations. Elliott and Kraemer (2008) suggest that this gap may be due to limitations in the technology's performance, in social adaptation to the technology, or in the nature of the vision itself that leads to failure or to setbacks toward eventual success.

IT failure to deliver on expectations affect the perceptions and undermine the IT business value delivery

The gap between the vision or expectations and the reality in the organization may be explained by the business value approach or evaluation where the ratio between expectations and contribution is higher (Mahmood, M. A., & Mann, G. J., 1993; Devaraj, S., & Kohli, R., 2001). Depending on the damage or loss caused by this deception in IT solutions, the organization may react either by finding another solution or by redressing the existing one. This situation is resumed by Elliott and Kraemer (2008) as the contending discourse that evolves through scientific studies and/or public journalism showing how the actual use of technology does not match the expectations of a Utopian vision. The two authors support that this situation may provoke the new dominant technological frames replacing the original Utopian vision with one more actual use of the technology or typically the new technology. As an example, the so called Web 2.0 is taking the place of the World Wide Web with new visions and promises and therefore is coming with new expectations (Davern, M. J., & Kauffman, R. J., 2000) and recently, Cloud Computing is presented as a revolution in doing business (Armbrust et al., 2010; Catteddu, D., 2010; Marston, S., Li, Z., Bandyopadhyay, S., Zhang, J., & Ghalsasi, A., 2011). At this level, the organizations find themselves in the situation where they are required to maintain the

heavy systems with heavy investments that have yet to be fully amortized (Musabende, J., & Cotae, F. F, 2016). At the same time, the business should continue thus, the solution to support the previous system should be found, yet this system should also be kept because of its investment or its still perceived level of usefulness. This feature or usefulness is used as a technological Utopianism, an element that will shape the Utopian vision of a given technology . Elliott and Kraemer (2008) refer to technological Utopianism as a rhetorical form that places the use of some specific technology, such as computers, as key enabling elements of this vision. However, technological Utopianism does not refer to the technologies in particular but to the analysis in which the use of specific technologies plays a key role in shaping an ideal or perfect world . The solution may be a new solution or an update of an existing solution (Elliott and Kraemer, 2008). This situation pushes organisations to adopt heterogeneous IT solutions and keep on investing in new IT solutions. This condition challenges the IT business value approach in its creation, exploitation and evaluation because for one system many solutions and systems work together, either introduced at the same time or successively to correct another while they refer to different investments (Musabende, J., & Cotae, F. F, 2016; Brynjolfsson, E., & Hitt, L. (1993).

According to Elliott and Kraemer (2008) the realities of day-to-day use of a promoted technology cannot be predicted precisely in advance, but informed technology assessments can be made by a better understanding of similarities and differences of emerging and earlier technologies. Such assessments can improve the success of IT integration. However this situation puts organisations in more risky situations and requires them to narrow their expectations. It is even more complex to plan for expectations given the fact that the reality is unknown and its contributions have yet to be defined. When organisations adopt a solution usually it is for responding to a given need, yet in this situation the organisations may adopt a solution knowing that it may, or not respond to the needs. Soh and Markus (1995), when discussing IT business value show a strong connection between business practices and the business value delivery. The interaction between these practices and the IT and the coordination are important to ensure that IT will meet expectations and deliver on business value.

Marshall et al. (2005) state that there is a strong connection between the chosen IT, the strategic emphasis on IT and the business value delivery, moreover, the link between business practices and the IT business value delivery. To ensure that this link will lead to a successful business value delivery, the management of IT and business may establish accountability and responsibility in creation, exploitation and evaluation of business value. These accountability and responsibility initiatives should be shared between IT and business (Musabende, J and Cotae, F.F, 2016; Melville, N. et al., 2004). Gustafsson et al. (2008) and Melville et al. (2004), also emphasize on the impact of IT on the organisational structure. They explain that each IT category has a specific impact on the business value. They explain that IT should interact with the business and there is impact of business practices, business structure or organizational behavior on the IT business value delivery.

Conclusion and implications for managers

Business value of IT is a subject that continues to attract researchers and there is a large number of contributions to the body of knowledge focused on the real business value of IT investments. The analysis shows that researchers are more concerned with explaining the benefits a company gets from the IT than explaining how to create the business value from IT investments. Research tend to show that often this value is underestimated because evaluators do not take into account all the facets of IT investment business value arguing that the organisation gets more benefits from the IT in the form of intangible benefits which are difficult to quantify, such as: new competencies, improved performance and business process reengineering. This situation may be explained in part by the fact that many critics question the real business value of IT rather than knowing how to create this value or to exploit it. One can say also that it is maybe impossible to create something you do not really know.

However, the literature review reveals a new tendency in IT business value research, where it's no longer about to prove the IT business value exist as it used to be in the past, but all emerging research are converging on the fact that IT business value is seen in multiple forms including tangible and intangible benefits observed in different performances of other initiatives.

The analysis shows that it is rare to see IT investments meeting expectations. But in this case the question arisen is: what kind of expectations are in this confirmation? Do organizations adopt IT investments because of what has been said, or do they adopt IT investments because they respond to their specific needs? Do IT investments have to meet the Utopian visions or the organizations' needs? The organizations' expectations may take into account many other elements specific to each organization and that may define the realistic expectations and maybe reduce or narrow the gap between the expectations and the outcomes, and from there, it will be possible to evaluate the real business value of IT investments. But even with this, it is still difficult to isolate the moment where IT investments have created business value rather than observing its supposed value through success of different other initiatives.

The risk taken in adopting an IT investments seems to be lower than the risk of not adopting IT investments even though they do not fit into the business strategy or the organisation does not have a clear vision in terms of IT investments. A current good example may be Cloud computing and integrated systems in public and private sector (Marston et al., 2011). Organisations are planning to adopt these solutions (Knorr & Gruman, 2008); even though they still don't have a good visibility of what could be the benefits and they still have doubt about its consistency (Schwartz, 2008) and there are associated threats such as cyber-attacks, privacy matters that companies do not have clear and strong strategy to deal with. The problem with the mass adoption of IT investments is in the promises and potential value or the Utopian visions introduced by Elliott and Kraemer (2008) that accompany these new IT investments.

Another ideology leading to the mass IT investments is that no one loses from computerization, a point supported also by Kling and Iacono (1988). However, when the time comes to evaluate IT investments and look for IT business value, then some may lose in computerisation. As seen in the above section, there is a link between the IT adopted by an organisation and the business value this organisation will benefit from the implementation of IT investments. From the extant research is inferred that if a given IT investment is going to deliver business value, a certain environment should be

established in the organisation to support this investment. The literature review also shows that this environment is composed of internal and external elements to the organisation with a direct or indirect link to the organisation. Among them, this paper cited the industry in which an organisation is operating, the network in which is seen as a member, stakeholders, business strategy, perception and strategic initiatives. Business researchers they all seem to agree that special attention should be paid to the relationship that may exist between business and the IT. Indeed the creation of the business value from IT investment has been linked to the way the business will compose, interact, adopt and integrate the new investment. This link has been discussed as strategic alignment to refer to the alignment between IT and the business strategies, new policies, process reengineering and good business practices, employees training and acquisition of new skills required to support the new IT investments. Therefore, explaining why IT may not create explicit value but it is undeniable that it will support if not push other initiatives to do so.

Delimitations and limitations of the research

This paper is a conceptual point of view about Information Technology investments business value from the authors. Therefore, the paper is based on analysis of existing literature and academic theories and observations by the authors from their professional experience. The paper is also based on knowledge and field study from the author's own experience in the field of IT. The paper relied exclusively on interpretation of theory and findings, yet it does not offer a measured or metrics based model.

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What is the Meaning of Political Representation to Asian Americans?

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This research examines Asian Americans' perceptions of the meaning of political representation through the lens of Asian American organizations. Based on face-to-face interviews with twelve leaders of Asian American organizations in California, Illinois, New York, Ohio, and Wisconsin, it was discovered that these leaders understand that members of the Asian American community place more emphasis on achieving tangible outcomes than on having Asian American representatives. Contrary to theories of mobilizing and empowering effects of descriptive representation, leaders of Asian American organizations perceive that minority representation does not substantively mobilize and empower Asian Americans. The implications of these findings are discussed, with a focus on the role of Asian-serving organizations in Asian American political representation.

Keywords: descriptive representation, substantive representation, Asian Americans, Asian American civic organizations

"Growing numbers of Asian Americans run for Congress." (USA Today, 22 November, 2011)
"With surging numbers, Asian-Americans look for congressional gains." (CNN, 17 July, 2012)
"Asian-Americans take higher profile in congressional races." (Christian Science Monitor, 19 July 2012)
"With Asian immigration rising, candidates seek national office." (LA Times, 2 September, 2012)
"Asian American candidates run in record numbers this November." (NBC News, October 30, 2014)

Introduction

American elections since the 2010 U.S. Census would seem to offer a lot of excitement for the Asian American population. Since the Census confirmed that Asian Americans are the fastest growing minority group, having surpassed Hispanics' growth rate,[45] journalists have speculated widely about the consequences of such growth on election results. A variety of newspapers have reported on increasing numbers of Asian American candidates, along with projections that they will be elected by their fellow Asian American voters. As the number of Asian Americans has grown, positive forecasts for the success of Asian American candidates in Congress have also increased. The reasoning behind these expectations is two-fold: Asian Americans are marginalized

[45] According to the Census Brief (Humes, Jones, and Ramirez 2011), the Asian American population grew at a rate of 43 percent between 2000 and 2010.

in American politics, so they are presumed to demand descriptive representation, which is when representatives share demographic traits like race, so as to 'stand for' them (Pitkin 1967, p. 61). Consequently, many journalists forecast that historic gains in Congress will continue because of surging numbers of Asian Americans and that the upcoming election will be the Year of Asian Americans.

The demographic facts underlying the aforementioned reasoning in media reports are accurate. Asian Americans are not and have not been descriptively represented in American political institutions (Tong 2013).[46] Only twelve members of the 114th Congress are of Asian ancestry, constituting a mere 2.2 per cent of the legislative branch.[47] This number is less than half of what it should be in order to fairly represent the five per cent of Americans who claim Asian ancestry. However, the latter part of the argument - the conventional belief that Asian American voters support Asian American candidates - has not yet been proven. Put differently, we do not know how Asian Americans understand political representation and if they really demand descriptive representation. The present study is motivated by the desire to better understand Asian Americans' representation preferences.

In this study, I examine the meanings of political representation to Asian Americans. My overarching questions are: (1) do they define political representation as having more Asian American elected officials (descriptive representation)? Or, do Asian Americans prefer to be substantively represented by legislators regardless of race? (2) If Asian Americans place more value on substantive representation, does this refer to policy responsiveness or achieving tangible outcomes?

This study looks to leaders of organizations that serve Asian Americans to answer these questions. Civic organizations with social and political concerns exist to provide an institutionalized voice for minority groups who have been ill-served in the existing political system (Frymer 1999; Strolovitch 2007; Guo and Musso 2007). To effectively represent the marginalized groups, minority-serving organizations closely attend to the interests, issues, and concerns of their members. These organizations are therefore a useful source for understanding behaviors and attitudes of Asian Americans in general (Lai 2011), and their attitudes about political representation in particular.

Previous studies have extensively discussed the symbolic merits of descriptive representation for minority groups and its effect of empowering and mobilizing underrepresented groups (Philips 1998; Mansbridge 1999; Dovi 2002). Recently, scholars have also become interested in examining attitudes of minority groups toward descriptive representation. This line of research heavily focuses on African Americans (Gay 2001; Tate 2003, 2004; Griffin and Keane 2006; Marschall and Ruhil 2007; Whitby 2007; Merolla et al. 2013) and lately on Latinos (Stokes-Brown 2006; Manzano and Sanchez 2010; Barreto 2010; McConnaughy et al. 2010). Yet, how Asian

[46] A total of only 32 Asian Americans have served in the House and Senate since 1900.
[47] There are 12 Asian American members of the 114th Congress. While Mazie Hirono (D-HI) is the only Asian American senator, there are 11 Asian American members in the House of Representatives: Ami Bera (D-CA), Judy Chu (D-CA), Tommy Duckworth (D-IL), Tulsi Gabbard (D-HI), Mike Honda (D-CA), Ted Lieu (D-CA), Doris Matsui (D-CA), Grace Meng (D-NY), Mark Takai (D-HI), Mark Takano (D-CA), and Bobby Scott (D-VA). Two non-voting delegates who represent territories outside of the mainland United States are excluded.

Americans feel about minority officeholding is largely missing in this discussion (see Junn and Masuoka, 2008, and Schildkraut, 2013, for meaningful exceptions).

This research seeks to expand our understanding of minority groups' preferences regarding descriptive representation by investigating the nation's most rapidly growing population: Asian Americans. This study also contributes to the debates on how political representation can occur beyond the electoral arena by offering in-depth explanations of Asian Americans' representation preferences through the eyes of leaders of Asian American organizations. Findings indicate that Asian Americans want representatives who act for their issues regardless of race and contribute substantively in ways that are reflective of their interests (Pitkin 1967). Asian Americans' collective support for substantive representation is noticeable because it is in contrast with the previous literature on the mobilizing and empowering effects of descriptive representation on minority groups (Banducci et al. 2004; Barreto et al. 2004; Bobo and Gilliam 1990; Gay 2002; Marschall and Ruhil 2007; Merolla et al. 2013; Rocha et al. 2010; Scherer and Curry 2010; Tate 2001; Wallace 2014; Whitby 2007).

The present study proceeds as follows. I first discuss the normative debates on the importance of descriptive representation, and then review existing understandings of how minority groups feel about co-racial or co-ethnic representation to derive expectations about Asian Americans' representation preferences.[48] The next section illustrates how face-to-face interviews were conducted to test those hypotheses. Based on an analysis of these in-depth interviews, I demonstrate that Asian Americans prefer substantive representation over descriptive representation, and that they are not as mobilized as prior research and media reports often claims. I conclude with a discussion of the implications of these findings: a need to understand the unique role of Asian American organizations that possess representational capacities in Asian American politics.

Literature Review

Since Hanna Pitkin (1967) defined terms for different types of representation in her influential book *The Concept of Representation*, scholars have engaged in discussion of a trade-off between descriptive and substantive representation. The former refers to a kind of pictorial representation – the idea that the composition of political institutions, not (just?) the activities of the representatives, should mirror the population. Descriptive representation emphasizes increasing the number of minority representatives from historically disadvantaged constituents; thus, it becomes a basis, for example, for creating majority-minority districts. Substantive representation, on the other hand, focuses on what representatives are doing for constituents rather than who they are or what they are like. It assumes that the phenotypical traits of representatives are unnecessary to advance minority interests (Pitkin 1967). Because minority officeholding requires only a physical or social resemblance to constituents, some scholars have expressed concerns that this form of representation inevitably undermines 'the accountability of representatives to constituents' (Pitkin 1967, 89), arguing that 'the mere presence of minority officeholders is not sufficient for the fair representation of those groups' (Williams 1998, p. 6). This line of scholars believes that minority

[48] Throughout this paper, terms such as minority officeholding, co-racial or co-ethnic representation, and election of minority candidates to office are interchangeably used to refer to descriptive representation.

officeholding does not necessarily advance the interests of historically marginalized groups in the political system.

Other researchers, however, emphasize descriptive representation for historically marginalized groups. The normative argument for 'the politics of presence' highlights its symbolic merit.[49] Minority members in leadership positions play as an example to heighten the minority group's self-esteem and "do-ability 'by conveying the message that politics is not an exclusionary domain' (Griffin and Keane 2006, p. 999). Besides the role model argument, Anne Phillips laid out other reasoning for why descriptive representation is important for democracy. Most importantly, having minority members in political institutions is important for 'justice' because their presence can compensate for ongoing inequalities affecting minority groups (Phillips 1998, p. 229; Dovi 2002). Descriptive representation has also been argued to allow minority groups' interests, issues, and perspectives to be heard, which would be otherwise 'overlooked' (Phillips 1998, p. 228; Mansbridge 1999). In addition, commitment to minority representation 'revitalizes' democracy because it increases political participation and 'disperses power' through decision-makers, which in turn strengthens the legitimacy of political institutions (Phillips 1998, p. 237).

As theorists of descriptive representation have acknowledged its symbolic and substantive merits, scholars have sought to empirically test the effects of descriptive representation on underserved groups. One body of scholarship focuses on how minority officeholding influences increased knowledge about and contact with representatives (Banducci, Donovan, and Karp 2004) and enhances group pride (Bobo and Gilliam 1990; Merolla, Sellers, and Fowler 2013), which ultimately empowers racial minority groups. In addition, scholars find that having more co-racial or co-ethnic representatives leads to higher levels of trust in government (Howell and Fagan 1988; Rahn and Rudolph 2005) and satisfaction with representatives and surrounding conditions (Tate 2001; Marschall and Ruhil 2007; Scherer and Curry 2010). These studies maintain that empowerment via descriptive representation increase minority participation, in particular in voting (Gay 2001; Pantoja and Segura 2003; Barreto, Segura and Woods 2004; Whitby 2007; Barreto 2010; Rocha, Tolbert, Bowen and Clark 2010).

A second body of research focuses on proving the benefits of majority-minority districts by examining roll-call voting behavior of legislators from those districts. These studies demonstrate that electing minorities to public office substantively improves legislative responsiveness as measured by introduction and sponsorship of bills that deal with minority concerns (Whitby 2000; Preuhs 2007; Wilson 2010). Descriptive representation also leads to substantive outcomes in favor of minority interests beyond the policy area, such as legislators' casework and allocation of resources (Canon 1999). However, these results are not conclusive: some scholars note that the degree to which descriptive representation exerts substantive outcomes depends on context, such as the size of a state's minority population and their level of (descriptive?) representation in the state legislature (Preuhs 2007), and on minority legislators' ideological cuing (Preuhs and Hero 2011). Other studies even provide contrasting findings, showing that racially-conscious redistricting has made Congress less responsive to minority interests (Swain 1993; Cameron, Epstein, and O'Halloran 1997; Lublin 1997).

[49] This term is from the title of Anne Phillips' (1995) book.

Although the ongoing debate about the importance of descriptive representation constitutes most of the empirical research on the effects of minority officeholding on marginalized groups, we know relatively little about how minority groups actually feel about this form of representation. Until recently, only a few scholars have investigated attitudes of minority groups about descriptive representation per se. Katherine Tate's work (2003) is one of the pioneering studies of minority opinions about descriptive representation. Her findings show that blacks are more likely to favor the goal of increasing minority representation in general, and that a higher level of education and strong racial consciousness increase black support for minority officeholding (Tate 2003). Research on Latino attitudes about representation has been lately emerging, and most of these studies focus on discovering factors which influence Latino support for co-ethnic representation. Latinos who possess stronger ethnic identity (Stokes-Brown 2006; Barreto 2010; Schildkraut 2015) and view their own fate as tied to the fate of the group (McConnuaghy et al. 2010; Sanchez and Morin 2011; Schildkraut 2013; Wallace 2014) are more likely to vote for co-ethnic candidates. In addition, factors related to immigration, such as group experiences with discrimination and acculturation, are highlighted, in consideration of the fact that there are many foreign-born Latinos (Wallace 2014; Schildkraut 2015).

While scholarly attention to black and Latino attitudes toward descriptive representation has begun to increase, only a few researchers have addressed Asian Americans on the topic (Collet 2005; Junn and Masuoka 2008; Schildkraut 2013). Christian Collet (2005) found that Vietnamese Americans in Little Saigon in Orange County, California consistently voted for a co-ethnic candidate against a white candidate. He also discovered panethnic voting behavior, such that Vietnamese Americans prefer candidates of other Asian ethnicities over non-Asian candidates. Junn and Masuoka's (2008) survey experiment supports the minority mobilization theory. They show that Asian American officeholding heightens racial group identification, which is a key explanatory mechanism behind minority mobilization via descriptive representation (Junn and Masuoka 2008, p. 731). The most recent research by Deborah Schildkraut (2013) discovered that individuals whose primary identity is not American, who hold a stronger linked fate, and who are less acculturated, are more likely to support Asian American candidates.

In general, the existing studies indicate that electing black or Latino candidates to office is symbolically and substantively important, and thus, members of minority groups favor descriptive representation. However, much more research on Asian American opinions about descriptive representation is needed. One contribution of the present study is that it directly engages in the normative debate on minority descriptive representation. It offers the shared preference among Asian Americans for substantive representation, which runs counter to the normative argument for minority officeholding. In addition, this study discovers that Asian Americans define political representation as a specific form of substantive representation: the community's fair share in the distribution of resources. Moreover, it proposes a new approach to gauging Asian American attitudes about descriptive representation. While all prior empirical research testing the theory of descriptive representation has exclusively relied on mass public opinion data, this study employs face-to-face interviews with Asian American organizational leaders, who offer more in-depth explanations on the group's attitudes about descriptive representation. Scholars in Asian American politics have noted that

the nature of internal variation among Asian Americans in terms of national origins, languages, and socioeconomic status needs to be accounted for in studies of this group (Aoki and Takeda 2008; Wong et al. 2011). Given these internal differences, Asian American organizations appear to be critical as loci for political participation and inclusion that cope with diversity (Lai 2011; Nakano 2013). While public opinion data can show how these factors influence individual preferences for descriptive representation, it may not fully capture why Asian Americans favor substantive representation. The current study provides more nuanced explanations about why the argument for descriptive representation is less likely to appeal to and mobilize Asian Americans.

Data and Methods

To study how Asian Americans feel about descriptive representation, in-depth interviews were conducted with twelve Asian American organizational leaders in California, Illinois, New York, Ohio, and Wisconsin. Leaders were invited to talk about their organizations' constituency, issue priorities, programs, policy activities, tactics, and coalitions, building on the protocols used in Kathy H. Rim (2009) and Dara Z. Strolovitch (2007).

Asian American organizations were identified using *The 2008 Asian American Yearbook* and *The 2007-2008 National Asian Pacific American Political Almanac*.[50] An 'Asian American organization' was defined as 'a formal organization that is active in issues and mobilizations of concern to communities of various Asian American ethnic backgrounds,' and a 'leader' was defined as 'an individual who holds a managing staff or board position' within such an organization (Nakano 2013, p. 573; Rim 2009). From these directories, 161 Asian American organizations were identified, and thirty randomly selected organizations were contacted. A letter of invitation for participation in the study was sent by regular U.S. mail and e-mail to these organizations in April 2012, and organizations were contacted again in May 2012 if responses had not arrived by that time. This process resulted in a geographically varied sample of responses from twelve Asian American organizations located in California, Illinois, New York, Ohio, and Wisconsin. The organizations in this study also reflect a diversity of organizational types, ethnic focuses, financial capacities, and age. Table 1 provides further detail.

[Table 1 here]

Interviews lasting at least sixty minutes were conducted between June and August of 2012. Appropriate consent was obtained, and all interviews were recorded and transcribed. The data analyzed in this research includes not only the transcripts of these face-to-face interviews with Asian American organizational leaders, but also supplemental documents provided by the interviewees as well as reports downloaded from organizations' websites.

Admittedly, this method is limited to interviews with leaders, not with rank-and-file members of these organizations. Individual members of organizations may offer meaningful dialogue about their views on descriptive representation. They are, however,

[50] These directories were published by TIYM Publishing Company and the UCLA Asian American Studies Center, respectively.

not representative of the broader population of Asian Americans in the sense that the members of organizations are more active in and attentive to social and political concerns (Olson 1965). In addition, individual members are not representative of their participating organizations. On the other hand, leaders are authorized to speak for the consensus of organizations, which encompasses the perceptions of rank-and-file members. To state it clearly, the goal of this study is to uncover Asian American opinions about descriptive representation through the lens of organizations that serve Asian Americans. The organizations leaders in this study are the medium to examine Asian American attitudes, which are perceived and measured based on those leaders' and organizations' hands-on experiences.

[Table 2 here]

One obvious limitation to this approach is the fact that conversations with organizational leaders inevitably contain their personal opinions in addition to their understanding of general perceptions held by the public. The demographic characteristics of interview subjects varied, as shown in Table 2. Thus, it would not be unreasonable to suppose that organization leaders' personal traits might influence their perceptions of Asian American attitudes toward political representation. It is, therefore, important to stress that all the leaders in this study were very careful to distinguish their personal views from what they perceive from the general public. In addition, organizational leaders in this study were invited to evaluate the accuracy of this study's representation of their interview's content and to provide comments on major findings (Miles and Huberman 1994; Walsh 2012). What leaders told us here can therefore be confidently taken as a fair representation of what their organization as whole perceives about how Asian Americans feel about descriptive representation,

Findings

Preference for Substantive Representation over Descriptive Representation

Throughout my interviews with the organizational leaders, a common thread was the shared perception that Asian Americans place more value on substantive representation than descriptive representation. This finding does not conform to the widely accepted theory of minority support for descriptive representation. In addition, all leaders narrowly conceptualized political representation as 'bringing tangible gains to the community' when they were asked to define the term. As shown in Tables 3 and 4, the interview sites represent a variety of contexts, in terms of the size of the Asian American population and the number of Asian American public officials. Nonetheless, Asian Americans across these states are perceived to have the same attitude about political representation.

[Table 3 here]
[Table 4 here]

For instance, three interviewees in New York shared with great excitement the fact that Asian Americans are thirteen per cent of the state population. Interestingly, this joy does not transfer to a demand for more Asian American representatives in New York, in proportion to their share of the population. New York's Asian Americans have not

elected co-racial candidates to federal office until 2014.[51] Additionally, proportional descriptive representation of Asian Americans at the state and local government level almost never exists, as Table 4 illustrates. Nevertheless, Asian-serving organizations in New York insist on providing a fair share of services to the community. When Ms. Shah introduced the coalition of '13% and Growing' among Asian-serving organizations in New York, she explained that the Asian American community demands government accountability:

> We are calling for ensuring the city fund for our programs and initiatives that help our community. [These programs are] anything from the immigrant opportunity initiative to afterschool programs to the health clinic. A lot of us are really depending on these programs. But we receive less than a quarter percent of the city budget. It's actually 0.24%. … Unfortunately, we are at the time when government and private foundation funding are slashed. However, we should not be seen as "special interests" because we are contributors to the city. There are a lot of us here, and [the government] needs to be accountable to us.

The conversations with three organization leaders in California provide the same finding despite their different demographic and political contexts, as opposed to other interview sites. It is well documented in the literature of Asian American immigration history that California has the most total Asian Americans, with a population that has continuously been growing since the 1850s, when the first wave of Chinese immigrants began arriving in the state (Ong, Bonacich, and Cheng 1994; Lee 2015; Yoo and Azuma 2016). As Table 4 displays, California is the only state to have multiple Asian American representatives in both the federal and state legislatures. Asian Americans have also been descriptively represented by co-racial mayors or city councilmembers in the local government to some degree. However, none of the interviewees in California were satisfied with these facts. They argued that the number should not obscure the reality that 'Asians have not been adequately represented in both higher and local offices.' For this reason, these Asian-service organizations have worked on redistricting, with a concern that there is only one Asian American-majority district in the state despite their large population share.[52] In his explanation of recent conflict over the Koreatown redistricting plan, Mr. Takeda offered the view, shared by many in the community, that spreading Korean Americans out into multiple districts undermines their interests. What is striking in their support for Asian-majority districts is that Asian Americans do not perceive these districts as the means to elect co-racial candidates, unlike findings of previous research (Bobo and Gilliam 1990; Tate 1993). Instead, majority-minority districts are seen to secure resources for the community.

Although the Midwest has experienced some of the greatest recent population growth of Asian Americans, at forty seven per cent between 2000 and 2010 (Udrica 2011; Ramakrishnan 2012), Asian Americans have traditionally not settled in these states, so they have not yet been able to see Asian faces in public office.[53] Despite the reality of

[51] Grace Meng (D-NY) is the first Asian American representing New York in Congress (the 6th district).
[52] According to the 2010 US Census, the majority of 17th congressional district, represented by Mike Honda (D-CA), is Asian Americans. There are fourteen other districts in California where Asian Americans make up more than fifteen percent of the district's population.
[53] It is important to note that there were two Asian Americans elected to the House of Representatives in Illinois and Ohio. Steve Austria (R-OH) retired in 2012 after 14 years of service, and Tammy Duckworth (D-IL) is currently representing the 8th congressional district in Illinois.

their relatively small population size and the lack of Asian Americans in public office, all five organization leaders in Illinois, Ohio, and Wisconsin shared the same understanding as the California interviewees. Instead of emphasizing the symbolic importance of electing Asian candidates to office, Asian Americans in the Midwest also prefer substantive representation. Ms. Fan exemplified the form of substantive representation that Asian Americans in Illinois prefer to achieve. When explaining the organizational efforts to create a Chinese-majority district and print a Chinese-language ballot for Chinatown residents in Illinois, Ms. Fan clearly indicated that their goal was not to elect Asian Americans or Chinese Americans in particular:

> It would be nice to have a Chinese or Asian [legislator] in Illinois. But, I believe it [representation] is about getting resources for the community, such as bilingual education at schools and a new library… And maintaining funding for our community programs that are improving people's lives... That's what people in Chinatown want to have from the government.

As depicted in the above account, Asian Americans organizational leaders do not entirely reject the importance of descriptive representation. Although some interviewees revealed their personal hope to see more Asian faces in public office, resource allocation was at the forefront of organizational leaders' definitions of political representation and their understanding of the community's need. A few previous studies offer the finding that racial and ethnic minorities place more emphasis on the extent to which their district receives its fair share of resources than on how responsive representatives are to their policy preferences (Griffin and Flavin 2010; Schildkraut 2015). My study discovers a similar finding. While passing policies that are reflective of Asian American interests was also mentioned in our conversations, all organization leaders first mentioned 'making resources available to us' in the definition of political representation for Asian Americans.

Why does the Asian American community prioritize securing a fair share of resources over being descriptively represented in political institutions? The following sections provide two explanations: (1) a lack of mobilization and empowerment effects of descriptive representation to Asian Americans and (2) the strategic choice by Asian-serving organizations to execute the goal of political representation, considering the current status of Asian Americans in American politics and in the country as a whole.

Challenging the Theories of Mobilizing and Empowering Effects of Descriptive Representation

Many studies on descriptive representation argue that the presence of a minority candidate mobilizes minority voter participation because they are empowered by seeing the potential victory for co-racial or co-ethnic candidates. As the necessary means to securing minority representation, scholars emphasize creating majority-minority districts, which are seen to overcome "the discouragement associated with repeated votes and zero victories" (Barreto, Segura and Woods 2004, p. 66). As contrasted with prior research, Asian American organizational leaders in the present study do not see mobilization and empowerment occurring as a result of Asian American descriptive representation. Instead, they have experienced that the Asian American community is mobilized and empowered when they see real changes in their everyday lives.

Mr. Kim in New York was personally 'conscious of descriptive representation and its importance,' but his organization does not encourage Asian Americans to vote for co-racial candidates. He found that racial appeal is actually not very effective in mobilizing Asian Americans, but 'issue voting' worked:

> As an organization, we found race and ethnic vote problematic. People care about policies and issues. We want our community to be mindful of issues… Pretty recently, we did the GOTV [get-out-to-vote] campaign. It was a multi-layer campaign. We mailed to 5,000 voters, called 2,200 among them, and door knocked 400 of them…to let them know about issues and candidates for our concerns. It really worked. We found that the turnout rate was something like 59%, which is much higher than the one in the same county where we did not reach out. I coordinated what worked out for our community demands, and I felt really good about this success.

Similarly, other leaders observed that a candidate's race is less likely to mobilize Asian Americans, who are generally not active in political activities, compared to other racial groups (Aoki and Takeda 2008; Wong et al. 2011). Ms. Keo explained that Southeast Asian Americans 'are afraid of becoming involved in politics' because they mostly came from nondemocratic countries where elections do not exist. According to her experience, Southeast Asian Americans in Illinois became involved in 'the process of evaluating the different ideas of multiple candidates' at the local elections once they were aware of 'how politics really influence their daily lives,' while they enjoy using services and programs. She frequently mentioned that 'the new generation of Asian Americans have fresh new attitudes' about politics in the way that 'candidates' ideas, not their looks,' appeal to this community.

What was certain among Asian American organizational leaders was that substantive representation in local politics can mobilize and empower the community. Ms. Yeng in California shared her experiences in operating a variety of programs, from self-empowerment practice, to voter education, to leadership training. She claimed that a candidate's Asian-ness is not an absolute factor for good representation. In her illustration, the councilmember's landslide victory with the large Vietnamese vote in Orange County was because 'he is local' and 'he knows what's really going on with us':

> I think that it [representation] starts with... most importantly starting locally. That's covering the small and local assembly members where they can really impact changes and really help to direct funding and resources to the community. Representatives at this [local] level are going to be effective to [the] day-to-day citizen. This is what we really share with our community. Actually, I see people are getting this message.

Mr. Kwan in California agreed with the importance of local, substantive representation for Asian Americans. He admitted that Asian Americans in California have enjoyed a relatively higher level of descriptive representation in the state and local governments than Asian Americans in other states. Nevertheless, he did not believe that the election of co-racial candidates to office has influenced Asian American political participation. Based on his experiences, mobilizing Asian American voters was more successful for

the elections when 'a local candidate who knows our concerns and brings immediate outcomes' ran. Likewise, Ms. Smith in Illinois highlighted the necessity of having a legislator who can meet local needs. 'The real impacts [for Asian American representation] do not magically spring out in one day, and it should start from the local level,' explained Ms. Smith.

Some interviewees explained that the reason why co-racial representation does not significantly mobilize and empower Asian Americans is because these voters tend to prioritize candidates' qualifications over race or ethnicity. Mr. Wong in New York's Chinatown described:

> People do not always vote for face, but they do sometimes vote for face. I think that it is our comfort zone. But [candidates] have to have something presentable that people can identify with. It should not be just racial sameness, but better ideas and profiles… because people want to vote for someone who is better than themselves. That's aspiration.

Mr. Jang, who served the Koreatown in California, also asserted that Asian Americans tend to place less emphasis on race when it comes to their vote choice. 'We want to elect the best person' regardless of race, he explained. The reason why 'there were a fair amount of white politicians' in districts with substantive numbers of Asian Americans is because they were 'the best choice' who 'adequately serve community needs with direct benefits.' These responses echo the findings in the previous studies that the Latino vote for co-ethnic candidates is reduced when candidates are not as strongly qualified as their non-minority counterparts (Manzano and Sanchez 2010).

Strategically Carrying Out Organizational Goals for Asian American Political Representation

Some interviewees implied that the reasoning behind the organizations' emphasis on substantive representation for Asian Americans is partly strategic. According to their beliefs, not only the organizational leaders themselves, but also Asian Americans in the community, acknowledged that their population size hinders them from being fairly recognized in politics, because states' mostly non-Asian representatives paid little attention to this small community. When executing their goals to enhance the quality of Asian Americans' lives and political representation, these organizational leaders seemed to make a practical choice to overcome the current disadvantageous context. They actively sought to form a coalition with other Asian-serving interest groups within the state in order to increase their size so that Asian American concerns could be more effectively delivered to public officials.

Although California and New York have a larger community of Asian Americans than other interview sites, some interviewees believed that the number is still not great enough to impress upon public officials the need to provide substantive representation for the Asian American community. Ms. Yeng in California explained:

> I think that we always had the frame like "together, we can get more done; together, we are more powerful" because we are population-wise really small. When we all come together under one large network, we have been able to actually see that doors are opened for us in terms of being able to access the

> decision makers or funders, and they can understand what our needs are. We as organizations facilitate this process.

When Ms. Shah in New York explained that it does not need to be Asian Americans to substantively represent the community, she also hinted that it is a practical decision for the community, considering the small population size and internal variations within Asian Americans. In her description of a Chinese American councilmember, Ms. Shah explained the representation dilemma that Asian American representatives face and the tactical attitude that organization leaders take for the community:

> When we think about political visibility [of Asian Americans], there is just not enough of us and diversity of Asian American leaders. Yes, we have had a few, but they had to represent so many different people. For example, Margaret Chin is representing Chinatown. To some degree, she is expected to be a Chinese politician for Chinatown, but she is supposed to work for the whole Asian American community as well. That is always challenging for Asian American public officials. I think that people understand that she is accountable to too many of us… Therefore, we cannot only depend on her. We'd better build a relationship with other elected officials who can fight for us. Honestly, I've actually found that we [Asian Americans] realize more returns through this.

Because they have not yet been served by co-racial public officials, the view that Asian Americans need to strategically achieve substantive representation from legislators of any race was manifest to the organizational leaders in the Midwest. All three organizational leaders in Illinois observed the potential that unites Asian Americans who are different in nationality, language, and socioeconomic status. According to Ms. Smith, her organization took the tactical approach of focusing on local politics. 'The bigger you focus, the less impact you have,' said Ms. Smith. Asian Americans seemed to be aware of as well as easily persuaded by the message that 'we will be more noticed' in local politics, which provide 'actual benefits' to the community. Mr. Moon added the same observation. His organization leads the statewide coalition of Asian American interest groups in Ohio to provide legislators a direct opportunity to learn about the community's needs. He admitted that this coalition was strategically formed to make the population size bigger enough to push legislators so that they provide the community with a proper amount of resources. The case of Hmong Americans in Wisconsin also supports this finding. "We do not want to be ignored in resource distribution because of our small size," said Mr. Xiong, who is the president of the Hmong American organization in Wisconsin.

Previous studies have discovered the similar attitude among blacks and Hispanics that 'non-whites are used to having their policy preferences ignored and thus rationally prefer alternative forms of representation' (Schildkraut 2015, p. 403). Some Asian American organizational leaders in this study seem to be the same kind of case: their support for substantive representation with a particular emphasis on resource allocation is partly a strategic choice to compensate for the policy unresponsiveness they have faced for so long (Schildkraut 2015).

What is interesting in Asian American attitudes toward political representation, however, is that the organization leaders perceived that ordinary Asian Americans truly prefer to achieve specific outcomes that influence their everyday lives. Based on their

hands-on experiences, neither specific policies nor co-racial representation motivated Asian Americans to participate in civic and political activities. In other words, the Asian American preference for substantive representation over purely descriptive representation in general may not be merely a strategic choice. This potential difference between ordinary Asian Americans and their organizational leaders in their motive for emphasizing substantive representation over descriptive representation is beyond the scope of the present study, but it is deserving of future scholarly attention.

Conclusion

This study found that the historically underserved population of Asian Americans does not primarily seek political representation in the form of minority officeholding. To Asian Americans, being politically represented means that they receive tangible outcomes. Unlike previous studies of other minority groups, which have largely found mobilization and empowerment effects from descriptive representation, having Asian American politicians in higher office or reading Asian American candidates' names on the ballot do not in general seem to strongly encourage Asian Americans to engage in politics. Based on the remarks seen above from Asian American organizational leaders, Asian Americans are mobilized to vote and engage in politics when the various benefits of substantive representation, such as resource allocation, access to services, and program operations at the local level are presented to them.

This study is one of the first attempts to investigate the meaning of political representation to Asian Americans, with a particular focus on their attitudes about descriptive representation. It offers more in-depth explanations about why Asian Americans value a certain type of representation through face-to-face interviews with Asian American organizational leaders. The existing literature on minority opinion and descriptive representation relies solely on responses to closed-ended survey questions. As Schildkraut (2015) points out, public opinion data alone cannot fully identify the complex mechanisms leading minority groups to prefer a certain type of representation. This study directly speaks to this methodological suggestion. By examining respondents' own words, it addresses why racial voting does not appeal to Asian Americans. Therefore, the present study should be seen as a complement to the prior studies based on mass public opinion surveys.

The present study also has broad implications for our understanding of minority-serving organizations and their representational capacities. The present study discovers that there is conformity between constituents' needs and interest groups' practices in representing Asian Americans' demands for substantive representation. That is, Asian American organizations act as an alternative channel for minority groups to achieve representation in lieu of formal representation in Congress (LeRoux 2007, 2009; Balassiano and Chandler 2010). This research also found that some Asian-serving interest groups promote substantive representation for the community as a strategic choice to overcome barriers such as small population size and nonexistence of descriptive representation. Previous research on immigrants' political incorporation addressed the decisive role played by interest groups (Glazer and Moynihan 1970; Castles 2004). Because 'individual immigrants seldom enter American politics on their own account,' they tend to politically engage 'in response to mobilizations organized by activists within their own communities seeking to achieve various goals' (Portes, Escobar and Arana 2008, p.1054). In other words, the specific tactics and efforts

adopted by interest groups are critical to influencing the political behavior of immigrants. In the case of Asian Americans in this study, the collective preference for substantive representation among Asian Americans may be driven by the strategic efforts adopted by interest groups to emphasize a specific form of representation. Future research should investigate the causal effect between Asian-serving organizations' operational tactics and the collective preference for substantive representation among Asian Americans.

As with any study, there are, of course, limitations to the present analysis. First, the sample size of in-depth interviews impedes generalization of the findings, although the shared perceptions of Asian American organizational leaders across multiple states, regardless of organizational focus, are striking. Second, it is possible that organizational leaders' perceptions of Asian American attitudes may not correspond with what public opinion data might show. Although a few quantitative studies examining Asian Americans' opinions of descriptive representation exist, these studies cannot offer concrete findings to show Asian American support for descriptive representation because they are limited only to Vietnamese American attitudes (Collet 2005), hypothetical scenarios (Junn and Masuoka 2008), or individual factors that shape co-ethnic voting (Schildkraut 2013). Both mass public opinion surveys and in-depth interviews with individual Asian Americans are necessary to further the present analysis.

Table 1 Characteristics of Interviewed Asian American Organizations

Category	*N* = 12
Type of Organization	
civil rights/advocacy	5
Health	1
community service	6
Focus of Organization	
pan-Asian	8
ethnic-specific	4
Cambodian	(1)
Chinese	(2)
Hmong	(1)
Korean	(1)
2012 Annual Revenue*	
100K-499K	4
500K-1M	2
>1M	5
Founding Date	
<1970	1
1970-1980	2
1981-1990	5
1991-2000	4

*Note: Data compiled by author. The information about organizations' financial capacities is from the IRS Form 990 Reports, which is publicly available at both the National Center for Charitable Statistics IRS Business Master Files and the Guidestar web site (www.guidestart.org). Revenue data for one of the organizations was not available.

Table 2 Demographic Characteristics of Quoted Interview Subjects

State	Pseudonym	Ethnic Identification	Gender	Age	Position
CA	Kwan	Chinese American	Male	40s	National Director
	Jang	Korean American	Male	50s	Executive Director
	Yeng	Chinese American	Female	20s	Executive Director
	Takeda	Japanese American	Male	60s	Executive Director
IL	Smith	Korean American	Female	40s	Policy Consultant
	Fan	Chinese American	Female	40s	Policy Director
	Keo	Cambodian American	Female	40s	Executive Director
NY	Shah	Filipino American	Female	30s	Policy Director
	Wong	Chinese America	Male	60s	Executive Director
	Kim	Korean American	Male	30s	Civic Participation Coordinator
OH	Moon	Korean American	Male	30s	Executive Director
WI	Xiong	Hmong	Male	50s	Executive Director

Table 3 Asian American Population in Interview Sites

	CA	LA County	NY	New York County	Queens County
White alone	38.3%	26.6%	70.4%	64.7%	49.1%
Black	5.6%	7.9%	17.6%	18.3%	20.8%
Hispanic or Latino (of any race)	38.6%	48.4%	18.6%	25.9%	28.0%
Asian	**13.7%**	**14.1%**	**8.5%**	**12.5%**	**25.8%**
Asian Indian	1.8%	0.9%	1.9%	1.9%	6.2%
Chinese	3.6%	4.4%	3.5%	6.6%	10.2%
Filipino	3.3%	3.4%	0.6%	0.6%	1.9%
Japanese	0.7%	1.0%	0.2%	0.8%	0.3%
Korean	1.2%	2.2%	0.6%	1.0%	2.0%
Vietnamese	1.6%	0.9%	0.1%	0.1%	0.1%
Other Asian	1.6%	1.5%	1.3%	0.7%	4.2%

	IL	Cook County	OH	Cuyahoga County	WI	Dane County
White alone	62.2%	42.9%	80.0%	60.1%	82.2%	80.6%
Black	14.1%	23.6%	12.1%	29.5%	6.2%	4.8%
Hispanic	16.7%	25.0%	3.4%	5.4%	6.4%	6.2%
Asian	**5.1%**	**7.0%**	**1.9%**	**2.8%**	**2.6%**	**5.6%**
Asian Indian	1.9%	2.4%	0.6%	1.0%	0.5%	1.1%
Chinese	0.9%	1.4%	0.5%	0.8%	0.4%	1.4%
Filipino	0.9%	1.3%	0.1%	0.1%	0.2%	0.1%

Japanese	0.1%	0.2%	0.1%	0.2%	0.1%	0.1%
Korean	0.5%	0.7%	0.1%	0.2%	0.1%	0.4%
Vietnamese	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%
Other Asian	0.6%	0.8%	0.3%	0.4%	1.3%	2.4%

*Note: Data compiled by author from the 2014 American Community Survey Estimates by the U.S. Census Bureau.

Table 4 Numbers of Asian American Public Officials Who Have Served in the Interview Sites

		2007-2008	2011-2012	2014-2015
CA	Federal Senators	-	-	-
	Federal Representatives	2	3	5
	State Senators	1	3	3
	State Representatives	8	9	8
	State Elected/Appointed Officials	4/6	5/3	4/15
	State Governors	-	-	-
	State Commissions/Board Members	123	143	196
	City Mayors, Vice Mayors, Mayor Pro Tem	28	33	29
	City Councilmembers	43	71	66
	City/County Officials	25	34	54
	Judges	96	101	108
	School Board & Higher Education Officials	142	146	140
IL	Federal Senators	-	-	-
	Federal Representatives	-	-	1
	State Senators	-	-	-
	State Representatives	-	-	-
	State Elected/Appointed Officials	-/3	-/9	-
	State Governors	-	-	-
	State Commissions/Board Members	5	24	-
	City Mayors, Vice Mayors, Mayor Pro Tem	1	-	-
	City/County Officials	-	3	-
	Judges	5	8	10
	School Board & Higher Education Officials	7	4	-
NY	Federal Senators	-	-	-
	Federal Representatives	-	-	1
	State Senators	-	-	-
	State Representatives	1	3	1
	State Governors	-	-	-
	State Commissions/Board Members	18	21	10
	City Mayors, Vice Mayors, Mayor Pro Tem	-	1	1
	City Councilmembers	1	3	2
	City/County Officials	-	1	2
	City Commissions/Board Members	-	-	58
	Judges	15	1	23
	School Board & Higher Education Officials	20	2	1
OH	Federal Senators	-	-	-
	Federal Representatives	-	1	-
	State Senators	-	-	-
	State Representatives	-	1	1
	State Elected Officials	-	-	-
	State Governors	-	-	-
	State Commissions/Board Members	3	26	25
	City Mayors, Vice Mayors, Mayor Pro Tem	-	-	-
	City/County Officials	-	-	2
	Judges	-	-	1

	School Board & Higher Education Officials	-	7	-
WI	School Board & Higher Education Officials	2	21	8
	City Mayors, Vice Mayors, Mayor Pro Tem	-	-	-
	City Councilmembers	-	-	-
	Judges	-	1	1

*Note: Data compiled by author from the National Asian Pacific American Political Almanac.

Reference

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INTERNATIONALIZATION OF TENANT COMPANIES IN THE PERSPECTIVE OF TECHNOLOGY PARKS' MANAGERS IN POLAND- SELECTED RESULTS OF QUALITATIVE RESEARCH

Abstract

With the growing interdependence of economies, resulting from the intensification of international trade and financial relationships between countries, internationalization of business operations seems to be of particular importance. Due to the significant contribution of SMEs to building a competitive economy, a key challenge for public authorities lies in providing effective support for their development, including the internationalization of their business. A particular role in this area is attributed to technology parks. As a result, the objective of this paper is to identify the attitude of managers of Polish technology parks towards the internationalization of companies residing on their territory as well as a manifestation of tenants' internationalization. The analysis was based on empirical research that used qualitative research technique, involving in-depth interviews (IDI) with the executives of the firm's managing technology parks. The initial research results show generally positive attitude of the parks to the internationalization of their residents, however, the scale of internationalization of the latter is limited. This is the result of significant capital, competence, information and mental barriers, which severely constrain the opportunities for international expansion for technology parks' companies.

Keywords: internationalization, technology park, SMEs

1. Introduction

With the growing interdependence of economies resulting from the intensification of international trade and financial relationships among countries, internationalization of business operations seems to be of particular importance. Previously, internationalization was mainly the domain of big enterprises. Nowadays, structural changes at international markets drive involvement of small and medium-sized enterprises (SMEs) in the internationalization processes. SMEs perceive internationalization as their chance for increasing their competitive advantages, innovation, and development of best business strategies. Nevertheless, they face many barriers related to the complex and expensive processes of international market expansion.

SMEs constitute a majority of businesses in developed countries and play an important role in generating GDP, improving productiveness and increasing employment rate. They also have a significant impact on the growth of innovativeness and competitiveness of national economies [1]. Therefore, a major challenge for public authorities and governments is providing efficient support system fostering internationalization of SMEs. Technology parks play an important role in this process,

as they are now among the most advanced and comprehensive forms of institutional assistance for enterprises. Technology parks also became an important instrument of regional development, supporting knowledge-based economy [2]. Considering their infrastructure, as well as their network of relations with national and international institutional and business partners, technology parks represent significant potential in the shaping of internationalization readiness among their tenant companies, of which a vast majority are SMEs.

It should be noted that technology parks are important elements of modern SME development systems with their full basic functions focused on the following areas [3]:

- incubation – creating conditions for the establishment and growth of new enterprises;
- integration – supporting establishment of business relations and attracting new entities
  to parks;
- innovation – promoting knowledge and technology diffusion and absorption between science and business, and
- promotion – acting as territorial marketing instruments, which contribute to shaping of regions' image as modern and attractive places, thus affecting the establishment of the positive investment climate in the regions.

Technology parks offer a complex framework of solutions. With their vast resources, including institutional and behavioural assets, they offer a friendly environment for the development of the firms, providing infrastructure, financial and informational support,
as well as specialist counselling. Thus, technology parks are prepared and able to fulfil the mission for which they were established, i.e. promotion of innovativeness and technology transfer on the regional, national and international levels [4]. In Poland, in the first decade of the 21st century, technology parks have become an important factor in the development and competitiveness of Polish SMEs, especially in the high-tech sector [5].

In this context, the objective of this paper, as defined by the authors is as follows: to study approach of Polish technology parks' managers toward internationalization of tenant companies residing on their territory, and to identify primary signs of internationalization
of such companies. The analysis was based on quantitative empirical research results of individual in-depth interviews (IDI) with managers of technology parks. The research results presented in this article reflect authors' initial conclusions on these subjects.

2. Internationalization process of SMEs

As a new paradigm of an entrepreneurial economy has been established, the role of social and economic functions of SMEs increased. SMEs sector is now regarded as a catalyst of structural transformation stimulating economic growth, as manifested by an increase in GDP and the rate of employment, in both in highly-developed and developing economies. SMEs phenomenon can be explained by the fact that SMEs are perceived as fast-growing, creative, and innovative enterprises, flexible in their operations [6], [7], [8]. These characteristics provide SMEs with a competitive advantage over corporations which have more complicated structure and less flexibility in strategic reorientation and risk taking. As organizations complementing large enterprises, SMEs contribute to an increase in the overall use of economies' creative potential. Therefore, the key task of economic policies should involve implementing

policies and using efficient instruments supporting a development of strong SMEs, as a core sector of a competitive national economy.
Dynamic changes in the global economy which result in market integration, intensified international trade and growing consumer expectations, create new challenges for the development of SME sector. These challenges include the necessity of confronting national and foreign competition in the struggle for customer markets, labour force and innovation. Technological changes provide chances, as well as barriers, to conducting business in a new environment, where it is necessary to redefine development strategies and tools for foreign expansion. SMEs functioning in this modern environment see their chances for development in expanding their operations outside national borders. They are also being forced to internationalize their business and cross borders because of the limited capacity of their home markets.

2.1. Company internationalization theories – literature review

Internationalization of enterprises is a multidimensional and multi-aspect process. Therefore, it may be analysed from several theoretical and methodological perspectives. Variability of internationalization models and forms arises from the fact that there is no single generally accepted definition of this process. For the purposes of this article, the authors elected to define internationalization as an expansion of enterprises into international markets using any type of business operations abroad. The process of internationalization may take an active or passive form [9], [10], [11], [12]. Active internationalization involves the physical transfer of the company's operations abroad, while passive internationalization relies on international interactions within the company's operations at its home market, without relocation of such operations abroad. The company's decision to select methods and forms of entering international markets is determined by many factors such as market dynamics, efficiency, assets and network issues. As the sphere of the functioning of international business intensifies and becomes more complex, companies may choose specific strategies of internationalization. The most frequent ones include the most basic form of direct or indirect export operations, then contractual relations (licenses, franchise), as well as cooperation with foreign partners (strategic alliances, joint ventures). Internationalization may be more advanced in the form of involvement in foreign markets by foreign direct investments, e.g. greenfield or brownfield.
Polish and foreign scientific literature broadly discusses internationalization of enterprises and analyses various motives for internationalization [13], [14], [15], [16], internationalization strategies [17], [18], [19], [20], forms and scope of internationalization [21], [22], [23], geographical diversification of foreign expansion [24], [25], [26], processes of reconfiguration of value chain [27], [28] and de-internationalization [29].
In economics, the theory of internationalization is based on a combination of some elements of macroeconomic approaches to international trade [30], [31], and direct foreign investments [33], [34], [35] with microeconomic theory of enterprises where various aspects of internationalization are explored in reliance on a specific approach: institutional, processual or behavioural theories. Using one of the above approaches one may consider a static or dynamic aspect of internationalization – static aspect being expressed through existing connections among domestic economy, domestic enterprises and foreign markets [36] and dynamic through the progression of enterprises to ever more advanced levels of internationalization [37]. The behavioral approach, on the other

hand, focuses on the development of dynamic internationalizing competencies by enterprises [38] and on managers' approach to internationalization, which approach is primarily determined by a pursuit of their own interests rather than corporate interests [39], [40].

Modern typologies of company internationalization theories include the classic Uppsala model [41], innovation models [42] and network models [43]. One should also take note of accelerated internationalization models developed in the late 20th century which question the explanatory and applicable value of the stage-based internationalization theories. They include such concepts as international entrepreneurship model [44], international new venture model (INV) [45], as well as early internationalization model of *born globals* [46], [47].

In the case of SMEs, the process of the internationalization possesses characteristics which are different from internationalization of big companies, and so extensively explored by the authors of Polish and foreign publications. One may list works by N.E. Coviello,

A. McAuley, B. Rundh, Reynoldsa, K. Mejri and K. Umemoto, M. Ruzzier, R.D. Hirsch,

B. Antoine, Knight, Fillis, or Polish authors:, J. Rymarczyk, M. Gorynia, K. Przybylska, K. Wach, K. Fonfara, N. Daszkiewicz, K. Jędralska, Z. Patora-Wysocka and many others. These works attempt to describe and explain internationalization of SMEs by focusing

on interrelations between this process and development of SMEs' potential in a selected area, e.g. perception of internationalization as a primary factor for company innovation (I-models) and its impact on the learning capacity of organizations (e.g. learning approach and knowledge-based approach). According to the knowledge-based economy paradigm, knowledge is a key variable explaining the process of internationalization [48]. Examination of international expansion of SMEs must be thus conducted in the context

of transformations which occur in the business and requires holistic approach and consideration of existing economic theories of internationalization.

The economic theory of internationalization offers a clear distinction between the segment of research which focuses on internationalization of big enterprises versus studies of internationalization of SMEs. Due to the nature of SMEs, as reflected in their qualitative structural characteristics and decision-making capacity, internationalization of SMEs was traditionally described using linear growth theories focusing on stages of company development. However, internationalization of companies, when viewed from the perspective focusing on the availability of assets and resources, emphasizes the advantages of organized learning, as well as classical network models, which stress SMEs' capacity to maintain partner relations with other entities of similar size and structure.

Specific role in the process of internationalization is played by clusters and technology parks. By promoting research and cooperation, the parks and their managers create suitable conditions for entrepreneurs and scientists permitting them to run joint development projects involving breakthrough technological innovations [49]. These types of innovations result primarily from operations of companies in developed countries, although some countries within so-called emerging economies also pursue this trend. A relatively new form of internationalization is R&D cooperation by so-called virtual project teams [50]. This form of cooperation benefits from the combined knowledge of specialists from more and less technologically developed countries and

plays a significant role in solving key social and economic problems of the world, especially in areas of environmental protection and social equality.

2.2. Internationalization of SMEs sector in Poland

The analysis of Polish economic practice in recent years indicates growing interest of SMEs in expansion to international markets. Enterprises shape their competitive advantage by striving to increase their value with "*go global*" or "*born global*" strategies. As demonstrated by Polish start-ups, export operations become more and more frequently a catalyst for the growth of young enterprises. Almost one-half of all start-ups (47%) in Poland rely on exports in increasing their sales, and one in two of those earn more than one-half of their revenues abroad [51].

The European Commission's data shows that almost 17% of Polish small and medium enterprises in 2016 carried out foreign operations, including 23% SMEs exporting their products abroad [52]. These results place the Polish SME sector in the leading group of European countries with the biggest SMEs share in export , right after Germany (28%), France (27%) and Belgium (27%), far ahead of such big European countries as Great Britain (21%), Italy (14%) and Spain (13%). [53]. Nevertheless, the principal weakness of Polish exporters is poor geographical diversification of their foreign expansion, limited currently to the European Single Market. A vast majority of Polish enterprises fail to access the potential of emerging markets in Africa and Asia. There are many business niches in these countries, offering a chance for a first-mover advantage. Polish SMEs fail to use these opportunities because of limited access to funding for their foreign operations and insufficient knowledge of these markets. Lack of awareness regarding advantages that may be gained through internationalization limits the foreign expansion of Polish SMEs to non-European markets. In addition, lack of time and scarcity of well-qualified management personnel prevents SMEs from getting involved in the internationalization processes [54]. Similar factors also come into play for SMEs located in developed economies. The reason for the low level of SMEs' readiness for internationalization lies not in legal or regulatory barriers, but in capital, information, and competency issues [55]. These issues, in turn, arise because of the insufficient institutional support which is not specifically tailored to SMEs' needs. In Poland, one example of insufficient institutional support is inadequate assistance in connecting Polish SMEs with foreign firms and finding target markets for Polish enterprises. Higher quality of such support services is a condition to increasing internationalization readiness of SMEs' sector.

Major role in support of internationalization of SMEs is played by business environment institutions, including technology parks. Since a vast majority of companies residing in technology parks is classified as SMEs, it is logical to investigate attitudes of managers of technology parks to the internationalization of their tenant companies and to identify symptoms of such internationalization. The results of such analysis are described below.

3. Internationalization of tenant companies in the perspective of technology parks

The results discussed in this article are based on qualitative research conducted in June-November 2016 within the research project *"Technology Parks as a Key Element of Regional Policies as Support for Internationalization of Innovative SMEs"*. The research involved individual *in-depth interviews (IDI*) with representatives of Polish technology parks (in all regions of the country). The respondents were persons at managerial posts (directors and presidents) of selected business environment

institutions. In all, the project included 28 such interviews based on a general scheme of an interview. In general, the interview scheme focused on such issues as innovativeness and internationalization of tenant companies at technology parks, as well as the multi-dimensional functioning of the parks themselves.

3.1. Technology parks' attitudes toward internationalization of tenant companies

In general, representatives of technology parks have positive attitudes toward the process of internationalization of tenant companies, although the interviews revealed some sceptical opinions with respect to the need for foreign expansion of companies residing at technology parks or for parks' support in this area.

A vast majority of the respondents showed a positive attitude toward internationalization. They declared that internationalization of tenant companies is a desired and needed process and an important area of companies' development. Therefore, representatives of technology parks reported no fears related to internationalization of their residents' business (e.g. they did not fear the risk of companies' relocating with the intensification of their foreign activities). Tenants' successes in this area were often perceived by the parks' management staff as actual successes of the parks. Interestingly, some respondents from technology parks mentioned that internationalization of tenant companies was among top priorities for the park managers. Some interviewees believed that companies internationalization was a key area of the parks' operations, as evidenced by the inclusion of support for internationalization in their mission. The respondents stressed also that support for internationalization should be an important part of the parks' offerings designed for current and potential tenants. Significantly, even representatives of those technology parks which, for various reasons, had no tenants operating abroad and themselves showed no signs of internationalization) perceived internationalization as an important process for development of companies and for their operations in a long term. They also stressed that operations of the parks designed to support this process were the right strategic policy for the parks.

It should be noted that the attitude of particular respondents toward tenants' internationalization seems to be determined by several factors. Information provided by the interviewees indicated that the primary factors influencing internationalization included well-developed international network of technology park facilitating cooperation with foreign subjects, international operations of the park (e.g. regular attendance by the park and its tenants at conferences, seminars, fairs and other meetings abroad), foreign companies operating at the park and foreign activities of the city/region where the park was located. Some respondents declared that they would like to intensify their support for tenants' internationalization, but at the early stages of development of the parks they managed, shaping of their operations profile and taking relevant actions in this area would only be possible in the future. Further, some respondents stressed the lack of additional resources (mainly funding and staff) to allow initiation of measures which would actually support tenant companies' internationalization.

The respondents highlighted that major role of technology parks was to provide comprehensive support for enterprises. Therefore, if tenant companies expected to receive support related to internationalization of their operations, then the park should prepare an adequate offer for them. Some respondents stressed clearly that internationalization of companies should be a result of the company's broader strategy. If the park identified that a company was willing and able to expand its operations

abroad, then the park should be ready to support such activities. The enterprise should be the first one to declare its intention to initiate expansion abroad. Thus, it seems that parks represented a sort of demand-focused approach in creating tenants' attitude toward internationalization and in building a relevant offer.

Interestingly, representatives of technology parks indicated increasing possibilities for internationalization of enterprises, especially those involved in R&D operations which treated knowledge as a key factor of increasing company value and building a competitive position on home and foreign markets. In this context, they also noted the potential for virtual cooperation with international partners (especially in ICT industry) which allowed for internationalization of tenant companies. One may conclude that respondents were aware of diversification of potential forms of internationalization, although they frequently associated this process solely with the trade-related activities.

As mentioned earlier, there were also sceptical opinions concerning internationalization or declarations that the park was not particularly interested in this area of operations of their tenant companies, although there were few of them. These answers indicated that the parks focused primarily on their regions' development by cooperation with scientists and researchers concerning innovations. The respondents perceived it as a key priority for parks. Internationalization was thus perceived as an exclusively internal issue of particular companies. Therefore, internationalization of tenants' operations was not an area of support for park companies (such tasks were not included in the parks' operations). Also, very few respondents declared they had no knowledge concerning internationalization of companies based at the park. In general, such parks did not intend to limit the potential foreign expansion of tenants, but at the same time, tenant companies based in such parks did not receive any support in the process of internationalization.

Importantly, the respondents mentioned also that some parks had no interest in internationalization among tenant companies. Consequently, there was virtually no demand for services of support of internationalization of park companies. Further, even if some parks took their own initiative to support internationalization, sometimes the companies were not interested in participating in such events. In this context, the respondents highlighted that internationalization may be perceived by companies (especially small ones with short market experience) as a troublesome and costly process. Such companies are frequently too young, they have insufficient experience, and, at this stage, focus solely on growing their business in Poland, without treating internationalization as their priority.

3.2. Signs of internationalization of tenant companies

Information provided in the interviews with the representatives of technology parks in Poland shows that there are diverse symptoms of internationalization of operations of the tenant companies. The respondents believed that the internationalization process was underway while still limited in scale (consistent with results of quantitative research performed along with the qualitative research within the same project)[54]. The respondents declared that innovative companies were most frequently successful in strategies of penetration of selected foreign markets. The results of qualitative research

[54] It should be added that along with the qualitative research the project involved a quantitative survey of enterprises (N=300) from all 36 active technology parks in Poland in 2016 (located in all voivodeships). The acquired quantitative results revealed that a little above a half of the tenant companies showed symptoms of internationalization of their operation (50.2% of respondents in a random sample declared application of at least one form of internationalization listed in the questionnaire).

also allow a conclusion that quite naturally at parks of bigger or medium population of companies, there were more tenants operating at foreign markets. The respondents stressed that for companies with potential for internationalization, foreign operations were a major or even strategic direction of their long-term development. Importantly, the respondents occasionally identified "born global" companies among the technology parks' residents (especially in the ICT industry), i.e. young businesses which were oriented on foreign markets and participation in global value chains from the very beginning of their operations.

Referring to forms of internationalization of park companies, the respondents spoke mainly about export transactions which were the main type of foreign expansion among tenant companies. They declared that park companies which showed signs of internationalization of their operations delivered final products to foreign contractors, but not always under their own brand name. Characteristically, some park companies even now export their products actively abroad, operating actively and successfully in difficult markets (for instance, they manage to sell products to the United States or China). There were few cases demonstrating tenant companies' capital involvement at foreign markets (implementation of direct foreign investment projects). However, it should be added that, in the respondents' opinion, foreign operations of tenant companies had also other, non-trade forms, e.g. participation at trade fairs, seminars and business meetings abroad, cooperative measures (through the cooperative exchange) or joint R&D initiatives with foreign partners. Some residents have developed technologies and commercialized them abroad while gaining intellectual property protection for such technologies in the form of e.g. patents in the European Union and the United States. Some residents of technology parks cooperate directly with international industrial consortia, delivering specific subsets and components for final products (advanced machines and technical devices).

In respondents' opinion, park companies which were active abroad represented various industries, frequently ICT (including the computer game sector), electronics, industrial automatics, power industry (e.g. renewable sources of energy, energy-saving technologies), glass processing, cosmetics industry, food industry, automotive industry, even film sector. Similar diversification was noted in the geographic pattern of foreign expansion of park companies, which involved mainly the Single European Market, but also the United States, China or the Commonwealth of Independent States.

The respondents emphasized that tenant companies still signalled the presence of serious barriers which limited their foreign operations. First of all, they referred to observable deficiencies in financial resources (capital barrier) in the process of development and implementation of foreign transactions, deficiency in staff preparation to manage foreign transactions (competencies barrier of the human capital) and difficulties in access to current information about the market situation in other countries, especially with respect to specific industries (information barrier). Thus, the respondents frequently postulated intensification of systemic public support for internationalization of companies. It is also characteristic that the representatives of the parks perceived some mental barriers among entrepreneurs residing at the parks. These barriers are yet another factor limiting business internationalization.

4. Conclusions

Assessment of the research results presented in this article, in the context of theoretical approaches discussed, allows for several major conclusions. The collected empirical material shows that a vast majority of Polish technology parks appreciate strategic

importance of internationalization for the growth of their tenant companies and the overall functioning of technology parks. The study revealed that some parks consider internationalization of companies as the key area of their operations and include support for internationalization in their mission. However, it should also be highlighted that some parks, especially those in the early stages of development, are not able to provide such support because of the insufficient financial resources and staff.

One may conclude that the parks' attitude toward internationalization of tenant companies is affected by various factors, including the development of the parks' cooperation with foreign partners, as well as international activity of the tenant companies and city/region where the park is based. Consequently, these factors generate the parks' interest in the internationalization of tenant companies.

Some objections may be related to the limited scale of the internationalization. Characteristically, there is a small group of tenant companies which are not interested in internationalization of their operations, focusing instead on growing in their home market.

At the same time, at parks, there is a group of *born global* companies which focus intensively on foreign markets in their operations. There is also an observable growth in internationalization readiness among innovative companies for which knowledge is major asset determining their competitive advantage.

The study exposed diverse signs of internationalization of the tenant companies. Still, the dominating form of internationalization of residents' operations involves the trade aspect

(i.e. export or import operations). It should be noted, however, that park tenants are increasingly involved in various forms of cooperation with foreign partners. Another way of internationalization involves the international system of intellectual property protection.

The general weakness of tenant companies lies in the scope of foreign expansion, limited virtually to the EU, although it should be stressed that some companies operate on the former Soviet markets or outside Europe, e.g. in China and USA.

Concluding, the main obstacle in initiating foreign expansion by parks' tenants are capital, information, and competencies barriers, with a few examples of mental barriers. Consequently, removal of these barriers requires enhancement of state system of support for internationalization processes. Undoubtedly, this is also a recommendation for management staff of technology parks on how to shape the parks' offer to meet the needs of their tenant companies.

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Suplementary informations

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THE MEANING OF LIFE ACCORDING TO FARABI`S PERSPECTIVE

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Although the question about the meaning of life has various meaning but this research is confined to the following question: dose human life has purpose or aim? This question has a long history among different religious discourse and philosophical culture since its inception. In this paper, the aim is to deal with the meaning of life in term of aforementioned meaning. Of course the search for the purpose of human life presupposes the possibility of aim and purpose. The writers attempt to find out the response given by great Muslim philosopher Al Farabi who is called as Second teacher as well. Al- Farabi who was familiar with Greek philosophy, got impressed with philosophical thought of Greek from one side, and as a Muslim individual was committed to mere Islamic principles from another side, attempted to give his response to the question of human life purpose. According to Greek philosophy, in particular according to Aristotle perspective, meaningfulness of human life was assumed. Al-Farabi put forward an ethical theory that can be called as teleological theory in contrast to deontological theory. All teleological ethical theorist believe in the possibility of human happiness and they all consider the idea of purpose as a significant part of human happiness. Al- Farabi`s view regarding the meaning of life can be disclosed by contemplating his view on human happiness. The writer will display that there are a profound relation between good and happiness according to Farias's view. In Al-Farabi` s works good is divided in term of different perspective according to on it is two kind: absolute good and relative good. In another perspective he divide goods into categorical and hypothetical good. On the basis of such concepts Al- Farabi` s view on the meaning of life will be displayed.

Keywords: farabi. Meaning of life, happiness, purpose,

Introduction and the Question

The issue of the meaning of life although in one aspect – as a philosophical matter – has not a long history but in other aspect – as a subsidiary issue – has a long history. Although many significant philosophical school and big philosophers such as al- Farabi did not discuss the issue of meaning of life directly as a philosophical; matter but such significant question is seen in his entire philosophical system and some kind of solution and a particular response can be extracted from his whole works and thoughts.

It is worthy of noting that some thinkers such as analytic philosophers consider that the issue of the meaning of the meaning of life has no meaning or they think it as a question that has no response. The reason given by such thinkers is that this issue dose not

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correspond the verifiability criteria and suffering from the categorical mistake [57] (bayat, 1396,p.22) But the writer in this paper will display according to Al- Farabi works that the question of the meaning of life is a meaningful question and it could be given a proper rational response on the basis of Farabi`s whole philosophical system.

Of course it is a clear fact that there has been given many different response to the issue of the meaning of life. Such response and reaction could be categorized in many sort on the basis of different grounds. Sometime it is divided into two kinds: descriptive response and the normative response. In descriptive approach the meaning or the meanings of past or present is addressed and they are the subject of question. In such perspective the life human being and the values and purposes are understood on the basis of empirical way. The science of sociology and psychology are two sciences that can effectively play in descriptive approach regarding the issue of the meaning of life.

In normative approach the concern is based on the necessary and sufficient conditions for the meaningful life. In such perspective, the normative views on the meaningfulness of life, the required conditions for a meaningful life are under inquiry. The sufficient and the necessary conditions of meaningful life are considered sometime for man as a general and sometimes for individual human being in particular.

A serious question regarding the meaning of life according to normative approach is the following question: Dose any human being create the meaning of his life or it is discovered? Theories on the meaning of life in such perspective are distinguished in two kinds: invention and discovery

According to other perspective the theories on the meaning of life can be divided into three following kinds: naturalistic approach, non- naturalistic approach, super naturalistic approach.

The naturalist believe that there are necessary and sufficient conditions to acquire the meaning of life in this mundane material world. A mundane world that human beings can know it is qualified to pave the way of a meaningful life.

The supper naturalist view hold that there must be a non- physical world beyond this mundane material life in order to hold that the life has meaning. On the other word, the mundane material world is not qualified to pursue and acquire the proper values in order to give the human life a meaningful meaning.

The non- naturalist holds that it is not necessary that there must be a mundane or non – physical world and conditions that to have a meaningful life and perceive the meaning of life. Man`s life can have meaning without the natural or super natural conditions. According to this perspective the required conditions in pursing the meaning of life is the ethical principles.(bayat, 1396,p.71)

The main aim in this paper is to deal with the meaning of life according to Al- Farabi. In order to give a proper response this question a deep inquiry about the following issues and notions are necessary: what is the meaning of the meaning of life? What is the

[57] According to this thought the issue of meaning only belong to the textual, behavioral or things such as driving indications and undressing the cap for showing the respect according to a particular culture as a particular symbol.

relationship between the issue of the meaning of life and the issue of happiness and the issue of good and evil?

What is the meaning of the meaning of life?

There are a few significant notions - purpose, function and value- that are necessary to understand them in order to understand the meaning of the meaning of life.

Purpose

The meaning of purpose is an important issue and a key question for analytic philosophers and theistic Abrahamic philosophers and Islamic philosophers. In general the meaning of purpose is denote to what comes in future. According to this sense of purpose, the notion of purpose in a real sense refers to a being that has knowledge and wills and in a metaphoric sense it refers to any beings lacks of knowledge and will.

According to such distinction, once the meaning of life is considered in the sense of purpose then the meaning of life is applicable only to those beings that do not lack knowledge and wills and they consider purpose or purposes in their life on the basis of their will and knowledge.

Function

The notion of function has a deep relation with the notion of purpose. What is meant by the concept of function is the role played by something in fulfilling or achieving another great aim. According to this sense of function we can speak of function only when there is a something that is compared with another as a greater set. Therefore when we speak of the function of the meaning of an individual human being we must compare it with connection to a greater set namely with connection to the whole human beings. Considering this significant point the meaning of the function regarding the question of the meaning of life is that what role is played by individual human being or man in general?

Value

There are different meanings about the meaning of the concept of value among which the following are important with regard to the issue of the meaning of life:

Basic value

What is meant by the basic value is thing or thins that without is or them the human life lose its existential philosophy. According to this sense, the question of the meaning of life is meant whether there are any values so as to give meaning to the life of human beings? If so then what is that value?

There are many values such as God `s satisfaction,that are suggested in religions and philosophical school as a basic values.

Some kind of Quality in Life

If some kind of quality happen in the life of an individual human being then we can say his/her life has a value. Of course no need to note that the quality is the result of practice. On this perspective the question regarding the meaning of life is meant that what quality van give a meaningful meaning to the life of any individual human being.(bayat, 1396,p.52)

The criteria of true and false

According to some moral philosophers the criterion of truth and false is as follows: If among many good things the best is preferred and among the bad or evil things the least evil thing is exercised then best good is considered as the true thing and the rest are considered as the false and therefore the things that have least bad are considered as true and the rest are considered as the false thing.(brood, five types of ethical theory)

Therefore , on the basis of this sense, the question of the meaning of life is meant whether there is any criterion on the basis of which one could makes his/her life meaningful?

The Meaning of Life According to Al- Farabi

It is necessary to look at Farabi`s philosophical resources in order to understand his view on the meaning of life. From one aspect Farabi was under influence of Greek philosophers particularly under influence of Plato and Aristotle and from another aspect he is considered as esteemed Muslim philosopher. In Greek philosophy particularly in Aristotle`s works the issue of purposiveness of all beings in general and the purposiveness of all human beings in particular was paid considerable attention. There is no existing entities according to Islamic philosophy that lack of purposiveness or has been created without purpose. Therefore, according to such perspective all existing being possess purpose and aim and human being as a being possess the knowledge and will, must have purpose and aim.

Meanwhile, apart from seeking purpose for all human being we can apply the notion of function for human being as well. Along with notions such as purpose and function there is another concept that can be applied for human being. It is the notion of value. The ground behind such application is based on the existence of Almighty omnipotent God. Considering such belief and notion we can display the basic value in Farabi`s works.

In general outlook toward Farabi`s works we can name him as teleological philosopher against deontological philosopher. He can be name as a super naturalist philosopher in contrast to naturalist or non – naturalist philosopher.

Of course it is not a hidden point that teleological philosophers including Al- Farabi pay an important attention to the issue of happiness. As a matter of fact in Farabi`s works understanding the meaningfulness of human life is based on the understanding of happiness. Meanwhile acquiring knowledge about happiness requires acquiring knowledge of good and joy. Therefore the following part of the present paper do inquiry about them.

Happiness on Farabi`s View

Farabi holds that happiness is considered as a purpose that any mankind has the motive to reach at it and attempt to acquire happiness. Happiness is divided in tow kinds in Farabi`s works: guest happiness and real happiness. In contrast to essential definition

and analysis of happiness he attempts to present a concrete and tangible understanding. He believes that acquiring wealth, joy and dignity in this worldly life is considered as guest happiness but doing good deed and beautiful practices and commitment to virtues are considered as real happiness.(farabi,2002,p.280)

He points (1999,p.80) that an ignorant city has many different branches each of which are considered as an example of happiness but none of them could be considered as perfect real happiness. Of course they could be partially considered as real happiness.

Although he in his many different books spook of happiness both in direct way and indirectly but in his two major significant books namely Al- siyasatol madaniyah (the politics of the city) and Tahsil al- Sahadat (Acquiring the happiness) he presented his view on happiness following the issue of the social system of Utopia City almost in detail.

He also discussed the same topic in his treaty on Al – tanbihon ala sabil al- sahadat (Reminding on the way of Happiness). He presented his discussion on the issue of social system and the related issues such as happiness more than any other Muslim philosophers. He divided society in two parts: perfect society and non – perfect society. He holds that in perfect society – according to which man is able to fulfil its all necessary requirements – there is the possibility of fulfilling the happiness while in non – perfect society – a society that man is not able to fulfill all his necessary requirement- there is not such possibility of fulfilling the happiness. (Farabi, 1999, p.53)

Good on farabi`s View

Farabi in his great majestic book, al – taligat stated: good in everything is something that causes the motivation and increases the level and the existential truth of any individual being. (farabi, 1992,p.386) He identify also in elsewhere (ibid, p.385) the true good with existence and says : the true good is the perfectness of existence namely the necessary being and real evil is the lack of perfectness and existence as well.

Farabi following Aristotle divides the good in absolute good and relative good. By absolute good he means the good as such and is not regarded as a means or tool for anything else.(Aristotle,1381,p.63) By relative good he means something that is not good as such rather it is regarded good as means or tool to arrive at other things.(ibid, p.45)

As Farabi holds that happiness is something that as such is aimed at and therefore according to him happiness corresponds with absolute good.

Good can be divided from another aspect in two following kinds too: purpose and non-purpose. The purpose – oriented – good are divided in two kinds as well: complete good and non – complete good. By complete purpose – oriented - good is meant something whenever one acquire it he/ she does not need to increase it. According to the definition presented in about part of the present paper about the concept of happiness, we can name happiness as an example of complete purpose – oriented - absolute good. But by non- complete purpose – oriented – good is meant something that whenever one person acquire it he still needs to increase it. Health and wealth are example of such good. Such good are not the ultimate aim for us rather they are looked as a tool to arrive at other better aim.(farabi,1381,0.83) Of course , it is known on the basis of analysis given

above we cannot include happiness in non- perfect purpose – oriented – good and non – purpose oriented good.

It is worthy of noting that good can be divided as good in itself and good for not in itself. The good in itself is meant something that is not a mediate between good and it is not regarded as good just as a tool to achieve other aim. Happiness is a major example. But good not for in itself is meant something that plays as mediator for arriving at the superior good. Finally, contemplation on Farabi`s works reveals that according to him the term happiness and good are used interchangeably and it seems that they have nearly the same meaning.

The joy on Farabi`s View

In Farabi`s works joy is defined as follows: any kind of knowledge exclusively can be put under one of following kinds: first, to know what is in agreement to the nature of knower, the second to know what is against the nature of knower, and the third to know what is not an example of the former and the latter. According to Farabi the first one is called as joy and the second category is called as suffering.(farabi,1405,p.64)

Joy can be divided in two kinds: temporal joy and enduring joy. Temporal joy can be seen in eating – for instances – and something may be an example of natural enjoyment but it results in religious pressure or suffering. Adultery can be named as an example for it.

Joy can be divided from another aspect in clear (Aaraf) and hidden (Aakhfaa). The temporal joy is called the clear joy while the things that do not follow joy in short period are called hidden joy. (farabi, 1992,p.69)In Farabi`s work due to the grounds adapted by him temporal joy and clear joy are not considerable and he did not paid to them attention. Instead he emphasized on enduring and hidden joys and according to him they are corresponded and identified to happiness. Farabi holds that life can be meaningful only when the man seeks enduring and hidden joys.(khademi, 1387,p.83)

Concluding Remarks

In order to understand the meaning of life Farabi holds that it is necessary to put three following concepts into inquiry: happiness, good and joy. According to him happiness is regarded as the ultimate purpose for human being. This thing can be seen in the correspondence between absolute good, purpose – oriented – complete good, good in itself, and enduring joy. Happiness, absolute good, purpose –oriented – complete good , good in self and enduring joy can actualize the meaning of life for both individual being and human society. At the same ground it can be argued that such above mentioned character can play function in human life and therefore they can be regarded as basic value. Finally, Farabi`s view is considered as a normative view in contrast to descriptive view and as a teleological view against deontological view and super naturalist view in contrast to both naturalist and non – naturalist view.

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Theological Foundation of Education

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The significance and value of learning and education is an evident fact in all cultures and religions. In Holy Devine books such as Holy Quran knowledge and learning is encouraged repeatedly as the major value in human life. But education in religion is based on some particular kind of human understanding. It seems that the current situation in which learning and education is rendering ignores many religious perceptions and is indifferent to religious foundation and principles as we can call such educational system secular system. The aim of this paper is to deal with the religious part of education and it is considered as the undeniable and necessary part of knowledge and learning. The writer attempts to display how Islamic teachings lie down the very basic foundation of learning and education. The main idea in Islam as the basis of learning and education comes in term of spiritual understanding of humanity which is weakened and somehow ignored in current situation.

Keywords: education, religion, God, Islam,

Introduction and the Question

What destination has education? Is education and learning process value free? There are many such questions that could not be ignored without coasts. We always think that by learning and education we could make desired favorable changes in young generation and thus we would shape our society and cultures. Knowledge and learning is itself a value. But careful contemplation reveals that there are values that knowledge itself has to follow them. Knowledge is considered as weapon without proper guidance may lead to disaster. It is a light when handed over to a thief, help in robbery. It is essential that we value education and realize that it can open doors for our young people. Education and its role in aiding young people to become good citizens are at the centre of public debate in many countries. Our young people are losing their way and falling victim to drugs, violence, prison, unemployment, and poor education. The feeling of loneliness depression must be added to them. It's time to challenge the indifference and ignorance that fuels this, by uniting and working together for a brighter future for our young people. The absence of holistic view in education is evident and any serious attempt to overcome such problem as mentioned above has to pay effective attention to religion. Educational values and purpose could not be achieved if the knowledge of the essence of human purpose on earth is excluded or sidelined from education curriculum. Campuses are not isolated from the wider societies. The prevailing values and philosophy in a country filters through her education system and as such directly affect younger generation. Religion by giving purpose and meaning to human life easily pave the educational way. Education is about transmitting the philosophy of life to the new generation and preparing them to take on the task in future. It is about linking generations together. "Education is a social process designed and organized to induct the rising generation into membership in a group, whether the group is a tribe, a community or a nation". (Collier, 1993,p.581)So, the sort of

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curriculum young people of a land is subjected to, depends wholly on the ideology of the land. "The aims and content of education are intimately connected with views about the kind of society we wish to live in".(White, 1993,p16)

Learning and Education in Religion

According to Christianity the first step of education is to have one's eyes opened and be turned from darkness to light. (Acts 26:18) It is not good that the soul be without knowledge. (Proverbs 19:2) Only in God's light can we see light. (Psalm 36:9) He says:

Prov. 4:7 - "Wisdom is supreme; therefore get wisdom. Though it cost all you have, get understanding."

Prov. 2:3-5 - "Call out for insight and cry aloud for understanding, and if

you look for it as for silver and search for it as for hidden treasure, then you will understand the fear of the LORD and find the knowledge of God."

The Bible says to fathers: Bring up your children "in the training and instruction of the Lord,"(Eph. 6:4) for He is the source of all knowledge and understanding. If parents neglect to instill Christian values in their children, then there will be major problems in family and society. Fathers and mothers have the duty to care for the souls in their family. The Bible says: "Train a child in the way he should go, and when he is old he will not turn from it." (Proverbs 22:6)

According to bible God and the values related to Him are the basic part of learning, knowledge and education so learning and education without being based on it must be looked down. The fear of the LORD is the beginning of knowledge. (Proverbs 9:10)

According to Islam, human being has a meaning and purpose on earth and he is the vicegerent or, caliph (al-Qur'an 2:30) of God on earth. Man is created with the free will to choose between right and wrong. Two inherent but contrasting natures is imbedded within him, the ability to do good or evil (al-Qur'an 91:8). This is an immense test for him. But man is also born in nature (fitra), the nature of submission to the will of his Creator. According to a tradition from Prophet Muhammad, "every child is a born fitra…". This is a trust and a heavy burden on every human being. Thus, the main focus of education in Islam is child-centered and bent on preparing him for that greater role in the most effective way.

Islam has, from its inception, recognized first order value for education and has enjoyed a long and rich intellectual tradition. Knowledge occupies a significant position within Islam, as evidenced by the more than 800 references to it in Islam's most revered book, the Quran. The importance of education is repeatedly emphasized in the Quran with frequent injunctions, such as "God will exalt those of you who believe and those who have knowledge to high degrees" (58:11), "O my Lord! Increase me in knowledge" (20:114), .Such verses provide a forceful stimulus for the Islamic community to strive for education and learning.

According to Islamic perspective the mind of the child was believed to be "like a white clean paper, once anything is written on it, right or wrong, it will be difficult to erase it or superimpose new writing upon it" (Abdul Tibawi, 1972,p. 38).

Learning and education in Islamic context is regarded as a process that involves the complete person, including the rational, spiritual, and social dimensions. The comprehensive and integrated approach to education in Islam is directed toward the "balanced growth of the total personality…through training Man's spirit, intellect, rational self, feelings and bodily senses…such that faith is infused into the whole of his personality" (Al-Attas,1979,p. 158). In Islamic educational theory knowledge is gained in order to actualize and perfect all dimensions of the human being and the goal of Islamic education is that people be able to live as he lived. Education does prepare humankind for happiness in this life, "its ultimate goal is the abode of permanence and all education points to the permanent world of eternity" (Nasr,1984,p. 7). To ascertain truth by reason alone is restrictive, according to Islam, because spiritual and temporal reality is two sides of the same sphere. Many Muslim educationists argue that favoring reason at the expense of spirituality interferes with balanced growth. Exclusive training of the intellect, for example, is inadequate in developing and refining elements of love, kindness, compassion, and selflessness, which have an altogether spiritual ambiance and can be engaged only by processes of spiritual training.

Education in Islam is twofold: acquiring intellectual knowledge (through the application of reason and logic) and developing spiritual knowledge (derived from divine revelation and spiritual experience). According to the worldview of Islam, provision in education must be made equally for both. Acquiring knowledge in Islam is not intended as an end but as a means to stimulate a more elevated moral and spiritual consciousness, leading to faith and righteous action.

Man in Holy Quran

On the basis of particular kind of human understanding, Islam presents particular kind of values. Islam plays a significant role in satisfying our physical as well as spiritual needs. It teaches us, a code of behavior, and conservation of social values and gives us a meaning for our existence.

The Islamic educational system as Biblical teachings does not acquire conceptions about life, death and the Universe from the materialistic and secular world, and must purify its curriculum from any materialistic ideas that contradict basic facts in Islam.
The Quran presents the creation and fall in a way similar to the Biblical tradition. Humans and angels were created to worship Allah (Quran 51,56). Allah created Adam and commanded that he be worshiped by all angels. Satan (Iblis) opposed this command and only then was he banished from heaven:
And surely, We created you (your father Adam) and then gave you shape (the noble shape of a human being), then We told the angels, "Prostrate to Adam";, and they prostrated, except Iblis (Satan), he refused to be of those who prostrate. Allah said: "What prevented you Iblis, that you did not prostrate, when I commanded you?" Iblis said: "I am better than him (Adam), You created me from fire, and him You created

from clay. Allah said: "O, Iblis, get down from this (Paradise), it is not for you to be arrogant here. Get out, for you are of those humiliated and disgraced." (Quran 7,11-13)

After this episode Iblis planned to deceive humans and make them disobedient to God, which he accomplished in a similar way to the biblical account (see Quran 7,20-21). However, in Islam there is no such thing as original sin. Although Adam and Eve sinned, they repented and were forgiven, so that their sin had no repercussions for the rest of the human race. In their present condition, humans are exhorted not to repeat the mistake of Adam, and also warned that the devil attempts to cheat them by all means (Quran 7,27). However, all people sin because of the passion to which they are subjected by Satan and because they are careless about the demands of the Quran. For each individual are appointed two angels who record all sins and good deeds that are performed during his or her life, and these records will be revealed at the final judgment.

Behold, two guardian angels appointed to learn [man's doings] learn and note them, one sitting on the right and one on the left. Not a word does he utter but there is a sentinel by him, ready to note it. (Quran 50,17-19)

Concluding Remarks

In learning and education in particular in outcome based education we display our deep concern over young generation. Desired change is expected to take place within young people. Any educational system -as what was common in traditional educational system - loading huge information onto young generation, is degraded. In this paper it was displayed that while learning and education is a significant value but there are other values that must be taken into consideration in learning and education. Religious teaching such as Biblical and Quranic teachings are included values related to the purpose and meaning of life and perception of human beings that could not be ignored in learning and education. Any learning and education that are not included such values suffer from lack of favorite and perfect outcome and change. To have an outcome based education, this paper suggest, we must invite religion and values it suggests in learning and education. Therefore, reconstruction of curriculum for the inclusion of religious teachings and its value is necessary for education. Religious values must be a real part of education from school.

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Globalization and its ethical implication according to Islamic Arabic Text

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Globalization as an economic event has been changed into a significant cultural phenomenon. Considering cultural globalization requires studying many issues and aspect among which the issue of ethical concern seems to be a significant question. According to this perspective the basic question regarding globalization is to determine the fate of ethical values in globalized world. Is it a danger and threat for ethical aspects of human life or it strengthen ethical perspective toward life? The aim in this paper is to deal with globalization and its ethical impact. The writer attempts to present in a descriptive way the concept of globalization and consider it as a cultural development for human life. Then ethical aspect of human life will be presented on the basis of religious perspective and the concern for ethical universality is followed as necessary and inevitable result of globalization. This paper gives an argument to defend that globalization as an inevitable phenomenon for mankind makes it necessary to seek a universal ethical understanding as it is impossible to be a member of globalized world without it.

Keywords: ethic, globalized world, value, universality

Introduction and the Question

Globalization is an inevitable fact and it makes no sense to approve or disapprove of it, therefore it is not impossible to go against it. Some other thinkers argue for the human liberty and they consider human liberty as the source of globalization, and thus advocate for its transformation. In this paper the writer holds that globalization is indeed the climate of the times and it is brought about by human beings whose social behaviors are considered responsible for its direction and shaping the universe.

Globalization has different aspect such as economic, cultural and so on and the writer believes that we should not limit globalization to one particular aspect, in particular, if we consider globalization as the result of time requirement. Of course globalization has its root in economic aspect and it started first as a material or economic phenomenon that has become global. That free trade is now being conducted globally, that is to say across national boundaries, is not new. The countries of Asia, Europe and the Americas have long been trading with each other for more than a century. What is new is that the world economy is heading towards a single, integrated free market (Boatright, 2000, p. 2).

Markets are becoming "denationalized," that is to say, "national markets are increasingly mere subsets of a world-wide international or…transnational marketplace." (Madison, 1998, p. 28).

This is true of goods and services, finance and capital, and labor. Many manufactured goods, for example, no longer originate in one country but are the composite products of an "elaborate international web of suppliers and assemblers." (Ibid., p. 28, citing Iain Carson, The Economist, p. 5.)

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Capital can move freely across nations at the speed of electricity.

This global free trade has been made possible by the new electronic technology of information and telecommunication. The instantaneous, inexpensive communication and abundant information readily accessible through the internet and the mobile phones, plus the plentiful highly mobile investment funds, have removed the natural barriers to free trade and have made it global. (Boatright, op. cit., p. 3. G. B. Madison, op. cit., p. 28.)

Economic globalization, however, is not the only aspect of globalization. Marx's insight, reconstructed by Habermas, that the mode of production can never be isolated from social relations points to the influence of the material on the cultural, political and spiritual aspects of human existence. Global free trade demands that people change their working habits and lifestyles and retool themselves if they are not to fall behind. States must be prepared to liberalize their trade and investment policies, relinquishing part of their sovereignty to such international organizations like the World Trade Organization (WTO), the World Bank and the International Monetary Fund (IMF).(Madison, op. cit., pp. 28-29.)

Globalization has so to say overcome the limitation of place, resulting in the homogenization of cultures, where the particular is universalized and the universal is particularized.(Robertson, 1996, p. 104).

Globalization consists in the "interpenetrating processes of socialization, individualization, the consolidation of the international system of societies, and the concretization of the sense of humankind." (Ibid., p. 104.)

What is happening in globalization is what Paul Ricoeur calls "universal civilization".(Ricoeur, 1965, pp. 271-284).

Anyway globalization originate in global village according to which natural boundary is omitted therefore human beings are closer together beyond our imagination. It is a process stand against becoming a lonely nation among the nations and seeking a universal way of life for different aspect of human beings. Of course this kind of understanding has cultural, religious and social implications among which ethical implication is considerable and the concern on the status of moral values in a globalised world become more serious. We cannot escape making ethical discussions regarding globalization since moral values has significant role both in religions and philosophy.

Ethic and Globalization

Ethic both in religions and philosophy is considered an inevitable aspect of human life. According to some thinkers it is ethical aspect that distinguishes human being from animals. In such perspective the lack of moral values in human life makes human being equal to animal life. Christianity is regarded as an ethical religion due to its deep moral perspective. Contemplation on ten commands given in Holly Bible reveals the truth of such view. In Holly Quran also we observe that ethical development is introduced as significant mission for divine messengers. In Quranic perspective whenever man goes beyond ethics and breaks moral values and standards in his behaviors, is lifting distinguishing border between him and animals.

Ethic is a necessary aspect of human life while human being is living in different world that its order and border is significantly different comparing with last centuries. Standing on the doorstep of the twenty first century one sees with wonder how InfoTech has reduced the world to global village through internet, E-mail and so on.

Telephones equipped with automatic translation from Indian to English and vice versa created an entirely different situation. It is an undeniable fact that science made for human life new frontiers through its tremendous success and the feature of life for mankind became totally different from previous centuries. Our world is called as global village (Swammi, 1999,p.2) therefore ethical concern for such borderless world must significantly be at hand.

As indicated in introduction globalization while has been started from economic activities but it is not limited to economic aspect of human life and cultural and ethical concerns are significant as well. The contemporary background to the questions emerged is the fact that the globalization of the economy, the technology and the media has also brought a globalization of problems, from the financial and labour markets to ecology and organized crime. If there are to be global solutions to them, they therefore also call for a globalization of ethic. Of course globalization of ethic due to globalised world does not mean uniform ethical system ("ethics"), but a necessary minimum of shared ethical values, basic attitudes and criteria ("ethic") to which all regions, nations and interest groups can commit themselves. In other words there is a need for a common basic human ethic. There can be no new world order without a world ethic, a global ethic. Here making a pint may save the reader from a misunderstanding. The ethical reassessment does not mean moralizing (MORAILSM) every aspect of human life. Overvaluing morality is the basic character of moralizing. Moralizers make morality the sole criterion for human action and ignore the relative independence of various spheres of life like economics, law and politics whose role in human life justify some kind of relativism in ethic.

Anyway if ethic is regarded an evident necessary requirement for human life, then global ethic must be a necessary requirement in a globalised world as well. Namely globalization calls for global ethics.

Ethical Golden Rule

Global ethic needs global foundation and ground on which ethical system in globalized world need to be based. One such foundation could be fulfilled through ethical golden rule (EGR). EGR can provide us in a global village with global foundation. It must be pointed out that the golden rule as the basic principle of an intercultural dialogue is suitable to build bridges between different religious and cultural traditions due to its global distribution.

This concept describes a "reciprocal" or "two-way" relationship between one's self and others that involves both sides equally and in a mutual fashion (from Wikipedia free encyclopedia)

As a concept of "the ethic of reciprocity," it has its roots in a wide range of world cultures, and is a standard way that different cultures use to resolve conflicts. It has a long history, and a great number of prominent religious figures and philosophers have restated its reciprocal, "two-way" nature in various ways (not limited to the above forms.)

EGR in Religious Islam Arabic Literature

According to Simon Blackburn, although the Golden Rule "can be found in some form in almost every ethical tradition",(quoted from Wikipedia the free encyclopedia) the rule is "sometimes claimed by Christianity as its own". (Nayyar, "Democracy, 1998,vol. II., no. 1, p. 68.)

The "Golden Rule" has been attributed to Jesus of Nazareth: "Therefore all things whatsoever would that men should do to you, do ye even so to them" (Matthew 7:12, see also Luke 6:31). Leviticus 19:18 ("Do not seek revenge or bear a grudge against one of your people, but love your neighbor as yourself"; see also Great Commandment) and Leviticus 19:34.

"Recognize that your neighbor feels as you do, and keep in mind your own dislikes."
—Sirach 31:15

The Golden Rule is implicitly expressed in some verses of Qur'an, but is explicitly declared in the sayings of Muhammad.

From the Qur'an: the first verse recommends the positive form of the rule, and the subsequent verses condemn not abiding the negative form of the Golden Rule:

“...and you should forgive and overlook: Do you not like God to forgive you? And Allah is The Merciful Forgiving.”
— Qur’an (Surah 24, "The Light," v. 22)

“Woe to those... who, when they have to receive by measure from men, they demand exact full measure, but when they have to give by measure or weight to men, give less than due”
— Qur’an (Surah 83, "The Dealers in Fraud," vv. 1–4)

“...orphans and the needy, give them something and speak kindly to them. And those who are concerned about the welfare of their own children after their death, should have fear of God [Treat other people's Orphans justly] and guide them properly.”
— Qur’an (Surah 4, "The Women," vv. 8-9)

“They assign daughters to Allah, Who is above having a child [whether male or female] and to themselves they assign what they desire [which is a male child]; And when the news of the birth of a female child is brought to one of them His face darkens and he hides his inward Grief and anger... They attribute to Allah what they dislike [For themselves] and their tongues assert the lie that the best reward will be theirs! Undoubtedly, the Hell fire shall be their lot and they will be foremost [in entering it].”
— Qur’an (Surah 16, "The Honey Bees," vv. 57-62)

From the hadith, the collected oral and written accounts of Muhammad and his teachings during his lifetime:

A Bedouin came to the prophet, grabbed the stirrup of his camel and said: O the messenger of God! Teach me something to go to heaven with it. Prophet said: “As you would have people do to you, do to them; and what you dislike to be done to you, don't do to them. Now let the stirrup go! [This maxim is enough for you; go and act in accordance with it!]”
—Kitab al-Kafi, vol. 2, p. 146

That which you want for yourself, seek for mankind.

The most righteous person is the one who consents for other people what he consents for himself, and who dislikes for them what he dislikes for himself.

Ali ibn Abi Talib (4th Caliph in Sunni Islam, and first Imam in Shia Islam) says:

“O' my child, make yourself the measure (for dealings) between you and others. Thus, you should desire for others what you desire for yourself and hate for others what you hate for yourself. Do not oppress as you do not like to be oppressed. Do good to others as you would like good to be done to you. Regard bad for yourself whatever you regard bad for others. Accept that (treatment) from others which you would like

others to accept from you... Do not say to others what you do not like to be said to you."
—Nahjul Balaghah, Letter 31.

Concluding Remarks

Living in a universe called as a global village requires an ethical foundation to make it possible the interaction between the inhabitants of this glob. Contemplation on Islamic texts reveals that Islamic ethical system in its very nature has a proper foundation for a universal ethic in a global village. The golden rule provides with such foundation.

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Social Aspect of Morality in Islam

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There are a persistent controversies among scholars about the relationship between morality and religion. The question like does religion require morality and it conclude ethic or is ethic independent from religion or not, are among the topics that occupied the mind of many scholars. The aim in this paper is to deal with the moral feature of religion in Islamic perspective. The writers attempt to reveal main ethical feature presented in Islam and what is at the center of Islamic ethical feature. Contemplation on many quranic verses demonstrate that Islam as a religion presents a moral feature that its main characteristic is social. Quranic verses insistently invite and recommends all mankind toward ethical values such as mutual cooperation and equality. The conclusion reached by this paper is that Islam present an ethical feature according to which social aspect is at the center.

Keywords: moral, Islam, social, ethics, virtue

Introduction and the Question

The position of morality in all religion in general and in Islam in particular is an evident fact. Many verses in Quraan has ethical message and present or recommend morality. In fact morality include too many things that cannot be considered in single research, it is too vast to cover in few pages. The reason for this sort of ethical character in Islam is that Islam presents an ethical system that has multiple dimensions according to which three kinds of relationship is addressed. The first, man`s relationship with himself or herself is presented. According to Islamic ethical system man` practice toward himself or herself is not free of moral value and ethical standards. The second category is referred man `s relationship with his/her Al-mighty creator, God. According to Quranic teachings there are ethical considerations that man must follow in his or her practices to satisfy God`s content. The virtues such as patience against undesired facts or unsatisfied event. The third and possibly the most significant category I Islamic ethical system address social aspect of human life. Dealing with others and making mutual behavior between people is a necessary requirement without which human life could not be bearable. Human life begin with a sort of relationship with others. For instance infants begin life with mother without whom it is imaginary. Relative, families, neighbors, all these are necessary parts of human life that make its social feature. Now the question is that which part of these triple parts are paid more attention in Quranic teachings. The aim in this paper is to deal with this question and on the basis of Islamic resources and Quranic verses the writer will attempt to display social ethical aspect of Islam and it will be revealed that Islam as a divinely religion is an ethical religion in terms of presenting an ethical system according to which social aspect is paid more consideration.

Islamic Ethical Concept

The term for morality or ethical aspect of human life used in Quranic verses of Islamic tradition comes in the following concepts: Akhlaq (اخلاق) , Tazkiyah (تزکیه), Tarbiyah (تربیه).

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The Arabic word Akhlaq is the plural of khulq and signifies the character traits of a person. It is related to khalq in the sense that the character traits of a person result from the way that the person has been formed. There is a subtle differences between two following Arabic notion: khuloq (meaning character) and khalq(meaning creation). These two terms have the same letters but have different denotation. The former refers to what man acquire by his or her daily practices and the latter refer to what is given to human being through ancestral heritage. According to Islamic ethical system the value of humanity as a distinguishing criteria among mankind regardless to their gender or color and race is based on the Kholq not khalq.

Ethic or Aklaq according to Islamic ethical scholars is as a state of the soul which moves it toward action without any need for reflection or deliberation. (Ibn Miskawayh). Therefore according to Islamic ethical system, morality or Aklaq is not just a kind of practice rather it includes a kind of spiritual state doing some kind of ethical practices without hesitation.

The significance of morality in general and as will be discussed shortly in this paper the significance of social morality in particular in Islam is an evident fact. A primary message given by Qraan to humanity is to follow ethical standards and values. Many verses in Quraan clearly state that the prophet`s divinely mission is to fulfil moral aim:

هُوَ الَّذِي بَعَثَ فِي الْأُمِّيِّينَ رَسُولًا مِنْهُمْ يَتْلُو عَلَيْهِمْ آيَاتِهِ وَيُزَكِّيهِمْ وَيُعَلِّمُهُمُ الْكِتَابَ وَالْحِكْمَةَ وَإِنْ كَانُوا مِنْ قَبْلُ لَفِي ضَلَالٍ مُبِينٍ(جمعه:2)

In above mentioned verse, the Quraan states that God sent own prophet with a dual mission: teaching (تعليم) and purifying (تزكيه).

In many other Quranic versus the same reason is given for the philosophy of sending prophets. (Aa- Omran: 164- Al- Bagarah: 151 and …)

Even in hadith (speech tradition) the same reason and mission is given regarding prophet`s role in human life namely the fulfilment of morality:

I was sent by God to fulfil morality in its best level. (Kanzol amal: number52175).

Social life and social moral

As mentioned in introduction human beings cannot live in isolation and life for man requires inevitably dealing with others. But dealing with others needs some kind of role and standards without which life for man may become impossible. This aspect of human life in current situation is very evident due to daily development of Info technology which made the universe as a global village. Dealing with other human being for an individual although was always a necessary requirement but in current situation became more serious as the universe c hanged in a very different shape namely global village.

The preservation of a social order depends on all member of any society freely adhering to the same moral principles and practices. Islam, founded on individual and social morality and responsibility, introduced a social revolution in the context in which it was first revealed. Social morality is expressed in the Qur'an in such terms as equality, justice, fairness, brotherhood, mercy, compassion, solidarity, and freedom of choice.

A thoughtful hadith (saying) of the Prophet is narrating that religion is not what one formally or ritualistically practices but how one deals with others. It is therefore not sufficient to be pious without performing deeds which demonstrate one's beliefs. Deeds as called righteous practice (عمل الصالح) in many Quranic verses along with faith is always recommended and emphasized.

If morality, as in Quranic is seen, is a very significant part of religion without which it is impossible to be considered as a religious person then one significant question regarding ethical feature of social aspect of human life is that : what is the nature of ethical feature of human social life according to Islamic ethical system?

The Qur'an specifically "promotes human sociability and positive bonds between people because of their common ethical responsibility toward one another." (Sachedina 2001: 76)

When the Prophet Mohammed was asked, "Who among men is most favored by God?" He responded: "A man who does the most good to people."

It seems that Islamic ethical system is shaped in a way to constitute a community in which human dignity and equality is reserved. Contemplation on Quranic verses and Islamic tradition reveal that the nature of Islamic social morality comes chiefly in following features and these are the foundational religious values which carry significant social and political implications: Liberty, Equality, Fraternity and Social Justice, sociability.(Faisel Abdel Raouf)

All these social values seems have a common nature and are connected together interchangeably. For instance, equality could not be reserved without liberty and conversely. The same situation is correct for the Islamic social ethical values.

1 - Charity

In Islamic social ethical system there are two kind of charity. The first category is called Zakat (obligatory charity) and the second category is called Sadaga (voluntary charity).

The Islamic term Zakat[62] is derived from the verb Zakah, meaning to purify.

Qur'anic verses consider Zakat as a means of purification and sanctification (9:103):

خُذْ مِنْ أَمْوَالِهِمْ صَدَقَةً تُطَهِّرُهُمْ وَتُزَكِّيهِمْ بِهَا وَصَلِّ عَلَيْهِمْ إِنَّ صَلَاتَكَ سَكَنٌ لَهُمْ وَاللَّهُ سَمِيعٌ عَلِيم

According to this verse the prophet is ordered divinely to collect from believer's properties as zakat in order to purify their properties.

Although Zakat[63] is an Islamic economic activity but its nature is a spiritual activity since its essence is to love others and a kind of feeling responsibility regarding other poor people on the basis of faith. Therefore the spending of one's earnings on zakat is an acknowledgement that God is the source of all bounty, and that believers are obligated to support certain categories of people in the Qur'an (2:177).

In spirit, charity is an act of worship, on par in the Qur'an with salat (prayer). Indeed, the two are frequently used together in the Qur'an, representing both personal and social worship of God (2:110,)

وَأَقِيمُوا الصَّلَاةَ وَآتُوا الزَّكَاةَ وَمَا تُقَدِّمُوا لِأَنْفُسِكُمْ مِنْ خَيْرٍ تَجِدُوهُ عِنْدَ اللَّهِ إِنَّ اللَّهَ بِمَا تَعْمَلُونَ بَصِيرٌ

In above mentioned verse the Quraan cites the salat (praying) and zakat next together. The same content is given in other verse too. (2:227).

The Qur'an frequently extols the virtues of charity (2: 261-266), adding that the best use of charity is for caring for parents, kin, orphans, the needy, and wayfarers

يَسْأَلُونَكَ مَاذَا يُنْفِقُونَ قُلْ مَا أَنْفَقْتُمْ مِنْ خَيْرٍ فَلِلْوَالِدَيْنِ وَالْأَقْرَبِينَ وَالْيَتَامَى وَالْمَسَاكِينِ وَابْنِ السَّبِيلِ وَمَا تَفْعَلُوا مِنْ خَيْرٍ فَإِنَّ اللَّهَ بِهِ عَلِيمٌ(2: 215)

The same advices regarding charity is given in other verses :(59:7; 76:8).

Contemplation on Islamic texts reveal that ethical system in an emphatic way demonstrate profound concern toward poor people. People in general and poor people in particular are not left regardless in Islamic ethical system. Traditionally the Prophet was deeply concerned for the welfare of the poor and the powerless in his community,

[62] - Zakat is fixed amount of net worth (after basic expenses are covered) every year.

[63] - Zakat include the poor and destitute, travelers, the Bankrupt, the needy, captives, the collectors of zakat and the cause of God (which includes everything associated with general welfare, such as education, public

urging Muslims to be especially mindful that the treatment of widows and orphans be both just and kind. (Lynn Kunkle)

It is narrated from Prophet that "Whoever is not merciful to others will not be treated mercifully." (Bukhari no.6063, Kitab al-Adab)

In short Islamic ethical system pave the way to build a society based on love, mercy and charity. The Islamic pursuit of social justice and the ideals of fraternity also display a deep concern for the plight of the poor and the oppressed. The Prophet was passionately committed to improving the status of the community's impoverished and powerless, introducing sweeping social and economic reforms deemed revolutionary at the time.(Lynn Kunkle)

2 – Equality and Social Justice

Prophet reformulated the tribal retributive tradition with laws based on fundamental equality and restorative justice (2:179; and 2:194),

As a matter of fact, the Prophet introduced a radically new model for society where a principled, overarching vision of justice serves as a centrifugal, uniting force.

(Sachedina, 2001, 112)

The Qur'an clearly states that justice itself is a direct divine command (16:90, 5:8), and recommends believers to that which is just and kind (16:90):

إِنَّ اللَّهَ يَأْمُرُ بِالْعَدْلِ وَالْإِحْسَانِ وَإِيتَاءِ ذِي الْقُرْبَى وَيَنْهَى عَنِ الْفَحْشَاءِ وَالْمُنْكَرِ وَالْبَغْيِ يَعِظُكُمْ لَعَلَّكُمْ تَذَكَّرُونَ

At the same time it is forbidden to do whatever practices are unjust (72:15; 60:8):

The primacy of justice among Islamic values is demonstrated by God's command to pursue it above all other considerations (4:35)

Equalitarianism and human dignity are the basic foundation for social justice and equality according to Islamic social ethical system. On the other words, in Islam, social justice is rooted in the principle of egalitarian ethic and it is based on the

Qur'anic principle that for God, the only differentiation among human beings is in piety (taqwa) or righteousness (birr)(49:13).

In tribal society it was the race or blood that was the basis of differentiation among people. Quraan has set different set of ethical principle regardless to blood or race and color:

"It is neither their meat nor their blood that reaches Allah: it is your piety that reaches Him" (22:37).

Islamic social ethical system deny the gender or race and color differentiation and denounces it as an unethical practice: (4:124):

وَمَنْ يَعْمَلْ مِنَ الصَّالِحَاتِ مِنْ ذَكَرٍ أَوْ أُنْثَى وَهُوَ مُؤْمِنٌ فَأُولَئِكَ يَدْخُلُونَ الْجَنَّةَ وَلَا يُظْلَمُونَ نَقِيرًا

According to this verse there is not any differentiation between male and female for salvation and it is only true faith that is the way of happiness and race or gender has no role with connection o human happiness.

Concluding Remarks

In this paper the main aim was to demonstrate the social ethics according to Quranic teachings. On the basis of Quranic verses it was revealed that Islam as a divinely religion present in its very nature a system of ethics that the social ethic is at its center. According to Islamic perspective, there could not be a claim of true faith unless a true practical commitment to ethical values in general and social ethic in particular is being taken place. Therefore Islam is a religion that ethic or morality is its natural constituent part. Equality, fraternity, social justice, co-operation are the major examples of social virtue in Islamic ethics.

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Moving forward: Near Peer Teaching experience of undergraduate medical students

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Abstract

Peer teaching can be defined as the learning exchange in which students of related backgrounds develop understanding by helping each other to learn by actively allocating knowledge and experiences and inquiring different concepts and ideas. This study provides views of peer teaching experience by medical students as well as the role of peer teachers at King Fahad Medical City.Modified Clinical teaching preference Questionnaire(CTPQ) and Peer teaching experience questionnaire(PTEQ) was distributed to 1st year(n=34) and 6th year students(n=31) as learner group and to peer teachers (interns, n=6 and 6th yr students, n=7) in the year 2014 for data collection . These questionnaires address the teaching/learning peer teaching experience. The roles of the teacher such as information provider, role model, facilitator, assessor, planner and resource developer was also included in the questionnaire.

Majority of students responded positively to peer teaching, Most of the first year students(82.4%) agreed that they were less anxious performing a clinical skill in presence of peers than the 6th yr students(48.4%). The senior students (67.7%) improved their problem solving skills more from the instructor than the peers in contrary to only 35.3% of the junior students. Both the groups in our study reflected that peer teaching made them more self confident The senior students(83.9%) in our study agreed that teaching by the clinical instructor increased their sense of responsibility than only 52.9% of the junior students. The student peer teachers (57.1%) felt more uncomfortable assessing junior students skills than the intern peer teachers(33.3%).All the interns agreed that there should be more opportunities for peer teaching in the curriculum whereas only 71.4% of student peer teachers felt so. Both the peer teachers and learners identified information provider and facilitator as more suitable roles for a peer teacher.Peer teaching can be a solution for medical schools that are facing shortage of efficient faculty members.

Keywords: Peer; teach; interns; medical students; training; skills

Introduction

The aim of all medical schools is to provide their students with the necessary tools, knowledge and skills to become competent physicians .[1] Recently peer teaching has gained the interest of educationists' across different disciplines including medicine and is gaining more popularity and support. It is expected now from physicians to teach other students as part of their medical role and learn teaching skills. [2]

Peer teaching or Peer tutoring is a method of peer instructional strategy wherein students learn in partnerships from each other as well as by teaching . [3]Peer teachers are students teaching and learning from each other at a similar or different level of education and this phenomenon is known as same age or cross age peer tutoring.[4-7] The psychological basis for its benefits at

cognitive level, affective level as well as on the learning process was well described as early as in 1988 by Whitman .[8] The concept of cognitive congruence was also reported by Lockspeiser et al 2008 as a possible explanation for the successful outcome of peer teaching.[9]Ten cate and Durning in 2007 described that the reasons for introducing peer teaching include preparing role models for novices,decreasing faculty load,motivating students and preparing them for future roles as an educator.[10]They also categorized three dimensions of peer teaching such as distance in education level,the educational setting required, and the appropriate size of group involved in teaching . Ross and Cameron in 2007 described that peer assisted learning as the name adopted by Association for Medical Education in Europe is associated with cognitive, pedagogical, attitudinal, social and economic benefits.[11]They provided a detailed planning and implementation framework for curriculum developers,organizers and educational researchers to initialize peer assisted learning in their set up.

Peer teaching is an active process, learners are self directed and participate actively in discussion and feedback .[5]It is beneficial for both students and the teachers. For teachers, helping other peers will consolidate and improve knowledge , and prepare them for better understanding of the subject in the future .[7,12,13] As for students, it will give them chance for interaction and provide better feedback in the discussion

The reason behind its success is that both the peer teachers and the students use the same language. Peer teachers explain concepts according to the students level which is not usually done by professional teachers. [14]

Peer teaching has been used in various educational activities from class room to bedside teaching. A study by Aston et al (2003) looked at peer support and supervision between senior and junior nursing students.[15] Another study used preclinical medical students and clinical students in year 4 to study the impact of course developed and delivered by senior students on the performance of junior students in a summative written exam .[16]

Few studies have focused on the benefits of peer teaching in clinical skills sessions ranging from history taking and physical examinations to more specific procedures .[17-21]

In addition many medical schools are integrating peer teaching in their curriculum through Problem based learning or to teach courses such as Anatomy.[22,23] The majority of studies in peer teaching field were conducted in small groups . [7,18,24]A study by Hughes et al (2010) used only 7 students per group, while another study by Rodrigues et al (2009) reduced the number of students to 4 per group. [24,25]The quality of teaching obtained from Peer teaching is comparable to the quality obtained from faculty tutor, especially when it is conducted in small groups . [18,24,26,27]

At King Fahd medical City (KFMC) Faculty of medicine (FOM) students usually haven't been exposed to any formal training and have not been provided with an opportunity to gain teaching experience before they assume teaching responsibilities in residency.

This study was conducted to 1. Assess students experience to be taught by their peers rather than a faculty. 2. To know the perceptions of peer teachers and 3. To identify the role of peer teachers in peer teaching process.The findings of this study are expected to benefit the students, faculty and the administration to understand and implement learner centered opportunities in the medical field.

Methods

Educational setting

This cross sectional study was conducted at clinical skills center and simulation lab at Faculty of Medicine,King Fahad Medical City in the year 2014.Peer teachers who volunteered to participate undertook a clinical skills/ teaching session for 1 hour in presence of researchers in different

groups(Interns to first yr students and 6th year peer teachers to 6th year students, as these were the current batches available at that point of time and clinical sessions are a part of our curriculum, from first year at our institute). The teaching material was prepared by them ahead of time and the sessions were conducted in their available free time. The ratio of peer teacher: student was 1:5.

Tool /Questionnaire

At the end of the session, the whole process was evaluated by the learners (first year students, n=34 and sixth year students ,n=31) as well as peer teachers (interns, n=6 and sixth year peer teachers, n=7) using two different validated questionnaires namely Clinical teaching preference Questionnaire(CTPQ) and Peer teaching experience questionnaire(PTEQ) adapted from(Iwasiw and Goldenberg 1993). [28]These questionnaires address the teaching/learning peer teaching experience. The roles of the teacher as described by Harden and Crossby 2000 such as information provider, role model, facilitator, assessor, planner and resource developer was also included in the questionnaire .[29]

They were also asked to write open ended comments at the end. Demographic data,age, gender, and previous training, previous teaching/learning experience from peers was noted. The responded questionnaires were collected and anonymously analyzed, followed by statistical analysis.

Analysis

The analysis of the data was done using SPSS version 17,Illinois,USA . For the responses to all Likert scale items(1=strongly agree and 5=strongly disagree) in the questionnaire, Descriptive analysis including frequencies, percentages, mode and range in addition to mean and standard deviation was calculated.Hence a lower score implies better agreement and a higher score meant lower agreement as the likert scale response in this study ranged from strongly agree to strongly disagree(1-5).

Independent t test was determined to know if the two groups involved differed in their perspectives and p value has been reported for statistical significance.

Content analysis was carried out for all those qualitative responses that were received in the questionnaires.

Ethical Approval

The study proposal and questionnaires were reviewed and approved by King Fahad Medical City Institutional Review Board. (IRB # 14-062).

Results: In the first group, 6 peer teachers(5 female interns and 1 male intern) volunteered to teach and answered the Peer teaching experience questionnaire(PTEQ)whereas 34 out of 48, 1st year medical students responded and answered the Clinical teaching preference Questionnaire(CTPQ) , 1 intern had previous peer teaching experience and 2 interns reported that they received prior training.

In the second group, 7 peer teachers of sixth year (4 female students and 3 male students) volunteered to teach and answered the Peer teaching experience questionnaire (PTEQ); 5 students had previous peer teaching experience and 4 students reported that they received prior training. 31 out of 113, 6th year medical students responded and answered the Clinical teaching preference Questionnaire(CTPQ) , The results of Peer teaching experience questionnaire (PTEQ) and Clinical teaching preference Questionnaire(CTPQ) are depicted in table 1 and table 2.When Independent t test was performed between

different peer teachers(interns and 6th year students) there was no statistically significant difference except for Q10 (they enjoyed teaching junior students)which had a p vlue of 0.042. As for the learners group Q2(ability to problem solving),Q3(being less anxious),Q5(increased sense of responsibility) and Q9(peers being more supportive) had p value less than 0.05.Overall, the analysis of the the questionnaire responses revealed that the majority of students had a positive experience with peer teaching sessions.
Role of peer teachers as perceived by the students and peer teachers (interns) is depicted in Figure 1and as perceived by the students and peer teachers(students) is depicted in Figure 2.

Qualitative responses were generally positive and content analysis revealed as follows:

Strengths	**Weaknesses**	**Recommendations**
Peer teachers are more understanding and more close to the student which helps in the process of learning. First year student no-25	It may not provide valid information as compared to the experienced instructor. .(first year student no-28).	Teaching by the peers should have one from the previous batches to guide us that we miss.(first year student no-31).
Peer teaching involves discussions which in turn requires and enhances level of knowledge (First year student no-20	The expertise of high level instructors are needed inevitably. to solve difficult questions.(first year student no-30)	The combination of peer and instructor teaching is a great idea for better teaching and outcome. .(first year student no-21)
Student can decide the way he likes to be taught.(First year student no-23)		A great experience ,really helpful, interesting and educational. .(first year student no-15)
Peer teaching provides a better teaching environment (First year student no-30)		
Peer teacher was helpful and gave us important information for future. (First year student no-16)		

Discussion

Peer teaching has been used in various educational activities from class room to bedside

teaching in the field of medical education. There is a big body of literature that examined the benefits and effectiveness of peer teaching during medical school. Most of the first year students(82.4%) agreed that they were less anxious performing a clinical skills in presence of peers than the 6th yr students(48.4%) which are similar to the findings of Aston et al (2003) who reported that the senior students improved mentor and teaching skills and junior students indicated decreased anxiety with the clinical instructors.[15] The senior students (67.7%) improved their problem solving skills more from the instructor than the peers in contrary to only 35.3% of the junior students.

Both the groups in our study reflected that peer teaching made them more self confident and that the peers were more supportive than the clinical instructors in line with other studies which reported that Peer teaching will provide the senior students with higher confidence in their knowledge and skills as well as sense of achievement ,and as for junior students peer teaching helped them to reflect easily on their courses and practical sessions .[30,32]

The senior students(83.9%) in our study agreed that teaching by the clinical instructor increased their sense of responsibility than only 52.9% of the junior students. They felt that it is mandatory to perform their tasks and pay attention to each one of them.

A study by Rashid et al (2011) in which a revision course has been created and delivered by recent medical graduate to final year medical students showed 73% of students indicated that junior doctors teaching is comparable to that of a consultant.[33]

Their method of instruction was efficient and that they imparted relevant essentials in a simple manner.Both groups(100%) of peer teachers agreed that teaching is an important role and that the peer teaching experience was rewarding. They also felt that their knowledge horizon and teaching abilities were reinforced.

The student peer teachers (57.1%) felt more uncomfortable assessing junior students skills than the intern peer teachers(33.3%).All the interns agreed that there should be more opportunities for peer teaching in the curriculum whereas only 71.4% of student peer teachers felt so. The interns(100%) reported that they have a professional responsibility to teach others and peers whereas only almost half of student peer teachers were committed.As for the role of peer teachers both the groups identified information provider and facilitator as more suitable roles than as a role model, planner, assessor and resource developer.

In a study by Bulte et al 2007, majority of peer teachers and peer learners identified information provider ,role model and facilitator as more suitable roles than a planner and resource developer[7]. The ability of peer teachers to effectively transmit material is another reason why student learners will feel more comfortable. Santee and Gravalia in the year 2006 reported that peer teaching also had a positive impact on the academic achievement of students.[34]

Personal reservation system for individual skills training (PerSIST), a peer assisted learning initiative implemented in a Kenyan Medical training college resulted in increased social and communication skills . [35]

The familiarity of taking responsibility for learning and receiving positive advice can also instill enthusiasm towards learning, enabling efficient strategies for learning to be developed.[36]

As for the comments on strengths and weaknesses of near peer teaching, student did express that because of their closeness, rapport developed during discussions,and openness they felt more comfortable with the peer teachers who also enjoyed the teaching experience and were looking forward for more opportunities.

The negative comments included that peer teachers cannot explain difficult concepts likethe way experts do,and probably sometimes they do not provide valid information.

This means that the students are not convinced with the knowledge provided by their peers and may not consider it authentic.

An interesting suggestion was to incorporate both the methods of teaching ie instructor and peer teaching in the curriculum for a better outcome.

Daniel et al in the year 2014 made case studies with evaluation evidence and reported that students can attribute significantly for teaching and learning, develop resources, perform assessment and research, and also mentor their colleagues .[37]

Michelle in the year 2016 reported that peer teaching improved students attributes and transferrable skills, leading to superior levels of confidence and facilitated reflective practices, which may enhance the professional development of graduates.[38]

Limitations

This study was conducted in a single institute and it was intricate to arrange peer teaching sessions especially by the interns who were busy with training and to coordinate with students at the same time because of their hectic schedules.

Implications of this study for future research

Certainly this study can be carried forward involving many institutes and other questions addressed as well as to who would benefit more with peer teaching (medical students, allied medical students, or the nurses? Do they require training to perform better and if so for how long? Another study can be carried out after extending the roles of peer teachers as assessors, planners and resource developers and taking their views by including them in the curriculum development committee .Peer mentoring is another arena which could be integrated in medical colleges.

Conclusion

Student peer groups are a powerful force in student development and with proper guidance from the faculty, the aim should be to direct this force effectively. In this process of Peer teaching, one's weaknesses can be supplemented with the strengths of others and ultimately both the peer teachers and peer learners learn to gain knowledge.

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Table 1:Response of Peer teachers(n=13)

Peer Teaching Experience Questionnaire(PTEQ)	**Mean/S.D (Interns=6)**	**Mean/S.D (Students=7)**	**P value**
1.Teaching is an important role	1.00/0	1.14/.378	.377
2.What has been learnt in this unit will help me in my graduate role	1.17/.408	1.14/.378	.915
3.Peer teaching experience was time and effort well spent	1.50/.548	1.29/.488	.471
4.Peer teaching experience was personally rewarding	1.17/.408	1.43/.535	.349
5. I now understand the principles underpinning teaching and learning	1.33/.516	1.86/.690	.235
6.Iwas initially apprehensive about peer teaching requirement in the unit	2.67/1.033	2.14/1.069	.390
7.Ifelt comfortable teaching junior students	1.33/.516	1.57/.535	.433
8.I have developed skills for teaching basic clinical skills	1.50/.548	1.71/.756	.577
9.Peer teaching experience allowed me to reflect on my own previous learning	1.33/.516	1.57/.535	.433
10. I enjoyed working with junior students.	1.00/0	1.71/.756	.042*
11.Ifelt uncomfortable assessing junior students skills.	3.50/1.643	3.14/1.676	.707
12.I would be more confident teaching a clinical skill after this experience.	1.50/.548	1.86/.690	.330
13.There should be more opportunities for peer teaching in the curriculum.	1.00/0	2.14/1.345	.063
14.Interns/students have a professional responsibility to teach others and peers.	1.50/.548	2.14/1.069	.212
15.I consider my role during peer teaching as an a.Information provider	1.33/.516	1.43/.535	.751
b.Role model	2.50/1.76	1.71/.756	.305
c.Facilitator	1.50/.837	1.57/.535	.855
d.Assessor	2.17/.1.169	1.86/1.069	.600
e.Planner	2.17/.1.169	2.14/1.215	.972
f.Resource developer	2.17/.1.169	2.57/1.618	.748

Table 2:Response of learners (n=65 ,yr 1 students=34,yr 6 students=31)

Clinical Teaching Preference Questionnaire(CTPQ)	Mean/S.D (Yr 1 students)	Mean/S.D (Yr 6 students)	P value
1.Ifeel freer to approach my instructor for help than I do my peers	3/1.206	2.55/1.33	0.157
2.My ability to problem solve improves more from instructor teaching than from my peers.	3.03/1.058	2.39/1.05	0.017*
3.I am less anxious when performing a clinical skill in presence of peers than my instructor.	1.82/1.02	2.65/1.33	0.007*
4. Being taught clinical skills by my peers increases my interaction and collaboration with other students more than when being taught by my instructor.	2.12/1.32	2.35/1.05	0.429
5.Being taught clinical skills by my instructor increases my sense of responsibility more than by being taught by my peers.	2.62/.779	2.03/.657	0.002*
6.Ican learn more from my instructor than by my peers.	2.59/.892	2.42/1.148	0.508
7.I can communicate more freely with my peers than my instructor.	1.74/.931	1.94/1.03	0.414
8.The feedback I receive from my peers is from a students view point, therefore more honest, reliable and helpful than my instructor.	2.71/1.19	2.97/1.27	0.401
9. My peers are more supportive to me when performing a clinical skill than my instructor.	2.47/1.26	1.87/.806	0.027*
10.I am more self confident and able to perform independently because of being taught by my peers more so than by my instructor.	2.76/1.39	2.58/1.259	0.580
11.In my opinion,The role of peer teacher was as a a.information provider	2.41/1.30	2.10/.978	0.279
b.Role model	2.68/1.14	2.58/1.17	0.741
c.Facilitator	2.35/1.07	2.35/1.14	0.995
d.Assessor	2.35/1.07	2.06/.727	0.245
e.Planner	2.65/1.12	2.35/1.112	0.297
F.Resource developer	2.53/1.21	2.29/1.07	0.404

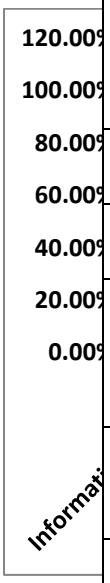


Figure 1:Perception of Role of Peer teachers according to learners(yr 1) and peer teachers(interns)

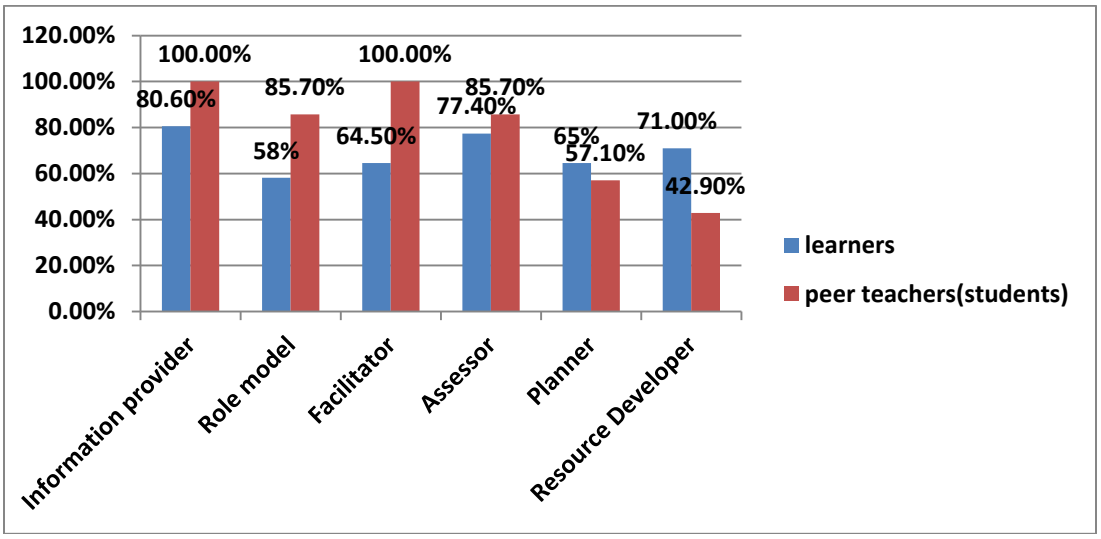


Figure 2: Perception of Role of Peer teachers according to learners(yr 6) and peer teachers(students)

دور السياسة الاجتماعية في الحد من تفشّي ظاهرة "الأنومي" في المجتمعات العربية (دولة الإمارات العربية المتحدة أنموذجًا)

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هدفت الدراسة إلى التعرُّف على دور السياسة الاجتماعية في الحد من تفشّي ظاهرة "الأنومي" في المجتمعات العربية الأكثر تأثّرًا بها، وذلك بأخذ نموذج دولة الإمارات العربية المتحدة كنموذج يُحتذى به في التصدي لهذه الظاهرة، لما من شأنه الاطلاع والإقتداء به إن أمكن وفق محددات السياسة الاجتماعية في "مجتمع الأنومي"، ولتحقيق أهداف الدراسة، تمَّ استخدام منهجية التحليل الوصفي وجمع البيانات بالعودة إلى الوثائق والسجلات والقوانين والسياسات المتبعة في الدولة، ومدى انسجامها مع مفهوم السياسة الاجتماعية إجرائيًا كما هو موضَّح في البحث، وقد توصلت الدراسة إلى نتائج من أهمها أنّ للسياسة الاجتماعية دور كبير في الحد من تفشّي ظاهرة "الأنومي" والحفاظ على التوازن والأمن السياسي داخل المجتمعات عامة، وداخل المجتمعات العربية خاصةً، وهي التي تعاني من ضعف وجود هذه السياسات. وقد تبين أنَّ مجتمع الدراسة قد امتاز بوجود عدد من السياسات الاجتماعية التي كان من شأنها الحفاظ على توازن المجتمع الإماراتي؛ من خلال نشر التفكير الإيجابي، والسعادة والقناعة والرضا، مع تحقيق العدالة الاجتماعية، من هذه السياسات ما يعتمد تطبيقها على التمكين الاقتصادي، ومنها ما يمكن تطبيقه بأقل التكاليف. وتوصلت الدراسة بناءً على نتائجها إلى مجموعة من التوصيات، كان من أهمها: ضرورة الاطلاع على السياسات الاجتماعية الدولية، والتركيز على الدول ذات المستوى الأمني العالي والإقتصاد الجيد، ودراسة جدوى تطبيق تلك السياسات على " مجتمعات الأنومي" في الدول التي تعاني من هذه الظاهرة، على أن يتلاءم التطبيق مع المستوى الاقتصادي للمجتمعات وقيمها ومعاييرها.

الكلمات المفتاحية : ظاهرة "الأنومي"، السياسة الاجتماعية، التفكير الإيجابي، ثقافة السعادة والتسامح، العدالة الاجتماعية، المساواة.

The Role of Social Policy in Reducing the Prevalence of Anomie in the Arab Societies (The United Arab Emirates as a Model)

*Dr. Khawlah Mitib Al-Tkhayneh **Dr. Eman Ali Zaitoun

This study aimed at identifying the role of social policy in reducing the prevalence of anomie in the Arab societies that are more affected by it، by taking the United Arab Emirates as a model that could be followed in order to face this phenomenon ، according to the restrictions of social policy in the anomalous society. In order to achieve the study objectives، the researcher used the methodology of Descriptive analysis the social policies in the United Arab Emirates

which distinguished it from the other Arab countries as well as the other countries of the world by referring to the applied laws and policies as well as the extent of their correspondence with the concept of social policy procedurally as illustrated in the research. The study results showed that the social policy has an important role in the prevalence of anomie as well as the maintenance of the social security and balance in the societies in general and in the Arab societies in particular since these societies suffer from the lack in these policies. The result showed that the study population was characterized by the existence of a number of social policies that have a role in maintaining the balance in the society by disseminating the positive thinking as well as focusing on the culture of happiness، tolerance، and satisfaction side by side with achieving social justice ، equality، and equivalence of opportunities; some of these social policies are based ، in their application، on economical empowerment، while others are applied in lower costs. Based on the results، the study concluded some recommendations، including ;

recognizing the international social policies and focusing on the countries that have a high level of security as well as a good economy to take it as an example and addressing the benefit of

Applying them to the anomalous societies in the countries that suffer from this phenomenon in a manner that correspond with the economical level، the values and criteria of the societies.

Key words: the anomie phenomenon، positive thinking، social policies، the culture of tolerance and happiness، social justice، equality، the equivalence of opportunities.

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مقدمة:

لم يكن إقدام الشاب محمد البوعزيزي الذي أضرم النار في جسده في 17 ديسمبر 2010م - تعبيرًا منه عن غضبه بسبب بطالته ومصادرة العربة التي يبيع عليها من قِبَل الشرطة - تصرفًا لحظيًا يُعلن فيه ثورة ضد النظام في تونس، ولم يكن تأسيس صفحة "كلنا خالد سعيد" على موقع فيسبوك في 10 يونيو عام 2010، سببًا رئيسيًا ومباشرًا لاندلاع الثورة المصرية في 25 يناير 2011م كما يعتقد البعض من عامة المجتمع، بل جاءت هذه الأحداث بعد مرور الأفراد في سلسلة من الشذوذ الاجتماعي وعدم الاتزان المجتمعي يطلق عليها العالم الفرنسي إيميل دوركهايم اسم "ظاهرة الأنومي"، والتي قد تسبق وقوع الثورة في عدد من السنوات قد يتراوح ما بين خمس عشر إلى عشرين سنة، أو أقل من ذلك أو أكثر، يحدد ذلك عدد من العوامل التي من شأنها تعجيل الثورة أو الحد من سرعة إندلاعها. إنّ مرور المجتمع بسلسلة من حلقات عدم الاتزان في القطاعات الاقتصادية والثقافية والإجتماعية والقانونية - مجتمعة وعلى عدة مراحل - دون توظيف خطط الإصلاح المناسبة للحد من الأزمة يؤدي ومع مرور الزمن إلى تفشّي المرض الاجتماعي "الأنومي" الذي يعرّفه "دوركهايم" بأنه "حالة من اللامعيارية تسود المجتمع، وهي الصراع بين الرغبة في الإحتياجات الأساسية للفرد وبين الوسائل المتاحة لإشباع تلك الإحتياجات"، وقد تظهر عندما يتعرض المجتمع للنتائج السيئة لتقسيم العمل وأثرها على درجة تكامل التنظيم الاجتماعي وما يسود المجتمع من اضطرابات وتفكك، وقد يكون حالة من اللامعيارية الأخلاقية كما في "الانتحار"، والتي تظهر عندما يفتقد المجتمع إلى مجموعة القواعد والمعايير التي توضح للناس كيف يتصرفون اتجاه بعضهم البعض، وماهي الطرق الأنجح والأمثل لتحقيق المساواة والتكافؤ والعدالة الاجتماعية بين الأفراد، وكيفية الوصول إلى الرضا الاجتماعي، وهذه القواعد تسمى "السياسة الاجتماعية"، والتي تقف وراء اللامعيارية داخل المجتمعات التي تقود أفرادها إلى حالة من الصراع الذاتي بدايةً وتنتهي بالثورة أحيانًا، وفي حالات أخرى تقود المجتمعات إلى التردي الاجتماعي والإنهيار التدريجي.

وقد تختلف أنماط "الأنومي" ولكنها تتحد في أنها مرض إجتماعي يعني " فقدان المجتمع توازنه (اللامعيارية) لعدم قدرة النظام في المجتمع على توفير الوسائل المتاحة لإشباع إحتياجات الأفراد" والتي يقف وراءها ضعف السياسات الاجتماعية

الدولية كأحد أهم العوامل التي تلعب دورًا هامًا في انتشار العديد من الظواهر الاجتماعية الخطرة في حال تمَّ تخطيطها ووضعها من قِبل غير المختصين بها، والإبتعاد عن أهم المعايير الواجب تحققها ضمن هذه السياسات، كالعدالة الاجتماعية والمساواة وتحقيق احتياجات الفرد كالعمل والتعليم والصحة والأمن الاجتماعي والرفاهية الاجتماعية قدر المستطاع وبما يتناسب مع القدرة الاقتصادية وقِيم وعادات المجتمع وفق معايير محددة، على الرغم من إمكانية وجود العديد من السياسات الاجتماعية التي تلعب دورًا كبيرًا في الحفاظ على توازن المجتمعات إذا ما تمَّ تخطيطها بشكل مهني ومحترف، مع ضرورة الوقوف والتعلم من الآخر والإقتداء بالنماذج المستوردة الناجحة، وهنا يأتي دور النظام والحكومات الدولية في تسخير كل ما تملك من جهد وطاقات لإستثمار الطاقات البشرية ووضع السياسات الاجتماعية المناسبة للحفاظ قدر المستطاع على توازن المجتمعات وحمايته من أي إختراق داخلي أو خارجي.

هذا وتسعى هذه الدراسة للإجابة على السؤال التالي:

ما هو دور السياسة الاجتماعية في الحد من تفشّي ظاهرة ‘‘الأنومي’’ في المجتمعات العربية؟ وبناءً على مفهوم "السياسة الاجتماعية" الإجرائي كما هو في ورقة البحث، يتفرع عن هذا السؤال الأسئلة الأربعة التالية:

1. ما هي السياسة الاجتماعية ، محدداتها؟ و عناصرها؟
2. ماهي ظاهرة ‘‘الأنومي’’؟ وكيف تؤثر سلبًا على المجتمعات؟
3. كيف تفسر ظاهرة ‘‘الأنومي’’ سسيولوجيًا الأزمات المجتمعية عند بعض البلدان العربية؟
4. كيف تحدّ السياسة الاجتماعية من تفشّي ظاهرة ‘‘الأنومي’’ في المجتمعات العربية؟ (دولة الإمارات العربية المتحدة أنموذجًا)؟

أهمية الدراسة :

أولاً: الأهمية النظرية:

1. رصد وتحليل أبرز السياسات الاجتماعية المتبعة في دولة الإمارات العربية المتحدة للحد من ظاهرة ‘‘الأنومي’’.
2. التحليل السسيولوجي لمجريات أحداث الربيع العربي لبعض البلدان العربية المتأثرة من ظاهرة ‘‘الأنومي’’.
3. تسعى الدراسة إلى توظيف النظريات العلمية في بناء الدراسة وتحليل نتائجها، مع تركيز واضح على نظريةالأنومي ، ونظرية أنماط التكيف.
4. يتوقع أن ترفد نتائج الدراسة المكتبة الإماراتية والعربية بمعلومات فكرية وتحليلية وميدانية بناءً على النتائج النهائية لهذه الدراسة.

ثانياً: الأهمية التطبيقية:

1. تتصف هذه الدراسة بالندرة لعدم وجود دراسات سابقة تحت هذا العنوان بحدود اطلاع الباحث.
2. يتوقع أن يستفيد من نتائج هذه الدراسة المخططون الاجتماعيون والاقتصاديون وعلماء الاجتماع السياسيين على وجه التحديد وصناع القرار الأمني بالإضافة إلى مؤسسات المجتمع المدني، ومساعدتهم في إيجاد سياسات اجتماعية وتشريعية مناسبة، و وضع خطط علاجية وإصلاحية وقائية للحد من تفاقم الظاهرة.

أهداف الدراسة:

1. معرفة دور السياسة الاجتماعية في الحفاظ على توازن المجتمعات .
2. التعرف على مفهوم السياسة الاجتماعية, محدداتها وعناصرها .
3. تسليط الضوء على ظاهرة ‘‘الأنومي’’ من حيث مفهومها وعلاقتها بالثورات الحاصلة في بعض المجتمعات العربية ضمن "الربيع العربي".
4. الوصول إلى توصيات من شأنها مساعدة الخبراء والمخططون الإجتماعيون والإقتصاديون والسياسيون في تقديم حلول للحد من هذه الظاهرة المتفاقمة.
5. رصد وتحليل أهم عوامل حِراكات الربيع العربي لبعض البلدان العربية وتحليلها سسيولوجيًا.

لماذا دولة الإمارات العربية المتحدة (أنموذجًا):

إن أهم ما تمتاز به مجتمعات ‘‘الأنومي’’ هو ارتفاع معدل الجريمة وانخفاض في معدل الشعور بالأمن، مع انحدار شديد في مؤشر التنمية البشرية، وغيرها الكثير من المؤشرات التي تعبر عن مدى الإستقرار والتوازن المجتمعي. من هنا كان لابد من البحث عن الإحصائيات المتعلقة بهذه المؤشرات في السنوات الأخيرة لتأكيد خلوّ مجتمع الدراسة من ظاهرة ‘‘الأنومي’’ بناءً على السياسات الاجتماعية المتبعة لديها، والتي تحرص على تأكيد وترسيخ ثقافة السعادة والتسامح والرضا الاجتماعي، بالإضافة إلى التفكير الإيجابي، وحرصها على العدالة الاجتماعية وتكافؤ الفرص وغيرها.

فعلى صعيد مؤشر التلاحم المجتمعي، كشفت النتائج أن الدولة حققت نسبة 99.34% في محور الأمن وتحقيق الاستقرار وحماية حياة وممتلكات المواطنين والمقيمين، يليه محور العدالة بنسبة 96.74% [64]. وهذا المؤشر خاص بدولة الإمارات، ويُقاس كل سنتين باستطلاع رأي يشمل مواطني الدولة من 17 عاماً فما فوق، ويقيس مدى تمتع أبناء المجتمع بالمبادئ والقيم المرتبطة بالهوية الوطنية وبالتكافل الاجتماعي.

كما حققت الدولة نتائج متميزة في محور المشاركة الاجتماعية بنسبة 96.18%، ويعكس ذلك مدى مشاركة أبناء المجتمع في الأهداف والمصالح واتحادهم في مسؤولياتهم تجاه وطنهم ومحافظتهم على قيمهم، ومشاركتهم في الأعمال التطوعية، يليه محور المساواة بنسبة 94.54%، الذي يرصد إمكانات الحصول على فرص حياتية متعددة منها: التعليم والصحة والعمل، والمسكن وتمكين المرأة، ودمج المعاقين، إضافة إلى تحقيق نتيجة 94.33%، في محور الانتماء الوطني الذي يقيس تمسك أبناء الإمارات بالقيم الإسلامية، واللغة العربية، والحفاظ على الهوية.
وتعزز الإمارات قدراتها في الخدمات الصحية بفضل استراتيجية الحكومة الرشيدة لتحقيق التميز والاستفادة من أفضل الممارسات والخبرات العالمية في هذا المجال، سعياً لتوفير أرقى معايير الحياة الصحية وتعزيز وقاية المجتمع، بما ينسجم مع محاور الأجندة الوطنية ورؤية الإمارات 2021 [65]. ووفقاً لتقرير الازدهار العالمي الصادر عن معهد ليجاتوم البريطاني، فالإمارات تتقدم في جودة الخدمات الصحية.

كما استطاعت دولة الإمارات رغم تعدد وتنوع الجنسيات والثقافات، والتي تضم أكثر من 200 جنسية على أرضها، وزيادة معدل النمو السكاني، واختلاف أنماط الجرائم، أن تتجاوز التحديات وتحتضن الجميع بأمان ، محققة أعلى نسبة أمن وأمان في المنطقة بخدمات أمنية وفق المعـــايير العالمية، تحت مظلة كبيرة من الرعاية والدعم اللامحدود والرؤى الطموحة والمستنيرة.

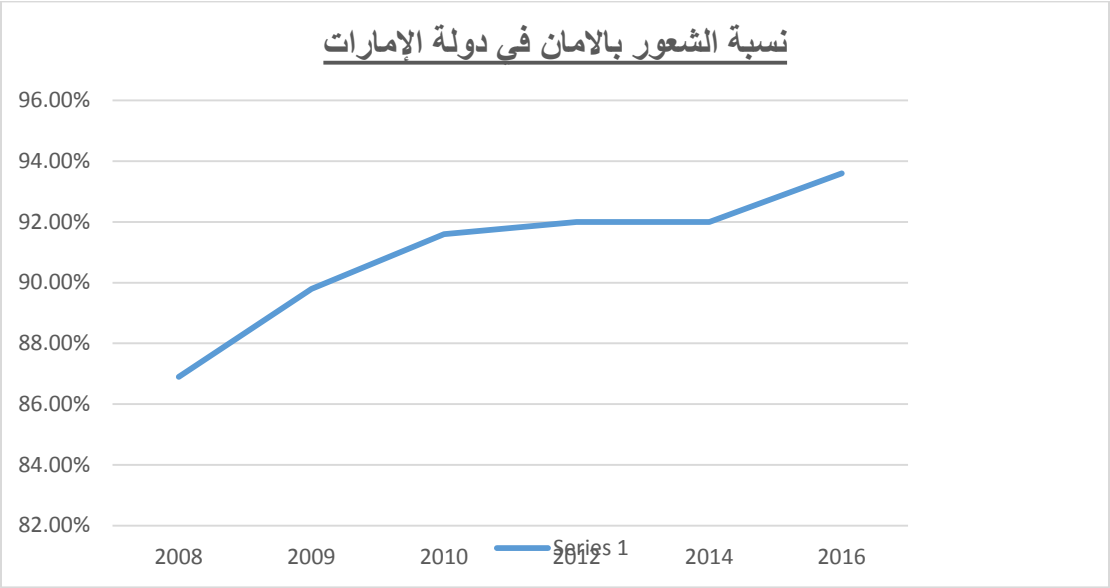
حيث أن دولة الإمارات تشهد ارتفاع في نسبة الشعور بالأمان في الدولة كما هو موضح في الأسفل، مما يوضح الجهود الجبارة التي تبذلها الدولة في سبيل راحة المواطنين والمقيمين على أرضها [66].

الجدول(1): نسب الشعور بالأمان في الدولة خلال السنوات (2008 – 2016)

2016	2014	2012	2010	2009	2008
%93.6	%92	92%	91.60%	89.8%	86.9%

[64] وزارة الداخلية- مجتمع آمن وقضاء عادل- رؤية 2021

[65] محمد بن راشد: إنجازات الإمارات بقيادة خليفة رسخت وضعاً استثنائياً للدولة إقليمياً وعالميا- الإتحاد.
[66] الإمارات: واحة للأمن والأمان- 4 نوفمبر2013- الإتحاد.



الشكل (1): نسب الشعور بالأمان في الدولة خلال السنوات (2008 – 2016)

معدّل الجريمة المُقْلِقة في الإمارات:

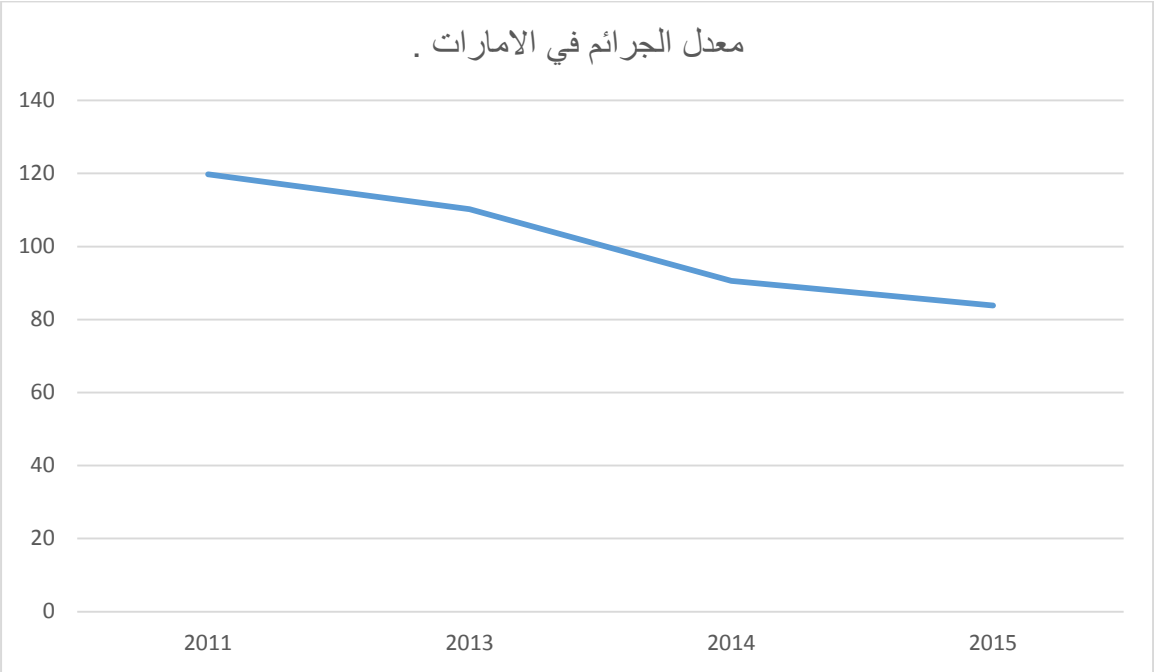
يقيس مؤشر معدل الجرائم المقلقة في الدولة الانخفاض في مثل هذه الجرائم بمعدل خمس جرائم سنوية لكل 100 ألف من السكان في كل عام بشكل دقيق. وتشير أرقام هذا المقياس [67] إلى أن الإمارات من أقل الدول في معدلات الجريمة المقلقة على مستوى العالم، مقارنة مع دول كبرى، مثل الولايات المتحدة الأميركية وألمانيا، حيث كانت النتيجة (119.8) في عام 2011، وانخفضت إلى (83.8) في عام 2015. ويوضح الجدول (2) التالي التدرج في هذا الانخفاض.

الجدول (2): معدل الجريمة في الإمارات للأعوام (2011، 2013، 2014، 2015)

2015	2014	2013	2011
83.8	90.6	110.2	119.8

ونستدل من الجدول (2) السابق أن دولة الإمارات تشهد انخفاض معدل الجريمة المقلقة في الدولة. ويوضح الرسم البياني (2) هذا الانخفاض.

[67] أشرف جمال- أبوظبي- الإمارات من أقل دول العالم في معدلات الجرائم المقلقة-الإمارات اليوم-11 مايو2016



الشكل (2): معدل الجريمة في الإمارات للأعوام (2011، 2013، 2014، 2015)

تقرير التنمية البشرية في دولة الإمارات:

تهدف دولة الإمارات العربية المتحدة إلى توسيع الخبرات والقدرات التعليمية للشعب من خلال إيصال دخل وإنتاج الفرد لمستوى أعلى، وأن تكون حياته أكثر صحية وملائمة، بالإضافة إلى تنمية القدرات الإنسانية المختلفة، من خلال توفير الفرص المناسبة للتعليم، وزيادة الخبرات في كافة المجالات. بالإضافة إلى ذلك إعتماد التنمية البشرية على المجهود الشخصي ومجهود الأهل. ويعرض الجدول (3) التالي مقارنة حول أداء دولة الامارات في تقارير التنمية البشرية الصادرة عن الأمم المتحدة [68].

الجدول (3): مقارنة حول أداء دولة الامارات في تقارير التنمية البشرية الصادرة عن الأمم المتحدة

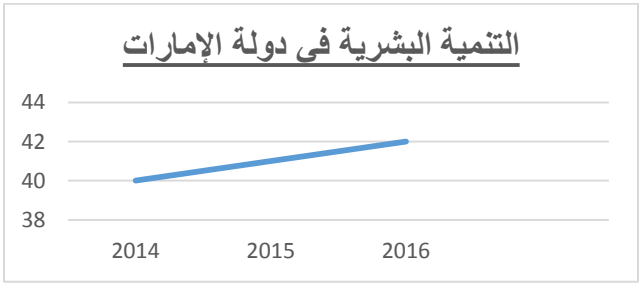
عام صدور التقرير	عدد دول العالم بالتقرير	ترتيب دولة الإمارات بدليل التنمية البشرية عالميا	قيمة دليل التنمية البشرية العام لدولة الإمارات	تصنيف دولة الإمارات طبقا لقيمة دليل التنمية البشرية	عناصر دليل التنمية البشرية				ترتيب الإمارات بتقرير التنمية البشرية عربيا	ترتيب الإمارات بتقرير التنمية البشرية خليجيا
					متوسط العمر المتوقع عند الولادة	متوسط سنوات الدراسة	العدد المتوقع لسنوات الدراسة	نصيب الفرد من الدخل القومي(مكافئ القوة الشرائية بالدولار)		
2013	186	41	0.818	تنمية بشرية مرتفعة جدا	76.7	8.9	12.0	42716	2	2
2014	187	40	0.827	تنمية بشرية مرتفعة جدا	76.8	9.1	13.3	58068	3	3
2015	188	41	0.835	تنمية بشرية مرتفعة جدا	77.0	9.5	13.3	60868	3	3

المصدر : تقارير التنمية البشرية الدولية للأعوام 2013 و 2014 و فحة تقرير التنمية البشرية 2015 . البرنامج الانمائي للأمم المتحدة .

[68] الاستاذ أحمد ماجد- تقرير التنمية البشرية الصادر عن البرنامج الإنمائي للأمم المتحدة-2015 – وزارة الاقتصاد.

في حين أن مؤشر التنمية البشرية الصادر من الهيئة الاتحادية للتنافسية والإحصاء يشير إلى أن دولة الإمارات العربية المتحدة حازت على المرتبة 42 في عام 2016 [69].

ويوضح الجدول(4) ترتيب دولة الإمارات عالميا في الفترة من عام 2014 إلى 2016 . حيث أن دولة الإمارات تشهد ارتفاعًا في مستوى التنمية البشرية كما هو موضح في الشكل البياني (4).



الشكل (4): ارتفاع مستوى التنمية البشرية في دولة الإمارات خلال الأعوام 2014 - 2016

2014	2015	2016
40	41	42

الجدول (4): ارتفاع مستوى التنمية البشرية في دولة الإمارات خلال الأعوام 2014 - 2016

منهجية الدراسة:

استخدمت الدراسة منهجية التحليل الوصفي لأحد المجتمعات الأكثر توازنًا وبعدًا عن "ظاهرة الأنومي" وذلك بتسليط الضوء وتحليل محتوى أهم السياسات الاجتماعية التي تفرّدت بها واتبعتها دولة الإمارات العربية المتحدة من خلال الملاحظة، والعودة إلى الوثائق والسجلات الرسمية، مع وصف وتحليل لظاهرة "الأنومي"، ودور السياسات في الحد منها كما في نموذج الدراسة، أو انتشارها كما في نماذج أخرى، وذلك بالعودة إلى النظريات الأساسية المفسرة لها.

الدراسات السابقة:

هدفت دراسة فتح الرحمن (2013) إلى شرح انتقال الدولة والمجتمع في دولة الإمارات العربية المتحدة إلى مرحلة الرعاية الاجتماعية المؤسسية التي تعتمد على الجهد الحكومي المنظم في ترسيخ مبادئ الرعاية الاجتماعية بالتشريعات والقوانين الملزِمة، ومدى تأثير ذلك على مسارات الرعاية الاجتماعية في الدولة، ومقارنة قوانين الرعاية الاجتماعية في دولة الإمارات العربية المتحدة بالمواثيق والعهود والاتفاقيات الدولية والإقليمية المتعلقة بالعاية الاجتماعية كحق إنساني. وتنبع أهمية دراسة فتح الرحمن من أنها تمثّل إضافة في مجال دراسات الرعاية الاجتماعية، ولا سيما فيما يتعلق بقوانين الرعاية الاجتماعية. كما أنها – أي الدراسة – تدرس نموذجًا متميّزًا لإحدى الدول العربية – دولة الإمارات – التي قطعت شوطًا كبيرًا في مأسسة برامج الرعاية الاجتماعية وخدماتها في إطار الالتزام بالمواثيق والاتفاقيات الدولية والإقليمية.

في حين تناول النجار وآخرون (2006) في كتابهم "دولة الرفاهية الاجتماعية" مجموعة من المفاهيم التي تستدعي التفسير الدقيق لمسألة "دولة الرفاهية الاجتماعية" في هذه المرحلة التي تمر بها المنطقة العربية، وبعد التطورات التي وقعت في ظل العولمة، وما أصاب الفكر الاقتصادي من تحولات. وتكمن أهمية الكتاب في أنه تناول التنوّعيْن الفكري والمنهجي في مسألة دولة الرفاهية الاجتماعية، وتعمّق في مشكلات الوطن العربي التي يعاينها في هذا الميدان، وقارن بين التجارب.

وقدّم "دوركهايم" من خلال دراسته على الانتحار (Durkheim)،(1897 تفسيرًا لقتل النفس كظاهرة اجتماعية، وسعى إلى الكشف عن العلاقة السببية بين الانتحار كظاهرة لامعيارية أخلاقية في المجتمع والمتغيرات الاجتماعية المختلفة. وقد انطلق في تحقيق هدف دراسته من إطار تصوريّ نظريّ، يقوم على أن المجتمع وثقافته هو سبب الانتحار، وأنه كلما ضعُف تكامل المجتمع وتوحُّدِ أعضائه تزايدت الظاهرة. وقد اعتبر "دوركهايم" الانتحار المتغيرَ التابع لمتغيراتٍ اجتماعية ثلاثة هي: المتغير الأسري، والمتغير الديني، والمتغير السياسي. كما أكّد على الدور المحوري الذي يسهم به التنظيم الاجتماعي بمكوناته المختلفة في ظاهرة الانتحار. وقد بينت الدراسة أن نسب الانتحار ترتفع كلما انخفض التضامن الديني والعائلي والسياسي والمحلي، وأكدت على أن الدين يلعب دورًا في الحد من الانتحار خاصة من حيث منع الفرد من فقدان المعايير، و

[69] الهيئة الاتحادية للتنافسية والإحصاء-مجتمع آمن وقضاء عادل- رؤية 2021

زيادة التضامن معه، وأفادت بأنه كلما زاد حجم العائلة كلما زاد تضامنها والتفاعل داخلها مما يقلل من إحتمالية إقدام أحد أفرادها على الانتحار. كذلك توصلت الدراسة إلى أنَّ الانتحار الإيثاري يتضح لدى ثلاث حالات أكثر من غيرها، هي: الانتحار عند كبار السن، انتحار النساء بسبب موت أزواجهن، والانتحار التالي لموت القائد، مما يشير إلى أن الفرد مستعدٌ للتضحية بنفسه من أجل بقاء الجماعة إذا تعرضت للخطر.

أما دراسة (Yung & Chang, 2009) فاعتبرت أن موضوع الانتحار هو قضية اجتماعية اقتصادية مهمة في العديد من البلدان، حيث يخلّف الانتحار جوًا من الاضطراب في المجتمع. ويعتبر الانتحار من وجهة نظر الإقتصاديين والإداريين هدرٌ للموارد البشرية، حيث أنه يؤدي إلى انخفاض القوة العاملة في المجتمع ، وإلى تدهور رأس المال البشري. وقد قام الباحثان بجمع بيانات من سبعة بلدان مختلفة، ومن فئات عمرية متفاوتة. وعلى الرغم من أن قضية الانتحار تمت مناقشتها بشكل موسّع في الماضي، إلاّ أن التغير الاجتماعي وأدوات الاقتصاد السياسي مؤخرًا وتطبيقها على هذه القضية، والضغط النفسي الناتج عن البطالة، كلها عوامل زادت من معدلات الانتحار للرجال أكثر من النساء، مما يعني أن البطالة بالنسبة للسيدات المتوسطات والمتقدمات في العمر تعتبر شيئًا إيجابيًا للعائلة، حيث أن المرأة بممارستها للعمل تشكل ضغطًا على الرجل، مما يؤدي إلى رفع نسبة الانتحار، وهذا يعني أن دخل الاسرة المنخفض مع وجود رجل عاطل عن العمل وامرأة عاملة قد يؤدي إلى فرصة كبيرة لانتحار الرجل.

ما يميّز الدراسة الحالية عن الدراسات السابقة:

1. أنها الدراسة الأولى- في حدود اطلاع الباحثتين- التي تبحث في دور السياسة الاجتماعية في الحد من ظاهرة "الأنومي".
2. أنها الدراسة الأولى التي أجريت على المجتمع الإماراتي ضمن هذا العنوان.

الإطار النظري والمفاهيمي للدراسة:

- **السياسة الاجتماعية:** يعرّفها (Titmuss, 1971:7) على أنها "خطة حكومية نتيجة محاولات بذلت لدراسة الموقف وتقدير المستقبل وتحديد الإتجاهات لتلافي متاعب متوقعة أو التحكم في مواقف معينة حتى يمكن تحقيق رفاهية المجتمع". ويتفق (Marshall, 1965: 7) مع التعريف السابق، حيث يعتبر السياسة الاجتماعية هي "سياسة الحكومة التي تتضمن مجموعة البرامج والنظم الموجهة لتحقيق المساعدات العامة والتأمينات الاجتماعية وخدمات الضمان الاجتماعي والإسكان وغيرها".
- **السياسة الاجتماعية إجرائياً**: هي "القواعد والاتجاهات العامة التي تنتج كمحصلة لتفاعل القوى الاجتماعية في المجتمع لتحقيق أهداف إستراتيجية بعيدة المدى، متضمّنة مجالات وخطط وبرامج الرعاية الاجتماعية وأسلوب العمل لتحقيق الأهداف في ضوء أيديولوجية المجتمع على أساس من الواقع المتاح وصولاً إلى معدل مرغوب من الرفاهية لأفراد المجتمع".
- **"الأنومي"**: "حالة اللامعيارية والشكل الذي يتخذه عدم التكامل الاجتماعي عندما يكون هناك عدم ارتباط بين الغايات الثقافية القيّمة والوسائل الاجتماعية الشرعية لتحقيق هذه الغايات" (ايكرز وسيلرز، 2013: 227)
- **"الأنومي" إجرائياً:** حالة من عدم التوازن في المجتمع، تظهر عندما تكون الوسائل المشروعة لتحقيق الأهداف والقيم الثقافية غير متاحة بصورة عادلة أمام الجميع، فهي تشير بذلك إلى فشل المعايير الاجتماعية على ضبط نشاط أعضاء المجتمع.

السياسة الاجتماعية، عناصرها، محدداتها و معوقاتها:

في أي عقد إجتماعي؛ ينشأ اتفاق بين الحكومة والدولة على الحقوق والواجبات المقبولة لتعزيز المصالح المشتركة، حيث يقوم المواطنون بتقديم دعمهم للحكومة من خلال الضرائب وبذل الجهود لكل ما فيه مصلحة لبلادهم، وبالمقابل تحصل الحكومات على الشرعية عن طريق حماية حقوق الشعب ومن خلال السياسات العامة التي تقدم له الفائدة، ولكن إذا ما تمّ وضع السياسات من مجموعاتٍ ونخبٍ ذات نفوذ وغير ذات اختصاص، فإن ذلك سيجعل الحكومة متحيزة وغير مسؤولة اتجاه المواطنين، ويمكن هنا أن تكون السياسات الحكومية غير الفعّالة الشرارة لانهيار الدولة وتفشّي الظواهر الاجتماعية الخطيرة، حيث أن نقص الفرص والاستبداد واللامساواة العامة والإقصاء والحرمان وغياب العدالة الاجتماعية يزيد من احتمال فقدان الدولة لشرعيتها وسحب دعم المواطنين لها، مما يؤدي بالتالي إلى التفكك الاجتماعي وتفشي "الأنومي". فالسياسة الاجتماعية إذن أداة تعتمدها الحكومات لتنظيم وإكمال مؤسسات السوق والهياكل الاجتماعية، والتي يُقصد بها الخدمات الاجتماعية مثل التعليم والصحة والوظيفة والأمن الاجتماعي، وإعادة التوزيع والحماية والعدالة وهي مصدر قوة البلدان (أبو المعاطي، 2003).

عناصر السياسة الاجتماعية:

الأجزاء التي تتكون منها السياسة الاجتماعية هي كالتالي :

- **الأيدلوجية السائدة في المجتمع**:

ويقصد بالأيدلوجية "الأفكار المذهبية التي يعتنقها المجتمع"، وهي الفلسفة الموجِّهة لسلوك المجتمع بكافة أطيافه وقطاعاته وأجهزته، وهي خليط من التراث الثقافي والاجتماعي والحضاري.

- **الأهداف الإستراتيجية البعيدة**:

وتمثّل الأهداف الإستراتيجية غاياتٍ لتحقيق وزيادة معدل رفاهية المجتمع؛ كتحقيق الوحدة الوطنية والسلام الاجتماعي، وتوفير المسكن وفرص التعليم وتحقيق الأمن الغذائي، ومبدأ تكافؤ الفرص والعدالة وتهيئة فرص العمل، وتوفير كافة أساليب الرعاية للأطفال بوصفهم صناع المستقبل، وذلك من خلال التنشئة الاجتماعية السليمة. ويعتبر تحديد الأهداف البعيدة عنصرًا أساسيًا في السياسة الاجتماعية (السروجي،2004).

وعند تحديد الأهداف الإستراتيجية البعيدة لا بد من مراعاة عدة اعتبارات، أهمها:

1. الاستقرار النسبي: وهو لا يعني بطبيعة الحال الجمود، وإنما التمتع بالمرونة الكافية التي تسمح بالمراجعة دون التأثير على الاستقرار.
2. الوضوح والتحديد الدقيق بلا تناقض.
3. الإعلان الصريح على كافة المستويات؛ لتكون الأهداف معلنة معروفة، حيث أنها توضح الإطار المرجعي الذي سيعمل في نطاقه الجميع.

- **مجالات العمل وقطاعات النشاط** :

تتضمن السياسة الاجتماعية ميادين العمل الاجتماعي وقطاعاته والفئات المستفيدة منه، وعليه يمكن النظر إلى مجالات السياسة الاجتماعية من خلال المحاور التالية:

أ. الاستراتيجي: حيث تتضمن مجالات العمل: المجال العلاجي لعلاج المشكلات، والمجال الوقائي للعمل على رعاية الفئات الأكثر احتياجًا، والمجال التنموي بالعمل بناء القدرات والإمكانيات الذاتية حتى يكون النمو والتقدم ذاتيًا.

ب. الجغرافي: يجب أن تمتد مجالات العمل لكل المواقع التي يعيش فيها الإنسان سواء في المدن أو الريف.

ج. الفئوي: وتشمل مجالات العمل مع الأسرة والطفولة والشباب والمرأة والمسنين والمعاقين.(أبو المعاطي، 2003)

- **الاتجاهات العامة:**

ويقصد بها الأسس والقواعد التي تعتبر معالم أو خارطة طريق للعمل وتحديد أبعاده (السروجي، 2004).

نظرية "الأنومي" والبناء الاجتماعي عند "إميل دوركهايم":

يعرّف "دوركهايم" "الأنومي" بأنها "حالة أو شرط مجتمعي تكون فيه المعايير غير قادرة أو فاعلة في تنظيم السلوك الإنساني، أي أنها تصاب بالاضطرابات أو عدم المقدرة على القيام بوظائفها". ويشير "دوركهايم" أيضًا إلى أن "الأنومي" تنتج من التعارض بين الطموحات الإنسانية ومقدرة الناس على تحقيق تلك الطموحات (الوريكات، 2015: 146).

وظهر مصطلح "الأنومي" لأول مرة في القرن السادس عشر، إلاّ أن استخدامه بصورة واضحة المعالم في علم الاجتماع كان على يد العالم الفرنسي "إميل دوركهايم" الذي إستخدمه لأول مرة في كتابه "تقسيم العمل في المجتمع" (1893)، ليصف حالة من اللامعيارية تسود المجتمع؛ وذلك عندما تعرّض للنتائج السيئة لتقسيم العمل، وأثرها على درجة تكامل التنظيم الاجتماعي، ومايسود المجتمع من اضطرابات وتفكك. ويربط "دوركهايم" "الأنومي" كحالة مرضية بظهور التضامن العضوي، إذ يؤدي التضامن العضوي[70] (الوريكات،2004) إلى انعزال الأفراد عن بعضهم البعض، واستغراقهم في أنشطتهم الفائقة التخصص. وهنا يفقد الأفراد بسهولة الشعور بأن هناك هدفًا مشتركًا يربطهم بمن يعملون معهم ويعيشون حولهم (السمري، 2011: 163-164).

ثم عاد "دوركهايم" واستخدم مصطلح "الأنومي" للمرة الثانية في كتابه الانتحار (1897) ليشير إلى حالة من اللامعيارية الأخلاقية، عندما يفتقر المجتمع إلى مجموعة القواعد والمعايير التي توضح للناس كيف يتصرفون تجاه بعضهم البعض، وهكذا فإن المجتمع يصبح أنوميًا إذا لم يعرف الأفراد متى يتخلون عن الصراع من أجل تحقيق النجاح، أو كيف يتعاملون مع الآخرين (Oslen،1965). وهذا يعني – في رأي "دوركهايم" - أن "الأنومي" ما هي إلاّ فشل المعايير

70 التضامن العضوي: مرحلة تمر بها المجتمعات الصناعية التي تشهد تطورًا هائلاً في كافة الميادين ، مما يعني مزيدًا من تقسيم العمل والمهام، وبالتالي جعل اعتماد الجماعات على بعضها أكثر وضوحًا، مما يزيد من التضامن والشعور الجمعي.

الاجتماعية والظروف المجتمعية التي تكون المعايير فيها غير قادرة على ضبط نشاط أعضاء المجتمع، أي أن الظروف المجتمعية لا تستطيع أن تقود الأفراد إلى مواقعهم المناسبة في المجتمع فيجدون صعوبة في عملية التكيف الاجتماعي، وهذا بدوره سوف يؤدي إلى الإحباط وعدم الرضا والصراع والانحراف. وقد وجد "دوركهايم" في دراسته هذه عن الانتحار أن الثورة الصناعية والتجارية عوامل أساسية في اللامعيارية، وبالتالي خلُص إلى نتيجةٍ مفادها أن "الأنومي" ظاهرة ملازمة للتضامن العضوي الناشيء عن تطور المجتمعات (الوريكات، 2015: 143).

ويضع "دوركهايم" الانتحار في أربع مجموعات مختلفة؛ أوّلها الانتحار الأناني؛ وهو الانتحار الذي يحدث نتيجة لتغلب أهداف الفرد الشخصية وغاياته الذاتية على الأهداف المجتمعية، وثانيها الانتحار الإيثاري؛ وهو الانتحار الذي تكون فيه قيم المجتمع مقدَّمة على قيم الشخص المُنتحر، وثالثها الانتحار القدري؛ وهو الانتحار الذي يكون نتيجة للتشدد والمبالغة في عمليات الضبط الاجتماعي والقوانين الصارمة والنظام المتسلط (العمر، 2004) ورابعها الانتحار اللامعياري أو "الأنومي"؛ والذي يقصد به الانتحار الذي ينشأ عن فترة تراخ اجتماعي وترهل أخلاقي وتسيب معياري في حالة مجتمعية حزينة في حياة أي مجتمع، تفقِد فيها المعايير الضابطة الموجهة لفكر الأفراد وسلوكهم قوتها وضبطها، وتفقد المؤسسات الاجتماعية سطوتها وتأثيرها، وتفقد الأخلاقيات المقبولة لونها ومذاقها، وهي حالة فوضى دينية وأخلاقية وفكرية (الساري،2004).

وعندما يعجز المجتمع عن ضبط سلوك أفراده، ويتركهم دون عقوبات وجزاءات تقليدية، يصل الفرد نتيجة ذلك إلى العيش بحالة يسودها الاضطراب، لأن المعايير التي تربط الفرد وتشعره بالولاء للجماعة وتعزز الضمير الاجتماعي لديه تصبح ضعيفة وغير قادرة على أداء مهامها الاجتماعية تجاه الأفراد، وفي هذه الحالة يكون الانتحار اختياريًا، يختاره الفرد دون ضوابط فيسبب الإرباك وعدم التوازن في الضوابط الاجتماعية. ويحصل التحلل من الضوابط الاجتماعية في حالات الكساد الاقتصادي والطفرة الاقتصادية والتضخم المالي، وعندما يحدث الخلل في المعايير الاجتماعية يصل الفرد إلى مرحلة التحرر من القيود الاجتماعية التي تضبط السلوك الاجتماعي للفرد، ويفقد القدرة على التكيف مع تلك المعايير وعلى الوقوف في وجه الأحداث القوية التي أخلت بالتوازن الذي كان سائداً من قبل (الضمور، 2014:90).

تطور نظرية "الأنومي" عند العالم الأمريكي "روبرت ميرتون":

تمكّن العالم "ميرتون" من جعل نظرية "دوركهايم" عن "الأنومي" نظرية أكثر اتساقًا وتنظيمًا، وذلك حينما وجّه الإنتباه إلى أنماط العلاقة بين الأهداف والقيم الثقافية، وبين الوسائل أو المعايير الاجتماعية المتاحة لتحقيق هذه الأهداف. وفي ضوء هذا التعديل استطاع "ميرتون" تفسير السلوك المنحرف في مجال البناء الطبقي، حيث ذهب إلى أن الصور المختلفة للسلوك المنحرف تنجم عن التفاوت أو عدم القدرة على تحقيق الأهداف بالوسائل المشروعة، وبذلك أعاد تعريف "الأنومي" بأنه "النتيجة المترتبة على الطريقة التي ينتظم بها بناء المجتمع"، وذهب إلى أن الانحراف عرض لبناء إجتماعي يتم في داخله تحديد الأهداف والطموحات من الناحية الثقافية، وتحديد الوسائل المقبولة اجتماعيًا وهما أمران منفصلان، أي ان الانحراف نتاج للأنومي (الجوهري وآخرون، 1974: 360).

وبالنسبة لـ"ميرتون"، يحافظ المجتمع المتكامل على التوازن بين البناء الاجتماعي - الوسائل المقبولة اجتماعيًا -، والثقافة - الأهداف المقبولة اجتماعيًا -، وبالتالي فإن "الأنومي" هي الشكل الذي يتخذه عدم التكامل الاجتماعي عندما يكون هناك عدم ارتباط بين الغايات الثقافية القيّمة والوسائل الاجتماعية الشرعية لتحقيق هذه الغايات (ايكرز و سيلرز، 2013 :228).

لقد لاحظ "ميرتون" أن هناك أهدافًا معينة يركّز عليها المجتمع بصورة قوية - كتحقيق النجاح المادي -، كما يركّز المجتمع على الوسائل المقبولة والمشروعة لتحقيق هذه الأهداف، ولكن عندما تمارس هذه الأهداف ضغوطًا قوية فإن مرحلة "الأنومي" تبدأ بالظهور، وذلك لأن الوسائل المشروعة غير متاحة بصورة عادلة أمام الجميع، وبالتالي يذهب الفرد للبحث عن وسائل أخرى ربما تكون غير مشروعة لتحقيق النجاح (السمري، 2011 : 175).

وبناءً على ذلك يمكن القول بأن نظرية "ميرتون" عالجت الانحراف الاجتماعي أكثر من موضوع الجريمة أو السلوك الجنائي، وهي نظرية عامة حيث أنها ترى أن المجتمع يؤكد على أهداف ثقافية بنائية من جهة، ومن جهة أخرى يضع الوسائل المقبولة والمشروعة لتحقيق أهدافه مثل التعليم والعمل وجمع المال. فـ"ميرتون" يرى أن الهدف الأساسي الأسمى في المجتمع الأمريكي - على سبيل المثال - هو المال وبالتالي فإن أي سلوك لا يحترم هذه القيمة الثقافية هو سلوك منحرف، وعندما يواجه الشخص ضغوط البناء الاجتماعي وضغوط النجاح والتقدم وتحقيق الأهداف، تظهر مرحلة "الأنومي".

وهكذا نجد "ميرتون" قد إختلف مع "دوركهايم" في تفسيره للانحراف، ففي حين يرى "دوركهايم" أن الإنسان لديه رغبات غير محدودة بشكل طبيعي وهو يتوق إلى تحقيقها وبذلك لابد من ضبطه اجتماعيًا، نجد "ميرتون" يرى أن الظروف الاجتماعية تضع ضغوطًا متباينة على الأفراد تبعًا للبناء الاجتماعي، وبما أن الأفراد يحتلون مواقع متباينة أيضًا فلا بد أن يتكيفوا أو يستجيبوا بشكل مختلف، أما فيما يتعلق بالرغبات التي تحدث عنها "دوركهايم" فنجد "ميرتون" يرى أنها ذات منشأ إجتماعي (الوريكات،2015:149).

أنماط التكيف لضغوط البناء الاجتماعي عند "ميرتون" :

قبل الحديث عن أنماط التكيف لضغوط البناء الاجتماعي والتي قد تؤدي إلى الانحراف عن القيم الاجتماعية، لابد من التنويه لمسألتين مهمتين؛ أولاهما: أن الوسائل المشروعة ليست بالضرورة هي الوحيدة لتحقيق أهداف المجتمع، فهناك دائمًا وسائل غير مشروعة قد تكون أكثر فعالية ومتوافرة. وثانيتهما: أن كثيرين ممن تحدثوا عن "ميرتون" استخدموا مثاله عن المال كهدف أسمى في المجتمع الأمريكي، ولكن "ميرتون" استخدمه كمثال فقط على النجاح، ومما يدعم هذا القول أن المجتمع الأمريكي ليس مجتمعًا متجانسًا، وفيه طبقات وشرائح اجتماعية قد ترى النجاح في أمور أخرى غير جمع المال، ولكن التأكيد على النجاح بمعنى بلوغ الأهداف وتحقيقها يستجيب له الناس بطرق مختلفة لضغوط البناء الاجتماعي (Merton، 1964: 213-242).

وعلى الرغم من أن "ميرتون" قد عرض مناقشته للقوى التي تخلق "الأنومي" في المجتمع الأمريكي على المستوى البنائي الكلي، فقد اقترح أيضًا أن السلوك الفردي يتأثر بالثقافة والبناء الاجتماعي. وقد حدد خمسة أنماط بديلة ممكنة منطقيًا في التأقلم والتكيف من قِبل الأفراد للظرف الاجتماعي للأنومي (Merton،1938). هذه الأنماط الخمسة هي:

1) الامتثال: وهي الاستجابة الامتثالية الأكثر شيوعًا؛ حيث يقبل الفرد الأمر الواقع ويستمر في السعي لتحقيق النجاح ضمن الوسائل التقليدية المقيدة والمتاحة.
2) الاختراع: وهي الاستجابة الانحرافية الأكثر شيوعًا؛ حيث يحافظ فيها الفرد على الالتزام بالأهداف الناجحة، ولكنه يستعمل ويستغل الوسائل غير المشروعة في تحقيقها. وتقع غالبية الجُنَح والجرائم خاصة الجرائم المدرة للدخل في هذا النمط من التأقلم.
3) العصيان: والذي يرفض فيه الفرد النظام كلّيًا؛ الوسائل والأهداف على حد سواء، ويُحِلّ محلهما أهدافًا ووسائل جديدة، مثل الاستبدال العنيف للنظام.
4) الانسحاب: والذي يشير إلى استجابة الهروب، حيث يصبح الشخص المنسحب اجتماعيًا مستسلمًا فاقدًا الأمل في الوسائل والأهداف على حد سواء، وفي الجهد لتحقيقهما. وضمن هذا النمط يُدرِج "ميرتون" المدمنين على الكحول وعلى المخدرات، والمتشردين والمرضى العقليين.
5) الطقوسي: والذي يتوقف فيه الفرد عن الكفاح من أجل التقدم، ويركز على الإبقاء على القليل الذي تم تحقيقه من خلال الالتزام الشديد بالمعايير (ايكرز وسيلرز،2013: 229).

البنائية الوظيفية في دولة الإمارات العربية المتحدة:

تنطلق البنائية الوظيفية في دولة الإمارات العربية المتحدة من خلال نظرتها إلى المجتمع كبناء مستقر وثابت نسبيًا، يتألف من مجموعة عناصر متكاملة مع بعضها، يؤدي كل منها وظيفة إيجابية يخدم من خلالها البناء العام، وجميع عناصر هذا البناء تعمل في إطار من الاتفاقات المشتركة والإجماع القيمي، ويمكن متابعة استخدام مفهوم القوة وانعكاساته على المعنى في البنائية الوظيفية، من خلال أبرز أعلامها من مثل "تالكوت بارسونز"، و"روبرت ميرتون"، ومن ثم الوظيفية الجديدة عند "جفري الكسندر" (شتا، 1993).

وقد ظهرت البنائية الوظيفية بصورة واضحة وبشكل علمي في كتابات "هربرت سبنسر" في مجال تشبيه المجتمع بالكائن العضوي، فكان "سبنسر" يؤكد دائمًا وجود التساند الوظيفي والاعتماد المتبادل بين نظم المجتمع في كل مرحلة من مراحل التطور الاجتماعي. والغاية التي كان يهدف إليها هي إيجاد حالة من التوازن تساعد المجتمع على الاستمرار في الوجود. وكان "سبنسر" أيضًا يتصور المجتمع على أنه جزء من النظام الطبيعي للكون، وأنه يدخل في تركيبته؛ لذا يمكن تصوّره كبناء له كيان متماسك.

هذا وقد بلغت الفكرة الوظيفية ذروتها في تفكير "إميل دوركهايم"، وبخاصة في مواجهة موضوع الحقائق الاجتماعية التي تمتاز بعموميتها وقدرتها على الانتقال من جيل لآخر، وقدرتها على فرض نفسها على المجتمع. واعتبر أن النظم الموجودة في المجتمع من سياسية واقتصادية وقانونية وغيرها، تؤلف بناءً له درجة معينة من الثبات والاستمرار (شتا، 1993).

ويرى "راد كليف براون" أن علاقة النظم بالبناء علاقة ذات شقّيْن (تيماشيف، 1997):

أ. علاقة النظام بأفراد الجماعة داخل البناء الاجتماعي.

ب. علاقة النظام بسائر النظم الأخرى التي تتعلق بالنسق وبالبناء الاجتماعي.

فمثلاً؛ يتألف النسق القرابي من عدد من النظم المتعلقة به؛ كنظام التوريث والنظام الأبوي والنظام الأموي وهكذا، ومن مجموعة الأنساق القرابية والاقتصادية والسياسية والعقائدية وغيرها (تيماشيف، 1997).

تفشّي ظاهرة "الأنومي" في المجتمع الأردني وسيادة التكيف الانسحابي على التكيف الابتكاري (رؤية سسيولوجية تحليلية لأحد مجتمعات "الأنومي"):

لأن المجتمع الأردني جزء لا يتجزأ من الكيان العربي، فضلاً عن موقعه الجغرافي الذي يصله بسوريا ولبنان شمالاً، والعراق شرقًا وفلسطين غربًا، كانت المملكة الأردنية الهاشمية الأكثر تأثّرًا بمجريات الأحداث الأخيرة – والتي يمكن تسميتها مرحلة " آفة الأنومي العربية"، وربما كان احتضان المملكة لعدد كبير من اللاجئين وبالتالي زعزعة الاقتصاد الداخلي والأمن المجتمعي، ونشوب الخلافات السياسية، بالإضافة إلى عوامل داخلية وخارجية متداخلة نتجت عن مجريات ما يسمى بـ"الربيع العربي"، كل تلك المعطيات مع غياب الخطط التنموية الإصلاحية، واستحداث سياسات إجتماعية، كانت عاملاً رئيسًا ومحفزًا لتفشي آفة "الأنومي" في المجتمع الأردني قبل أكثر من عشر سنوات تقريبًا، كما تشير إلى ذلك دراسة (الضمور، 2013).

ونتيجة لمرور المجتمع الأردني بحالة من عدم الاتزان في القطاعات الاقتصادية والثقافية والإجتماعية والقانونية - مجتمعة أو على عدة مراحل - دون توظيف خطط الإصلاح المناسبة للحد من الأزمة، دخل المجتمع - ومع مرور الزمن – في دوامة تفشّي "الأنومي" كمرض اجتماعي أو حالة من اللامعيارية تتمثل في الصراع بين رغبة الفرد في تلبية احتياجاته الأساسية وبين الوسائل المتاحة له لإشباع تلك الإحتياجات. وقد يكون "الأنومي" أيضًا حالة من اللامعيارية الأخلاقية كما في "الانتحار"، تلك الظاهرة الآخذة بالإزدياد في المجتمع الأردني بناءً على التقارير الإحصائية الجنائية الصادرة عن مديرية الأمن العام/ إدارة المعلومات الجنائية للفترة من 2000-2009 (الضمور، 2013).

وفي المجتمع الأردني، تتمثل إستجابات "ميرتون" للتكيف مع الأنومي بالأنماط التالية:

1) الاستجابة التوافقية: والتي تُعد نمطًا سويًّا من الاستجابة؛ حيث يتقبل الأفراد قيم المجتمع ومعاييره ولا يشكلون أي خطر عليه أو على أنفسهم. وغالبية أفراد هذه الفئة هم من الطبقات العليا.
2) التكيف الابتكاري: والذي يتمثل في استجابة وتقبل الأفراد للتغير والقيم السائدة في المجتمع، ولكنهم يصطدمون بأن الوسائل المشروعة لتحقيق القيم غير متاحة، وبالتالي يبحثون عن وسائل بديلة لتحقيق القيم التي ينادي بها المجتمع. وهذه الوسائل البديلة قد تكون مقبولة أو مرفوضة من المجتمع. هؤلاء قِلّة في المجتمع الأردني، ومعظمهم من أبناء الطبقة الوسطى.
3) التكيف الشعائري: ويمثل النمط الأكثر انتشارًا في المجتمع الأردني. ويتسم بالاستسلام مقرونًا بالرفض لقيم المجتمع السائدة؛ حيث أن ذلك الرفض لا يطرح قِيَمًا بديلة. والأفراد في هذا النوع من التكيف لا يسعون إلى تحقيق أي طموح إجتماعي، مع التزامهم في الوقت نفسه بمعايير تحقيق قيم المجتمع ووسائله المشروعة، فهم يؤمنون بالوسيلة مع رفضهم الأهداف.
4) التكيف الانسحابي: وهو النمط الأخطر الذي بدأ يظهر مؤخرًا وباضطراد في المجتمع الأردني، مما يُنذر بالخطر. ويعرَّف بأنه "رفض الأفراد قيمَ المجتمع ومعاييره، ورفضهم كذلك الوسائلَ التي تحقق تلك القيم حتى لو كانت الوسائل متاحة للجميع بصورة عادلة". ويعيش الأفراد الانسحابيون منعزلين عن المجتمع. هذا ويمثل إدمان المخدرات والمشروبات الكحولية، وارتفاع نسبة الانتحار "الأنومي"، وانتشار جرائم الإغتصاب وهتك العِرض، وحتى العمليات الإرهابية الفردية صورًا للاستجابة الانسحابية، والتي بدأت مؤخرًا بالظهور بشكل أكبر في المجتمع الأردني، ذلك بالطبع دون إغفال العوامل النفسية والبيئية، وتبعات الحداثة ورموزها.
5) الاستجابة التمرّدية: يرفض خلالها الأفراد قيم المجتمع ومعاييره رفضًا قاطعًا، مع إيجاد قيم بديلة ومعايير أخرى، وذلك كمحاولة لتغيير البناء الاجتماعي والبناء الثقافي للمجتمع. وتمثل الثورات أصدق نموذج لذلك. وربما نسي "ميرتون" ملاحظة أنَّ بعض الأفراد يمرون خلال فترة زمنية ليست قصيرة بأكثر من نمط بتسلسل وتدرّج، ليصلوا في النهاية إلى النمط التمردي.

ويعد دخول المجتمع الأردني في مرحلة "ماقبل الاحتضار" - وهي المرحلة المتوسطة في "الأنومي" وليست أشدها - إنذارًا للحكومات والمنظمات ومؤسسات المجتمع المدني ومؤسسات التنشئة الاجتماعية وكل من يملك القدرة على إحداث تغيير سريع ومُحكم في نفس الوقت، للخروج من هذه الأزمة الخطرة بوضع الخطط الإصلاحية المناسبة والسياسات الاجتماعية التي توقف أو تحدّ من هذه الظاهرة قدر المستطاع قبل دخول المجتمع إلى مرحلة " الاحتضار"، والحذر في أنه إذا تمَّ التأخر في إحداث هذا التغيير الإيجابي المطلوب في الوقت المناسب، أو إهمال رفع مستوى الضبط الداخلي والخارجي عند الفرد، والتساهل في اقتراح الخطط الإصلاحية البديلة وتطبيقها خلال الفترة القريبة المقبلة – خلال الخطة الخمسية المقبلة على سبيل المثال - فإن المجتمع الأردني سيدخل في مرحلة الاحتضار – لا قدّر الله.

كيف نحد من تفشّي ظاهرة "الأنومي"؟ (سياسات اجتماعية تفردت بها دولة الإمارات العربية المتحدة عن محيطها العربي)

مما لاشك فيه أنَّ أي دولة تستظل بتشريعات وقوانين تحميها، وتضع سياساتها الاجتماعية بناءً على جملة من القوانين والمعايير التي تراعي الكرامة الإنسانية والحق الإنساني، ستكون قادرة على حماية مجتمعها وتوفير الرعاية الاجتماعية التي ترقى به إلى المستوى المطلوب، بعيدًا عن الظواهر المرافقة للمشكلات الاجتماعية. وفي دولة الإمارات العربية المتحدة حرصت الحكومات المتعاقبة على أن تكون السياسات الاجتماعية مستندة إلى تشريعات ودستور الدولة، مع الحرص على الابتكار، والتأسّي بنماذج مثالية مستوردة، وبكل ما هو جديد ومعاصر ويلبي احتياجات الدولة وأفرادها، ويحقق الأمن والسلام والطمأنينة لجميع أفرادها.

ولكن هناك مجموعة من السياسات التي تميزت بها دولة الإمارات والتي كان لها دورًا كبيرًا وفعالاً في الحفاظ على أمن واستقرار البلاد. وفي الدراسة الحالية سنركز على عدد من هذه السياسات، ونحلل أهم ماجاء فيها، والفئات التي استهدفتها، وكيف لعبت دورًا كبيرًا في الحفاظ على توازن المجتمع وفي الحد من تفشّي ظاهرة "الأنومي" في المجتمع، مركزين على أهم أهدافها. علمًا بأن بعضًا من هذه السياسات لا يحتاج إلى دعم اقتصادي كبير، ويمكن تطبيقه في عدد كبير من البلدان العربية التي تعاني من تفشّي "آفة الأنومي".

- **مشروع صندوق المعسرين (مؤسسة حميد بن راشد النعيمي الخيرية):**

نظرًا للإقبال الكبير من مراجعي مؤسسة حميد بن راشد النعيمي الخيرية من فئة المديونين والمعسرين وفئة ذوي الدخل المحدود من مواطني الدولة، تم تأسيس صندوق للمعسرين بدعم من المحسنين ورجال الأعمال والمؤسسات والجمعيات العاملة بالدولة. ومن أهم أهداف هذا المشروع:

- تخفيف العبء المادي عن الأسرة المستحقة.
- مساعدة المواطن المحتاج.
- المساهمة في تسديد جزء من مديونية المواطن.
- توطيد الصلة بين المؤسسة والمواطن.
- توطيد الصلة بين المؤسسة ورجال الأعمال والجهات الداعمة للمشروع.

وقد أصدر صاحب السمو الشيخ حميد بن راشد النعيمي عضو المجلس الأعلى حاكم عجمان، المرسوم الأميري رقم (3) لسنة 2017 بشأن تعديل أوضاع مؤسسة حميد بن راشد النعيمي الخيرية، وضمان استمرار المؤسسة في مزاولة أعمالها في إمارة عجمان كمؤسسة خيرية أهلية رائدة تعمل وبالتعاون مع الجهات المعنية في الدولة وفي الإمارة في مجالات توفير العون لمستحقيه وإنفاق الأموال في أعمال البر والإحسان المتنوعة من مقرها الرئيس في مدينة عجمان، ومن أي فروع أو مكاتب تابعة لها أو متعاونة معها خارج المدينة، متى كان ذلك ضرورياً وملائماً لتحقيق أهدافها الخيرية والإنسانية [71].

- **صندوق معالجة ديون المواطنين المتعثرة:**

أمر صاحب السمو الشيخ خليفة بن زايد آل نهيان رئيس الدولة - حفظه الله - في إطار انشغاله بقضايا وهموم أبنائه المواطنين والمواطنات بإنشاء صندوقٍ خاص برأس مال يبلغ عشرة مليارات درهم، بحيث يتولى هذا الصندوق دراسة ومعالجة قروض المواطنين المتعثرة، وإجراءٍ تسويات للقروض الشخصية المستحقة عليهم، وذلك بالتنسيق مع المصرف المركزي والمصارف الدائنة في الدولة.

وقد أصدر سمو الشيخ منصور بن زايد آل نهيان نائب رئيس مجلس الوزراء وزير شؤون الرئاسة - حفظه الله - قرارًا لاحقًا بتشكيل لجنة عليا لصندوق معالجة ديون المواطنين المتعثرة، تتولى تنفيذ قرار صاحب السمو الشيخ خليفة بن زايد آل نهيان رئيس الدولة - حفظه الله - بإنشاء صندوق لمعالجة ديون المواطنين المتعثرة. وينص قرار سمو نائب رئيس مجلس الوزراء على أن تتشكل اللجنة العليا برئاسة ممثل وزارة شؤون الرئاسة وعضوية ممثل عن كل من: ديوان سمو ولي عهد إمارة أبوظبي، ودائرة مالية أبوظبي، والمصرف المركزي، ودائرة القضاء في إمارة أبوظبي.[72]

- **قانون ذوي الإحتياجات الخاصة (أصحاب الهمم) (2006م):**

[71] صحيفة الاتحاد – تاريخ النشر 26 يناير 2017 (http://www.alittihad.ae/details.php?id=5229&y=2017) retrieved on 10.08.2017

[72] عبدالله الجبلي: إنجازات حضارية غير مسبوقة.. ونموذج فريد في التلاحم الوطني(http://wam.ae/ar/print/1395239503554)

استمد هذا القانون شرعيته من التشريعات والقوانين الدولية والإقليمية التي تؤكد على أهمية النظر إلى الإنسان المعاق ضمن معيار الإنسان العادي من حيث الحقوق والواجبات وإتاحة الفرص كافة له للاستفادة من البرامج والخدمات التربوية والتعليمية. وتعتبر دولة الإمارات من الدول الأولى في هذا المجال، وتتفرد به عن العديد من المجتمعات العربية الأخرى.

وينص قانون ذوي الإحتياجات الخاصة (2006م) على الحقوق والرعاية والفرص المتساوية لذوي الإحتياجات الخاصة في مجالات التعليم والرعاية الصحية والتدريب والتأهيل، ويهدف إلى ضمان حقوقهم وتوفير جميع الخدمات لهم في حدود قدراتهم وإمكانياتهم. كما وينص أيضًا على توفير "كوتا" غير محدودة لذوي الإحتياجات الخاصة في الوظائف في القطاعين العام والخاص، وتسهيل وصولهم إلى المباني الحكومية والمساكن، كما يركّز على دمج ذوي الإحتياجات الخاصة في المدارس العامة والخاصة وتقديم مزايا التقاعد، ما يسمح لهم بالتقاعد قبل نظرائهم من الأشخاص الأسوياء، وهذا يدل على حرص السياسات الاجتماعية في دولة الإمارات من خلال قوانينها في الحفاظ على تكافؤ الفرص وتحقيق العدالة الاجتماعية واستغلال طاقات هذه الفئة واستثمارها، وجعلهم أفرادًا منتجين ذوي منفعة كبرى للمجتمع.[73]

- **مؤسسة مبادرات محمد بن راشد آل مكتوم:**

"مبادرات محمد بن راشد العالمية" هي مؤسسة تنموية مجتمعية إنسانية تهدف في المقام الأول لصنع الأمل وبناء المستقبل للإنسان أينما كان. وتتميز المؤسسة بطابعها المتكامل في تلبية احتياجات الناس والمجتمعات، سواء أكانت هذه الاحتياجات أساسية كالماء والغذاء والدواء، أو معرفية كالتعليم والثقافة، أو مجتمعية كنشر التسامح وتعزيز التلاحم المجتمعي، أو مستقبلية كدعم أحلام الشباب ورواد الأعمال واحتضان المبتكرين واستشراف المستقبل من أجل بناء غد أفضل للإنسان. وانطلقت مؤسسة "مبادرات محمد بن راشد آل مكتوم العالمية" بتاريخ 4 أكتوبر 2015 تجسيدًا لرؤية صاحب السمو الشيخ محمد بن راشد آل مكتوم في مجال العمل الإنساني والتنموي والمجتمعي الهادف إلى تغيير واقع العالم العربي. وتضم المؤسسة أربعة قطاعات هي: مكافحة الفقر والمرض، ونشر المعرفة، وتمكين المجتمع، والابتكار كأداة أساسية لتحسين حياة البشر. وتسعى المؤسسة إلى تحقيق التكامل والتنسيق بين المبادرات الإنسانية والتنموية والاجتماعية التي كان سموه قد رعاها وأطلقها على مدى السنوات الماضية، وذلك بهدف تعظيم أثرها ومضاعفة طموحها وتوحيد أهدافها ورؤاها بما يتناسب مع تحديات المرحلة التي يمر بها عالمنا العربي والعالم ككل.

- **مبادرة صناع الأمل:**

بتاريخ 28 فبراير 2017، أطلق صاحب السمو الشيخ محمد بن راشد آل مكتوم نائب رئيس دولة الإمارات رئيس مجلس الوزراء حاكم دبي مبادرة "صناع الأمل" لتكريم جنود الخير المجهولين الذين يعملون من أجل صالح الإنسانية بعيدًا عن الأضواء، والاحتفاء بومضات الأمل في الوطن العربي الذين يعملون من خلال مشاريعهم ومبادراتهم الإنسانية والمجتمعية إلى نشر الأمل وتقديم المساعدة للناس في شتى المجالات. وكان الهدف المعلن للمبادرة استقصاء أكثر من عشرين ألف "قصة أمل" من مختلف أنحاء العالم العربي، تختلف ظروفها ووقائعها وأسبابها ونتائجها لكنها تلتقي جميعها تحت هدف واحد، يتمثل في شعار "اصنع أملاً.. اصنع فرقًا"، بحيث يكون الأمل الذي يغرسه أصحاب هذه المبادرات في مجتمعاتهم قد نجح في إحداث فرق – أيًّا كان حجمه – نحو الأفضل[74].

- **مبادرة محمد بن راشد آل مكتوم "تحدي القراءة":**

أطلق صاحب السمو الشيخ محمد بن راشد آل مكتوم، نائب رئيس الدولة رئيس مجلس الوزراء حاكم دبي «تحدي القراءة العربي» أكبر مشروع عربي لتشجيع القراءة لدى الطلاب في العالم العربي في عام 2015م، وذلك عبر التزام أكثر من مليون طالب بقراءة خمسين مليون كتاب خلال عامهم الدراسي. ويهدف «تحدي القراءة العربي» إلى تشجيع القراءة بشكل مستدام ومنتظم، عبر نظام متكامل من المتابعة للطلاب طوال العام الأكاديمي، إضافة إلى مجموعة كبيرة من الحوافز المالية والتشجيعية للمدارس والطلاب والأسر والمشرفين المشاركين من جميع أنحاء العالم العربي.

وتبلغ القيمة الإجمالية للحوافز ثلاثة ملايين دولار - نحو أحد عشر مليون درهم -، ويشمل التحدي أيضًا تصفيات على مستوى الأقطار العربية، وتكريمًا لأفضل المدارس والمشرفين، وصولاً إلى إبراز جيل جديد متفوق في مجال الاطلاع والقراءة وشغف المعرفة [75].

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[73]"اتفاقية حقوق الأشخاص ذوي الإعاقة"، الجمعية العامة للأمم المتحدة، 2006 ،وثيقة رقم 611/61.

[74] https://www.arabhopemakers.com/hope-makers محمد بن راشد: تحدي القراءة العربي هو صناعة أمل

[75] محمد بن راشد: تحدي القراءة العربي هو صناعة أمل: http://www.alittihad.ae/details.php?id=12719&y=2017

وقال صاحب السمو الشيخ محمد بن راشد آل مكتوم بهذه المناسبة: "العالم العربي اليوم يمر بأزمة قراءة ومعرفة، والأرقام التي نسمعها في هذا المجال صادمة. نحن من أقل المناطق في العالم من حيث القراءة، ونتائج ذلك التأخر المعرفي، نراه كل يوم في التأخر الحضاري والفكري لمنطقتنا، وهذا التحدي اليوم هو خطوة أولى نتمنى أن يكون لها تأثيرها على المدى البعيد في إصلاح هذا الخلل" .

وأضاف: "القراءة هي مفتاح المعرفة، والمعرفة هي مفتاح النهضة الحضارية، وتعزيز الانفتاح المعرفي والثقافي يبدأ من الطفولة، وغرس حب القراءة في نفوس الصغار هو غرس لأسس التقدم والتفوق لبلداننا" [76].

قلبت هذه المبادرة جميع الموازين ومؤشرات القراءة في الوطن العربي إلى الأعلى بشكل سريع وفعّال، مما يثبت أنّ الشباب العربي يحتاج إلى مبادرات بنّاءة ليبدع ويظهر تفوقه، فقد قرأ طلبة المدارس في الوطن العربي ملايين الكتب خلال سنة دراسية واحدة، ولو تأملنا في الأمر لعلمنا أننا أمة تقرأ وليس كما يقول عنّا أعداؤنا الذين يريدون إحباطنا وإدخالنا في مرحلة العجز، لكن مع مبادرات صاحب السمو الشيخ محمد بن راشد آل مكتوم فإنّ النهوض بالأمة صار سهلاً ميّسرًا.

- **وزارتيْ السعادة والتسامح:**

في سلسلة تغريداتٍ له عبر حسابه الرسمي بموقع التواصل الإجتماعي "تويتر"، أعلن نائب رئيس دولة الإمارات العربية المتحدة، رئيس مجلس الوزراء وحاكم دبي الشيخ محمد بن راشد آل مكتوم استحداث منصبيْن جديديْن تحت مسمى "وزير الدولة للسعادة ووزير الدولة للتسامح"، وذلك حرصاً منه على ترسيخ هاتين القيمتيْن وبشكل رسمي في مجتمع الإمارات. ووصف سموه هذا الحدث بأنه تغيير هيكلي في الحكومة الاتحادية استعدادًا لمرحلة قادمة من التنمية في دولة الإمارات العربية المتحدة، وقال سموه معقّبًا على ذلك: "لقد استحدثنا منصب وزير دولة للسعادة، مهمته الأساسية مواءمة كافة الخطط للدولة وبرامجها وسياساتها لتحقيق سعادة المجتمع[77]."

وتُعد هذه السياسة التي تفرَّدت بها دولة الإمارات العربية المتحدة، الأولى من نوعها من خلال تسمية الحكومة وزيرًا متخصصًا في سبيل تحقيق سعادة المجتمع وغرس التسامح كقاعدة أساسية قامت عليها الدولة، وترتكز قيمها على الدين الإسلامي وعلى دستور الدولة وعلى إرث المغفور له بإذن الله الشيخ زايد بن سلطان آل نهيان. ولهذا تقف اليوم دولة الإمارات إلى جانب مصاف الدول الأولى عالميًا في ضربها مثلاً يُحتذى به في التعايش والتسامح، وفي صياغة سياساتها القائمة على الوسطية والاعتدال واحترام الآخر مهما اختلفت المعتقدات والديانات، وإيمانها بأن البشر مهما اختلفوا لهم حق العيش بسلام.

- **يوم السعادة والتسامح:**

تحتفل دولة الإمارات والعالم بيوم السعادة العالمي في العشرين من مارس/آذار من كل عام، احتفالاً بما حققته من إنجازات في جميع المجالات؛ وبخاصة توفير الأمن والأمان لكل من يقطنها، وذلك بفضل الله أولاً، ومن ثَمّ جهود ومتابعة القيادة الرشيدة وعلى رأسها صاحب السمو الشيخ خليفة بن زايد آل نهيان، رئيس الدولة، حفظه الله، حيث تصدرت الإمارات عربيًا قائمة مؤشر السعادة العالمي لثلاثة أعوام متتالية 2014 و2015 و2016، من خلال تحقيقها أعلى معدلات النمو الاقتصادي، ورفع مستويات الخدمات الاجتماعية.[78]

- **المسرّعات الحكومية:**

أصدر مجلس الوزراء الإماراتي في اكتوبر من العام 2016 قرارًا بإنشاء "المسرّعات الحكومية"، وهي آلية عمل حكومية جديدة تهدف إلى تسريع تحقيق الأجندة الوطنية لرؤية "الإمارات 2021". وقال صاحب السمو الشيخ محمد بن راشد آل مكتوم: "وجهنا بإنشاء أول مسرّعات حكومية على مستوى العالم، لدفع وتيرة العمل نحو تحقيق الأجندة الوطنية. نريد تكثيف الجهود وتسريع الخطى نحو المستقبل. أمامنا تحديات كثيرة والوقت هو التحدي الأكبر. لم يبق أمامنا سوى خمس سنوات على عام 2021"[79]

- **الوزارة الشابة:**

[76] محمد بن راشد يطلق " تحدي القراءة العربي" أكبر مبادرة عربية لتشجيع القراءة بإجمالي حوافز 11 مليون درهم See more - at: http://www.alkhaleej.ae/alkhaleej/page/aae990c6-5ef1-47d1-b860-0db26bc510e4#sthash.5A9e8zP0.dpufhttp://www.alkhaleej.ae/alkhaleej/page/aae990c6-5ef1-47d1-b860-0db26bc510e4

[77] خالدحداد: وزير للسعادة وآخر للتسامح في الإمارات http://motaded.net/show-7672723.html

[78] الإتحاد: الإمارات تحتفل بيوم السعادة العالمي اليوم http://www.alittihad.ae/details.php?id=16749&y=201

[79] وزارة شؤون مجلس الوزراء والمستقبل: المسرعات الحكومية https://www.mocaf.gov.ae

من المعلوم أنه عندما لا تثق الحكومات بقدرات شبابها وطاقاتهم، وتقوم بإستبعادهم - وهم الفئة الأكبر في المجتمعات - وتُجبرهم بطريقة أو بأخرى على الهجرة، وعندما يشعرون "بالاغتراب"، فإنها بذلك ستساهم في انحراف المجتمعات وعدم توازنها. يقول صاحب السمو الشيخ محمد بن راشد آل مكتوم – حفظه الله -: "علمتنا منطقتنا بأنَّ الحكومات التي أدارت ظهرها للشباب، وسدّت الأبواب أمامهم إنما سدّت أبواب الأمل لشعوب كاملة. نحن لا ننسى أن بداية التوترات في المنطقة – وما يسمى للأسف "الربيع العربي" - إنما كانت لأسباب تتعلق بتوفير فرص الشباب وبيئة يستطيعون من خلالها تحقيق أحلامهم وطموحاتهم" (آل مكتوم،2017 : 148).

وتفاديًا لذلك اعتمد صاحب السمو الشيخ خليفة بن زايد آل نهيان رئيس الدولة - حفظه الله - التشكيل الوزاري الجديد للحكومة الاتحادية الثانية عشرة التي أعلنها صاحب السمو الشيخ محمد بن راشد آل مكتوم، نائب رئيس الدولة، رئيس مجلس الوزراء، حاكم دبي – حفظه الله - مساء العاشر من فبراير 2016 ، والتي شهدت تغييرات هيكلية هي الأكبر في تاريخ الدولة من حيث هيكلها التنظيمي ووظائف وزاراتها الرئيسية، ورفدها بعدد كبير من وزراء الدولة للتعامل مع ملفات متغيرة. وشهدت الحكومة دخول ثمانية وزراء جدد إليها، خمسة منهم من النساء. ويبلغ متوسط أعمار الوزراء الجدد (38) عامًا فقط، حيث تبلغ أصغر الوزراء عمرًا (22) عامًا، وهي سعادة "شمة بنت سهيل المزروعي" وزيرة الشباب. كما شهدت الحكومة الجديدة إضافة وزراء للتسامح والمستقبل والشباب والسعادة والتغير المناخي، ورفد قطاع التعليم بوزيريْن جديديْن بالإضافة إلى الوزير الحالي، وتشكيل مجلس أعلى للتعليم لمتابعة شؤونه، بالإضافة إلى تشكيل مجلس للشباب ومجلس لعلماء الإمارات.[80]

- **هيئة الهلال الأحمر:**

هيئة الهلال الأحمر الإماراتي هيئة إنسانية تطوعية تقوم بدور مساند للسلطات الرسمية في أوقات السلم والحرب، تأسست بتاريخ 1983/01/31، ونالت الاعتراف الدولي بانضمامها إلى الاتحاد الدولي لجمعيات الهلال الأحمر والصليب الأحمر عام 1986.[81] ومن أبرز أهدافها:

- التوعية والتثقيف الصحي.
- إغاثة المنكوبين جرّاء الكوارث المختلفة.
- إقامة مشاريع لصالح الشرائح الاكثر حاجة للعون مثل الأرامل والايتام والمسنين وذوي الاحتياجات الخاصة.
- استقطاب الكفاءات للعمل التطوعي.
- التعريف بمبادئ القانون الانساني.

- **برنامج "عونك" للمواطنين والمقيمين:**

يجسّد البرنامج حرص الشيخ محمد بن زايد آل نهيان ولي عهد أبوظبي، القائد الأعلى للقوات المسلحة على تقديم كل أشكال الرعاية والإهتمام لجميع شرائح المجتمع وتوفير كل السبل لأبناء الوطن لمواصلة الرقي الذي تنعم به الدولة، ومن أبرز مبادراته:

- برنامج «عونك» الموجه لدعم أسر الشهداء من المواطنين.
- بطاقة التأمين الصادرة عن هيئة الصحة للمقيمين.
- ‘‘عونك’’ للتأهيل الاجتماعي للمتعافين من الإدمان بالرعاية اللاحقة.
- ‘‘عونك’’ لنقل ومساندة كبار السن.[82]

المناقشة والنتائج:

[80]البيان:رئيس الدولة يعتمد التشكيل الوزاري الجديد -http://www.albayan.ae/across-the-uae/news-and-reports/2016-02-10-1.257031

[81]موقع الهلال الأحمر الإحمر الإماراتي: من نحن-https://www.rcuae.ae
[Accessed 1 Aug. 2017]

[82]صندوق خليفة يطلق برنامج "عونك "لدعم أسر الشهداء-http://24.ae/article/185304
[Accessed 18 Aug. 2017]

للمتمعّن في نماذج السياسات الاجتماعية المُدرجة ضمن الدراسة – وهي جزء من سياسات الدولة وأبرزها - نلاحظ حرص الدولة على توفير المتطلبات الأساسية والهامة للسياسة الاجتماعية كما تطرقت لها الدراسة، ويظهر ذلك جليًّا من خلال تركيزها على ترسيخ الفكر الإيجابي– على سبيل المثال لا الحصر- عن طريق نشر ثقافة السعادة والتسامح، واستحداث وزارة خاصة بهما تُعنَى بتحقيق أعلى مستويات الرفاهية والسعادة والرضا الاجتماعي للمواطنين والمقيمين على أرضها. كما حرصت الدولة على توفير تكافؤ الفرص من خلال قانون ذوي الإحتياجات "أصحاب الهمم" وتمكينهم اقتصاديًا للوصول إلى الرضا الاجتماعي، وإلى تحقيق السعادة لذويهم، وهي أهداف تعد الأسمى للدولة. بالإضافة إلى حرص الدولة الإماراتية واهتمامها بدمج فئة الشباب في الحياة السياسية والمشاركة الاجتماعية من خلال الوزارة الشابة، حيث يقول الشيخ محمد بن راشد آل مكتوم في كتابه "تأملات في السعادة والإيجابية": " لدينا مئتا مليون شاب عربي، هم بين خيارين: أن يفقدوا الأمل بمستقبل أفضل وحياة أفضل ليصبحوا فريسة للفكر المتطرف ووقوداً للصراعات المذهبية والطائفية العرقية في منطقتنا، أو أن يكون لديهم أمل حقيقي في المستقبل وثقة كبيرة في حياة أفضل وطاقة إيجابية لصنع بلد أفضل" (آل مكتوم،2017: 106).

وتحقيقًا لرؤية الشيخ محمد بن راشد آل مكتوم المتمثلة في أنَّ الإيجابية تؤدي للسعادة وأن السعادة تولّد النجاح، قامت تجربة الإمارات منذ بدايتها على مبادئ قيادية وإدارية وإنسانية، من أهمها التفاؤل بالمستقبل، والثقة بالقدرات والإيمان بالإمكانيات، وتوقع الأفضل. وهذه كلها يجمعها مفهوم الإيجابية، وتساعد على خلق السعادة وقيم الإيجابية التي تسعى لخروج المجتمعات من دائرة التوتر والصراعات اللامتناهية (آل مكتوم، 2017: 26).

لذلك نجد في تأسيس الدولة لوزارتيْ السعادة والتسامح بسياسة تفردت بها عن الدول العربية، وكانت به من الدول الأولى والرائدة في هذا المجال على مستوى العالم، وفي حرصها على تحقيق تكافؤ الفرص والعدالة الاجتماعية وتوزيع فرص العمل بصورة متساوية أمام الجميع وبوسائل مشروعة، رسالةً إلى الأمة العربية للاهتمام بهذا الجانب المفقود عند معظم الدول وأغلبها ممن تعاني من المرض الاجتماعي "الأنومي".

وفي سبيل العدالة الاجتماعية ونشر ثقافة التسامح أيضًا نجد أن "قانون مكافحة التمييز والكراهية" الذي يضم عددًا من المواد الرادعة؛ ملاذًا يصون المجتمع ويحفظ كرامته، وحرصًا واضحًا من الدولة على الابتعاد عن العنصرية والطائفية وإثارة النعرات والفتن. وفي نفس السياق ولأجل حل أزمات الأفراد، اهتمت الدولة بإرضاء جميع المقيمين على أرضها وتسهيل العيش الكريم لهم من خلال سياسة برنامج ‘‘عونك’’، وهيئة الهلال الأحمر، وما شابهها من المؤسسات.

التوصيات:

1- استحداث تخصصات "السياسة الاجتماعية" و "علم الاجتماع الاقتصادي" و "علم الاجتماع السياسي" بصورة جدّية ومنفصلة عن علم الاجتماع أو علم الاقتصاد أو علم السياسة، وذلك لأهمية وضرورة وجود مختصين في هذه المجالات للوقوف على الظاهرة الاجتماعية وتفسيرها بِحِرَفية ومهنية عالية اقتصاديًا أو سياسيًا وبالعكس، ووضع الخطط الاستباقية للوقاية من إصابة المجتمع بالآفات الاجتماعية من مثل "الأنومي".

2- الاطلاع على السياسات الاجتماعية الدولية والتركيز على الدول ذات المستوى الأمني العالي والاقتصاد الجيد، ودراسة جدوى تطبيق تلك السياسات على "مجتمعات الأنومي" في الدول التي تعاني من هذه الظاهرة، على أن تتناسب مع المستوى الاقتصادي للمجتمعات وقيمها ومعاييرها.

استحداث سياسات اجتماعية غير مُكلفة ماديًا، وفي نفس الوقت تقدم فرص للتكافؤ الاجتماعي والعدالة الاجتماعية والإيجابية.

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Concept and Tools for the Optimal Management of Random Access Memory

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Abstract

This paper presents the concept of pseudo-ring self- test (-test) of the random access memory (RAM), implemented as a circuit unit or as embedded block. The distinctive particularity of -testing is that RAM truly is self-tested. -testing is based on emulation of a linear automaton by the memory itself. The process of emulation can be controlled and analytically described. This allows adapting optimally the -test parameters in order to obtain the maximal value of fault coverage. The elaborated methodical and software tools help to reach this aim.

Keywords: Embedded system, RAM, Pseudo-Ring Self-Test

1. Introduction

RAM truly came about in 1966 when Robert Dennard from IBM's research center came up with the basic idea for Dynamic Random Access Memory (commonly referred to as DRAM or mostly RAM). Dennard had gone home for the day, and shortly later was somehow inspired by the basic idea for making DRAM. This turned out to be the most important advances in computer technology. This was just the beginning. It wasn't until the 1970s, that Intel released the first RAM chip called the 1103 [1].

Random access memory (RAM) is the best known form of computer memory. RAM is considered "random access" because you can access any memory cell directly if you know the row and column that intersect at that cell.

The opposite of RAM is serial access memory (SAM). SAM stores data as a series of memory cells that can only be accessed sequentially (like a cassette tape). If the data is not in the current location, each memory cell is checked until the needed data is found. SAM works very well for memory buffers, where the data is normally stored in the order in which it will be used (a good example is the texture buffer memory on a video card). RAM data, on the other hand, can be accessed in any order.

Similar to a microprocessor, a memory chip is an integrated circuit(IC) made of millions of transistors and capacitors. In the most common form of computer memory, dynamic random access memory (DRAM), a transistor and a capacitor are paired to create a memory cell, which represents a single bit of data. The capacitor holds the bit of information -- a 0 or a 1

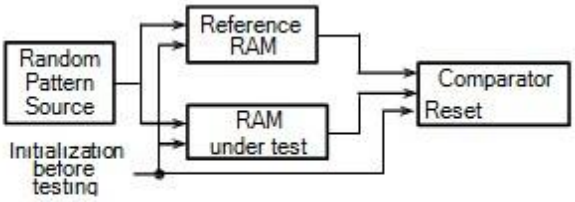


Figure 1. Scheme of the RAM random testing

(see How Bits and Bytes Work for information on bits). The transistor acts as a switch that lets the control circuitry on the memory chip read the capacitor or change its state. Yet in the paper [1] was observed that the pseudorandom sequences could be used as a data background to detect the dynamic and static faults in the random access memory (RAM). To verify the address lines, the cell ability of saving 0 and 1, and the cells dynamic parameters, RAM must be written by the next three bytes:

a: 11011011,
b: 10110110, (1)
c: 01101101.

It is ease to see that the samples (1) are pseudorandom sequences, generated by trivial Linear Feedback Shift Register (LFSR) described by the polynomial p(x) =1+x+x2.

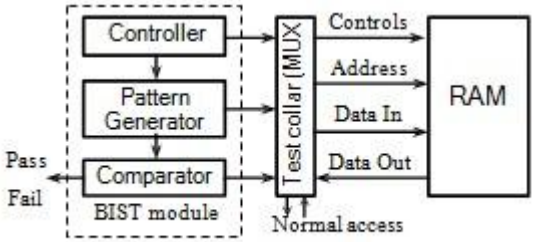


Figure 2. Typical RAM BIST architecture

Example 1. In figure 1 is presented the generation of the first sequence, a, in (1).
But the pioneer and fundamental works in the random

Scheme of random testing RAM contains the reference memory, the memory under test, and the comparator (Figure 1).

Considering scheme, shown in the figure 2, RAM test quality, i.e. fault coverage, is estimated by the length of random testing. As it is remarked in [4] the test length is a function of the fault, number of cells, the detection uncertainty, the initial state, an the pattern probabilities. All calculus are applicable for the truly random test, but not for pseudorandom testing, where tests are generated repeatable, starting by an initial seed.

In the same time, the test results from pseudorandom tests are not well suited for Built-In Self-Test (BIST) [5]. For implementation of the BIST RAM in [6, 7] preference is given to the deterministic test technique, based on the March algorithm. A typical RAM BIST architecture is shown in figure 2. Controller and pattern

generator can be configured to execute the deterministic or the pseudorandom testing [8].

March algorithm is designed to cover a predefined set of faults. But a new RAM fault needs a novel test algorithm and, so, BIST module must be configured or/and reprogrammed for it.

Another test approach, b e e n really a self-test scheme, was proposed recently [9, 10]. This test technique, called *pseudo-ring* (or -) testing, is based on emulation of the linear automaton, in particular, LFSR, by memory itself. In this case, no pattern generator is needed. The test quality is estimated at the end of -test iteration. There is more degree of freedom to control the test procedure than in the deterministic or in the random testing. And s u c h control is not so expensive.

The paper is organized as follows: section 2 introduces in the -testing RAM; section 3 describes the hardware and software tools; section 4 considers some concluding remarks.

2. -testing concept

Notion of pseudo-ring comes from the *ring-like* testing of digital circuits [11]. In the ring-like testing circuit is reconfigured so that it is transformed to a linear (or nonlinear) automaton, i.e. LFSR. Test procedure is quite simple: automaton is clocked during a period of time T, equal to:

$$T = 2^m - 1, \quad (2)$$

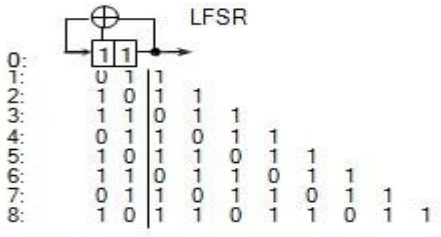


Figure 3. State-diagrams of pattern generator

where *m* is the number of register stages.

After this period the final state Fin of register is compared with expected one. In particular, the expected state is equal to initial Init state. Then the comparison is made as:

$$\text{Init} \gtrless \text{Fin}. \quad (3)$$

The idea of *pseudo-ring* RAM testing is to use a set of memory's cells as the register stages. Second, after each clock of time are shifted not the data in the register (see figure 1), but the *virtual* register itself. The only what is needed, is to help supplementary to push from outside this *virtual automaton* in the memory address space. Complete transition of the virtual LFSR across all addresses of the memory is called the *-test iteration*, or simple, *-iteration*. -test iteration consists of: *initialization* of virtual automaton, *pushing* this automaton in the space of memory array, *unloading* the automaton final state, and *analysis* of the results.

Go/no go -iteration is evaluated as in the ring-like testing: comparing at the end of -iteration the final and expected states of the virtual automaton, i.e. register.

the stages of virtual register. Load these stages by the initial seed <1; 1> (Figure 4, a).

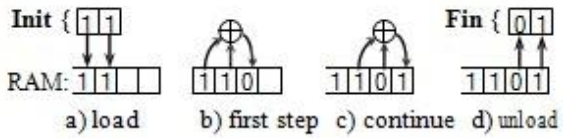


Figure 4. -test iteration diagram

In accordance with structure of polynomial $p(x)$ are performed (on corresponding cells) the read and modulo operations. Continue this operations until the final state will be reached. If don't take into account the peculiarity of performing the read-write

operations, then it can be accepted that $N+m$ conditional clocks of time were carried out to move the virtual automaton in
the memory cells address space. Since $N \gg m$, then the complexity of -iteration is of order:

$$O(\text{-iteration}) = N. \quad (4)$$

In the above example was presented the main idea of the “mechanism” (algorithm) of the -iteration, which is a constitutive part of the -testing RAM. Generally, -test procedure consists in the execution of the controlled -test iterations finalized by analyzing of the results, i.e. the automaton states. In fact, there are three controlling parameters (degree of freedom):

automaton structure, defined by polynomial $p(x)$;

initial seed in the -iteration;

addressing mode or trajectory of automaton. Tell some words about each of these parameters. As a rule, linear automaton follows the structure of an irreducible polynomial $p(x)$ of degree $m = \deg p(x)$.
Since -iteration must be performed at least T clocks of time, then:

$$m \log_2 N, \quad (5)$$

where N is the memory array size.

In dependence of the seed value at the beginning of each -iteration, can be distinguished two types of the
-test scheme: *via-register and self-memory*. In the self-type scheme the final state of the previous - iteration is the initial state of the next -iteration. In this case, -test procedure is executed non-stop. In the Via-scheme hardware and time overhead are needed to reload the virtual automaton in the each -iteration.
There are three basic addressing modes for -test executions: *count up*, *count down*, and *random*. Need to outline that in some works (for example, [12, 13]) is remarked, that use of different initial conditions such as address order or background changing can increase the test quality of the March algorithm.
Another remarkable property of the -testing, that must be denoted, is the invariability of the testing scheme. It means that the same -test scheme can be applied (without essential modifications) as for bit- oriented so for the word-oriented memories, and as for single-port so for multi-port memories. In this context it should be use a specific method of calculation of such parameter as the test length. Since in dependence of the memory type, the -testing scheme can has different variants of its implementation, then it is reasonable to evaluate the -test length by number of states that the virtual automaton has gone in the predefined period of -test time. Let k be the number of -iteration. Considering estimation (4), the -test length L is of order:

$$L = O(kN). \quad (6)$$

Finally, in spite of the word “random” in the notion “pseudo-random”, the behavior of the (virtual) automaton is just very deterministic and predictable. -test approach has a fundamental mathematical support, namely, the theory of linear automaton.

So, test-engineer gets a powerful methodological tool to organize, control and manipulate the RAM test procedure. But from the practical point of view, any methodology must be supported by technical, software and hardware tools.

3. Hardware and software tools

Memory, manufactured as a circuit unit or as an embedded block, is almost ready automaton, i.e. contains almost all components necessary to implement the -test procedure. Test-engineer should only to select the single scheme of -testing from the proposed one, then to specify the control parameters, to simulate the RAM under test for the selected faults, and to analyze the obtained results.

3.1. Hardware tools

In accordance with the -test technique hardware overhead must carry out the modular operation and to push virtual automaton in the address space of memory array. Consider further an example, which is the instructive and illustrative from the practical point of view.

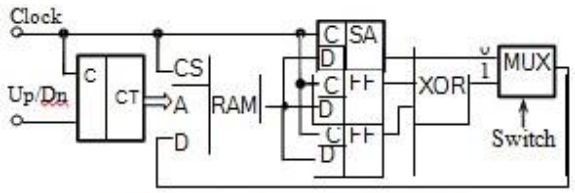


Figure 5. Scheme of -testing RAM

Example 3. Let as it was in examples 1 and 2, $p(x)=1+x+x^2$, $m=2$. Memory array size is multiple with m.

Other control parameters are: *trajectory* – counting up and self-testing; *initial seed* – a degeneration (zero) state. Memory is a standard static RAM circuit. Then, it is enough to use an Up/Down counter to generate the address of the selected cells. Two flip-flops FF and a XOR gate will be used to save the read data and to calculate the sum modulo 2 of these data.

In accordance with random (see figure 2) and deterministic testing, RAM must be initialized before. In the -testing scheme the signature analyzer is used as for initialization of RAM, so for “processing” the output data. The resulted scheme, for analyzed example, is shown in figure 5 (make comparison with figures 2 and 3).

-test starts with initialization of RAM by patterns generated by signature analyzer SA (output of multiplexor MUX is switch on input 0). In this iteration of initialization

counter CT will up from low to high address value. Further, are executed non-stop three -iterations, where counter follows the states:
0(*rd*)1(*rd*)1(*wr*); 1(*rd*)2(*rd*)3(*wr*) etc., *rd* and *wr* are read and write operations. In each such iteration different backgrounds will be generated. From figure 4 is resulted that backgrounds are: 1101, 1011, and 0110. On the end of iteration corresponding virtual automaton final state is expected. The expected final states and the signature analyzer states are values for - test quality estimation.

3.2. Software tools

Test-engineer can elaborate and debug a -test procedure by Development and Simulation Tools Environment (DSTE).

4. Conclusion

In this paper the concept, hardware and software tools of the RAM pseudo-ring (-) self-test are presented. Test engineer has 3 degree of freedom to control the -test procedure. Elaborated software tools allow to debug -test algorithms, simulate faulty memory and evaluate the -test quality.

Results of the trivial -testing fault coverage are presented. 13 single and 15 two-cell functional faults of static RAM were simulated in this trivial test experiment. Length of -test is equal to 4*N*, where *N* is the size of memory array, and for its implementation is needed an up-down counter, two flip-flops and a XOR gate. Other practical -test schemes are not more complex than the trivial one.

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