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PUPILS WITH SPECIAL NEEDS - COLLABORATION BETWEEN SCHOOL AND SCHOOL-AGE EDUCARE

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Abstract

As the Swedish governing documents state that the School-age educare should supplement the education in the compulsory school, the support for pupils with special needs could be expected to continue after school at the School-age educare. The purpose of this study is to elucidate how special education teachers in school and teachers at the School-age educare collaborate in the work with pupils in need of special support. A total of 30 teachers participated. The results were analyzed using Bronfenbrenner's ecological model and show that collaboration exists to a limited extent when teaching children with special needs. It is evident in the results that a clearer focus on inclusion is

desirable and that a collaboration between professions will enable the school-age educare to be a complement to school.

Keywords: special needs, school-age educare, collaboration, complement to school

Introduction

In Sweden, children are offered a curricular based combination of care and teaching before and after compulsory school hours. Since the daily duration of preschool class and school is not as long as parents' work or study, children are offered a place at a school-age educare before and after school. School-age educare has been integrated into the compulsory school system since the 1990s and is regulated by the same legislation, the Education Act (2010:800). The main tasks for school-age educare are to complement the preschool class and school in terms of stimulating children's development and learning as well as offering children a meaningful recreation and leisure time (Swedish Education Act, 2010:800; Swedish National Agency, 2019). School-age educare is offered to children aged between 6 and 12. In 2018, the proportion of 6-year-olds enrolled was 96% and the proportion of 12-year-olds was 58%. The number of pupils continues to increase, as it has done since 2009/2010 (Swedish National Agency, 2019). The school-age educare is an activity where research has long been limited. The Swedish model is unique in that it combines traditional daycare and education (Rauch, 2007). In Sweden, the school-age educare is included in the school curriculum and organized by the municipalities in close connection with the school day. The school and the school-age educare should cooperate with regard to all pupils' learning, including those in need of special support. This is in line with a recent study by Tiernan, Casserly and Maguire (2020), where the results indicate that greater support at school level in developed structured collaborative practices between mainstream and support teachers, may be

beneficial when meeting pupils with special educational needs. This is important as the school-age educare is a part of everyday life for many pupils, especially in the lower ages. From the 1990s onwards, the school-age educare has faced extensive reforms and major changes (Calander, 2000; Kane, 2015) which have affected the school-age educare teachers' professional practice (Ackesjö & Landefrö, 2014; Andersson, 2013). Several studies have shown that this integration limited school-age educare teachers' room for maneuver which also affected their independence and professional identity (Calander, 2000; Klerfelt & Haglund, 2014).

In a report by the Swedish National Agency for Education (2019), on available learning environments for pupils with special needs at the school-age educare, principals and special education teachers were critical. Nearly half of them assessed that pupils do not receive the adjustments and special support they need. Forty-five percent of the head teachers and forty-three percent of the special education teachers believe that it is only partly, or not at all true, that the pupils at their own school unit receive the special support they need at the school-age educare. This could be detrimental to pupils' in need of extra support as their needs do not end when they arrive at the school-age educare. Pupils who have difficulty managing social interactions are likely to be particularly vulnerable in leisure time activities, compared to lessons in school, as social interaction plays a fundamental role in the freer form of the school-age educare (Frostand & Pijl, 2007). The larger groups and less structured activities, often with play at the center, causes problems for pupils that are in need of supervised activities. A study by Pijl, Frostand and Flem (2008) stress that physical inclusion is a basic condition and becoming part of the group is not automatic. Some pupils, especially pupils with special needs, may require extra support when participating in the group (Vetoniemi & Kärnä, 2018). Inclusion is a complex multidimensional concept that relates to school attendance, academic and social participation as well as achievement of common curriculum framework (Allan,

1999; Liu, Bessudnov, Black & Norwich, 2020). This stresses the importance of collaboration between teachers as well as between teachers and other professionals. According to Hjalmarsson and Löfdahl (2014) school teachers perceive that many pupils with difficulties adapting socially during the school day are given other opportunities to interact socially during the afternoons at the school-age educare. The teachers in school-age educare find that spending the whole day, including school, with the pupils helps them follow up situations that have occurred during the school day. This enables them to give better support to the pupils when needed. In a study by Haglund (2016), teachers feel that several pupils who have difficulty adjusting socially during the school day have other prerequisites for succeeding in the afternoon at the school-age educare. They describe how their social and emotional competences play a contributing role in making pupils in need of special support feel included in leisure activities.

Special education and school-age educare

Within the framework of this study, the teachers' work with pupils in need of special support throughout the pupil's whole day is highlighted. A total of 30 teachers took part in this study, whereof 18 were school-age educare teachers and 12 were special education teachers. Research in which special education is linked to school-age educare hardly exists (Andishmand, 2017; Göransson, Lindqvist & Nilholm, 2015). In the Swedish context, this may be due to the Education Act (2010: 800) not being clear regarding whether the student health care mission should include school-age educare. Internationally, the limited research in the area is to a great extent connected to some form of vulnerability as a reason for taking part in an after-school program (see Lundbäck & Fälth, 2019 for an overview). These programs are viewed as a complement to school with the intention of improving children's school performance. A meta-analysis (Kremer et al., 2015) of after-school programs described how these activities were planned as a supplement to school in order to support children's

cognitive development. The Swedish Education Act (2010: 800) describes the purpose of school-age educare as a supplement to the school's activities. The central content consists of four general areas; Language and Communication, Creative and Aesthetic Forms of Expression, Nature and Society, as well as Games, Physical Activities and Outdoor Activities. The curriculum governing the school-age educare should be interpreted as a whole and include care, development and learning. School-age educare should complement preschool and school by being more situation-driven, experience-based and group-oriented. Pupils' needs, interests and initiatives should make up the foundation of the work. The school-age educare teachers should therefore have knowledge of the content in all parts of the curriculum (The National Agency for Education, 2019). The purpose of this study is to elucidate how special education teachers in school teachers at the school-age educare collaborate in the work with pupils in need of special support

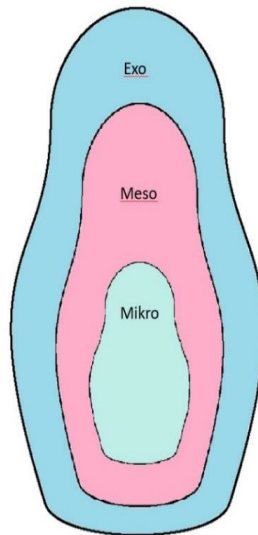
The special education teachers are all linked to the student health care at each school. 'Student health care' is a term used in the Swedish context and describes an activity whose mission is to promote the pupils' development and learning as well as preventing difficulties and ill health in school (Swedish Education Act, 2010: 800). The concept of student health care refers to both the school's learning environment and the pupil's mental and physical health. It is based on the fact that learning and health affect each other (Guvå & Hylander, 2012). The work carried out within the student health care in Sweden is also found internationally. A French study highlights how some teachers were assigned to strategically work with issues concerning student health. Initially teachers found it difficult to accept the task as being within their professional duties but after participating in the study they could see a positive change in the classroom (Jourdan, Simar, Deasy, Carvalho & McNamara, 2016). In the United States, a Coordinated School Health Program (CSHP) began to take shape in 1994. The purpose of CSHP was to integrate health education, health promotion

and disease management to develop accessibility to health and social services in the school. International regulations governing student health care are the UN Convention on the Rights of the Child and the Convention on the Rights of Persons with Disabilities. Similar to both the French study (Jourdan, et al., 2016) and the American CSHP, the purpose of student health care in Sweden is to support students and teachers in order for students to develop towards the school's goals. The student health care work should be health-promoting, preventive and remedial. It should work towards strengthening and maintaining the physical, mental and social well-being of students as well as increasing student participation in school. The student health care should have a salutogenic approach when working with prevention and remediation. (The National Agency for Education, 2019). Cameron, Nilholm and Persson (2012) find that focus has moved from an individual level to an organizational level. This can be seen in the Swedish school law where “children with special needs” has changed to “children in need of special support” (Cameron, Nilholm & Persson, 2012. p. 214).

The National Agency for Education (2019) and the National Board of Health and Welfare (2016) write that the student health care should cooperate both externally and internally in the best interests of the children. To be able to describe this from different levels, Bronfenbrenner's (1994) ecological model is used in this study. The model describes human influences in relation to each other based on the metaphor of a Russian doll (see Figure 1). In accordance with the model, the relationships between the pupil and the people around, make the pupil both an active and a passive participant. The inner doll (the micro level) describes the relationships closest to the individual, such as family and school. The second doll (the meso level) represents relationships between different actors in the first doll, for example, interaction between home and school. Thus, at both the micro and the meso level, the child is an important player as the influence occurs between the child and the persons with whom the child interacts. The exo level, which would be the third doll, represents those

relationships with actors at the meso level that do not directly affect the individual child. An impact can be made on the child but the child itself cannot influence it. There is also a fourth doll, the macro level, representing the society with norms, laws and values that the child is a part of (Bronfenbrenner, 1994). The macro level is not discussed in the result of this study.

Figure 1. *The different levels in an interpretation of Bronfenbrenner's model of exo, meso and micro*



Method

Participants and procedure

A total of 30 teachers participated in this survey study, 18 teachers in school-age education and 12 special education teachers. Participants were recruited through various groups on social media where brief information about the study was posted. Those who wanted to participate were asked to write their email address in the comment field and a questionnaire was sent to them. By using social media, participants and thus the result, were not linked to a specific municipality or region. The questionnaire contained open ended questions. The

school-age educators were asked in what way they and their school-age educators contribute to the development and learning of all pupils, including those with special needs. The special need teachers were asked to describe how they in the student health care organization work together with the school-age educators regarding pupils with special needs.

Analysis

The purpose was to systematize statements from the survey extracts in a so-called qualitative content analysis. The focus of this analysis lies on communication with special emphasis on contents and meaning (Hsieh & Shannon, 2005). During the analysis three categories were identified: collaboration, children in need of special support and the work with inclusion at the school-age educators from a pupil's perspective. These categories were analyzed using Bronfenbrenner's ecological model (1994) on three levels: exo, meso and micro. The individual (i.e. the pupil) constitutes the micro level. The meso level consists of, and corresponds to, different relationships between the people who meet the pupil the most. The exo level is an organizational level that pupils themselves cannot influence. By presenting empirical data as close to the original as possible the risk of personal experience taking over was reduced and thus the risk of misinterpretation (Denscombe, 2010).

Results

The results from the exo, meso and micro perspectives of the work with pupils in need of special support throughout the pupil's whole day are presented.

Exo level

Empirical data show that there is collaboration between the special education teachers in the student health care and the teachers at the school-age educators, albeit to a limited extent. Examples of collaboration are meetings about a pupil's

case initiated by the school, in which the teachers at the school-age educare are invited to participate, and special education teachers attending planning meetings at the school-age educare. At such meetings, teachers at the school-age educare can receive support through various forms of tutoring. Sometimes the meetings are used as a channel of information between the student health care team and the school-age educare.

The special education teachers at our student health care team give lectures about language development to teachers at the school-age educare. I sometimes spend time at the school-age educare to observe pupils that we in school need to get a clearer picture of. Then it is good to have the school-age educare close.

(Special education teacher)

We sometimes, but not very often, get asked to interview pupils to provide them (special education teachers at the student health care team) with information when they perform a pedagogical assessment of a pupil.

(Teacher at school-age educare)

As the quotes show, a division between the special education teachers at school and the school-age educare is made through words like we, ours, them, theirs. The school-age educare is also described as a separate unit despite being a part of the school.

Attending their meetings (student health care) helps to clarify the picture and situation of some of our pupils, often the more difficult cases. I would like to have more frequent meetings with the special education teachers since we work to ensure that all pupils should be included.

(Teacher at school-age educare)

When mentioning work teams, the answers indicate that the school-age educate staff are not included in the school's work teams but make up their own. However, one informant working at a school-age educate tells us that their work team is a mix of different professionals whereof one is a special education teacher. Having a special education teacher in the work team was considered an asset in the work with the pupils and a discussion about inclusion was raised from a pupil's perspective. In some cases, when there is a need for mapping of individual pupils, teachers at the school-age educate conduct interviews with the pupils to provide information to the special education teachers in school. This is motivated by the belief that the teacher with the closest relationship to the pupil will make the pupil feel more secure. Teachers at school-age educate expresses that they take part in establishing action programs for pupils in school. However, all action programs focused on school subjects, such as knowledge in mathematics or English and no informant mentioned the social perspective or inclusion in connection with action programs. Even though the Education Act 2010: 800 states that specific action programs for pupils at school-age educate can be conducted, no informant found that the pupils had action programs that applied to the school-age educate. Several participants also questioned that assessments and support were only made for the pupils in school and that they had to manage without these adjustments and support at the school age educate.

Meso level

At group level, it appears that the special education teachers act as supervisors, interviewers and specialists. The result shows that teachers at the school-age educate contact special education teachers when they need help and to discuss specific pupils or adjustments made at the group or individual level. This is in addition to the regular supervision and it shows how teachers at the school-age educate makes contact when it is needed. The data also show that the collaboration that exists between the school and the school age educate is mainly

about the teachers at the school-age educare supporting the teachers in school during the school day. However, two participants describe the school-age educare as an integrated part of the school day. As the class teacher and the school-age educare teacher often divide the class in half, all pupils are reached by the school-age educare pedagogy. The classroom teacher focuses on knowledge goals and the school-age educare teacher focuses on the pupils' social skills. Participants express that there is potential for development when it comes to interaction between special education teachers at school and the school-age educare.

I find that there is not much cooperation with the school-age educare when it comes to the situation for pupils who need extra support, it is mostly within the school. The cooperation between special educators and the school-age educare can definitely be improved and if we all raised the ideas of inclusion and started from them, we would have a broader approach to the collaboration.

(Special education teacher)

I feel that the more the school and the school-age educare cooperate, the better we at the school-age educare get at being there for those pupils who need extra support. Sometimes a pupil has an assistant during the whole school-day, but not at the school-age educare... that I have been thinking about a lot.

(Teacher at school-age educare)

The result shows examples both where teachers from the school and the school-age educare are satisfied and less satisfied with the existing collaboration. Several participants describe the schoolwork and the work in the school-age educare as being parallel with one another. The teachers sometimes plan together so that the school-age educare teachers are informed about what

content the school is currently working with. By doing this, the work in school is followed up at the school-age educate. The teachers believe that this is an important area to develop, especially for promoting inclusion for pupils with special needs.

We are working towards the same goals. I work both practically and theoretically parallel to the teacher. I am in the classroom daily and work either with the whole group or the pupils who need more support. Daily dialogues between us take place to get a more complete picture and to promote inclusion in different ways.

(Special education teacher)

The participants from the school-age educate express that collaboration in regards to the pupils take place at the school's premises and that the school staff often do not understand the competence of teachers at school-age educate.

Micro level

At the micro level, the level closest to the pupil, a few participants have provided examples of how special education teachers, by participating in activities in after school-age educate, come in direct contact with pupils at the school-age educate. This is where it becomes visible that school age educate can be a complement to school. One teacher at school-age educaredescribes in detail how teachers from the student health care team work at the school-age educate and that they strive to conduct a dialogue throughout the week.

As the school-age educate is a complement to school it is a place where pupils get a chance to develop other abilities. The variation of activities offered often entices them outside their comfort zone, which can promote inclusion, even though they are never forced to participate.

(Teacher at school-age educare)

There is a clear benefit for me to be in school supporting the teacher as I can follow up the pupils' knowledge development at the school-age educare after school. Taking mathematics as an example, if I know the area they work with in school I can follow it up at the school-age educare. Right now, they are working with the clock and digital time and I see great benefits with me being able to continue that work at the school-age educare, maybe under less pressure...this is a good example of the assignment that school-age educare going to be a complement to school, I think.

(Teacher at school-age educare)

The result shows that there is some collaboration between the special education teachers in school and the teachers at the school-age educare. However, this collaboration mostly takes place at the exo level with the aim to support all pupils. The venue for this is often work team meetings where special education teachers supervise the teachers at the school-age educare and the school-age educare teachers provide input regarding individual pupils when special education teachers make pedagogical assessments. The results also show that a clearer focus on inclusion is desirable and that a collaboration between professions will enable the school-age educare to be that complement to school as is stated in the Education Act.

Discussion

The Swedish National Agency for Education show in their 2016 survey that four out of ten principals and special education teachers do not find that the pupils at their own school unit receive the special support they need at the school-age educare. This indicates a need for collaboration between teachers in school-

age educare and teachers working with pupils in need of extra support. In this study, good examples of collaboration between the special education teachers at school and the teachers at the school-age educare were found. Seen from an exo perspective (the outermost doll in the figure) the school-age educare is a supplementary assignment to the school that is regulated in the same governing documents (Swedish Education Act, 2010: 800). This can be seen in the results in this study that shows that the school and the school-age educare work towards the same goals but in different ways. This is also in line with Perselli and Hörnell (2019), who describe the supplementary assignment as a resource teacher system where teachers at the school-age educare supplement the school with their presence. However, Perselli and Hörnell (2019) also believe that the changed teacher education for school-age educare teachers has contributed to a paradigm shift where school-age educare teachers are seen as teacher colleagues instead of resource educators. Examples of this can be seen, on the exo level, where teachers in the school-age educare describe their collaboration with school staff.

In the meso perspective (the middle doll), the value of collaboration for different occupational groups becomes especially significant when considering pupils in need of extra support. The way of describing collaboration differs. Participants working in school-age educare describe how they plan together with the teachers and that the connection between the school day and the school-age educare is made both on the initiative of teachers and pupils. However, in order for this to become fully possible, they point out that sufficient time is needed for collaboration between the school and the school age educare, which several of the teachers at the school-age educare feel is lacking. In line with Andersson (2013) who finds that the school-age educare often draw the shortest straw when it comes to resource allocation, the participants in this study say that they generally want more resources for the school-age educare, specifically, extra staff for pupils in need of special support. How the school is organized will have an impact on how collaboration between different departments can be supported

and planned. The teachers who already collaborate in the work with all pupils' learning and development on a meso level also believe that it benefits pupils who are in need of extra support.

In the micro perspective (the inner doll), the school-age educare teachers talk about pupils in need of support from a relational perspective with a salutogenic attitude (Cameron, Nilholm, & Persson, 2012) when describing their work with the pupils. Their aim is to move from seeing the difficulties as being within the individual to meetings between individuals. In this way, the teachers' concern is to see the activities from the pupils' perspectives and enable them to participate in the planning of their own learning. This is in accordance with the school act which states that the school-age educare and the school should enable pupils to participate in the planning of their own education. The special education teachers also describe the relational perspective and believe that it is important to develop a mutual approach between different occupational categories. They also believe that meetings to enable such collaboration is necessary. This is supported in a recent study by O'Sullivan, Bird and Marshall, (2020) where teachers made commitments to change their practice and work more collaboratively after they observed the positive effects of collaboration, leadership and technology on pupils. In the present study, the special education teachers in particular, point out that the collaboration with the school age educare is lacking. They would like to see a change in the organization that enables collaboration with the pupils' best interest in mind, thus supporting the observation that collaboration can impact on the attitudes of teachers towards inclusion and inclusive practice.

In line with the findings of Bakka and Fivelsdal (2019), there were positive aspects of the interaction between the school-age educare and the school found in this study. Our result also indicates, on a micro level, that mutual values are important for departments to function. The participants perceived that their competence was seen as a strength and that instead of acting as a resource during

the school day they lead leisuretime activities at school. From a pupil's perspective, it is important that special support for those who need it is available at school-age educare. In accordance with Hjalmarsson and Löfdahls study from 2014 the results from this study show that when school-age educareteachers take part in the pupils' school day they are given more opportunities to prevent the occurrence of unnecessary demanding situations for the pupils with special needs. Through a holistic view of the pupils the school-age educareteacher will have greater knowledge of the various situations in which the pupils are in need of special support. This helps creating an environment where the pupils feel safe, included and the activities are adapted for the specific needs of the individual.

In summary, it can be argued that when the profession of school-age educareteachers evolved and the student health care made an entry into the schools, both came about from the same needs and have developed parallel to each other. However, the place they have today in school has changed. Student health care has been given something of an expert role while school-age educareteachers, despite their teaching qualification, often act as a resource to teachers in school. Results from this study, indicates that implications for practice and policy in promoting inclusion is the fact that collaboration between the special education teachers in school and the school-age educare is needed. One step in developing this is a new addition to the School Act which demands that the student health care work (i.e. special education teacher, school nurse and school psychologist) includes pupils at the school-age educare in their ordinary work. This to promote inclusion and make it clear and that pupils with special needs receive the support they are entitled to throughout the whole day. Seen from Bronfenbrenner's levels, it is at the exo level (the outermost doll that symbolizes the work farthest from the pupil) that collaboration is found to the greatest extent, it seems that the work with pupils in need of extra support stays at this overall more organizational level. However, it is desirable from an educational and inclusive point of view that this collaboration is extended and

clarified even at meso and micro levels for the school-age educare to be the complement to school as is stated in the Education Act. The result shows that collaboration between the school and the school-age educare exists to a limited extent. However, in order to meet all children's needs a holistic and overall approach is required to formalize this work.

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EARLY CHILDHOOD EDUCATION AND SOCIAL INCLUSION: OPPORTUNITIES AND CHALLENGES AT THE LOCAL LEVEL

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ABSTRACT

The European Union promotes universal access to universal high-quality early childhood services to increase the life chances of disadvantaged children and to help families to get out of poverty (European Commission 2013). Yet, this policy can only be successfully implemented when contextual factors are considered. This case study of the Spanish city of Tarragona points to the local-level policy, governance, and organisational conditions that prevent ecec services from being more accessible and responsive to impoverished families. A survey of local teachers as well as semi-structured interviews with teachers, social workers and low-income families were employed. The results indicate the shortcomings of an insufficient and a homogeneously designed public ECEC system in a local context with high territorial disparities. ECEC services did not meet the needs of many vulnerable families because of insufficient offer, discriminatory access criteria, lack of outreach, unrecognised costs, estrange

supplementary services, non-integration with other welfare actors, and little participation of the families.

Keywords: early childhood services; integrated social services; social inclusion, poverty, social integration, access to education, public agencies

Introduction

The difficulty of reconciling (female) work with childcare has been identified as a key factor increasing the risk of social vulnerability in families with children (Taylor-Gooby, 2004; Ranci, 2010). This is especially so in the case of lone-parent families and of families in which parents have a low level of education and occupational skills (Esping-Andersen, 2002). Furthermore, it is well-known that economic conditions and social relationships during early childhood are of central importance for adults' outcomes (Shonkoff & Phillips, 2000). Social policy actors currently focus on "new social risks" such as child income poverty, which call for investments in early childhood services or training (Jenson and Saint-Martin, 2006). In this social and political context, the European Commission has promoted access to quality early childhood education and care (ECEC) to achieve the Europe 2020 goal of lifting 20 million people out of poverty and social exclusion (European Commission, 2013).

As ECEC services offer "double dividend" by improving children's development and facilitating parental employment (Strategy Unit, 2002), they are especially beneficial for children from a disadvantaged social background (Bunăiașu, 2014). Quality ECEC services compensate for the fewer social and economic resources available to these children (European Commission, 2011). However, the most vulnerable families – lone-parent, large households, immigrant families- use less ECEC services (Bennet, 2012). Besides, there is little research about the organisational conditions that would make early childhood services more responsive to their needs (OECD 2012a). On the other side, ECEC

services can be aimed at other goals such as reconciling work and family responsibilities; promoting gender equality; helping parents to have the number of children they desire; and mobilising female labour supply (OECD, 2006; OECD, 2012b). Therefore, even ECEC services that could be considered of high quality in some regards could deviate from the specific needs of economically vulnerable families.

This study explores the orientation of public ECEC services for children aged 0–3 towards and their impacts on child poverty in Tarragona, a middle-sized Spanish city from the Catalan region. This case study focuses on policy, governance, and practice to show the barriers that disadvantaged families face at the local level in accessing and benefitting from ECEC services (Bennet, 2014). Such a highly contextualised research focusing on the implementation level enriches our understanding of ECEC services by showing how initial policy assumptions and purposes become inevitable reframed: first, as the local context presents specific socioeconomic conditions that are relatively independent from the regional and national context (Fraisie and Escobedo, 2014); second, as policy principles are translated into practical action (Brodkin, 2007). The article also contributes to filling a gap in ECEC debates by bringing the experiences and circumstances of ECEC services staff and families (Van Laere and Vandenbroeck, 2017).

ECEC SERVICES AND CHILD POVERTY

Two policy circumstances undermine the efficacy of ECEC services in reducing inequality and breaking the cycles of social disadvantage. First, the allocation of public resources for very young children is low in comparison to the levels of spending in the compulsory-education years (OECD, 2011). This occurs despite the wider consensus that interventions targeted early in life are potentially much more cost-effective than interventions targeted to underperforming adolescents or adults (Heckman, 2006). Second, imputation of

in-kind benefits to household incomes shows that childcare is the only benefit from which the richest profit more than the poorest in many countries as ECEC services tend to be relatively underused by the most vulnerable families (Bennet, 2012).

On the other side, ECEC services' action to lift families out of poverty might be also hindered if they do not promote the participation of parents and the wider community. Enhancing the continuity of children's experience across environments can improve not only parenting at home and the home-learning environment, but also the efficacy of the ECEC services (OECD, 2006). Parental engagement in ECEC services is still more beneficial for disadvantaged ethnic minorities, as the school can better meet their needs and aspirations while the families can assume new educational expectations (Bennet, 2012). Nevertheless, disadvantaged families tend to face more barriers to communicate with teachers and to participate in the schools (Van Laere and Vandenbroeck, 2017). ECEC services also have to take into account the wider social context of early childhood development. The needs of impoverished families are multidimensional, as the concept of social inclusion implies (Levitas, 1999). Therefore, the engagement of ECEC services with the wider community helps to provide more integral approach that better responds to the complex needs of impoverished families (European Commission, 2016). In this vein ECEC services should coordinate with other local social services to create a "continuum of services" to attend educational, economic, housing, health or relational disadvantages (OECD, 2012b).

In Spain, early education is divided into two stages (for under 3 years and for age 3 and over). Spanish education law guarantees public and free provision in the second stage (3–6) but it is ambiguous regarding public offer in the first stage (0–3) (Ley Orgánica 2/2006, art. 15). ECEC services for children aged 0–3 are under the responsibility of autonomous communities through their departments of education. This very early education stage has been further

decentralised to local authorities, which are responsible for provision, registration, and funding. In Catalonia, the regional administration provides municipalities with economic support to build up new centres. It also subsidises one-third of the cost of each place (€5,400 per year). The rest of the cost of the place is paid by the municipality (one-third) and by the family (one-third plus the costs of meals and care during lunch time, in case the child is not entitled to fee and food grants). The main criterion for a child to obtain a higher prioritisation for accessing public ECEC is the proximity of the centre to home or employment (also having siblings). Additional (and often quite definitive) access criteria are decided at the municipal level and could be as diverse as being employed, having a disability, or receiving social assistance.

The city of Tarragona had ten public ECEC nurseries during the 2013–2014 academic year, which were spread out across the city's districts (678 places in all). These public nurseries had only qualified staff and were open on workdays from Monday to Friday, from the beginning of September to mid-July. ECEC services ran from 9a.m. to 12:30p.m., and from 3p.m. to 5p.m. Complementary care and canteen services allowed children to stay from 8a.m. to 5p.m.

MATERIALS AND METHODS

The city council did not register data about the families' socioeconomic profile or about how their use of the public nursery's services differed. I agreed with the ECEC head manager to create a questionnaire and distribute it to public ECEC teachers in the city. Teachers from six out of the ten public nurseries filled out the questionnaire for all their classes. This survey generated microdata that covered detailed information about 381 young children attending these public crèches.

Qualitative data were generated through semi-structured interviews with the head manager and with one semi-structured interview with each of the two managers of the municipal ECEC centres that were in the most

disadvantaged areas. This study was also informed by interviews to social workers and parents within a wider research project about public social assistance. I included a few questions about ECEC services in the 17 interviews and 8 focus groups that I carried out with frontline social workers from local social services. Additionally, the uses, disuses, and shortcomings of ECEC services were analysed through semi-structured interviews with twelve families.

RESULTS

Lazzari and Vandebroek (2012) present five policy criteria with which to assess ECEC services regarding their goals of fighting child poverty and promoting social inclusion: (a) the availability of inclusive early childhood services in disadvantaged areas; (b) affordability, or when ECEC services are free or highly subsidised for impoverished families; (c) accessibility—that is, that disadvantaged families do not face bureaucratic procedures or other practical issues that might prevent them from using available services (e.g., lack of information); (d) usefulness, in the sense that the services' daily operations are attuned to the specific circumstances and vulnerabilities of disadvantaged families (e.g., by providing flexible opening hours); and (e) desirability—that is, that the services negotiate the principles and practices of early care and education with the families as well as provide integrated services that match families' expectations. The following results are presented through these five criteria and a short discussion.

Availability

During the 2013–2014 school year, the overall public and private childcare coverage rate in the city was 42%. Nevertheless, private day-care services were no longer subsidised due to public spending cuts; therefore, disadvantaged families had to resort to public ECEC, which presented rather low overall coverage rates: 6.3% for children aged 0–1 year old in the city, 16.5% for

children aged 1–2 years old, and 29.2% for children aged 2–3 years old. In the last instance, the most decisive socioeconomic criterion for accessing the service was that all the adults in the household be employed in the formal market. Such a condition for access partly explains why low-income families (that is, those who had obtained reductions to the service fee) were also underrepresented in municipal ECEC services: 11% of users were low-income, while the poverty rate in the city was 20% at the time (Sánchez, *in press*).

This priority criterion, which tends to increase social inequalities (Vandembroeck, De Visscher, van Nuffeland Ferla, 2008), had been agreed on by the management team in 2008, when new public nurseries were being established. At the economically critical time of the interviews in 2013, the head manager acknowledged that such an ECEC system should be more inclusive of the increasing number of low-income families in the city. However, the management team claimed that such a change would mean that “many families” might not understand that they were left out of childcare despite “needing” it (as they “worked”), yet other families who would not “need” it (unemployed families) would benefit from it. Therefore, in a context of scarce public resources, public nurseries were basically framed as services for balancing family with work. At the time of financial crisis, the head manager also defended the need for this criterion because of concerns that the municipal budget might not be able to afford to subsidise many users.

The low overall coverage rates and the access criterion explain why low-income families did not access public childcare in non-disadvantaged areas, where employment had not become a rare resource (see table 1). However, those factors could not fully explain the barriers that low-income families faced in accessing the public nurseries in disadvantaged areas which had not filled up all their openings, specifically El Llimoner (60%), La Nina (76%), Sant Josep (77%), and Pomar (92%).

Table 1. Families' socioeconomic characteristics and level of attendance and service usage in six public nurseries in Tarragona for the 2013–14 school year.

Public ECEC nursery	Economic level of the area	Number of children	Children from a low-income family rate	Children from a foreign origin rate	Enrolment rate	Part-time rate	Canteen service rate	Early entry service rate
La Nina	Low	76	20	32	76	40	61	1
Sant Josep		43	59	39	77	29	Not available	Not available
El Llimoner		20	30	35	60	20	70	0
Pomar		70	11	35	92	19	54	2
La Llacuna	Medium (mix)	53	13	28	100	42	59	13
La Plana	High	76 ($t = 331$)	0	0	100	8	91	34

Source: Own elaboration.

Affordability

In principle, public fees are scaled according to household income, down

to a minimum of €16 a month. Therefore, the municipal ECEC system was designed to be affordable for all families. In practice, some circumstances made low-income families perceive those services as an expense that they had to regretfully eliminate, or even as completely unaffordable childcare or educational option. If families found it hard to make ends meet and envisaged informal care arrangements being available, they could consider ECEC as dispensable. A few years ago, Parent 1 was employed full-time, and his two young daughters were attending public nurseries. At the time of the interview, he was unemployed, the family lived on a €426 monthly benefit, and he perceived that the service fee, plus other ECEC related expenses, was “too much”:

Family 1: As I am unemployed, I have told my wife, “Do not take the child to the nursery; we cannot afford it”.

Interviewer: €16 is a lot...

Family 1: Sure, €16 monthly [...] plus diapers, that is too much. Expenses add up bit by bit to eventually become too much money.

A potential gap in communication between disadvantaged parents and ECEC staff may have favoured that managers were sometimes unaware of the difficulties that these families could face in complying with some apparently trifling requirements:

It is hard for them to bring those [changes of clothes and materials], especially the diapers. It is always the same. They are usually families from abroad. Maybe because of their culture, they put just the exact number of diapers that the children need for that day. I certainly try to make them understand, “You have to bring a whole pack”. Eventually they bring it, but soon after, we must tell them again to bring more than just two diapers (Manager 1).

The management team was in favour of all users paying a fee, even if minimal, for them to “value” and “get involved with” the service. This belief was also shared by social workers from the municipal social assistance department, who hardly supported clients with paying the minimum fee for public childcare.

It could be the case that public agencies did not perceive most disadvantaged parents as actually valuing public services, such as early education (Sánchez, 2020). In any case, these professionals' stance seems at odds with the constrained decisions that impoverished families were taking daily. Ultimately, it also undermined the implementation of an ECEC system based on the child's rights.

Another economic barrier to accessing public early childhood services was that families would lose the right to reduced public fees if they had any debt with the council (e.g., a traffic fine, the council tax). As impoverishment and indebteding processes are entwined (Dearden, Goode, White and Cox, 2010), this general Council norm may have the unintended consequence of penalising some families because of their poverty. In this case, impoverished families suffered from dealing with Municipal policies that have disparate goals and principles (an inclusive one in the case of the ECEC services policy, and a punitive one in the case of the general Council policy). This incongruence was exacerbated by a lack of coordination between Departments within the Council that prevented that, when justified, some vulnerable families were exempt from that penalisation. In any case, the local government did not consider ECEC services a basic need (or right) of the population, as they did with public social assistance, to which it did not apply such a constraining penalisation.

Accessibility

Barriers related to outreach action and bureaucratic procedures prevented some disadvantaged families from enrolling their children in the available services (Wall and Jose, 2004). Information about the public ECEC services was not published in the primary languages of most immigrant families, and it was mostly spread through formal channels, such as the council's website. Furthermore, other local public services dealing with disadvantaged families (e.g. Health, employment, or social assistance) did not display ECEC information on their noticeboards, nor were their professionals usually informed about or

encouraged to disseminate such information. This institutional flaw in reaching out to disadvantaged families and providing information to the wider community was partially mended by neighbouring and ethnic networks, which made some disadvantaged families aware of available high-quality early childhood services (Sánchez, 2019). Informal relations might have also made enrolment processes more manageable:

Among them [mothers], everyone knows each other; word of mouth is quite common around the neighbourhood [...] They often come with friends who had previously brought their children to the nursery in order.
(Manager 1)

Existing complex or discretionary administrative procedures could demotivate enrolment in public early childhood services:

There was a misunderstanding, and the papers were misplaced in [name of the nursery]. Every time I went there, they told me I had to bring a different type of document. They asked me for payslips, for my official “working life report”. I eventually became fed up, and I decided to wait another year to take the child to the nursery. (Family 2)

Eventually, another barrier to access was that the registration for entry in September had to be made earlier in May, which penalised families which were economically unstable, or which had difficulties planning ahead.

Public Social Assistance as a Broker of Access to Public ECEC for Disadvantaged Children

Social workers from the municipal social services departments (social assistance) dealt with most of the highly deprived families in the city. In principle, they should be a key institutional actor in informing disadvantaged families about, referring them to, and economically supporting them in attending public early care and education. From the ECEC management team’s point of view, disadvantaged families were not always supported or motivated by social workers to resort to ECEC services:

Many families coming from social services ended up not enrolling in childcare, either because they left the area or because they were not pushed enough by social services, and because they do not see the need to use childcare. Sometimes, they fill in all the applications, but they do not show up again. (Manager 2)

Turning the focus to the views of these social workers provides an unexplored angle with which to understand the institutional barriers that prevented disadvantaged families from accessing childcare in Tarragona's local welfare system. These professionals did not frame ECEC services as a right for their clients, from which children would directly benefit in terms of cognitive and social development, or by which parents would enhance their employment opportunities. In fact, social workers believed that taking full-time "responsibility" of a child could benefit vulnerable parents. In daily practice, social workers only conceived the use of ECEC services by disadvantaged families in very specific cases. First, access to ECEC services was promoted when full-time family care could be detrimental to the child:

Sometimes the family is under too much tension. If you provide a more controlled environment, more educational, more relational, more experiential, such as the nursery, then you help the children to partly avoid the consequences of a detrimental situation at home. (Social Worker 1)

Second, public early childhood services were sometimes used to partly fill the holes in the public safety net in a context of welfare cuts and helplessness: "If the family has no financial resources, then the social worker gives children access to basic food. Nurseries provide breakfast, lunch, and snacks" (Social Worker 2). Third, from a social worker's professional stance, ECEC services were not helpful *per se* but only as one of the interwoven measures of an "action plan", which was usually related to parenting and/or employment goals.

Day-care is a resource to me. I provide economic support to attend the nursery, or I make calls, or I coordinate with them only if I am putting

through one of the social action objectives that I have established to improve the situation of the family. (Social Worker 3)

Lack of human resources in social services limited the number of families that benefit from these types of interventions. On the other hand, a family disagreeing with the social worker's views could eventually mean them losing institutional support with which to access public early childhood services (Sánchez, in press). For instance, professionals from public social assistance programmes used to help parents to access ECEC services to enhance their employability only when they appreciated time constraints and a clear commitment to work:

From my point of view, if a lone parent is jobless, the child should attend childcare because that parent should obtain help to escape the difficult situation. If both parents are jobless; if one of them has never worked, not even before the crisis; or if she was a housemaker, then I don't think daycare is an essential resource (Social Worker 4).

Certainly, social workers did not think that ECEC services should be unconditional and universal. Nevertheless, this belief could be partly framed by a local context of lack of available ECEC services, in which they had to make ECEC services efficient by implementing their professional criteria.

Usefulness

Families widely believed that ECEC could benefit their children's autonomy and sociability. Some of the immigrant families highly valued that their child would learn Catalan and Spanish so that they could get ready for the second cycle of pre-primary education and become part of the wider community. A few of the most disadvantaged families also pointed to the benefit of temporarily leaving the child in a safe and nurturing place away from preoccupation and deprivation. On the other hand, most families did not consider that using the ECEC system would increase their chances of obtaining employment. There was general lack of job or training opportunities in the local context. In addition,

public nurseries' opening hours and days did not match the care arrangements needed by the low-skilled.

Table 1 shows that the public crèches with few or none disadvantaged families had higher levels of overall enrolment and full-time enrolment. The canteen and drop-off services were also underused in the low-income areas. These results show a local public ECEC system that was designed and implemented homogenously in the different territories (and seemingly biased towards a conventional framing of the function of balancing family and work), which might have failed to deal with some of the unemployed or marginalised families' needs.

ECEC managers were aware that nurseries in deprived areas needed to organise differently and to replace some supplementary services. However, they also expressed the feeling that the ECEC services could consequently “lose value”. Surely, they framed a rather restrictive definition of “quality” in ECEC services (Moss and Urban, 2011). Nonetheless, they could also implicitly fear that, with no further resources, public early education in the more disadvantaged areas could end up segregated and stigmatised, as was already widely perceived for primary and secondary education in the city.

Desirability

Family participation in the daily life of ECEC services can lead to the negotiation of values and practices in public institutions, which is essential for building inclusive and empowering societies (Moss and Urban, 2011). This integral view of social inclusion contrasts with the reductive definition of the goal of ECEC services that was shared by actors implementing this policy in Tarragona: “to improve the child’s development” (Manager 2). Their professional stance did not seem to conceive that their role could be also aimed at providing support to the wider family. This approach focused the practice on acting directly (and unilaterally) upon the child. Consequently, everyday practices did not

acknowledge that involving parents in the children's formal education would bring social and cognitive benefits, nor that engaging the family in the school's daily activities would increase the well-being of children and families (OECD, 2006).

Contacts between practitioners and families took place through "informative" group meetings at the beginning of the course as well as individual interviews (usually once a year). The family dropped off and picked the child up from school daily, but the talks between practitioners and families tend to be restricted to practical issues and to the child's behavioural and cognitive development. Eventually, this child-centred approach excluded parents from celebrations in the nursery:

When we did parties or gathered for special occasions, children did not behave the same [if the parents were in]. You saw that children just wanted to stay with their parents, and children did not enjoy the activity. Now we hang pictures of the event afterwards, so the parents can see it. (Manager 1)

Not taking the chance to involve and to socialise with the parents also limits ECEC's potential for generating mutual support and community building (Geens, Roets and Vandenbroeck, 2017). Apart from the practitioners' professional approach, another factor that could prevent families' inclusion in the ECEC centres could be a lack of resources with which to deal with the complex issues that the families could bring to the nursery (Basic, 2018). For example, managers admitted that they are unable to confront the displays of prejudices against and among ethnic minorities that families had made on ECEC premises. Nevertheless, managers could also have prevented family participation in an attempt to reduce the duties and sacrifices that disadvantaged parents endure:

See, I think parents think, "I already have enough problems out there. I bring the child here to . . . well, not to forget him, but, in some way, to break away for a while" [...] They do not want, on top of that, to have to care

about things related to the nursery, to be afraid that the nursery will make requirements on them.(Manager 2)

In conclusion, a questionable child-centred professional approach for tackling poverty and inequalities could be also framed by the lack of institutional resources. Because ECEC services lacked integration with local employment, health, housing, or social services agencies, it was hard for them to envisage or even to take action on wider social issues that affected disadvantaged families.

DISCUSSION

This case study of the ECEC system in a Spanish urban context reflects the importance of considering the socioeconomic and institutional context of ECEC systems in order to understand their social outcomes (Moss and Urban, 2010). Quantitative data shows that many families in the city cannot benefit from public ECEC services because the overall coverage of places is clearly insufficient. These data also indicate that impoverished families should also face other specific barriers, since they are underrepresented in these schools (Lazzari and Vandebroek, 2012). In addition, the figures show that the public system of early childhood education in the city is territorially fragmented by the socio-economic profile of the families. The (relatively few) impoverished families that attend ECEC services are concentrated in schools that are in disadvantaged areas. This segregation within the ECEC system puts to the test the current complementary services, which are orientated towards balancing family and work responsibilities, and not to the specific needs of the families that have been excluded from the labour market.

Listening to professionals and parents' sheds light on the institutional constraints for ECEC services to support households to get out of poverty. Public nurseries are partly unable to respond to the needs of impoverished families due to the following conditions: regulatory and bureaucratic structures that tend to exclude economically disadvantaged households; lack of human and

economic resources and insufficient coordination with other services; and a professional orientation that does not configure the needs of children in terms of the socioeconomic inequalities.

The results also gather the vision of social workers from public social assistance about ECEC services. Social worker's policy assumptions about the importance of the family, the goals of their profession and the conditionality of services frame (and limits) their use of ECEC services to support disadvantaged families. In a context of lack of ECEC places, social workers cannot conceive these nurseries as a universal service, and they must use their professional stance to maximise ECEC services' utility. Therefore, they only promote the access to nursery schools when they assess that these services will have a concrete and an immediate effect on the clients (e.g. to supervise a child "in risk", to free a mother from child care tasks in order to start a new job, etc.).

In conclusion, this study shows how policy practice is framed by economic, ideological, normative, organizational, relational resources available to face increasing and diversifying social needs. In this way, the results show the complexity and challenges that policymakers in designing ECEC services to fight against economic inequalities and disadvantages. To question the role of ECEC services in tackling poverty marks a substantial step in this public policy field since those services become framed as being capable of providing more integral support for the child and the wider family (European Commission, 2016). Furthermore, the promotion of social inclusion through formal education has the advantage of reducing the potentially stigmatising effects that other more focused public services can have on disadvantaged families (Paugam, 2002). Some signs of these positive outcomes stemmed from the interviews with ECEC actors on the ground. Clearly, the introduction of new types of social intervention into and the universalisation of high-quality ECEC services may clearly benefit disadvantaged families (OECD 2006). Yet, the European Social Agenda's

inclusion goals can only be fully implemented when contextual factors are considered.

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TO READ OR NOT TO READ: A CRITICAL EVALUATION OF THE EFFECTIVENESS OF EXTENSIVE READING IN ESL/EFL CONTEXTS

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Abstract

Reading is considered to be an important language skill in teaching and learning, and there has been a great deal of interest in extensive reading (ER) in English as a second language (ESL) and English as a foreign language (EFL) contexts over the past few decades. While numerous researchers have generally advocated for the benefits of ER, it has not been widely implemented, and teachers sometimes encounter various obstacles and hindrances to successfully and consistently implementing it. This paper aims to evaluate the effectiveness of ER from three aspects: (1) motivation towards reading in a second or foreign language, (2) improvement of reading skills and (3) development of second or foreign language proficiency with reference to both conceptual literature and empirical research. After providing a critical review of the previous literature, this paper will make suggestions on what factors should be considered and how ER can be implemented effectively.

Keywords: *EFL; ESL; extensive reading; language proficiency; motivation; reading skills*

Introduction

Reading is considered to be an important skill in second language (L2) and foreign language (FL) teaching and learning, and there has been a great deal of interest in extensive reading (ER) over the past few decades. ER has generally been defined as reading a wide range of easy texts in large quantities that are within students' linguistic competence (Grabe & Stoller, 2002; Hafiz & Tudo, 1989). It implies that students should be given autonomy and a wide range of materials that they are interested in to read independently for the purpose of pleasure (Bamford & Day, 2004). It is also called 'free voluntary reading', 'pleasure reading' and 'sustained silent reading'. The effectiveness of ER in English as a second language (ESL) and English as a foreign language (EFL) contexts has been examined by numerous studies. In general, empirical research has indicated that ER is more effective for increasing student's motivation to read, improving reading skills and developing general L2 language proficiency than other approaches, such as intensive reading (IR) and traditional translation procedures (Al-Homoud & Schmitt, 2009; Beglar, Hunt, & Kite, 2012; Miliner, 2019; Robb & Susser, 1989). However, from the practical side, it appears that ER has not been widely implemented (Grabe, 2009), and teachers sometimes have trouble implementing this approach successfully and consistently (Lituanas, Jacobs, & Renandya, 1999; Shen, 2008; Susser & Robb, 1990). There are also some doubts about its effectiveness because ER is influenced by various mediating factors (e.g. students' needs and institutional constraints) that L2 reading teachers should take into consideration. This paper aims to evaluate the impact of ER from three aspects: (1) motivation for reading in a second or foreign language, (2) improvement of reading skills and (3) development of second or foreign language proficiency with reference to both conceptual literature and empirical research. After providing a critical review of the previous

literature, this paper will make suggestions on the factors that teachers should consider and how they can implement ER effectively

Impact on reading motivation

Motivation broadly refers to frequent pleasure reading, while positive attitudes are general perceptions that reading is good. Briggs and Walter (2016) analysed 30 evidence-based studies of ER and young L2 students' motivation and attitudes and found that ER made a positive difference in the motivation to read and attitudes of 11–18-year-old learners. A positive impact on L2 reading motivation has been reported in various geographical and pedagogical contexts, such as Japan (Leung, 2002; Powell, 2005; Tanaka & Stapleton, 2007), Korea (Lee, Schallert, & Kim, 2015), Malaysia (Sani & Zain, 2011), Germany (Kreft & Viebrock, 2014), the United States of America (Pilgreen & Krashen, 1993) and the United Arab Emirates (Alsheik & Elhoweris, 2011). This increase in reading motivation might, in turn, lead to an increase in general language learning motivation because reading motivation closely resembles general motivational constructs (Mori, 2002; Nishono, 2005). Nevertheless, some studies have shown no significant differences or even a negative impact on motivation toward L2 reading (Sheu, 2003; 2004). Schon, Hopkins, and Vojir's (1985) research, for instance, indicated that there was no significant difference in motivation between ER and non-ER bilingual learners.

These inconsistent results may be due to a number of mediating factors. Various influencing factors may affect the impacts of ER on L2 reading motivation, such as one's general level of proficiency, the difficulty of the texts, L2 reading proficiency and pre-programme motivation (Briggs & Walter, 2016). First, empirical evidence has suggested that higher proficiency L2 readers tend to benefit more from ER in terms of positive changes in motivation in comparison to students with low-level L2 reading abilities (Fujita & Noro, 2009; Sani & Zain, 2011). Advanced students' intrinsic reading motivation increases more significantly than learners with a lower proficiency who are less likely to prefer

teacher-independent ER. In addition, the reading materials that are used for ER activities may affect the efficacy. Some studies have demonstrated that reading motivation interplays with the difficulty of the text and the students' L2 reading proficiency (Briggs & Walter, 2016). Sheu (2003; 2004), for example, postulated that students might be less motivated to read because there could be a lack of proper reading strategies or activities to encourage reading. These results highlight the importance of teachers' pedagogical content knowledge (PCK) and their selection of texts that align with the students' L2 reading proficiency. Furthermore, some researchers (e.g. Alsheik & Elhoweris, 2011; Takase, 2003; 2007) argued that students' pre-programme motivations might be a strong influential predictor that determined their engagement in L2 reading, in-programme behaviours and post-programme motivations.

Among the various mediating factors that are mentioned above, the reading material is regarded as the most significant factor that makes a difference on L2 reading motivation. A wealth of evidence (Judge, 2011; Mante-Estacio, 2012; Nishono, 2007; Takase, 2003) has found that a wide range of easy and interesting reading materials, as well as self-selected texts, are more preferred by L2 readers. It is also observed that students' preferences for reading materials vary according to different variables, such as race, discipline and gender (Kreft & Viebrock, 2014). Moreover, autonomy is another important factor that positively contributes to L2 reading motivation (Takase, 2003). Lee, Schallert, and Kim (2015) stated that L2 readers preferred teacher-independent ER and an autonomous approach. Aside from students' perspectives, Wilson, Carroll and Werno (2014) investigated teachers' beliefs and found that teachers perceived that autonomy over the selection of reading materials were positively related to students' reading motivation.

In general, ER is gaining credibility as an effective way of boosting students' L2 reading motivation. In fact, various mediating factors may influence its efficacy. However, it is worth noticing that some factors may lead to negative

impacts and demotivate students, such as external pressures of homework, assignments, exams, time constraints, extracurricular study and activities (Haider & Akhter, 2012; Huang, 2015; Powell, 2005). For example, the washback effects of exam-driven education may hinder the implementation of ER. Other crucial and practical factors include the availability of resources and students' socioeconomic status – especially for students from developing countries. Schools in rural areas have a lack of resources, and poor students have to work to support their families. Hence, a well-equipped library, easy access to books or e-books, encouragement and time to read are key factors for increasing students' reading motivation and satisfaction (Ro, 2013; Rodrigo, Greenberg & Segal, 2014). In order to properly implement ER, it is important for teachers to help students develop effective reading strategies by providing activities that encourage reading and giving them materials that are relevant to their reading levels and interests.

Impact on reading skills

Reading skills generally refer to reading fluency/rate/speed, comprehension, ability and/or proficiency. Numerous researchers have supported the idea that ER contributes to the development and improvement of reading skills (e.g. Beglar, Hunt, & Kite, 2012; Camiciottoli, 2001; Huffman, 2014; Krashen, 2004; Lituanas, Jacobs, & Renandy, 1999; Robb & Kano, 2013; Tanaka & Stapleton, 2007; Yamashita, 2004; 2008). Krashen's (2007) meta-analysis revealed that ER had a strong impact on adolescents' reading comprehension. Similarly, Nakanishi's (2015) meta-analysis of 34 studies indicated that ER had a positive effect on reading rates ($d = 0.98$) and a medium effect on reading comprehension ($d = 0.63$). However, a meta-analysis that was conducted by Jeon (2016), which was based on 40 primary studies that were published from 1980 to 2014, showed that ER only had a small-to-medium effect on reading proficiency, in which a greater effect was found in adults than in children and adolescents. It was also

found that ER had a greater impact in EFL than in ESL contexts, and web-based stories had a greater impact than paper books.

In EFL settings, numerous studies have been conducted with Japanese students. In general, this empirical evidence has demonstrated that ER significantly improves students' reading rates and reading comprehension. For example, Robb and Susser (1989) compared the effectiveness of ER and skills building with 125 EFL university students in Japan. The ER group read an average of 641 pages over two semesters. The pre-test and post-test showed that the ER group's reading rate increased from 79.21 to 86.56 words in the first minute. In a study that used a student self-reporting assessment, Manson and Krashen (1997) also found that there was a significant gain in reading speed. Iwahori (2008) examined the impact of ER on reading speed of a seven-week ER programme, in which 33 EFL Japanese high school students read graded readers or comic books. The findings of the pre- and post-tests revealed that the students' reading rates improved significantly from a mean of 84.18 to 112.82 words per minute (wpm). Taguchi, Takayasu-Maass, and Gorsuch (2004) compared ER and assisted repeated reading with 20 university freshmen in Japan and showed that both approaches were equally effective for developing reading fluency.

Similar positive impacts were also reported in empirical studies that were conducted in other contexts. Bell (2001) compared the effects of ER and IR with 26 students from the Yemen Arab Republic at the beginner's level of English proficiency. The findings indicated that the ER group's mean difference of their reading rate increased from 68.10 to 127.53 wpm. The ER group achieved significantly higher reading comprehension scores and faster reading rates than the IR group. Similarly, Al-Homoud and Schmitt (2009) compared the impacts of ER and IR on Arabic young adult learners' reading abilities, vocabulary development and attitudes with 70 male EFL university students. The pre- and post-tests demonstrated that the ER group had significantly larger improvements

in their reading speed, while there were not any significant differences between both groups in terms of improved reading. In the context of a vocational high school in Korea, Cha (2009) indicated that ER led to statistically significant growth in L2 reading rates without impairing text comprehension. In line with these studies, Sheu (2003) conducted a study with 98 Taiwanese EFL high school students and found that the ER group's reading rate increased from 57.7 to 95.8 wpm, which was significantly higher than the IR group. Similarly, Chang and Millett (2015) also reported that audio-assisted ER improved Taiwanese secondary students' reading rates and comprehension levels.

Thanks to the advancement of technologies, online or mobile ER is increasingly gaining currency. There is growing research on technology-assisted ER (Pino-Silva, 2005). Arnold (2009), for instance, reported that online ER increased advanced EFL students' reading abilities and strategies, motivation to read and self-confidence. Chen, Chen, Chen, & Wey (2013) conducted an experimental study and investigated the effects of the ER of e-books on EFL undergraduate students in China. The findings indicated that the experimental group showed significantly better reading comprehension, reading attitudes and vocabulary than the control group. Milliner (2019) compared ER to extensive reading-while-listening (RWL) on smartphones and found that RWL contributed to significant improvements in reading, vocabulary and listening. Similarly, Hendriwanto and Kurniati (2019) found that mobile-assisted ER outperformed learners' reading fluency. Ni'mah and Umamah (2020) recently found that the practicality, portability, flexibility, accessibility and affordability of e-books helped learners to apply digital reading and ER successfully, and ER allowed Indonesian learners to not only develop their reading abilities and habits but also other skills in English.

However, some research has shown that ER does not have a significant impact on reading comprehension. de Morgado (2009), for example, found that reading comprehension performance was essentially the same with or without

adopting ER. Nakanishi and Ueda (2011) observed that ER improved learners' reading comprehension; however, there was no difference between the ER and control groups. Additionally, it is worth noticing that although empirical evidence shows positive effects of ER on both reading rates and reading comprehension, ER's benefits appear to be more significant on reading rates than on reading comprehension. Moreover, while prior studies have generally demonstrated that ER improves L2 reading skills, some of the research designs and methodological issues raise questions about these asserted benefits (Suk, 2016), such as insufficient information on the exact amount of reading that was done in Bell's (2001) research, the lack of an objective measurement in Manson and Krashen's (1997) study and the lack of a control group in Iwahori's (2008) research. Furthermore, it is observed that despite its advantages of developing learners' reading skills, ER has not been commonly used because fluent reading is not always regarded as a crucial curriculum objective, and the power of implicit learning is often overlooked (Suk, 2017). In the view of different perceptions and expectations of various stakeholders (e.g. teachers, students, school administrators and parents), to conduct effective reading instruction, it is important to consider the needs of L2 readers and how to balance the benefits and constraints.

Impact on general language proficiency

Numerous researchers (e.g. Maxim, 2000) have acknowledged that ER benefits not only students' reading skills but also their general L2 proficiency and linguistic competence, which involves writing, listening and speaking skills, as well as their acquisition of vocabulary knowledge and grammar accuracy. For example, Elley and Mangbuhai (1983) conducted a two-year 'Book Flood' project with about 400 L2 primary students in Fiji and found that the students had gains in reading and general proficiency, including listening, writing and vocabulary. Nevertheless, Yamashita (2008) reported that the positive impact of ER might

be manifested more quickly in general reading skills than in micro-level linguistic abilities, such as morphosyntax, vocabulary and spelling.

In terms of writing, listening and speaking skills, Hafiz and Tudor (1989) demonstrated that ER enhanced the reading and writing skills of male secondary ESL students in Pakistan. Elley (1991) found that ER improved primary students' reading and listening comprehension. Moreover, Lai (1993) also showed that an ER summer programme helped ESL students in Hong Kong develop writing skills, as well as reading comprehension and speed. Similar results were reported in Mason and Krashen's (1997) study, in which ER improved both writing and reading speeds of EFL learners in Japan. Fujimori (2007) also indicated that Japanese high school students improved both listening and reading comprehension through the ER programme. Among the few studies on the impact of ER on speaking, Cho and Krashen (1994) observed that ER improved learners' oral and aural skills over time. Recently, Hamrayevna and Rashidovna (2019) argued that ER contributed to students' speaking skills via vocabulary development.

Vocabulary acquisition is important for developing various language skills. A growing body of research has demonstrated the positive impacts of ER on vocabulary acquisition (Chun, Choi, & Kim, 2012; Grabe & Stoller, 1997; Hafiz & Tudor, 1989; Horst, 2005; Kweon & Kim, 2008; Lee, 2007; Webb & Chang, 2015; Yamamoto, 2011). For instance, Horst's (2005) measurement study with 21 Japanese EFL students revealed that ER helped students develop a more rapid recognition of frequent words and increased the speed of lexical access. In a similar context, Leung (2002) found that ER improved Japanese students' vocabulary development, attitudes and reading comprehension. Similar findings of the positive effects on vocabulary acquisition, reading comprehension and reading rates were also reported in Suk's (2017) quasi-experimental research with Korean university students. Highlighting the influence of student proficiency, Park, Isaacs, and Woodfield (2018) reported that students' improvements in

vocabulary knowledge was significantly higher in ER than in IR – especially for advanced and intermediate-level learners. With respect to students of French, Pigada and Schmitt's (2006) case study indicated that ER improved vocabulary knowledge in terms of word meaning, spelling and grammatical knowledge. Recently, Boutorwick, Macalister and Elgort (2019) also supported ER's facilitative effects on L2 vocabulary development via incidental learning. Conversely, Nakanishi's (2015) meta-analysis found that the impact on vocabulary acquisition for pre–post contrasts was small. Regarding technology-assisted ER, Brooke et al. (2018) showed that students' vocabulary grew significantly with the help of an online library (graded readers). Milliner (2019) compared ER with RWL on smartphones and found that RWL contributed to significant improvements in vocabulary, listening and reading.

ER's impact on grammar knowledge has received relatively less attention. Among the limited studies, Sheu (2003) found that ER contributed to significant improvements in Taiwanese EFL students' grammar knowledge. Yang's (2001) study with EFL students in Hong Kong also revealed that ER benefited their grammar acquisition. Positive gains in grammar knowledge were also found in Lee Schallert, and Kim 's (2015) research. In contrast, Rodrigo, Krashen, and Gribbons (2004) showed that there were no significant differences among the groups in grammar knowledge, while Yamashita (2008) found that ER was not always positively linked to improving learners' grammar knowledge.

While most empirical studies have suggested that ER has a positive impact on L2 language proficiency, some reviews of the research on ER (e.g. Mori, 2015; Nakanishi, 2015; Waring & McLean 2015) have argued for more refinement in research methodology and design, so that ER research can be more accurately interpreted. Thus, it is suggested that researchers and teachers should pay attention to some areas of disconnect, such as how ER should be implemented and how reading skills are interrelated to other English skills and general L2 proficiency.

Factors to consider

The potential positive effects of ER on L2 reading motivation, reading skills and general L2 proficiency are only conditional. Due to the various constraints that were mentioned above, it appears that ER has not been widely adopted (Grabe, 2009). Its success largely depends on whether teachers and schools can overcome the difficulties (especially in underdeveloped or poor areas), such as a scarcity of reading materials, inadequate skills and teacher training, pressures to cover the entire syllabus and textbooks (leaving no time for programmes such as ER), exam pressure, the inflexibility of compulsory assessment activities and the fact that part-to-whole instruction is still a broadly held belief as the means to attain literacy and lifelong skills (de Morgado, 2009).

In fact, as stated by Cha (2009), it is not a problem of ER itself, but it is rather how ER is implemented. Prior literature has generally suggested that ER shows a greater effect when it is a part of the curriculum and is accompanied by interactive classroom activities, such as discussion and interactive vocabulary instruction. Several researchers have also made some pedagogical suggestions. Day and Bamford (2002), for instance, proposed the top ten principles for teaching ER. In brief, reading should be easy, interesting, fast, silent, pleasurable, extensive, individual and self-selected. Elley (1991) suggested that the success of ER attributes to five factors: 1) extensive input of meaningful texts, 2) incidental learning, 3) integration of oral and written activities, 4) focus on meaning rather than form and 5) high intrinsic motivation.

ER may not be a panacea for all reading difficulties and appropriate for all students in every context. Hence, teachers should adopt proper ER instruction depending on various students' backgrounds, needs, proficiency and perceptions. Besides student variables, teachers should consider a number of interrelated factors that were found in empirical studies, such as material selection, text difficulty, autonomy, peer cooperation, teacher's roles, implementation and classroom activities. Depending on the students and contextual factors, Day

(2015) suggested that ER can be implemented flexibly within a continuum from pure ER to fringe ER and in various forms, such as: (1) supervised (or instructed) ER (i.e. ER is the main focus of a reading course combined with a variety of follow-up activities), (2) blended ER and IR (i.e. ER is an addition to an ongoing reading course where students read books that they select for homework) and (3) independent (non-instructed) ER (ER is an extracurricular activity where the teacher guides and encourages students whose fondness of reading has been developed and who regularly meet to discuss them). Other researchers (e.g. Day & Bamford, 2002; Macalister, 2015; Yulia, 2018) have also proposed a number of principles for teaching, which cover the nature of reading, the nature of the reading materials, what the teachers do and what the learners do. As there is no one-size-fits-all reading pedagogy, it is important to facilitate teachers' understanding of the nature of ER and the conditions and practices that are necessary for its success. Teachers should develop professional PCK in order to implement the best practices of L2 reading by choosing appropriate texts and teaching methodologies according to various contextual factors and needs of the students.

Conclusion

In summary, empirical evidence has generally suggested that ER improves motivation toward reading in a second or foreign language, improves reading skills and helps develop language proficiency in general. Although the three aspects of motivation, reading skills and general language proficiency are discussed separately in this paper, they are highly interrelated. Vocabulary acquisition, for example, enhances reading comprehension and reading rates (Tozcu & Coady, 2004). Nevertheless, it is worth noticing that due to limitations in methodologies or curricula, ER's effectiveness needs to be given careful (Suk, 2017). Moreover, the limitations of prior studies (e.g., short time span, small sample size, lack of replication studies and a control group, etc.) cannot be

ignored. It is hard to assess the effects because intervening factors might have played a role. Thus, more large-scale replication and longitudinal studies are needed to evaluate the effectiveness across different educational contexts.

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INSTITUTIONAL DEVELOPMENT IN ETHIOPIA: CHALLENGES AND POLICY OPTIONS

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Abstract

Strong, vibrant and credible formal and informal institutions are critical for the harmonious existence and development of any society. Their multifaceted nature, as well as their multiplicity and variety of the functions they fulfill for society makes institutions the indispensable cornerstones of social structure. This is mainly because they serve as a building-block through which countries developmental goals and aspirations can be realized. Thus, the paper was intended at identifying the challenges affecting the development of transparent, accountable, effective and well-functioning institutions in Ethiopia through the

review of relevant scanty literature on the subject matter and data gained from CPIA. The review indicates organizational fragmentation, weak leadership, absence of continuity, lack of adequate resources, donor dependence and conflicting mandates, problem of governance, failure to integrate traditional values and norms, strong politicization during reforms as well as political instability are the major challenges affecting the development of capable institutions in Ethiopia. Hence, redirecting attention towards domestic norms and societal values, generating capacity for leadership through continuous and progressive training and education, and promoting institutional coherence through prioritizing, coordinating and integrating goals are suggested as appropriate policy options among others to ensure the development of adequate and capable institutions in Ethiopia.

Keywords: *Institutions, institutional development, challenges, policy options, Ethiopia*

Introduction and Justification

The renowned institutional economist states that institutions are the rule of the game in a society or, more formally, are the humanly devised constraints that shape human interaction (North, 1990). They involve laws, social norms, traditions, beliefs, and other established rules of human behaviour (Asefa, 2003). Institutions also shape all interactions, including in the family, community, and political and economic spheres, influencing how societies develop (UN, 2016). Institutional development, on the other hand, involves the process of improving the ability of institutions to make effective use of the available human and financial resources (Israel, 1987). Israel further asserted that characteristically, institutional development (or institutional analysis) is concerned with management systems (Ibid, 1987). Hence, Institutions and institutional development plays a decisive and irreplaceable role for the development of

societies, developed or developing. This is mainly because they serve as a building-block through which countries developmental goals and aspirations can be realized.

The long-run positive association between governance and institutional quality on one hand, and economic growth and income levels on the other, is strong both conceptually and empirically (Brooks, Hasa, Lee, & Zhuang, 2010). Institutions are, therefore, the backbone of an economy because they determine the incentives players face and as a result affect our behaviors and thus economic outcomes (Luiz, 2009). In general, it can be said that the existence or the lack of efficient democratic institutions explain why some nations are rich and others continue to be trapped in poverty (Asefa, 2003). Because weak institutions undermine growth and strong institutions support growth (Muhula, 2019).

Institutional development in Ethiopia so far was not a continuous process with steady progress, rather was subjected to strong politicization that led to failure of institutions together with respective regimes (Asfaw, 2019). Beginning from the period that marked the process of institutional building, the country is at its third government implying at least two fundamental changes of institutions in Ethiopia. Each successive regime has been abolishing the existing institutions established by the previous regime to install new and modified ones where there were gaps in the transition to the upcoming government. Majority of the current institutions in Ethiopia are established after the downfall of Derg and the coming to power of EPRDF.

Unless a country has institutions that can properly and effectively function, it is difficult to realize development. Yet, as rightly pointed out by Admassie, one of the critical limitations of Ethiopian society is its lack of institutions that are adequate for the accomplishment of its activities (Admassie, 2006). Further, according to (FAO, 2019) one reason for vulnerability of Ethiopia to hazards is weak institutions among others. Thus, the authors argue that one of the main stumbling blocks confronting all the efforts made to put the

country on the road to development and progress in the last 150 years was the lack of appropriate and capable institutions with the required quality and capacity that can function in a transparent and credible manner.

Though the country pursued multiple structural and institutional reform agendas in the last two decades to develop institutional capacity, most of them were not able to achieve their intended target. According to WB (2013), this is mainly because ‘political and technical reforms were not separately treated to avoid failure’. Further, the reform agenda was suffering from ‘strong politicization’. Another defining reason for institutional failure in Ethiopia is the historic problem of governance which has been characterized by the concentration of power among few elites, engaged in arbitrary use of power over the silent majority of the population (Asfaw, 2019). Therefore, it is with this in mind that this project on institutional development in Ethiopia will be conducted with the intention of understanding the trend and identifying gaps and. Auxiliary, as one can understand institutional development, particularly in Ethiopian context, is an ongoing process which calls for progressive empirical enquiry.

So far, there is a scanty empirical study undertaken on the issue of institutional development in Ethiopia in spite of the existence of grave institutional challenges. Further, the available scanty literature are fragmented and isn’t entirely aimed at analyzing the challenges hindering the development of inclusive, capable, effective, transparent and well-functioning institutions that can contribute to the realization of the country’s vision of joining middle income countries by 2025. Henceforth, this paper is targeted at empirically identifying the challenges hindering institutional development in Ethiopia through review of relevant literature and data from CPIA, and thereby suggesting mitigating policy options.

Institutions and Institutional Development: Roles and Relevance

Whether or not institutions are needed to advance societies is not a matter of debate. A lot of evidence does exist about the importance of not only having institutions but also better and well developed ones through cross country and country specific studies.

The first and foremost role institutions play is to promote economic growth and development that North stated, institutions affect the performance of economies is hardly controversial (North, 1990). Even though the evidence for a casual relationship is not conclusive, having better institutions help achieve economic growth. Hence it is equally important to have better institutions as it is to have them at all. Pande & Udry argue, institutional quality is a significant determinant of a country's growth performance (Pande & Udry, 2005). Further, they found countries with better institutions are richer while those countries that are poorer seem to have less developed institutions. The long-run positive association between governance and institutional quality on one hand, and economic growth and income levels on the other, is strong both conceptually and empirically (Brooks et al., 2010). Institutions are therefore the backbone of an economy because they determine the incentives players face and as a result affect our behaviors and thus economic outcomes (Luiz, 2009).

Having institutions with the right quality not only promotes economic growth and development, but also speeds up the pace of the same. According to the World Bank, by distributing rights to the most efficient agent, institutions can enhance productivity and growth (WB, 2019). In countries having better institutions, long-run growth is faster and, there is better law enforcement, increased protection of private property rights, improved central government bureaucracy, smoother operating formal sector financial markets, increased levels of democracy, and higher levels of trust (Pande & Udry, 2005). In general, it can be said that the existence or the lack of efficient democratic institutions explain why some nations are rich and others continue to be trapped in poverty (Asefa,

2003). Because weak institutions undermine growth and strong institutions support growth (Muhula, 2019).

The existence of better quality institutions in a country ensures sustainable economic development as well. According to Bateman sustainable economic development is a complex process involving the interplay of institutions, governments and market processes (Bateman, 2010). A positive correlation between 'good' institutions and growth may reflect reverse causation; faster growing countries may have 'better' institutions because they can afford them (Pande & Udry, 2005; WB, 2019). Policies affect which institutions evolve, but institutions too affect which policies are adopted (WB, 2019). They maintain a sustainable rate of population growth and foster welfare-enhancing peace; the joint mobilization of resources; and beneficial policies, such as the provision of public goods (Greif, 2006).

Institutions are established by people to guide the pursuit of equitable and equal fulfilment of their human rights and needs (UN, 2016). Institutions, together with the standard constraints of economic theory, determine the opportunities in a society (North, 1990). Formal and informal institutions structure the distribution of opportunities, assets and resources in society (UN, 2016). Hence, having institutions that guarantee equitable distribution of resources ensures fairness in society. One form of resource that has gained momentum in this era is information; it has become a source of income and power. They can affect the production, collection, analysis, verification, and dissemination or the withholding of information and knowledge. They do this for participants in, and between, communities and markets (WB, 2019). To this end, when institutions are designed to provide resources to all citizens equitably, at times offer affirmative action to those in needs, inequalities in access to resources and income can be reduced. Muhula concluded institutional arrangements determine how public functions are carried out, how resources are allocated, and the direction government interventions take (Muhula, 2019).

Behavior and actions of different actors can be shaped as a result of constraints put by institutions. North states institutions include any form of constraint that human beings devise to shape human interaction (North, 1990). He also articulated that the major role of institutions in a society is to reduce uncertainty by establishing a stable (but not necessarily efficient) structure to human interaction. They can reduce the potential for disputes and help enforce contracts (WB, 2019; Bedasso, 2017). This is because the interactions among citizens, the state, and firms are mediated by institutions - the rules of the game - that determine how these relationships are manifested (Muhula, 2019). Strong institutions would also enhance trust in the state, especially at the local level. The effect would be a capable state whose institutions are dedicated solely to improving citizens' well-being and supporting the transformation to a high-income economy (Muhula, 2019).

As mechanisms of overseeing resource flow, the presence of better institutions improves the outcomes of collective investments and interventions including aid. Sasaoka suggests developing a country's own institutions increases aid effectiveness by strengthening the country's sustainable capacity to implement and account for its policies to its citizens and parliament (Sasaoka, 2005). Whilst good institutions would certainly make these interventions more successful we need to realize that they are a means to an end rather than an end in itself (Luiz, 2009).

Challenges of Institutional Development in Developing Countries

The issue of institutional development, especially under the slogan of "good governance", has recently come to occupy the central stage of development policy debate (Chang, 2017). During the last decade or so, the international financial institutions have come to recognize the limitations of their earlier emphasis on "getting the prices right" and have accepted the importance of the institutional development that underpins the price system.

One of the most critical problems facing policymakers and political scientists today is how developing countries acquire high-quality public and private sector institutions. Countries rarely succeed in the absence of state institutions that can establish and enforce rules, collect revenue, and provide public services (Buntaine, Parks, & Buch, 2017). Wealthy countries have responded to this challenge by focusing the efforts of bilateral aid agencies and multilateral development banks on building and reforming public sector institutions in developing countries. Nevertheless, most of these externally-sponsored programs fail during implementation or falter in the out-years, with their achievements often consisting of shallow, cosmetic changes to “institutional forms” i.e. how institutions are organized rather than improvements in “institutional function” i.e. the ability of public sector institutions to solve public problems (Buntaine, Parks, & Buch, 2017).

In most cases, developing countries pass legislation that criminalizes human trafficking but fails to properly investigate or prosecute the most serious violations of the law; establish courts and appoint judges that are nominally independent while tacitly endorsing interference in the affairs of the judiciary; and create anti-corruption commissions with no intention of identifying or recovering public funds that are stolen. Henceforth, we argue that Africa is caught in ‘institutional trap’ which significantly contributes to the existing level of poverty and backwardness in the continent.

Every political system, either developed or adopted, has an impact on the structure of society and the level of development. Bedasso argues that foreign intervention in the developing countries hinders the development of independent institutions, and protects the strategic interests of their former colonizers (Bedasso, 2017). Ha-Joon Chang also contends most of the structures of institutions in African states are adopted from European countries and USA, which in turn contributes to their low performance (Chang, 2017). Nevertheless, we argue that the challenges Africa faces in developing viable institutions are not

limited to the adoption of foreign institutions, but are also rooted in domestic norms that define society itself. Sometimes, these challenges have to do with the incompatibility between foreign and domestic institutions. The fundamental issue then is to understand the African societies, cultures, and other dynamics that have ensured stability in the past and that need to be recognized when adopting contemporary foreign institutions.

African countries are characterized by fragmentation of various aspects of their political economy, including their institutions of governance (Williams & Tremblay, 2016). Large segments of the rural populations, the overwhelming majority in most African countries, continue to adhere principally to traditional institutions. The post-colonial State, on the other hand, essentially emulates western institutions of governance, which are often at odds with traditional African cultural values and the region's contemporary socio-economic realities. Fragmentation of the institutions of governance, along with economic and social fragmentation, has contributed to Africa's crisis of state-building, governance, and economic development.

Challenges of Institutional Development in Ethiopia

Institution building is a lengthy and complex undertaking anywhere, yet in fragile and conflict affected settings the challenges that must be navigated are especially daunting (Barma, Huybens, & Viñuela, 2014; Asfaw, 2019). Ethiopia is one of the countries identified as fragile in not few literatures, hence not immune to having problems related to developing its institutions. Some of the major gaps in institutions and institutional development in Ethiopia are identified in this part of the paper.

The advancement of any society can stand on a firm ground if and when it is found up on the ingredients the society owns. The same goes for institutions that they tend to be better quality when established based on indigenous institutions. Especially in countries where there is frequent change in governments such indigenous institutions can survive transition and continuity

can be maintained. Inability of Ethiopian governments to include such indigenous institutions into formal ones is the first and foremost gap of institutional development in Ethiopia so far. The United Nations annual report augments this challenge as ‘most of the Ethiopian institutions are copied’ (UN, 2018, p. 17). Indigenous institutions may not be available in every aspect of life but wherever they are it would have been better to include them.

As pointed out by Admassie, one of the crucial limitations of Ethiopian society is its lack of institutions that are adequate and capable for the accomplishment of its activities (Admassie, 2006). Most of the institutions in Ethiopia are suffering from capacity deficits i.e. human, material and financial (UN, 2018; FAO, 2019; Asfaw, 2019). The existence of limited resources is in turn resulting in the disruption of infrastructure and public service delivery (UN, 2018). Contrary to this reality, Assefa argues institutions should provide individuals to work hard, to save and invest, and for entrepreneurs to take risks and to actively pursue economic opportunities, for firms to improve their production methods, for governments to use public revenue efficiently (Assefa, 2001). Unless a country has institutions that can do so, it is difficult to achieve development. Admassie further stressed one of the main stumbling blocks confronting all the efforts made to put the country on the road to development and progress in the last 150 years was the lack of appropriate institutions that are able to operate impartially (Admassie, 2006).

Institutional quality is now recognized as a key driver of development (Wick & Bulte, 2009). This implies that it is equally important to have quality institutions that are capable of facilitating a proper functioning society as much as it is important to just have them at all. Such concepts of quality in institutions may imply such parameters identified by scholars that associate institutional quality with strength, transparency and credibility. Unfortunately, African countries are often plagued by underdeveloped institutions which makes doing business in Africa costly (Luiz, 2009). When institutions are bad (“grabber-

friendly economies”), the rent seekers are able to grab a large share of the national resource pie for their private benefit (Wick & Bulte, 2009). According to FAO, one of the reasons for vulnerability of Ethiopia to hazards is weak institutions among others (FAO, 2019). Moyo argues another explanation put forward for Africa’s poor economic showing is the absence of strong, transparent and credible public institutions - civil service, police, judiciary, etc. (Moyo, 2009). This is also the case in Ethiopia as there is institutional fragmentation coupled with lack of credible, transparent, accountable and well-functioning institutional setup through which organizations can operate in a proper manner.

In order to ensure continuous improvement in institutional quality, reforming institutions is a widely accepted approach. In the last two decades, Ethiopia has pursued multiple structural and institutional reforms to build a developmental state (WB, 2013). But, among the drawbacks of such reforms was strong politicization and political instability. After assessment of Ethiopia’s public sector reform, The World Bank further added, political and technical reforms were not separately treated to avoid failures. One of the lessons is that political commitment of the government, leaders, and the balance given to political and technical considerations are the determinant factors for the success of public service reform (Ibid, 2013).

Given institutional setting can provide a rich variety of incentives to different individuals, depending upon their economic, social or political position (Pande & Udry, 2005). In other words, institutions may well have a laudable stated public purpose, but their real reason for existing, changing or not changing can most often be put down to the ‘distributional advantages’ that accrue to key individuals and groups associated with these institutions (Bateman, 2010). Poor countries (which Ethiopia is one of) are often riddled with non-existent property rights for the majority of the people, the erratic enforcement of the law, elites which have unlimited political and economic power and use it for extractive purposes, and high levels of inequality (Luiz, 2009). At times when the

distribution of such incentives is distorted and is distributed inequitably, it creates more problems than the good it does. As is stated by Wick & Bulte, once in place, institutions based on unequal distribution of power and income are beneficial for (domestic) elites and are therefore perpetuated and reproduced over time (Wick & Bulte, 2009). Rulers devised property rights in their own interests and transaction costs resulted in typically inefficient property rights prevailing. As a result it was possible to account for the widespread existence of property rights throughout history and in the present that did not produce economic growth. (North, 1990). Such gaps can significantly affect long run sustainable development in the country.

At the centre of the institutional failure in Ethiopia is the historic problem of governance, which has been characterized by a concentration of power among a few elite, engaged in arbitrary use of power over the silent majority of the population (Assefa, 2001; Asfaw, 2019; UN, 2018). A large part of the blame regarding Africa's marginalization is a result of poor governance (Luiz, 2009; UN, 2018). But, the involvement of citizens in the process of development, including institutions, is proven to promote a sense of ownership. This can guarantee development of institutions on a continuous and uninterrupted manner. But, Asfaw summarized the approach adopted in the process of institutional building efforts by the last three consecutive governments in Ethiopia as one that didn't involve local people i.e. low ownership and participation. In their institutional-building schemes, what they have followed in differing degrees is a top-down approach (Asfaw, 2019). In many cases copied from the experience of other countries. But institutions that work well in one country may be unsuitable in another location lacking the supporting norms and corresponding institutions (Luiz, 2009). In addition to this, CIDA and WB identified decreasing democratic space and an increasingly constrained role for actors other than the public sector in the development of Ethiopia as one of the challenges for sustainable institutional development (CIDA, 2010; WB, 2013).

Mengesha and Common identified poor capacity even for strategic and cabinet level decision making as one of the problems of public management systems in Ethiopia (Mengesha & Common, 2006). In addition to this, addressing the problem of lack of capacity has been on the government's agenda for intervention as well. But CIDA argued a rather limited view of capacity development approaches and over reliance on training as a sole means of developing that capacity (CIDA, 2010). According to the United Nations, institutional development in most developing countries including Ethiopia is affected by weak leadership (UN, 2018).

Institutional development is a slow process; it certainly takes longer than for the implementation of a more traditional investment (Israel, 1987). So enough time lapse between building institutions and the realization of expected outcomes, whether in the form of level of development in the institution or otherwise, need to be given unlike the frequent restructuring approach the government seems to be implementing right now.

Building Inclusive, Effective and Transparent Institutions in Ethiopia: Policy Options

On the basis of reviewed theoretical and empirical literature as well as data consulted on the subject, the resulting policy options are suggested by the authors aimed at mitigate the existing institutional development challenges and thereby build inclusive, effective, transparent and well-functioning institutions in Ethiopia.

- Whenever reforming institutions, political and technical reforms have to be treated separately as the failure to do so resulted in a spectacular failure as our experience of the last three decades manifests. Also, all the concerned stakeholders including government, private sector, civil society organizations and community leaders have to engage in the

process starting from the early stage to build a strong sense of ownership and participation.

- In the process of building and developing efficient, effective, transparent, strong and credible institutions, consideration for domestic norms and societal realities is relevant to make the process sustainable.
- Generating the capacity for leadership through continuous and progressive practical training and education programs are essential. This is a relevant policy option given the existence of capacity deficit in most institutions operating throughout the nation.
- Promoting organizational coherence by prioritizing, coordinating and integrating goals is appropriate towards alleviating the challenge of organizational fragmentation.
- Institutions have to be transparent and professional, such as ensuring an independent judiciary, law enforcement agencies, and bureaucracy in order to attract inflows of foreign capital, facilitate economic development and domestic transformation of the society in general. This will in turn curtail corruption and malpractice. Such policy measures will promote equity and the fair distribution of the fruits of economic growth, as happened in the recent past in the East Asian economies, where the state has played an important role in successfully building institutions.
- Political commitment is required on the part of political leadership. In the absence of political assurance from leadership, developing institutions is absurd.

The authors believe for the smooth functioning of institutions, the executive branch of government must distance itself from any business enterprise and adopt a neutral position. It must limit itself to creating a favorable condition for the legislative and judiciary branches to be able to play their designated roles, refrain from any form of interference in their functions, and simply shoulder its executive responsibilities. Hence, we believe through the appropriate

consideration and effective application of the suggested policy options, institutional development challenges of Ethiopia can be minimized, if not totally eradicated. We also recommend further empirical and review studies to widen the content and coverage of the issue i.e. institutional development.

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A FORMAL FORM OF SOCIAL CONTROL AGAINST ONLINE HATE SPEECH IN INDONESIA

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Abstract

The development of technology and information gave rise to new media in communication. This new media, called social media, has different characters from well-known characters. The emergence of this new media also has the potential to be used in spreading hate speech online. Unlimited hate speech content can lead to various negative impacts in the community; it can even cause social conflict, physical violence, harassment, and demonstrations. This paper aims to explain the implementation of formal social control over hate speeches in Indonesia by using a qualitative approach through literature studies as a data collection technique. As a result, formal social control over hate speeches in Indonesia is carried out by law enforcement officers by enforcing existing legal rules. In addition, the use of formal social controls that are not balanced in tackling hate speech in Indonesia can cause bias and discrimination and ultimately lead to public distrust of law enforcers and the criminal justice system. A need for alternative social control in controlling hate speech that occurs in the community is to be discussed further.

Keywords: *control social, hate speech, crime control, law enforcement*

1. Introduction

Emanuel Ritcher (2006) marks globalization as a global network phenomenon that simultaneously unites previously scattered and isolated communities into world interdependence and unity (Al-Rodhan, 2006). The development of globalization, which is increasingly rapid, influences all aspects of life, such as democratization, science, and information technology.

The development of technology and information that gave rise to computers and the internet has contributed significantly to changes in communication and media. The reason it happens because technology builds space and time that is different from reality and is called cyberspace. Cyberspace was unknown 200 years ago; its existence has only emerged and is recognized. Humans created cyberspace as a new space by utilizing the support of digital electronic devices that can be used to collect, store, and transfer information between electronic devices (Woolley, 2006).

Different characters, cultures, and forms of society in cyberspace encourage the formation of communication adapted to cyberspace's conditions, including the use of media. Media that develops because of cyberspace, one of which is social media. The definition of social media itself is very diverse. Almost everyone understands what is called social media. This is because almost every individual accesses social media (Taprial& Kanwar, 2011).

Social media's unique features are its ability to facilitate users to communicate, interact, and exchange information. Taprial and Kanwar (2012) mention several advantages of social media compared to conventional media, namely:

- Accessibility. Social media is cheaper and more accessible to its users.
- Speed Content created on social media can be accessed by everyone immediately after being published.

- Interactivity. Social media can encourage two-way communication or multiple communication channels.
- Longevity / Volatility. Content on social media can last a long time.
- Reach Social media offers unlimited access to all content available in it (Taprial& Kanwar, 2012).

The conveniences offered by social media attract people to use it; the Indonesian people are no exception. As the data mentioned by Internet World Stats in 2019, Indonesia ranks fourth as the country with the highest number of internet users worldwide (Internet World Stats, 2019). a report entitled "Essential Insights Into the Internet, Social Media, Mobile, and E-Commerce Use Around the World" published January 30, 2018, states that of Indonesia's total population of 265.4 million, active social media users reach 130 million with penetration 49 percent. The average Indonesian spends 3 hours, 23 minutes a day, to access social media (Kompas, 2018).

The high users of social media content make it easy for people to communicate. Communication is the process of conveying one's thoughts or feelings to others by using symbols that are meaningful to both parties, in certain situations, using certain media to change the attitude or behavior of a person or several people to cause specific effects that are expected (Effendy, 2003). Not infrequently, the desired effect is to create fear or hatred.

One of the methods used as a weapon in achieving these targets is the expression of hate speech. The concept of hate speech is understood as an act of communication carried out by an individual or group in the form of provocation, incitement, or insults to other individuals or groups in terms of various aspects such as race, color, gender, sexual orientation, citizenship, religion, etc (Massaro, 1991).

Social media often exploit and spread language that demeans or attacks a group of people based on the main aspects of social identities, such as race, religion, ethnicity, gender, sexual orientation, or disability - victimization of

marginalized groups in written or oral language ways. - hate speech (Wall, 2001; Bell, 2014). Social media eventually made it possible (Marsh & Melville, 2009):

- Obtain an immediate response and response, in the form of images or comments that demean the person.
- Strengthening racial narcissism, while emphasizing and promoting diversity.
- Opening the opportunity to do merchandising in order to build an economic power base.
- Download and collect racist speech material

The possibilities provided on social media can encourage engagement for other users to make hate speeches. The part that cannot be ignored is other potential users who feel proud after seeing hate speech in the mass media. In line with research on six countries, it shows that at least social media users are occasionally exposed to hate speech. Then, most respondents accidentally opened sites containing hateful content (Reichelmann, Hawdon, & Costello, 2020).

In Indonesia, at least in the last few years, hate speech always occurs in social media. Some cases lead to various forms of verbal abuse or threats, acts of abuse and abuse, including racist, sexist, homophobic, as well as various discourse on symbolic, psychological, and emotional attacks. The number of hate speech cases that occur on social media requires social control efforts. This paper tries to see how formal social control is implemented in Indonesia by law enforcement officials. Thus, detecting hate speech is very important to do to analyze public sentiment from certain groups towards other groups, so that it can prevent or minimize unwanted actions or things (Patihullah & Winarko, 2019)

2. Method

This research uses a qualitative approach. A qualitative method is an approach that makes researchers think inductively when they capture social phenomena that occur in the field. After that, they attempt to do theorization based on what they observe (Burhan, 2007). Qualitative research is characterized by its objectives relating to understanding several aspects of social life and its methods (in general) producing words, not numbers, as data for analysis (Bricki& Green, 2007). Data collection used in this research is mainly carried out by referring to the news in print, online media, and social media. Data collected from these media is then supported by literature studies both through books and international journals.

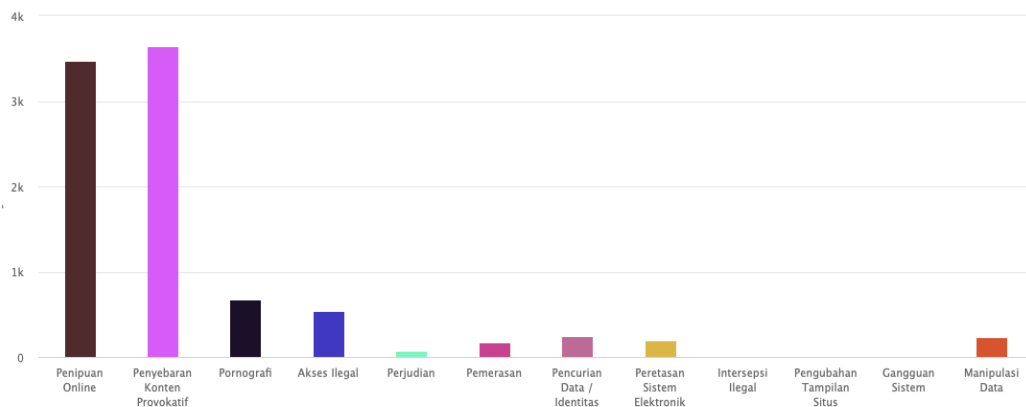
3. Result and Discussion

3.1 Hate Speech in Indonesia

Hate speech in Indonesia is very diverse in forms, ranging from political, social, economic, religious issues to everyday life. There are many cases and violent conflicts in Indonesia that start from acts of intolerance. For example, violence against Ahmadiyya in 2005, the expulsion of the Shia Sampang community in 2012, or that befell the Torikara Muslim Community in 2015. Symptoms and triggers start from hatred, heresy, and stigma, further compounded by government discrimination, to the end with violence.

So far, there has been a lot of hate speech content circulating on social media. One of Indonesia's studies explains that hate speech has racial, ethnic, and religious nuances on Indonesian social media. The hate speech phenomenon appears as a result of the intense relationship between technology and everyday social life. This condition is used by groups that spread hate speech as an effective medium to intimidate other groups considered subordinate groups (Amin, Alfarauqi, &Khatimah, 2018).

Data from the SiberPolri Directorate states that during January 2018 to January 2020, there were 3,642 cases related to the spread of provocative content, as shown in the following graph:



Graphic 1. Case Data Entry into the CyberDirectorate of Indonesia National Police

(January 2018-January 2020)(Patroli Siber, 2020)

A large number of cases of disseminating provocative content places this case as a crime with the highest number of cases during that period in the realm of cybercrime detected by the Directorate of Cyber Police.

3.2 Hate Speech Formal Social Control

Ira Strauss (2014) mentions that hate speech encourages acts of violence committed due to hatred or commonly called hate crime (Strauss, 2014). The two concepts are interrelated; furthermore, the similarity between hate speech and hate crime is exposure to hatred for specific groups. While the difference is quite significant, hate crime occurs when the effects of crime are apparent. On the other hand, hate speech is seen as a form of hatred that does not necessarily require hateful actions (Rumandi, 2017).

In contrast to other forms of crime, such as theft, murder, or robbery, in hate crime, the element of subjectivity is inherent in the attitude, values, and

character of the perpetrator. The element of dislike is often the reason for perpetrators to justify behavior leading to hate crimes. Therefore, it is not surprising that the target of hate crime is a group with a specific identity, vulnerable as a target of prejudice, visualization of expressions, historical background, to the stigma of constitutional results (Mellgren& Andersson, 2017).

The interpretation of hate crimes, which tends to be dynamic, places it on sensitive issues. Hate crime is so massive, the Organization for Security and Co-Operation in Europe (OSCE, 2018) categorizes prejudice that leads to hatred, generally targeting race and xenophobia, antisemitism, anti-Muslims, anti-Christianity, gender bias, sexual orientation bias, to disability bias.

Related to hate crime, the Federal Bureau of Investigation (FBI) sets hate crime in the 5th position as the most severe crime (FBI, 2017). This is because these crimes have an impact on individuals and have a broader impact on society. One of the statements made by the FBI related to hate crime is as follows; "... groups that preach hatred and intolerance can plant the seed of terrorism here in our country (FBI, 2017)." In the statement, hate speech should not be underestimated because its existence can grow the seeds of terrorism, thus threatening multiculturalism and the integrity of the nation.

3.3 Formal Social Control in Overcoming Hate Speech

Sociologically, social control acts as the central concept that connects sociology with philosophy and acts as a unit of analysis of society. The idea of social control itself emerged to carry out an analysis of the social organization and the development of industrial society.

The idea of social control stems from a rejection of economic self-interest theory. Economic self-interest shows that collective social behavior and the existence of social orders can be understood because there are individuals who pursue economic interests. Meanwhile, social control is a form of expression that rejects this understanding because it assumes that economic self-help theory cannot be the basis for the achievement of ethical goals (noble goals).

The terminology of social control found in three contexts of the sociological literature, namely (a) as a description of fundamental social processes or conditions, (b) as a mechanism for ensuring compliance with norms, and (c) as a method used to study the social order of society. The first conception is related to classical sociological theory and is the dominant perspective that has been used during the first part of this century. The second conception is rooted in classical theory but has a more modern innovation. The third conception is the temporal view, which appears later, but in many ways, it still represents the previous conceptions. (Gibbs, 1977).

In 1925, George Herbert Mead in Morris (1975) wrote in the *International Journal of Ethics* that "social control depends, then, upon the degree to which individuals can assume attitudes of others who are involved with them in common endeavors. " Meanwhile, sociologist George Vincent offers the use of the language of social philosophy in formulating social control, stating that "Social control is the art of combining social forces so as to give society at least a trend toward an ideal (Janowitz, 1975)."

Parsons and LaPiere (1954) state that social control has a powerful and explicit relationship with deviations. Parsons found the importance of social control in its ability to react to deviations, where deviations cause instability in the social system. This reaction is called sanctions, which are of two types, namely (a) broad structural effects or expressions of sentiment from legal groups (formal sanctions) and (b) interpersonal influences or behavioral evaluations (norms) associated with group membership (informal sanctions) (Meier, 1982).

Thus, the social control perspective emphasizes how institutions have limited behavior by providing formal sanctions, as well as informal sanctions that focus on the bonds formed between individuals and conventional society and social norms in response to antisocial or non-normative behavior (Mills &Freilich, 2018)

Discussing the problem of formal social control in handling hate crime in Indonesia, institutions, or structures that have a significant role is the National Police. This formal social control can be carried out by referring to several legal instruments in force in Indonesia.

Indonesia has ratified the International Covenant on Civil and Political Rights (ICCPR) in Law Number 12 of 2005 concerning the Ratification of the International Covenant on Civil and Political Rights. The Indonesian government has also passed Law No. 40 of 2008 concerning the Elimination of Racial and Ethnic Discrimination. Article 4 letter b of this law prohibits people from showing hatred or hatred towards people because of racial and ethnic differences, whether in writing or drawing, speeches, or the use of symbols that are carried out in public.

Article 156 and 157 of the Indonesian Criminal Code (KUHP) regulates the offense that spreads hatred, hostility, or humiliation between or against groups of Indonesian people. Meanwhile, Law No. 9 of 1998 concerning freedom of expression in public also includes the offense of hate speech, especially in article 6 letter e with the sanction of dissolution or termination of speeches.

When referring to the media for spreading hate speech using social media, some rules can be used as a legal umbrella, namely, Law Number 11, the Year 2008 concerning Information and Electronic Transactions. Article 28, paragraph 2, and article 45, paragraph 2 in the ITE Law even explicitly shows the prohibition of hate speech. In addition, to show the seriousness of the National Police institution in handling hate speech in Indonesia, the National Police issued a circular letter SE/6/ X/2015 on October 8, 2015. This circular letter contains instructions for the Police to be more sensitive to the emergence of potential hate speech. Triggering conflict, this Circular Letter is intended to eliminate members' uncertainty in dealing with hate speech and, at the same time, notify that several criminal acts related to hate speech have been regulated in legislation.

Responding to the increasingly widespread hate speech on social media, the Indonesian government has taken a firm stand with social media groups. The Indonesian government will also not hesitate to delete all content that is considered to potentially threaten the unity of Indonesia, such as radicalism and terrorism. pada dasarnya internet telah menjadi tempat baru untuk tujuan radikal. Internet dan online radicalization, telah menjadikan online village dengan setiap para aktor offline yang diwakil secara online (Schils & Verhage, 2017). Sehingga, hal yang lumrah ketika hate speech mendorong perluasan cakupan atas radikalisme dan terorisme.

Positive steps have demonstrated the commitment of the government and electoral institutions to the dangers of hate speeches in the political year 2018 and 2019 (2018 Regional Elections and 2019 Presidential Elections). In this case, the minister of Communication and Information, the Election Oversight Body, and the Election Commission made agreements with several social media platform companies, such as Google, Facebook, Twitter, Telegram, BBM, LINE, BIGO LIVE, and YouTube, to participate in handling hate speech problems in the political year. Differences in political views, let alone those in the name of religion, should not make a person or a group utter hate speech.

Another commitment is demonstrated by firm action against the perpetrators of the spread of hate speech. The SiberPolri Directorate has arrested at least six people disseminating hoax content, and expressions of intentional hatred (by design) produced and disseminated by certain groups and with specific objectives. The police also carried out arrests of the Moslem Cyber Army group, which is a hoax information dissemination group, which was carried out simultaneously - in Surabaya, Bali, Sumedang, Pangkalpinang, Palu and Yogyakarta. The act of spreading hoaxes like this not only endangers the country's political climate but also threatens the social cohesion that has been built up in a society with the practice of fighting sheep and the pros and cons of information content.

3.4 The Impact of Implementing Formal Social Control on HateSpeech

The application of formal social control can be categorized as a forceful control. Peter L. Berger (1963) mentions that the last and oldest way to exercise social control is physical coercion. Coercion intended is an act of force that is used legally and legally. Punishment or imprisonment is included in the category of coercive methods, as stated by Berger. In addition to coercion, there are several other ways, such as persuading, making fun of, humiliating, and isolating (Berger, 1963).

Several hate speech cases do not proceed to the criminal justice system if we look at examples of cases in Indonesia. Although law enforcers continue to investigate and find the culprit, there are some cases where the police only ask the perpetrators to make statements and apologies, which are then broadcast online via social media. This method is another method intended by Berger. The act of apology that is spread through social media is an act that embarrasses the offender to the public. On some social media channels that spread the statement, the public can also add comments (which usually mock and mock acts of hate speech) related to the content.

Not only the perpetrators of hate speeches, but punishment by humiliation is also accepted by law enforcers who are suspected of committing acts of violation of the law. The use of coercion and violence when arrested by law enforcers, for example, has led to a backlash against law enforcement when law enforcement shows weakness (Berger, 1963). In the case of handling hate speech so far in Indonesia, many attacks have been received by law enforcement officers from the community. Discrimination in the process of handling cases of hate speech is the source of the main problem. The public accuses the police of acting unfairly in treating the perpetrators. This relates to the object that is discussed in the content. Society considers hate speech content that makes the government or members of the government as objects in the content will get

strict action. Conversely, if the perpetrators turn groups opposite the government as objects of hate speech, law enforcers seem soft and indecisive.

The process above shows that all available media have presented and sent information. Then, law enforcement institutions have been in charge of controlling narratives and monopolizing crime and social control for quite a long time. Thus, law enforcers position themselves as parties who have the legitimacy to carry out appropriate punishment (Turgeon, 2017). Thus, what is in the media is described as a form of reality that exists in society.

Interestingly, this problem turns out to have been Spitzer's conjecture that punishment itself is a form of social control over groups that are considered to pose a significant threat to social order (Spitzer, 1975). Also, Rusche (1933) also mentioned that imprisonment was used as a form of mechanism to defend specific political and economic interests in the capitalist economic system (Rusche, 1933).

Adding an explanation of the use of formal social control as a tool for groups that have power was also mentioned by other researchers. Dominant groups often use penalties to exert control over the population when they see their interests threatened. This reflects the blurring of broader boundaries between objectives, discourse, and policy texts with practices that do not reflect the expected social policy arrangements (Ecclestone, 2017)

Black (1989, 1993) also argues that individuals or social groups that have political, social and economic status often use law as a mechanism to resolve problems or disputes that occur with groups or individuals who have lower social status. Social groups that have high social status can almost be said to be immune to formal social controls that are implemented, whereas groups with low socioeconomic status will face difficulties in accessing law and justice.

Bias and discrimination that are very likely to occur and be carried out by law enforcers, including in handling criminal cases related to hate speech will naturally cause wider negative reactions. One of the most important problems

and arises as a result of bias, discrimination, and violence perpetrated by police institutions is the declining level of public trust in police institutions. In turn, the principle of trust is a space binding because it implies a commitment to a person and a group. In this perception, there will be a process of changing active trust to active mistrust (Myers & Fridy, 2017).

Black (1989, 1993) also argues that individuals or social groups with political, social, and economic status use the law as a mechanism to resolve problems or disputes that occur with groups or individuals with lower social status. Social groups that have high social status can almost be said to be immune to formal social controls that are implemented. In contrast, groups with low socioeconomic status will face difficulties in accessing law and justice.

Bias and discrimination that are very likely to occur and be carried out by law enforcers, including in handling criminal cases related to hate speech, will naturally cause more extensive adverse reactions. One of the most critical problems and arises from bias, discrimination, and violence perpetrated by police institutions is the declining level of public trust in police institutions.

In addition, Goldsmith (2005) states that without public trust in the police it can also increase the potential vulnerability of the community to become victims of actions that violate human rights (Goldsmith, 2005). Simply put, the lack of public trust will become a nuisance and even damage the relationship between the police and the community. In the context of policing, this will be a big problem, because policing which is more focused on the community or often referred to as community policing precisely its success depends on the positive relationship between the police and the community.

Looking at the broader impact, research conducted by Grounlund and Stala in Silvia Staubli (2017) shows that there is a clear relationship between community social trust and trust in the criminal justice system (Staubli, 2017). Thus, the emergence of public mistrust of police institutions can also result in mistrust of the public in the criminal justice system itself. Of course this can lead

to big problems for the country. When people do not believe in the criminal justice system, the legitimacy of the state is questioned by the public.

Therefore, so far, the handling of hate speech has only been carried out using formal social controls where it does not rule out bias and discrimination in terms of handling by the police. So that this can result in a decrease in the level of public trust in the police; as a result, the process of changing the value of doubt and mistrust of the government and law enforcement agencies can result in individual opinions, perceptions, and actions that can involve individuals in particular propaganda behavior (Tugwell, 1986). In this case, propaganda is distributed to the public to cause hate crimes. This explanation is related to the four typologies of online hate crime by Jacks and Adler (2016). The typology of activists and leaders plays an essential role in shaping, promoting, and committing hate crimes to appear and be socially accepted.

Thus, in addition to a formal social control approach, police institutions also need to use an informal social control approach by mobilizing community social agents to help the police reduce hate speech in society. Formal social control has limitations, especially in influencing online deviant behavior (Berenblum, 2019). Formal and informal social control have in common, not only seeing their effectiveness. Several studies have shown that informal social controls can act as a protective factor, protecting criminogenic effects from harm. Also, findings suggest that weak informal social control mechanisms increase crime and victimization (Velez, 2018). Informal social control will play a significant role in a country with a culture of collectivity in which the group is responsible for controlling individual actions (Lambert, 2012).

4. Conclusions

Formal social control as an approach in dealing with hate speech in Indonesia has been done based on legitimate rules. This approach is implemented in the form of imprisonment. However, there is a considerable risk that lurks for

law enforcement by prioritizing this approach, namely the occurrence of bias in handling and the discrimination or selective logging of cases. The decline in trust in law enforcement officials or even distrust of the criminal justice system is a significant consequence that arises. These potentials can be a trigger in encouraging the birth of other problems. Therefore, another social control approach is needed, which acts as a compliment and also a counterweight in overcoming the problem of hate speech in Indonesia.

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SELF-REGULATORY STRATEGIES AND EXTRINSIC MOTIVATION AS PREDICTORS OF EFFECTIVE LEARNING OF STATISTICS AMONG UNDERGRADUATE STUDENTS

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Abstract

This study employs descriptive correlational design to determine whether self-regulatory strategies and extrinsic motivation can predict effective learning of statistics among undergraduate students. The study's population sample consists of the second year undergraduate students in five departments of FCE, Okene, Kogi State, Nigeria: an affiliate of University of Ibadan, offering Statistics in Education. Simple random sampling was used in selecting the sample size of 200 across the five departments. One research instrument consisted of students' self-regulatory strategies (SSRS) and students' extrinsic motivation (SEM); and one constructed academic performance proforma were used for the

study. The reliability was obtained through cronbach alpha coefficients of 0.85 and 0.78 respectively. Data collected was analyzed using regression analysis, pearson product moment correlation and correlational matrix. The study's results show that self-regulatory strategies and extrinsic motivation have the ability to improve students' academic performance, and revealed more to academic performance of students taking statistics.

Keywords: Self-regulation, self-regulatory strategies, extrinsic motivation, statistics.

Introduction

Education is seen by the Federal Republic of Nigeria in her Education Policy as an instrument par excellence in affecting national development of the country. According to Lawer, Isaac, Seth and Nashiru (2016), education is the second item on the Millennium Development Goals and a key priority of every government, and the most important investment a country can make in its people for better development. Through education activities offered in schools, the students are expected to acquire technical and vocational skills that are necessary for economic development. Also, the school, through its teachers is required to develop and promote a desire in the students for self-improvement, self-reliance, self-esteem e.t.c. These could be achieved by teachers exposing the students to self-regulation and metacognitive process of learning.

Self-regulation refers to one's ability to understand and control his/her learning environment. This ability involves goal setting, self-monitoring, self-instruction, and self-reinforcement (Dignath and Buttner, 2018). Self-regulation should not be confused with a mental ability or an academic performance skill. Instead, self-regulation is a self-directive process and set of behaviors, whereby learners transform their mental abilities into skills and habits

through a developmental process that emerges from guided practice and feedback (Msayar and Akhmal, 2016).

It is the feelings, thoughts and behaviors that an individual develops on his or her own so as to achieve a set objective. Dignath and Buttner (2018) opined it as the processes by which people regulate their thoughts, emotions, attention, behaviour and impulses. People generate thoughts, feelings and actions and adapt those to the attainment of personal goals. Therefore, it is a process managed by the individual in transforming his or her mental abilities into academic skills. According to Pajares (2008), self-regulation is a metacognitive process where students understand and evaluate how they behave as well as plan alternative routes to success; and Dignath and Buttner (2018), stressed that, self-regulation is to produce thoughts and emotions which are necessary for learning and motivation of an individual, to plan his or her behaviors based on these thoughts and emotions and to achieve them gradually. It can be stated that the individuals with self-regulation skills are aware of their responsibilities, active and constructive in the learning process and can regulate their objectives, easily get their act together, rivet their attention and maintain their attention span.

Self-regulatory is significant because the purpose of education is to enhance lifelong learning skills. After graduating from high school or university, young adults can learn very important abilities through unofficial ways (Zimmerman, 2008). Self-regulatory includes strategic performance adjusting processes and self-monitoring (Zimmerman, 2010).

Behavioural self-regulation involves self-observing and strategically adjusting performance processes, such as one's method of learning (Msayar and Akhmal, 2016). Individuals regulate their own functioning in order to achieve goals or change how they are thinking. The self-regulation of cognition and behaviour are important aspects of learning and the extent to which school students become self-regulators of their own learning influences their academic success (Zimmerman, 2008; Zimmerman and Schunk, 2011).

Furthermore, Msayar and Akhmal, (2016) have suggested a four stage process. In the first stage, learners acquire self-regulatory skills and strategies most rapidly from social sources such as observing the processes being modelled, verbal descriptions and social guidance, and feedback. An imitative level of self-regulatory competence is reached when the learner's performance emulates that of the observed model. The internalization of the strategy is the next stage and is apparent through the ability of the learner to use the strategy independently. Someone's actions and mental processes depend on one's beliefs and motives. According to Soleymani and Rekabdar (2016), life in today's modern and complicated world requires creative thoughts and dynamic ideas. They further observed that learning Mathematics effectively promote these qualities. In recent decades, the study of effective parameters in learning Mathematics has attracted the attention of scientists in the field of education. Research results (Bartels and Magun-Jackson, 2009) have shown that understanding Mathematics, statistics and other related analytic subjects not only depends on cognitive structures, but also on motivational and emotional factors such as belief, attitudes and anxiety. Self-regulation is related to intrinsic motivation in many ways as it concerns with its strategies and outcomes such as self-concept, self-reliance, self-esteem etc.

Self-regulatory strategies consist of a combination of different methods, aimed at letting the students take control of their own learning process by thinking about what, and how to learn, for example, by self-assessing, becoming aware of intended learning outcomes, conducting metacognitive reflections, and monitoring the learning process (Sautelle, Bowles, Hattie, and Arifin, 2015).

Ramdass and Zimmerman (2011) identified specifically, three components of self-regulation: cognition, metacognition, and motivation. The cognition component includes the skills and habits that are necessary to encode, memorize, and recall information as well as think critically. Within the metacognition component are skills that enable learners to understand and monitor their cognitive processes. The motivation component portrays the

beliefs and attitudes that affect the use and development of both the cognitive and metacognitive skills. They added that metacognition is sub-divided into three components as metacognitive knowledge, metacognitive experience, and metacognitive strategies.

Dignath and Buttner (2018) explicitly points out the role of motivation as essential factor in self-regulation strategies, claiming that without motivation to achieve a valuable outcome, self-regulation is impossible, and according to Rieser, Naumann, Decristan, Fauth, Klieme, and Buttner, (2016), more motivated students tend to use self-regulation strategies to greater extents than less motivated students. Effectively, self-regulation strategy is based on a number of different strategies, such as metacognitive thinking, self-assessing, self-monitoring (learning process), and the understanding of intended learning outcomes, to make the learner steer emotionally, cognitively and motivationally towards achieving a goal (Sautelle et al., 2015). Msayar and Akhmal, (2016) connect motivation, self-regulation and emotions as codependent and equally cognitively necessary, in learning of statistics.

From a strictly biological point of view, motivation is goal-oriented/needs-driven behavior through neurological activities as influenced by biological (for instance, hormonal) & psychological factors, experiences, and contextual settings, that produce specific responses under different circumstances (Simpson and Balsam, 2016). Essentially, motivation as it occurs in the brain is a very complex process that involves several different biological systems in order to be explained (Simpson and Balsam, 2016). In other words, although motivation potentially can be steered towards reaching certain goals as proposed by self-regulation strategies, it is a phenomenon far too complex to simply “control” or get access to.

Motivation is a dynamic and temporary situation which should be separated from personality or emotion. Motivation is the desire and interest to do something. According to Kulwinder (2011):

One of the most important factors that lead one to their goals is the drive. This drive is known as motivation. It is a zest and determination with a kind of excitement that leads one to persevere to reach greater heights, in no matter what avenue of their life; be it – personal or professional. The drive may come from an internal or external source. The individual determines this. The factors that motivate an individual keep changing as one climbs the ladder of age and maturity. And also, achievement of one goal sets the ball rolling for another one to be achieved. Thus, to be motivated is a constant need. There are times when one faces a period of de-motivation and everything seems bleak. It is then that they need to find what would motivate them back into action. (Kulwinder, 2011)

Therefore, motivation is the activation of goal-oriented behavior. It is said to be intrinsic or extrinsic. Intrinsic Motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. Intrinsic motivation has been studied by social and educational psychologists since the early 1970s. Research has found that it is usually associated with high educational achievement and an output of effective self-regulatory strategies of the students. That is why Kulwinder, (2011) referred self-regulation strategies as an intrinsic motivation.

According to Marilyn, Linda and Tamera (2003), there are three subcategories of intrinsic motivation: Firstly, intrinsic knowledge, or feeling of satisfaction of gaining knowledge. Secondly, intrinsic accomplishment, or feeling of fulfillment by achieving something. And third, intrinsic stimulation, or doing something because it is enjoyable. Msayar and Akhmal, (2016) have found that students' intrinsic motivation for doing school work is derived from a mix of reasons, such as interest, level of fun, and enjoyment. Finally, according to Ortega (2009), due to the inherent and subconscious nature of intrinsic motivation, high levels of learner autonomy are a prerequisite for achieving high levels of intrinsic motivation. Intrinsic motivation is a source that is central to the nature of the

organism. Intrinsic motivation depends on the innate need for competence and self-determination. It provides the fuel for various behaviors and psychological processes. Intrinsic needs are different from primary drives because they are not based in tissue deficits and they do not function cyclically. However, both of them are innate and provide an energy source for behavior. In addition, intrinsic motivation can increase or decrease the intensity of drives and also influence the way one satisfies his/her drives (Kulwinder, 2011).

Extrinsic motivation is conventionally defined as motivation originating from an external factor or outcome, such as a reward or a punishment (Marilyn et al, 2003)). According to self-determination theory, extrinsic motivation can be placed on a continuum depending on how much the external motivational factors have been internalized. He went further to expressing the procedure as follow: the first step is external regulation, in which the motivation is completely dependent on getting an external reward for doing something. In the second step, introjected regulation, the orientation is still governed by external regulation; however, the individual has internalized the purpose of doing something. Kulwinder (2011) stressed that:

Introjected regulation refers to an internalized external regulation but which is not truly accepted as one's own. It is some form of partially internalized extrinsic motivation. It is a type of internalized regulation that is very controlling. Introjection-based behaviors are performed in order to avoid guilt or to produce ego enhancements and feelings of worthiness. This type of regulation depends on contingent self-esteem. (Kulwinder, 2011).

During the third step, identified regulation, a person might be motivated to do something not for the value in itself, but for another purpose, such as learning to drive better in order to help someone else. In the last step, the extrinsic motivational factors become completely embraced by the self, and a person does something, neither for the rewards nor enjoyment, but rather, for

the inherent and acknowledged value of doing it, and although not intrinsic motivation in itself, it resembles it.

There is a significant relationship between motivation, self-regulation and academic achievement (Mahmoodi, Kalantarib and Ghaslanic, 2014). Past literatures view it as thus: motivational control and the process of regulation lead to positive conditioned results on academic performance (Schunk, 2005). Self-regulation learning is related to motivation (Schunk and Ertmer, 2010; Pintrich, 2010; Zimmerman, 2010). Self-regulation increases learning and maintains motivation (Schunk and Ertmer, 2010). Ekhlās and Shangarffam (2013) found correlations between academic self-regulated strategies and reading, writing, speaking, listening, and language experience. Though, Heikkilä and Lonka (2006) detected a low positive relationship between academic average and self-regulated learning; Marilyn et al (2003) found a weak correlation between aptitude and achievement, accounting for only 52% of the variance in academic achievement; and Barış (2015) showed in his work that there was no correlation between GPA and academic motivation and academic self-regulation learning. In other words, the students' academic motivation and academic self-regulated learning total scores, together, did not predict their GPA. Msayar and Akhmal, (2016) determined that self-regulated learning and motivation had positive effects on academic achievement.

Academic achievement or performance is the extent at which a student, teacher or institution has achieved their long-term educational goals. Cumulative GP and completion of educational benchmarks such as secondary school, diplomas and bachelor's degrees represent academic achievement. It is commonly measured through examinations or continuous assessments. Students' academic achievement in higher education is attained through effective learning; and learning is the process of acquiring new knowledge, behaviours, skills, values, attitudes and preferences which are also obtainable in statistics.

Statistics is the discipline that concerns the collection, organization, analysis, interpretation and presentation of data. It deals with every aspect of data, including the planning of data collection in terms of the survey design and experiments. For example, when collecting census data using traditional methods become challenging, statisticians develop specific designs and survey samples to collect data. Representative sampling assures that inferences and conclusions can reasonably extend from sample to the population as a whole. It is a crucial process behind how we make discoveries in science, make decisions based on data, as well as predictions. It is also a field of study that paves way for the comprehension of other subjects or courses much more deeply. It keeps us informed about, what is happening in the world around us especially these days the world cannot live without information and much of these information are determined mathematically using statistical approach. Therefore, to be informed, correct data and statistical concepts are necessary.

Despite all the emphasis laid on Statistics, performances in the subject have remained consistently low among undergraduate students of Nigeria higher institutions. Its teaching and learning has become illusive, where majority of the students have been entertaining fear over the learning of the subject as it might be associated with lack of motivation and self-regulatory strategies. This causes tremendous consequences on the students' understanding, learning and performance.

This therefore, instigated the researchers to investigate on self-regulatory strategies and extrinsic motivation as factors that can predict learning of statistics among undergraduate students of Federal College of Education, Okene, Kogi state, an affiliate of University of Ibadan, Nigeria.

Statement of the problem

Poor performance of students in statistics among undergraduates are of serious concern to the government and parents, especially when compared

against the resources spent each year in training and retraining of teachers. The use of various approaches and strategies in teaching statistics would have no doubt solved the problem of poor performance in the subject; yet, no meaningful solutions have been reached to curb poor performance in statistics among undergraduates especially, in Federal College of Education, Okene, Kogi state, Nigeria. It can be observed that the same teachers who produced the best students are also accused of those that failed. This shows that there are other factors apart from the teachers' effect that can be attributed to the students themselves.

However, several studies have tried correlating the effects of various psychological and social variables such as emotional intelligence, self-esteem, learner autonomy, achievement motivation, among others on students' academic performance. The results from these studies have shown to vary among different individuals, thus, there are still grey areas in understanding the possible strategies of self-regulation on learning of Statistics among undergraduate students in Nigeria.

Purpose of the study

The main purpose of the study is to investigate self-regulatory strategies and extrinsic motivations as predicting variables to the learning of statistics among undergraduate students of Federal College of Education, Okene, Kogi state, Nigeria. In addition, this study will investigate the extent and direction of the relationship as well as the combined and relative predictive impact of self-regulation and motivation on students' academic performance in statistics.

Research Questions

1. To what extent do the following four self-regulatory strategies correlate with learning of statistics, (self-assessment, knowledge of intended learning outcomes, setting and achieving goals, and self-monitoring)?

2. To what extent does the level of extrinsic motivation correlate with learning of statistics?

3. What is the combined and relative predictive impact of self-regulation and motivation on students' academic performance in statistics?

Method

This study adopted descriptive correlational research design with the aim of investigating self-regulatory strategies and extrinsic motivation as predicting variables to effective learning of statistics among undergraduate students. The population of the study consist of all the second year undergraduate students of five departments in the Federal College of Education, Okene, Kogi state, Nigeria, who took statistics course in education. Simple random sampling technique was adopted to select participants for the study. Out of 5 departments, 40 students were selected from each of the department, making the total participants to be 200 students. One research instrument and one constructed academic performance proformais used for the study. The research instrument used consisted of two sections: the first section consists of student self-regulatory strategies (SSRS) which is made up of four other sub-sections that measured student's self-assessment, knowledge of intended learning outcomes, setting and achieving goals, and self-monitoring; the second section includes indicators of student's extrinsic motivation(SEM) as it relates to learning of statistics. The first section of the instrument is made up of 20 items scale, while the second section is 10 items scale. The validity of the instruments was obtained through experts in test and measurements in the department of educational psychology, Federal College of Education Okene, Kogi State of Nigeria, and the reliability using Crombach alpha with coefficients of 0.85 and 0.78 respectively. The academic performance proforma was use to collect the results of the studentsafter their 2018/2019 second semester examinationin statistic. Data collected was analyzed using regression analysis, Pearson Product Moment Correlation and correlational

matrix. All statistical analysis was performed using SPSS software (version 23.0). The statistical significance was determined as $p < 0.5$.

Results

Table 1:Summary analysis of mean scores and standard deviation on the four student self-regulatorystrategies.

Self-regulatory strategies	Self-assessment	Knowledge of intended learning outcomes	Setting and achieving goals	Self-monitoring
Mean	10.0	13.82	14.75	15.20
Standard deviation	5.32	6.66	5.00	5.00

Table 1 shows the mean and standard deviation of students’ response to the four self-regulatory strategies(self-assessment, knowledge of intended learning outcomes, setting and achieving goals, and self-monitoring) and the extent they correlate with learning of statistics. Self-monitoring has the highest mean value of 15.20 with SD value of 5.00, setting and achieving goals has the mean value of 14.75 and SD value of 5.00, while knowledge of intended learning outcomes and self-assessment has the means values of 13.82 and 10.70, and SD values of 6.66 and 5.32 respectively.

Table 2:Correlation matrix of the four Self-Regulatory Strategies andAcademic Performance of student in Statistics

Self-Regulatory Strategies	SA	KILO	SAG	SM
Self-Assessment (SA)				
Knowledge of Intended Learning Outcomes (KILO)	0.413**			

Setting and Achieving Goals (SAG)	0.311**	0.257**	0.564**	
Self-Monitoring (SM)	0.456**	0.457**	0.325**	
Academic Performance in Statistics (APS)	0.425**	0.698**	0.524**	0.660**

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

In order to find the extent which, the four self-regulation strategies correlate with learning of statistics, Pearson correlation coefficient was calculated. The results of this analysis are shown in Table 2. These results show that there is a positive and significant Correlation between all research variables, at 0.01 level, and indicate that the group is coherent. Academic performance and Knowledge of Intended Learning.

Outcomes are related the most ($r = .698$, $p < 0.01$), while Self-Monitoring and Setting and Achieving Goals correlate with Academic Performance in Statistics at ($r = 0.660$, $p < 0.01$) and ($r = 0.524$, $p < 0.01$) respectively. Out of the four self-regulation strategies, self-assessment is the least connected to academic performance ($r = 0.425$, $p < 0.01$). Based on the results of this analysis, the four self-regulatory strategies correlate positively and significant with the academic performance of student in statistic. This implies that as the four self-regulatory strategies increases the academic performance of student in statistic also increases.

Table 3: Pearson Correlation showing the relationship between extrinsic motivation and academic performance of students in statistics

Variables	N	r-cal	r-tab
Extrinsic motivation	200	0.833	0.195
Academic performance in statistics	200		

P < 0.05 (significant Result)

In order to test for relationship among the two variables, correlation analysis was carried out to determine such relationship using Pearson Correlation method. As presented in Table 3, it can be observed that there is a strong positive relationship between extrinsic motivation and academic performance of students in statistics ($r=0.833$, $p< 0.5$). This shows that both extrinsic motivation and academic performance of students in statistics were tending towards the same direction. As extrinsic motivation increases positively, academic performance of the student follows the same pattern of increase.

Table 4: The combined and relative predictive impact of self-regulation and motivation on students' academic performance in statistics.

Regression analysis

Model	β	t-value	Significance	Model R square (R^2)
self-regulation	0.708	0.540	0.000	0.56
Extrinsic Motivation	0.322	0.496	0.000	

In order to test for combined and relative predictive impact of self-regulation and motivation on students' academic performance in statistics, multiple regression analysis was carried out to determine such relationship as presented in Table 4. From Table 4, it is observed that the independent variables when combined together had significant effect on the academic performance of the respondents. The value of R^2 is 0.56. The implication of this finding suggests that the combined influence of the two independent variables accounted for 56% of the total variance in academic performance. This percentage also implies that there were other factors not included in this study that can also influence academic performance.

However, each of the independent variables made a significant contribution to the prediction of academic performance. Considering the extent

of their contribution, self-regulation made the most significant contribution (Beta=0.708, $t= 5.40$, $p<0.05$) to the prediction. Extrinsic motivation made positive significant contribution (Beta =0.322, $t = 4.96$, $p<0.05$) to the prediction.

Discussion

This research investigated the Self-regulatory strategies and extrinsic motivation as predictors of effective learning of statistics among undergraduate students. According to result from this study the four self-regulation strategies; self-assessment, knowledge of intended learning outcomes, setting and achieving goals, and self-monitoring correlates highly and positively with the academic performance of students in statistics. This shows that self-regulation strategies are important aspects of learning statistics among students; and that the extent to which school students become self-regulators of their own learning influences their academic success, and increases learning. This agrees with the findings of Mahmoodi, Kalantarib and Ghaslanic(2014),which showed a significant relationship between self-regulation and academic achievement. Though, Heikkilä and Lonka (2006) detected a low positive relationship between academic average and self-regulated learning.

The correlation coefficient ($r=0.833$, $p< 0.5$) as presented in Table 3 showed that there is a strong positive relationship between extrinsic motivation and academic performance of students in statistics. This suggests that the more students are motivated, the more they perform better in their academic work. In other words, the higher their motivation, the higher their academic performance. This finding agreed with that of Msayar and Akhmal (2016), determined that self-regulated learning and motivation had positive effects on academic achievement.

The regression analysis indicated that the independent variables when combined together had significant effect on the academic performance of the respondents. The value of R^2 is 0.56, this implies that the combined influence of

the two independent variables accounted for 56% of the total variance in academic performance. Each of the independent variables made a significant contribution to the prediction of academic performance. Considering the extent of their contribution, self-regulation made the most significant contribution ($\text{Beta}=0.708$, $t=5.40$, $p<0.05$) to the prediction, while extrinsic motivation made positive significant contribution ($\text{Beta}=0.322$, $t=4.96$, $p<0.05$) to the prediction. These suggest that self-regulation and extrinsic motivation had the capacity of predicting academic performance. This finding is in line with (Schunk and Ertmer, 2010), who determined that self-regulation and motivation had positive effects on academic achievement. Ekhlās and Shangarffam (2013) also found correlations between academic self-regulated strategies and reading, writing, speaking, listening, and language experience.

Conclusion

Base on the finding of this study, the following conclusions were arrived at; self-regulatory strategies (self-assessment, knowledge of intended learning outcomes, setting and achieving goals, and self-monitoring) has the ability to improve students' academic performance and revealed more about academic performance of students in statistics.

Extrinsic motivation has a positive contribution to the improvement of academic performance of students in statistics. That is, students when motivated can perform better in their academic pursuit.

Recommendations

It is then recommended that self-regulation strategies (self-assessment, knowledge of intended learning outcomes, setting and achieving goals, and self-monitoring) should be among the various approaches and strategies use in teaching statistics as well as other related courses. This would have no doubt in solving the problem of poor performance in the subject.

Research should be conducted on the possible effect of some of these self-regulatory attributes namely (emotional intelligence, self-esteem, self-efficacy, achievement motivation, learner autonomy and academic procrastination), as well as relate or differentiate it with self-regulatory strategies on learning of statistics among undergraduate students in Nigeria.

Students should always be motivated to improve in their academic pursuit, since one of the most important factors that lead one to their goals is the drive and this drive is known as motivation.

Moreover, these factors (self-regulatory strategies and extrinsic motivation) should be brought down to lower educational levels (primary and secondary schools), since they are the foundingstones of higher education.

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I HAVE NOT SEEN ANY: UNDERREPRESENTATION OF QUALITATIVE RESEARCHERS AT THE FACULTIES OF EDUCATION IN NIGERIAN UNIVERSITIES

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Abstract

The study explored the underrepresentation of qualitative methods in faculties of education in Nigerian universities. Qualitative method was employed. Furthermore and in line with qualitative approach adopted, interpretive paradigm was deployed to understand the phenomenon under investigation. Ten faculties of education from ten universities across Nigeria were purposively selected. Semi structured interview and documentary materials were used for data generation. Thematic analysis was used to analyse the data. Findings revealed that most students (master and doctoral), researchers and scholars in faculties of education used quantitative methods in their dissertations and journal articles. It was also found that the underrepresentation of qualitative methods in education was influenced by a popular belief among pro-quantitative methods that qualitative approach lack objectivity, validity and reliability when adopted in the study.

Keywords: Qualitative methods, quantitative methods, underrepresentation, Nigerian universities

Introduction

In this study, first, I intend to share my personal experience in form of story on unfriendly road towards becoming qualitative researcher in Nigeria. It was a war keenly fought between an amalgam of experienced research veterans and myself (a completely new breed researcher) in which the veterans almost won, if not for my solid disposition in qualitative methodologies. Second, effort is geared towards highlighting evolution of qualitative methods from its inception till date. Last, but not the least, I tried to explore reasons for the prioritisation of quantitative methodologies over qualitative methods on the Nigerian education space.

Rationale for the study

As a local migrant fisherman's son who grew up in the riverine area of Niger Delta region of Nigeria, who was blessed not by my parents' affluent which invariably was non-existence, but by the divine intervention of almighty God. At the age of 16, I was compelled to leave the Creek (fishing settlement) of the Niger Delta region of Nigeria where I spent my youthful age fishing, to pursue university education in the city. The academic journey which began in the ancient city of Calabar in Cross River State of Nigeria, took me to the rainbow nation (South Africa) where I bagged a Doctor of Philosophy (Ph.D) from the prestigious University of KwaZulu-Natal. During my Ph.D apprenticeship, I familiarised myself with three different methods of conducting research such as qualitative, quantitative and mixed methods. Interestingly, my mentors (Wassermann and Mngomezulu) gave me freehand to adopt any of the method of my choice, provided it suits the phenomenon under investigation. They (mentors) made me understand that qualitative method is a scientific inquiry which focus on [non-numerical data](#) (Hennink, Hutter & Bailey, 2020), quantitative approach emphasises statistical, mathematical or computational techniques

(Apuke, 2017), and mixed methods as the name implies involve the mixture of quantitative and qualitative methods within a single investigation (Babbie, 2014). After foregrounding myself with these three research approaches, I decided to adopt qualitative method in my study. My choice was informed by the nature of the social phenomenon I intend to investigate. On graduation, I immediately returned home with unprecedented enthusiasm to showcase and contribute to knowledge in the area of qualitative study.

My day suddenly turned into night immediately I submitted my first empirical paper grounded on qualitative method to one of the local journals for vetting and eventual publication. The paper was not only rejected outrightly, I was tongue lashed by the reviewers on why I should submit a “newspaper article” as an academic paper. As if that was not enough, I attended one of the international academic conferences held in one of the universities in Nigeria where I presented a paper using qualitative method. I was almost stoned by the conference’s participants based on the research method adopted which was a qualitative method. The expression by participants was that, I ought to have followed the path of quantitative method, in which, in their own opinion was generally accepted ‘norm’ for conducting research study. I was surprised by the use of the word norm. The questions which disturbed my mind were: what is the general research ‘norm’ within Nigerian context? Does the said ‘norm’ not applicable to other research approaches such as qualitative or mixed methods? Is it mandatory to always follow the ‘norm’ irrespective of the phenomenon investigated? Answers to these questions are meant for another study.

To convince myself on the methods Nigerian scholars and researchers (particularly in faculties of education) used in their research study, I painstakingly went through over six thousand studies conducted in different disciplines such as educational psychology, history of education, political education, sociology of education, nursing, medicine, business education, anthropology and geography education. To my surprise, I discovered that almost all the scholars and

researchers adopted quantitative methods in their study. Furthermore, my personal observation over the past three years in the faculties of education has shown that over eighty-six percent and ninety percent of the masters and doctoral students respectively in Nigerian universities used quantitative methodologies in their dissertations and theses. The questions begging answers are: what kind of research method(s) do researchers adopt at the faculties of education in Nigerian universities? Why do qualitative methods underrepresented at the faculties of education in Nigerian universities?

Literature Review

Underrepresentation of qualitative methods

Before I look at the underrepresentation of qualitative method within universities in Nigeria, I began by highlighting the differences existing between quantitative and qualitative methods. However, I was compelled to overlook the mixed methods approach, because it is the mixture of the two methods (quantitative and qualitative) (Johnson & Onwuegbuzie, 2004; Daniel, 2016). Over the past decades, Nigerian researchers have deployed quantitative method as against qualitative methods, and have described the quantitative methods as the best approach for research study (Umeokafor & Windapo, 2017). According to Hammersley (2014), the differences which exist between quantitative and qualitative methods are on ontological as well as epistemological assumptions. From all indications, quantitative approach invokes positivist paradigm (Rahi, 2017), while qualitative method lies on the realm of philosophical ideas of interpretivism (Dawadi, 2017). In fact, positivists are of the view that various investigators conducting the same factual problem using the same procedure will certainly generate or arrive at the same or similar finding (Creswell, 2014). In other words, positivists maintain that there is a single reality ((Neuman, 2011; Dean, 2018). On the other hand, interpretivists are of the view that social world is considered personal, internal and subjective (Dawadi, 2017). Therefore,

knowledge generated is subjective, context-oriented, holistic, process-oriented and internally dependable (MacCleave, 1989). It is worth pausing at this juncture, since the aim of the study is not the consideration of the differences between quantitative and qualitative methods. Rather, on exploration of the underrepresentation of qualitative methods in faculties of education in Nigerian universities. Before I dabble into some scholarly works on the underrepresentation of qualitative practitioners in research study, I feel it is appropriate to look at the historical development of qualitative methods so as to understand its importance in research.

Trend in the development of qualitative methods

Qualitative methods evolved as a result of the absolute rejection of positivists' orientation by some scholars who felt uncomfortable with their theoretical ideology (Alasuutari, 2010), which involve the systematic gathering of data, adopting standardised measures and statistical analysis to study a phenomenon (Hammarberg, Kirkman & deLacey, 2016). Based on this rejection, scholars such as Margaret Mead, Gregory Bateson, among others in the early 1900s introduced a qualitative approach as an alternative to quantitative methodologies employed over the years. Though, the qualitative methods were sparingly adopted between 1900 and after the second World War, it came into prominence between 1975 and 2000 when scholars such as Eisner, Geertz, Lincoln, Guba, Stake and Wolcott wrote various texts criticising positivists dispositions in research. Tracing the historical development of qualitative method from its inception, Schwandt, Denzin and Lincoln (1994) compartmentalised its development into five phases namely: foundation (1900-1950), modernist or golden age (1950-1970), third moment (1970-1980), profound rupture (mid-1980s-1992) and post-experimental inquiry (mid-1995s to date).

According to Schwandt, Denzin and Lincoln (1994), foundation phase began from 1900 to 1950. Scholars such as Radcliffe-Brown, Margaret Mead, and

Gregory Bateson who mainly were specialists on anthropology and sociology introduced qualitative approach into total dissatisfaction of positivists' orientation. Fielding (2010) argued that qualitative method during this period focused more on interpretive, naturalistic, and critical research methods. Solomon (2000) contended that the newly introduced research method promoted multiplicity, advent of deconstruction and contextualism (Starman, 2013).

In the area of modernist or golden age phase, it began from 1950 and ended during 1970. The proponents of this phase were Howard Becker, Geer, Hughes, Glaser and Strauss. In fact, they endeavoured to formalise qualitative methods through post-positivist discourse in a conscious effort to establish reliability and validity (Sezer & Yilmaz, 2019). Denzin and Lincoln (2008) opined that modernist phase initiated the rigorous nature of qualitative analysis where theories such as ethnomethodology, critical theory, phenomenology and feminism were introduced, amplified and widely deployed in research by many.

The third phase which also refers to as blurring of genres span from 1970 and ended in 1980 (Denzin & Lincoln, 2008). Bailey (2013) said that during this period a variety of qualitative perspectives such as hermeneutics, structuralism, semiotics, phenomenology, cultural studies and feminism were introduced into the qualitative method. Mohajan (2018) stated that the first software programs and packages for computer-supported data analysis were developed during the period. According to Strauss and Corbin (2008), during this period qualitative researchers focused on social constructivism and interpretation of participants' information, instead of the identification of linear models (Mohajan, 2018).

The fourth phase otherwise known as profound rupture occurred from the mid-1980s to 1992. Apparently, profound rupture was an era of experimentalism and new ethnographies (Mohajan, 2018). During this phase, theories were replaced with the participants' narratives. Denzin and Lincoln (2008) argued that the end of outstanding narratives is declared, and Mohajan

(2018, p.6) said that “the accent is shifted towards narratives that fit specific, delimited, local, historical situations and problems.”

The post-experimental inquiry began from mid-1995s till date. During this era, qualitative research was linked to democratic processes and it is very prominent in recent times. Currently, the qualitative researchers focused on the use of poetry, drama, and multimedia techniques in ethnographic writings (Mohajan, 2018). In other words, the period is characterised by the enthronement of ethnographic alternatives, novel forms which express lived experience through representations that were literary, poetic, autobiographical, visual and performative (Le Grange, 2018).

Qualitative methods: Underrepresented

On the issue of the underrepresentation of qualitative methods in research study, Carter and Fortune (2004), Laryea and Leiringer (2012) asserted that researchers in building industry have negative culture for qualitative methods. The reason advanced for the adoption of quantitative methods is that qualitative research is very unpopular among research practitioners in Africa (Umeokafor & Windapo, 2017). Hagggar and Chatzisarantis (2011) said the underrepresentation of qualitative methods is evident in sub-Saharan countries, because of the widely held assertion that it is not theoretical and rigorous (Park, Konge & Artino, 2020). Moreso, Hagggar and Chatzisarantis (2011) held that there is complete lack of objectivity in qualitative methods, also the generalisation of findings is totally impossible. Conversely, Hughes (2010) had made a case for overrepresentation of quantitative methods in some African countries. He maintained that most of the master and doctoral students in developing countries are influenced by their mentors to adopt quantitative approach, because of mentors' strong quantitative methods orientation (Queirós, Faria & Almeida, 2017). Aside from Hughes' assertion, Holton and Burnett (2005) had earlier submitted that most researchers in some African countries employed quantitative methods due to their conviction that it is the best method when using large group

of people. Furthermore, generalisation is very possible outside the context in which the research findings were reached. Still on the gains of deployment of quantitative methods in research, Queirós, Faria and Almeida (2017) argued that quantitative method is very effective and appropriate when a researcher answer research questions which borders on the 'what' or 'how' (Abdullahi, Senekal, Van Zyl-Schalekamp, Amzat&Saliman, 2012). For instance, how many geography teachers participated in last year promotion examination? Here, quantitative method is required to answer this kind of question. This is because it provides the audience with numerical answer (Abdullahi, Senekal, Van Zyl-Schalekamp, Amzat&Saliman, 2012). From all indications, the position was sharply refuted by Swaminathan and Mulvihill (2017) who contained that qualitative researchers also answer the 'what' or 'how' questions especially when they interrogate social phenomenon and (Cleland, 2017) also seek deeper understanding of the thoughts, experiences, beliefs and emotions of a participant (Thomas, 2017). For instance, how do geography teachers perform in last year promotion examination?

Going back to the focus of the study, Dainty (2007) has demonstrated the underrepresentation of qualitative methods in West African countries. He analysed articles published in Journal of Construction Management and Economics in 2006. The findings showed that out of one hundred and seven papers received and published, nine adopted qualitative methods, seventy six employed a quantitative approach, twelve used mixed methods and ten deployed position papers. The situation was not completely different from Hyari, El-Mashaleh and Rababeh's (2015) notion who acknowledged that the under-adoption of qualitative methods by most scholars in building industry is of great concern to the Association of Builders (AB), therefore called for a review of the trend.

Surprisingly, the position held by Fejes and Nylander (2015) on overrepresentation of qualitative methods in developed countries was quite

interesting. In fact, these authors researched on bibliometric analysis on the highest quoted papers between 2005 and 2012 in three journals namely; *Adult Education Quarterly*, *International Journal of Lifelong Education* and *Studies in Continuing Education*. These journals are all based in United Kingdom (UK). From the findings, it was shown that qualitative methods actually dominated these three journals. Additionally, Boeren (2018) brought her live experience into context, as an Editor-in-Chief in some renowned journals at UK, She said that over the years she has observed that there are dominance of qualitative practitioners in UK. She argued that it is not surprising that this dominance positively reflected on the research productivity published in some journals such as *Adult Education Journal*. From the literature, obviously, developing countries are dominated by quantitative methods practitioners, while scholars in qualitative methods are domiciled and carry out their trade in developed countries.

Research methodology

Here, I located the study within qualitative methods (Wisdom, Cavaleri & Onwuegbuzie, 2011). In fact, as one of the proponents of qualitative approach, I would have been seen as a 'joker of the century' by my audience if I have done otherwise. Moreover, my choice of qualitative method was based on the phenomenon under investigation and also the information that my participants would volunteer (Yanow & Schwartz-Shea, 2014). Similarly, based on the fact I adopted qualitative approach in the study, it is also appropriate that I deployed interpretive paradigm in order to have an in-depth interpretation and understanding (Denzin & Lincoln, 2011) of the underrepresentation of qualitative methods in Nigerian universities. Ten faculties of education in ten different universities located across Nigeria were purposively selected. It is pertinent to inform the audience that most of these faculties of education were established before 2010, therefore, any faculty founded after 2010 was not selected. I strictly adhered to all ethical issues in conducting the study. For

instance, letters of authorisation to access the selected universities' libraries were submitted to the authorities of these various universities and were subsequently granted. Approvals were also sought from various gatekeepers of these libraries. To ensure the confidentiality of the universities and participants, names were replaced with pseudonyms such as University A-J, and participant A-T.

I decided to employ both documentary materials and semi structured interview to generate my data. In the area of documentary materials, I went for Doctor of Philosophy (Ph.D) dissertations submitted by the students between 2010 and 2018. Also, I accessed six key faculties of education journals with highest impact index. The journals selected were Ibadan Journal of Educational Studies, NET Journal, Nigerian Journal of Business Education, NOUN Journal of Education, Lagos State Journal of Education and Journal Articles of Education and Extension Services. Crouch & McKenzie (2006) argued that to select few sample size in qualitative research assist the researcher to build and maintain a close rapport with interviewees and improve open, in-depth and frank information generation. Drawing from Crouch & McKenzie's (2006) position, therefore, I purposively selected twenty academic staff in ten faculties of education for the data generation. My choice of these academic staff was informed by the frequency these staff published on the journals yearly. I developed fifteen interview questions for the participants. On the field, I used audiotape during my interaction with the participants. However, the use of audiotape aside from ensuring the exactness of the information (Rutakumwa, de Vries, Parker, Tindana, Mweemba & Seeley, 2019), it was meant to discountenance criticism among anti-qualitative researchers (Tuckett, 2005) that qualitative study is prone to systematic bias (May, 1991) during information generation. Here, I selected one hundred and twenty academic journals and one thousand, three hundred and twenty Ph.D dissertations between 2010 and 2018. In fact, on each of the journal and Ph.D work reviewed, I looked out for concepts like percentage, multivariate analysis of variance, questionnaire, chi-

square, regression, cronbach alpha analysis, correlation, analysis of variance, and (quasi-) experimental design which are often used by quantitative methods researchers (Creswell, 2014). Data from the interview was transcribed verbatim. It is worthy to mention that about 73 scripts were generated from the transcription. Afterward, all the 73 scripts were subjected to an open coding. I decided to subject the data to an open coding in order to organise and group them into categories (Saldana, 2016) for the emergence of the themes. Thereafter, thematic analysis (TA) was used to analyse the data. The choice of TA is based on its flexibility (Terry, Hayfield, Clarke & Braun, 2017). According to Neville, Adams, Bellamy, Boyd and George (2015), the flexibility of TA means its suitability for analysing a wide range of data such as interviews (Niland, Lyons, Goodwin & Hutton, 2014), textual materials (Hayfield, 2013) and dissertations (Clarke, Braun & Wooles, 2015).

Findings and discussion

The only emerging theme resulting from the first research question was adoption of quantitative methods and it is explained below.

Employment of quantitative methods

From the first research question, the result of the analysis indicated that quantitative method was heavily adopted by researchers and scholars to conduct research in the faculties of education. For instance, I carefully analysed two hundred and forty Ph.D dissertations submitted by the doctoral candidates to University C. I discovered that about two hundred and twenty-one dissertation employed multiple regressions, chi-square, analysis of variance and other statistical, while nineteen dissertations adopted mixed methods. Interestingly, there was no doctoral candidate in the faculty who deploy qualitative methods for his/her dissertation. In University F, sixty Ph.D dissertations used quantitative methods, seventy-eight adopted mixed methods and only one student adopted qualitative method (narrative analysis). Out of curiosity, I was compelled to interrogate the student's mentor on the reason for

the deployment of narrative analysis. In response, he said; “*we (mentee and mentor) adopted qualitative method, that is, narrative analysis in conducting the research because of the phenomenon under which my candidate investigated.*” I, therefore, asked him the nature of the study investigated, he responded as follows:

My candidate worked on the historical development of university education in Nigeria and Ghana. As you can see from the topic, we were looking at the trends in the development of university education between the two countries. Therefore, there was no basis for the deployment of any other method aside from narrative inquiry.

At the University A, F and H, I discovered that all the Ph.D dissertations submitted within eight years (2010-2018) adopted quantitative research methodologies such as descriptive statistics, inferential statistics, among others. It was very disappointing to realise that for a whole eight years, no doctoral student in faculties of education wrote and submitted Ph.D dissertation using qualitative methods.

In fact, still in line with establishing the underrepresentation of qualitative methods in faculties of education, I was opportune to be provided with a great number of journals domicile at various faculties of education in Nigerian Universities. It is pertinent to say that Ibadan Journal of Educational Studies, NET Journal, Nigerian Journal of Business Education, NOUN Journal of Education, Lagos State Journal of Education and Journal Articles of Education and Extension Services were critically analysed to establish the frequency in which researchers and scholars applied qualitative methods. Obviously, it was amazing to discover that the majority of the articles published by Nigeria’s scholars and researchers in the journals used quantitative and mixed methods. Disappointingly, the majority of articles submitted did not contain analytical tools such as textual analysis, narrative analysis, discourse analysis, hermeneutic analysis, thematic analysis, phenomenological analysis, among others indicating non-application of qualitative methods. Notwithstanding the overrepresentation of quantitative methods, I equally found that few articles

published were non-empirical in nature. Within Nigerian context, these types of articles are popularly known as opinion papers. Obviously, it was argued that opinion papers were not based on any empirical evidence, rather, on conventional facts. On the other hand, analysis further indicated that only eleven academic papers used qualitative methods. Closer examination of the eleven papers revealed that their authors were all foreigners. For instance, Peter Nelson (2015) used qualitative method to explore the massification of higher education in Africa. From my in-depth observation of the authors' addresses, I was able to establish that there were written thus; Faculty of Education, University of Pretoria in South Africa, Faculty of Education, University of Accra in Ghana, School of Education and University of Botswana in Botswana which implies that the authors are foreign researchers.

According to the oral interview conducted, almost all Nigeria's researchers agreed to the use of quantitative method for conducting their research. For instance, Researcher G explained that though he read few research works in which qualitative methods was adopted, he never deploy the method in any of forty-five research works. Corroborating Researcher G's view, Researcher B said *"I have been university teacher for over 31 years. During this period, I have not used qualitative methods to carry out any study in my field of specialisation."* Furthermore, Researcher H narrated how she read research works which bordered on qualitative methods such as ethnography, autoethnography, ground theory, photovoice, phenomenology and historical case study, however, she was yet to adopt any of the method in her numerous articles. Similarly, according to Researcher C, she never uses qualitative methods in any of her articles, rather, she usually applied Statistical Package for the Social Sciences (SPSS) to conduct various research studies. At this juncture, I asked Researcher C the reason for the application of SPSS instead of Content Analysis (CA). She responded:

Well, I often used SPSS to conduct my works because it can handle a large set of variable data formats. Moreover, I used the techniques to analyse, transform, and produce a

characteristic pattern between diverse data variables. It is impossible to achieve this feat if one adopts qualitative method.

From the above narrative, it is evident that quantitative methodologies were applied by Ph.D candidates and renowned researchers to conduct research studies in education. From all indications, oral and documentary evidence had clearly indicated the overrepresentation of quantitative methodologies irrespective of the disciplines or nature of investigation. It is disturbing to see quantitative methods being applied in some disciplines such as sociology of education, history of education, philosophy of education, among others. I want to argue that it is not completely wrong to deployment of quantitative research methodologies on the disciplines mentioned above. In fact, if at all quantitative method should be adopted, it must be informed by the nature of the phenomenon under investigation and the research questions formulated. It is not appropriate to employ quantitative methods, for instance, to explore ways in which John Dewey's philosophies influence the present-day education policies in Nigeria. It is obvious, this type of investigation does not require chi-square, regression, cronbach alpha analysis, correlation, analysis of variance or (quasi-) experimental design which are the elements of quantification. Rather, discourse, content or narrative analysis which is located within the qualitative methods should be adopted. The reason for the adoption of qualitative analysis is to bring out thick and in-depth description of the education policies in Nigeria.

Lacks of objectivity, validity and reliability were themes emerging from the second research question and it is analysed below.

Lack of objectivity in qualitative method

The participants interviewed informed that they prefer to employ quantitative methods on their study because of its objectivity and rigourness. For instance, Researchers B and T categorically said that as science education researchers, it will be unscientific to conduct research using qualitative methods. Based on this statement, I, therefore, drew their attention to some of

the natural science researchers such as Mori and Nakayama (2013) who as medical practitioners adopted qualitative methods to carry out their study. Researcher B was quick to respond thus:

Well, you may be right to say that qualitative methods are used in medical field and other related disciplines. However, I cannot apply the method in my research work because it would not really speak to my work. I see the application of qualitative approach in sciences as less objective, less rigorous and less robust.

In the same breathe, Researchers J, D and F gave reasons for the application of quantitative methodologies. In fact, they specifically stated that quantitative methodologies allow them to make statistical generalisations. According to Researcher D, under quantitative methodologies it is possible to generalise research findings and make inference from the representative statistical sample to the population from which the said sample was drawn. He (Researcher D) went further to say that this kind of representativeness is not feasible or achievable in qualitative methods. Rather, what is obtainable in qualitative methods is analytical generalisation which involves case-to-case transfer. At this juncture, I hastily informed the Researcher J that his assertion is an imaginary dichotomy which usually prevailed during research sampling. In an angry tone, he thundered:

No, this is not an imaginary dichotomy. I am aware that random sampling tends to be an ally of quantitative research, while non-random sampling tends to associate itself with qualitative research. Therefore, it is impossible to break the dichotomy hence my adherence to random sampling which often resulted in universal generalisation.

Researcher T narrated her discomfort on the use of qualitative methods. She reported that she cannot imagine herself employing qualitative methods on her works. Her reason was based on the fact that the method (qualitative) does not focus on numerical representativity, instead, on the reality that cannot be quantified. She concluded by saying that qualitative methods is entrenched in micro sociological traditions with strong emphasis on subjectivity. Corroborating

her view, Researcher G was very personal in his submission as he declared; *“I want inform you that the very essence of deploying quantitative methods in conducting research is to discover natural law that govern human society and behaviours, not to build abstract theory which is very common in qualitative study.”*

Validity and reliability of instrument in quantitative method

The issue of validity and reliability were equally mentioned by the participants as a valid ground for the adoption of quantitative methodologies in the research. Pretending as if I have not heard of the two concepts (validity and reliability) before, I interrogated further the meanings of the two words. One of the participants replied; *“validity involve meaningfulness, appropriateness, correctness and usefulness of the inferences an investigator arrived at.”* Another participant simplified the meaning of validity as a way in which a researcher determines whether the research truly measures that which it was intended to measure. In the area of reliability, Researcher M said; *“reliability is seen as the consistency or repeatability of results when test-retest method is done at two or more different times.”* Therefore, it was argued by Researcher A that *“the application of these concepts (validity and reliability) in quantitative research makes the study solidly robust and rigorous.”* This position was further affirmed by Researchers K and L who declared that in quantitative research work, robustness and rigorousness are often achieved through validity and reliability, however, it is unachievable in qualitative research work. At this point, I reminded these participants of trustworthiness and triangulation in which qualitative researchers adopted in place of validity and reliability at ensuring robustness and rigorousness in qualitative study. Critiquing this assertion, Researcher K responded:

I cannot understand what the proponents of qualitative methods such as Lincoln, Guba, Creswell, Padgett and Sandelowski are saying. Let me tell you, it is not possible to achieve a good degree of validity and reliability in qualitative study without exhibiting bias and reactivity.

In an angry tone Researcher K said; *“I do not want to sound immodest, employing validity and reliability in qualitative research is irrelevant and misleading due to its different ontological and epistemological assumptions.”* In affirming Researcher K’s position, Researcher F clearly narrated the experience most novice qualitative researchers encountered which includes the use of incorrect criteria to evaluate the study. She went on to cite one of her doctoral students who erroneously applied internal validity, external validity and content reliability traditionally domicile and applied in quantitative research on the qualitative study. In sharp contrast, Researcher O agreed with the notion of trustworthiness in qualitative research. He argued that unlike quantitative research, qualitative study is guided by the credibility, dependability, confirmability, transferability and reflexivity to achieve rigour in research findings. The participant also mentioned triangulation as a concept that could also be adopted to achieve credibility or trustworthiness in qualitative research.

It was surprising to be informed that courses such as Educational Research Methods (EDU 823) and Advanced Educational Research Methods (EDU921) are taught at Masters and Doctoral class respectively in all faculties of education. However, topics on qualitative methods are not taught despite its inclusion in the curriculum. Based on the conversation, I interrogated participants on reason behind the alienation of qualitative methods in Nigeria, Researcher G responded:

From what I have seen in Nigeria, early senior researchers were not exposed to qualitative methods when they were postgraduate students. It is, therefore, difficult if not impossible to impart the methods to their students. Bear in mind, you cannot give what you do not have.

Furthermore, in justifying why qualitative methods were not taught at the postgraduate level, Researcher H said:

Few of us who want to introduce qualitative methods to our doctoral students were politely reprimanded by the Dean of faculty on the ground that it is unscientific. Moreover, most

external examiners do not like doctoral candidates to employ qualitative method on Ph.D dissertations. Rather, they prefer experimental, quasi-experimental research and expo-facto research.

From the extracts, it is evident that the underrepresentation of qualitative methods was influenced by erroneous belief held by Nigerian quantitative researchers that in qualitative study objectivity could not be achieved. Efforts at convincing the participants to believe that objectivity and subjectivity in quantitative and qualitative methods respectively are mere false dichotomy proved futile. Finding also showed that overrepresentation of quantitative methods by doctoral candidates was influenced by their mentors' disposition in quantification.

Discussion

From the analysis, it was discovered that eighty-six percent of the doctoral dissertations in faculties of education in Nigerian universities used quantitative methodologies. However, approximately twelve percent of the candidates adopted mixed methods, and only two percent used qualitative methods. In the same manner, the six key journals with highest impact index analysed showed underrepresentation of qualitative methods. In fact, the concepts such as analysis of covariance, multivariate analysis of variance and chi-Square, multiple regression analysis among others statistical tools were freely and intensively used to tease the data. Looking at the methods frequently adopted in technology education, Zuga (1994) explained the over reliance of quantitative methods and analysis by researchers in United Kingdom (UK). He went on to say that approximately two hundred and twenty dissertations analysed, sixteen representing seven percent employed qualitative approach, about eighty-five percent used quantitative methods, with sixty-five percent involving descriptive statistics. Still in UK, but this time around, its focus was on conference proceedings which were held between 2000 and 2001, where Carter and Fortune

(2004) affirmed the overrepresentation of quantitative methodologies by the conference attendees. Corroborating Carter and Fortune's (2004) position, Ejohwomu and Oshodi (2014) analysed Ph.D dissertations supervised in the faculties of building and construction at seven Nigerian universities between 1984 and 2012. Findings indicated that no doctoral researcher applied action research, archival research, ethnography or grounded theory in his/her study.

From the analysis, however, reasons were also advanced for the adoption of quantitative methodologies. These include; lack of objectivity, validity and reliability in qualitative research methods. It was argued that subjectivity, trustworthiness and triangulation amplified by proponents of qualitative methods were mere 'window dressing' which could not be applied in quantitative study. In fact, this formed the basis under which quantitative methods were overrepresented in the faculties of education in Nigerian universities. In agreement to the findings, Bubaker, Balakrishnan and Bernadine (2005) in their study of qualitative case study research in Africa held that qualitative methods is grossly underadopted, while statistical tools are highly deployed for scientific exploration. Specifically, in the construction sector in Nigeria, Ejohwomu and Oshodi (2014) argued that quantitative methods were often adopted by Nigerian researchers to generate new knowledge in their various fields of study.

Also, underrepresentation of qualitative methods in the faculties of education in was informed by an excellent quantitative methodological background held by many Ph.Ds' supervisors/mentors. Apparently, in education, educator can only impart knowledge based on what he/she knows. Therefore, the culture of quantitative methods dominant and internalised on doctoral supervisors/mentors was transferred to the mentees by the mentors, thereby reinforcing the adoption of quantitative methods in the faculties of education. In one of the studies conducted by Hughes (2010), he argued that doctoral and young researchers were influenced by the strong culture of the discipline where the supervisors/mentors are dominant. In furtherance to the above, Hughes

contended that if the supervisors/mentors have a strong quantitative research culture, there is likelihood that they will not only impact on the adoption of other research approaches, but also on how mentees are taught.

Conclusions and recommendations

It was shown that there are three methods in which any empirical study should be carried out. In Nigeria, overrepresentation of quantitative methods in faculties of education has grown exponentially over the years. This, invariably, promotes lack of interest in accessing Nigerian scholarship. From the study, it was discovered that qualitative methods is underrepresented in the faculties of education. Education researchers and scholars researched and published in reputable journals using quantitative methods. From all indications, objectivity, validity, reliability and supervisors/mentors' knowledge on quantitative methods were reasons advanced for the passive application of qualitative methods in Nigeria.

Findings also indicated that majority of masters and doctoral candidates used quantitative methods in their final dissertations, even when the phenomenon under investigation did not demand application of the methods. In light of the above, it is strongly recommended that supervisors/mentors should encourage their candidates to adopt qualitative methods in writing their dissertation when it is appropriate to use the methods. After all, qualitative methods particularly allow the user(s) to familiarise and immerse his/herself with the data for valid and reliable research findings.

Additionally, the position held by the proponents of quantitative methods that in qualitative methods, validity and reliability could not be achieved should be dismissed. Instead, the qualitative methods practitioners should double their effort towards educating (through seminars, workshops and conferences) pro-quantitative researchers that validity and reliability can also be attained in qualitative methods through trustworthiness and triangulation. In qualitative

methods, Dainty, Bagilhole and Neale (2000) had earlier said that the issue of bias is completely eliminated and methodological transparency upholds.

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CHALLENGES OF IMPLEMENTING E-LEARNING IN NIGERIA EDUCATIONAL SYSTEM IN THE COVID-19 PANDEMIC ERA

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Abstract

This paper discussed the challenges of implementing e-learning in Nigeria educational system in the COVID-19 pandemic era. Globally, the world is faced with the COVID-19 pandemic, which has held the economy at ransom not exempting the educational sector. This pandemic has brought about recent changes and disruptions in the educational sector which serves as a catalyst for the development of any nation. Educational sector globally is seen to be shifting towards e-learning in order to cushion the effect of this pandemic. However, developing countries evidence from the Nigeria experience is posed with the challenge of shifting from the traditional teaching method to the e-learning during the pandemic. The challenges arise because of the varying degree of preparedness of the institutions, lack of infrastructures, paucity of funds and policies issues in the Nigeria education sector. It is in tandem with this prevailing issues that this study examines the Nigeria educational system based on the global pandemic. This paper further discussed the concept of COVID-19 pandemic, the necessity of e-learning and challenges as well as opportunities and

implementation of e-learning in Nigeria. Hence, the study conclude that the present world pandemic is making the educational sector to look inward. Institutions are now embracing e-learning which serves as alternative to the face-to-face contact learning thereby helping the institutions cover gaps the pandemic might cause the institutions academic calendar. The study recommended amongothers; that government should be proactive in ameliorating the challenges identified in this study and build on the opportunities e-learning offers educational institutions even post COVID-19. Also, for e-learning to be effective, appropriate measure should be given to maintenances, provision of stable internet provider to support easy and fast learning andteaching.

Keywords: *Challenges, Implementation, E-Learning, Educational Sector, COVID-19.*

Introduction

The vision of Nigeria educational system is to be pace-setting education in terms of learning, character building and service to mankind with a mission to produce competent, self-reliant and resourceful graduates-citizens with high moral standards in our society. Over the years, institutions of learning have played dominant roles in the developed world to inculcate social values to their citizens. Thus, higher institutions are usually in the forefront of curbingany social, economic and political challenges, especially with the power of research being focused on areas that will promote human development and solve existential problems (Odim, Annastashia and Solomon, 2018).

Moreover, discontinuity in education has adverse effects on the students, the parents and the nation as a whole. Over the years, the major cause of discontinuity in Nigeria education is strike which according to Amadi and Urho (2015) is an organised work stoppage by a body of workers to enforce compliance with demands made on an employer or a group of employers. To Odim, Annastashia and Solomon (2018), it is an aspect of industrial conflict used by workers to express their grievances, Furthermore, Edinyang and Ubi (2016)

revealed that strike is a social ill not different from corruption because it eats into students' time which makes it difficult for students to be fully and properly 'baked' within the designated educational time frame. As a result, 'products' that are ill equipped in both character and learning are turned out to the society (Edinyangetal).

Recently, another form of discontinuity in education emerged nationwide. This discontinuity in education is caused by global issues that affect almost every continents of the world and as a result led to total lockdown. This discontinuity in education was caused by COVID-19, a newly discovered coronavirus. In 2019, the Centers for Disease Control and Prevention (CDC) started monitoring the outbreak of a new coronavirus, SARS-COV-2, which causes the respiratory illness now known as COVID-19 (UNESCO, 2020).

The coronavirus which is popularly known as COVID-19 has disrupted the global educational system as most countries around the world have resulted in temporarily closure of all educational institutions in an attempt to contain the spread of the pandemic. According to the report by UNESCO (2020), the closure of educational institution has impacted over 91% of the world's student population. The ripple effect of this pandemic has been felt by both the educators and students in primary, secondary, colleges and universities as academic sessions were disrupted after the coronavirus was declare a public health emergency. This has left many students and educators in a rude shock as some of this institution were at the point of preparing for examination, admitting of new students, beginning of a new semester, amongst others. Educational institutions around the world including Africa have resulted in looking for ways to cope and adapt to academic changes because of this pandemic.

The COVID-19 outbreak has opened up the importance of online education and distance learning however, just a handful of the world's education that is taught online. According to Olatunji (2020), in the United States of America, about 15% of the total undergraduate students are enrolled for online

learning and distance learning. The pandemic has resulted in a more severe consequence on schools that do not possess the online learning platform.

The COVID-19 pandemic ravaging the world have taken its effects on many sectors of the economy especially in Nigeria. This effect is also evident in the Nigeria educational sector as the academic session was halted by the Federal Ministry of Education in order to curtail the spread of this virus in educational institutions. Although, this decision came as a shock to many educational institutes as many of these institutions were not prepared for the sudden disruption, others have seen it as a step in the right direction. The challenge then remains how will this pandemic affect students and academic calendars, hence the use of e-learning as an alternative learning method.

The e-learning is not a new phenomenon in promoting education in some parts of world. Presently, some educational institutions in Nigeria are using it to promote distance education (DE) and life-long learning. E-learning can be defined as the online delivery of information. It is the integration of learning with technology (Okure, 2018). It is instruction delivered through purely digital technologies such as CD ROM, the internet and private networks (Landon, 2015). In addition, Hedge and Hayward (2014), defined e-learning as an innovative approach for delivering electronically mediated, well-designed, learner-centered and interactive learning environments to anyone, anyplace, anytime by utilizing the internet and digital technologies in concern with instructional design principles. This is all about learning with the use of computers. In this age, learning with the use of computer is simply online ways of acquiring knowledge through the internet or through the offline – CD-ROM. The online involves the use of Internet Explorer/Navigator. It may be in form of Audio, Visual, and or Audio/Visual. The convergence of the internet and learning, or Internet enabled learning is called e-learning (Electronic Learning). The applications and process of e-learning include computer-based learning, web-based learning, virtual classroom and digital collaboration where contents is

delivered via the internet, intranet/extranet, audio and or video tapes, satellite TV and CD-ROM (Islam, 2014).

However, despite the immense benefits of the e-learning platforms available, not many Nigerian educational institutions have embraced it. Poor budgetary allocation, corruption and unpreparedness are contributing factors to the inability of many educational institutions to embrace e-learning during the global COVID-19 pandemic in Nigeria. A ten year (2010-2019) budgetary allocation to the Nigerian education sector as shown in Table 1 has been very poor. With budgetary allocations like these comes deficiencies that does not allow for growth of e-learning and creates challenges when institutions try to embrace e-learning during pandemics such as the COVID-19.

Table 1: Nigeria Budgetary allocation to Education (2010 - 2019)

	Year	Budget (NTrillion)	Educational Allocation (N Billion)	Percentage of Budget (%)
	2010	5.160	249.09	4.83
	2011	4.972	306.30	6.16
	2012	4.877	400.15	8.20
	2013	4.987	426.53	8.55
	2014	4.962	493.00	9.94
	2015	5.068	392.20	7.74
	2016	6.061	369.60	6.10
	2017	7.444	550.00	7.38
	2018	8.612	605.80	7.03
	2019	8.830	620.50	7.03
	Total	60.973	4413.17	7.24

Source: Ndujihe (2019) - Vanguard Newspaper; Ameh and Aluko (2019) – Punch Newspaper

Table 1 reveals that for the 10-year period, the education sector got an average of 7.24% as against the 15-20% recommended by UNESCO. This definitely will not allow infrastructures such as ICT platforms, electricity, teacher-tutor training amongst others needed to allow e-learning grow in Nigeria to be available.

However, some schools particularly the private tertiary institutions in Nigeria have embraced e-learning as a means to ensure that their academic calendar is not totally distorted. These tertiary institutions have devised the use of information and communication technology tools to facilitate learning during this pandemic. Several e-learning platforms have been adopted by universities although these platforms are in exhaustive. They include, Zoom, Microsoft teams, google hangout (meet), skype, Bamboo learning, google classroom, Docebo, WIZIQ, Adobe captivate, Elucidat, Blackboard learn amongst others. Private universities seem to be at the forefront of e-learning capacity in Nigerian universities as a result of their innovative and flexible operations. Regrettably, it appears that most public tertiary institutions have not been able to embrace the e-learning platform to the detriment of their students and the society at large. Various factors might be responsible for these in the public tertiary institutions such as student population, training of lecturers and students, sustainable internet facilities amongst others. The aforementioned factors play a key role for the set back of public tertiary institutions academic activities during the COVID-19 pandemic in Nigeria.

Private tertiary institutions have also embraced the e-learning platform to continue with the academic calendar due to the financial commitment to their workforce as shutting down will bring about difficulty in revenue generation. However, the public tertiary institutions largely depend on government subvention and TETFund assistance because of the discounted tuition paid by their

students as compared to their counterparts in private educational institutions. The sporadic pace of ICT is seen in the innovative development of advanced countries such as Japan which conducted a virtual convocation ceremony for its students using robotics (Kacerauskas&Kusaityte, 2020). In America, universities such as Harvard university have embraced e-learning platforms but in most African countries such as Nigeria, traditional forms (physical contact) of learning has been the norm. Despite the benefits of the e-learning platform, there has also be constraint in the full actualization and utilization of this platform due to the poor system of education and high extent of corruption in Nigeria. Thus, this paper focuses on challenges of implementing e-learning in Nigeria educational system in the Covid-19 pandemic era.

Concept of COVID-19 Pandemic

The novel Coronavirus disease 2019 (COVID-19), first identified in Wuhan China in December 2019, has rapidly spread to almost every region of the world. The disease is caused by a new and severe type of Coronavirus known as Severe Acute Respiratory Syndrome Coronavirus 2 (SARS- COV-2). The infection has no immediate treatment and vaccine, and it has according to World Health Organization (WHO, 2020) become a worldwide pandemic causing significant morbidity and mortality. There are 1,603,428 confirmed cases, 356,440 recoveries from the illness and 95,714 deaths worldwide as of April 9, 2020 (Worldometers, 2020). On February 27, 2020, an Italian citizen became the index case for COVID-19 in Nigeria and as at April 9, 2020, there were 288 laboratory-confirmed cases of COVID-19 in Nigeria with 51 discharges and 7 deaths (Nigeria Centre for Disease Control, NCDC,2020).

To prevent further spread of the virus, civil societies and government agencies embarked on enlightenment campaigns for good hygiene and social distancing. Temperature screening was conducted at airports and those returning from countries with numerous confirmed cases of COVID-19 were implored to self-isolate. The NCDC in association with State governments also began tracing

and tracking of possible victims and their contacts. On March 18, 2020, the Lagos State government suspended all gatherings above fifty people for four weeks and ordered all lower and middle level public officers to stay-at-home (Ewodage, 2020). Similarly, the Federal government, on March 30, 2020 introduced various containment strategies such as closing of the national borders and airspace, schools, worship centers and other public places, canceling of mass gathering events and placing the Federal Capital Territory, Lagos and Ogun states on lock down for an initial period of fourteen days (Radio Nigeria, 2020). COVID-19 testing laboratories were set up in Lagos, Abuja and Irrua in Edo State while State governments opened isolation centres and imposed dawn to dusk curfews in their territories.

COVID-19, from the family of Coronavirus (others include Severe Acute Respiratory Syndrome (SARS) , Hemagglutinin Type 5 and Neuraminidase Type 1 (H5N1), Hemagglutinin Type 1 and Neuraminidase Type 1 (H1N1) and Middle East respiratory Syndrome (MERS), is a contagious respiratory illness transmitted through the eyes, nose, and mouth, via droplets from coughs and sneezes, close contact with infected person and contaminated surfaces. It has an incubation period of approximately one to fourteen days. The symptoms include cough, fever and shortness of breath, and it is diagnosed through a laboratory test. The contagion could lead to severe respiratory problems or death, particularly among the elderly and persons with underlying chronic illnesses. Some infected persons however, are carriers for the virus with no symptoms while others may experience only a mild illness and recover easily (Sauer, 2020). As there is currently no cure or vaccine for the COVID-19; medical treatments are limited to supportive measures aimed at relieving symptoms, use of research drugs and therapeutics.

Knowledge of infection pathways and relevant precautions to take is needed to control the pandemic. While the scientific community continues to research possible vaccines or drugs for the viral infection. It is expected that

adequate knowledge will motivate individuals to make decisions which may prevent and curb the epidemics. Knowledge such as regular hand washing, using hand sanitizers, wearing face masks, respiratory etiquettes, social distancing and self-isolation when sick are vital to reducing widespread infection (Leppin&Aro, 2019). Consequently, individuals may need to be informed about the potential risks of infections in order to adopt the right precautionary measures.

At early stages of a pandemic, precautionary measures are needed to protect against possible danger and curtail the disease spread. In line with this therefore, the Nigerian government (just like other governments around the world) introduced various containment strategies which have interfered with individuals' daily lives and have led to severe economic loss and social disruption. People were coerced to stay at home, businesses and offices were closed, exempting healthcare facilities / workers and essential commercial establishments. For Nigerians making a living in the informal economy, their livelihood is now threatened by the lockdown since much of their activities and businesses involve face-to-face contact. In Nigeria there is no social safety net, no access to food stamps or unemployment benefits, most people earn their living on a daily basis. Regardless of this however, there has so far been a high degree of compliance with the government directives, Nigerians are engaging in vigilant hand washing, practicing social distancing and self-isolation, and avoiding going to work, school or crowded areas. Even most religious leaders agreed to stop large gatherings, forbid the shaking of hands and directed church members to pray at home and use hand sanitizers (Makinde, Nwogu, Ajaja&Alagbe, 2020; Olatunji, 2020).

On the other hand, some Nigerians due to superstitions and ignorance of the science behind the infection prefer only to pray (even violating the social distancing rule by attending churches or mosques during the lockdown) and use anointing oils, talisman, herbs or rituals (Abati, 2020) to prevent contracting and spreading the virus. Some also use social media platforms (e.g. Whatsapp,

Twitter, Facebook and Instagram) to spread fear, project fake news concerning the source of the virus, promote prejudice against China, incite panic buying, proffer fake cures and undermine medical advice, deliberately or ignorantly (Hassan, 2020). They opined that lockdown, self-isolation and social distancing are un-African solutions to the pandemic (Abati, 2020). The coronavirus pandemic (COVID-19) has no doubt adversely affected the global economy. It has forced many businesses to temporarily shut down and governments across the world to place a restriction on movement while exempting providers of essential services who are to strictly observe social distancing rules while providing services as a way to contain the spread of the virus.

Unfortunately, the educational sector is a part of the receiving end. According to UNESCO, an estimated 1.725 billion learners have been affected as a result of school closures, representing about 99.9% of the world's student population as of April 13th, 2020.

Furthermore, the continuous advances in information technology have enabled the realization of a more distributed structure of knowledge transfer through the development of e-learning. The developing countries have embraced ICT and consequently e-learning so as to keep pace with unimaginable speed in the area of technology. The use of ICTs in Nigeria and African countries generally is increasing and dramatically growing. Since e-learning systems allow students to take courses at their own time and pace, it is more convenient than their in-person counterparts. The flexibility of e-learning stating that students can even refer back to previous lectures without affecting the learning pace of other students. Forums and communities built around the massive online open courses (MOOC) add to the usability of these e-learning programs (UNESCO and COL, 2012).

Meaning of E-learning

The term e-Learning means something different to almost everyone who uses it. Some use the term to refer to pieces of content packaged using technical

infrastructures. Some think only of web-based self-study, while others realize e-learning can encompass real-time learning and collaboration. Almost all agree that e-learning is of strategic importance and should be highly adopted for current learning style. Parks (2013) posits that the word “e” should refer to “everything, everyone, engaging and easy” in addition to electronic”. E-Learning refers to the use of internet/ICTs i.e. Information and Communication Technology to enhance and support teaching and learning process,

According to Eze, Chinedu-Eze and Bello (2018), e-learning is concerned with the holistic incorporation of modern telecommunication equipment and ICT resources into the education system. The term e-learning connotes electronic method of learning which is associated with computerized learning in an interactive interface at the convenience of both the learners and lecturers. E-learning also implies educationally technology. The benefits of the e-learning include better content delivery, interactivity, quality content delivery and confidence of both learners and lecturers in the educational sector. Despite the advantages of the e-learning, it is still at its infancy and early adoption stage in Nigeria due to its dynamic structure. Nevertheless, e-learning is seen as the only option to keep the educational system running in the event of the pandemic (Anaekwe&Anaekwe, 2020). This implies that utilization of e-learning in Nigeria for instructional delivery encounters various problems.

Challenges of E-Learning in Nigeria During Covid-19 Pandemic

E-learning is still confronted with a lot of challenges in Nigerian educational system especially during this pandemic as this is the only medium available for learning. One of these challenges is epileptic power supply in Nigeria especially in rural areas as there is no guarantee of at least two hours” power supply at a stretch. Irregular power supply in Nigeria is seen as an age-long problem which has affected almost every aspect of Nigeria economy with no exception to the educational sector. This unstable poor power supply has caused

a major setback for technological advancement of many educational institutions in Nigeria. Most rural areas in Nigeria where some students are resident are not even connected to the national grid and as such, this student will experience difficulty in utilizing the e-learning platform effectively. Also, shortage in power supply have brought difficulty in powering of educational gadget such as smartphones, laptops and desktop computers needed for learning.

Another major obstacle to e-learning in Nigeria is tied towards the high cost of internet data services. The internet service required to connect to this e-learning platform sometimes requires a lot of data. The cost of purchasing the data bundle is so high which might be difficult for both students and lecturers. In cases where there is even data, poor internet connectivity by network providers is of major concern especially when it comes to video conferences where both the students and lecturers have to interact. The cost of accessing the internet in Nigeria is still on the high side. Hence, some students find it a challenge to afford. The cost of a personal computer (PC), Laptop and smart phones suitable for e-learning are still very high in Nigeria considering the income level of an average worker in the country. Few students that are privileged to have a PC/Laptop are not connected to the internet as this do attract extra cost which they cannot afford. Also, this poor internet connectivity and high cost of data has resulted in low attendance of students during the online classes (Eze et al.). This low online class attendance has also been linked to the poverty situation in the country as some families and students might not be able to afford basic needs such as food and clean water let alone the expensive gadgets or resources to sustain them for online learning. According to Eze, et al another challenge posed by the e-learning education is the incapability of lecturers to assist learners develop the skills and training required to make the e-learning platform effective. E-learning creates room for complete absence of physical personal interactions between students and lecturers and among their colleagues.

Opportunities Applicable to Use of E-Learning

Despite the challenges posed by integrating and embracing the e-learning system, it has become the most preferred platform to learn during global pandemic periods such as the COVID-19 where movement is restricted and institutions of learning are on lockdown. The e-learning system is the new era of learning that depends on the user mode (Aina, 2020). The adoption of e-learning system for Nigerian educational system will enhance the efficiency of knowledge as both students and teachers/lecturers will have easy access to a large amount of information within the global village. In most tertiary institutions, class space for teachers/lectures is usually a problem as sometimes there is clash in timetable or overpopulated students.

The e-learning system will completely reduce the issues of insufficient classrooms for teachers as student can easily take the lectures online without any disruption at their convenience. Also, e-learning afford students and lecturers to participate in class in their comfort zone with basic amenities they need when compared to the traditional teaching method where sometimes these basic amenities are unavailable for conducive learning. This is supported by the findings of Pingle (2019) that undergraduates in India have a higher acceptance level of comfort working with computers and other e-learning packages than the traditional face-to-face classroom.

E-learning provides a platform for students to interact with themselves through the discussion forum which eliminates the barrier of participation. It also allows for effective communication and fosters relationship between students and lecturers. It also allows students to study at their open pace and convenience as the lecture material is readily available and the content delivery of the lecturer is quite accessible to them. Hence, it increases satisfaction and decreases stress. The knowledge of e-learning will expose both lecturers and students to the reality of the world outside the classroom since the world is a global web. The e-learning exposure will ease the student's integration into organizations where such platforms are operational.

E-learning can be said to be cost effective as it reduces travel time and infrastructural development in terms of buildings. Arkorful and Abaidoo (2016) discovered that the cost benefit of e-learning in training students is lesser than that of physical (face-to-face) contact. This was arrived at after considering some factors namely: the number of students trained; distance to be travelled; time of training. Guragain (2016) also posit that the value of face-to-face class contact content development, distribution and maintenance cost are exclusively high as compared to e-learning which is of lower cost. All these shows that adoption of e-learning tends to solve educational challenges especially at a time such as the COVID-19 pandemic.

Prospects for Implementation of E-Learning in Nigeria Education Institutions

There is emerging evidence that e-learning can help to improve attainment and raise standards of education. The evaluation of the National Learning Network (NLN) in further education uses qualitative data to show that learners are becoming more sophisticated in their e-learning expectations and that ICT is increasing permeating college life. Below are the major vision, view, possibility and prospect of implementing e-learning in Nigeria educational system:

1. Empower Learners:- As stated by National Policy on Education (NPE, 2014) one of the primary aim of the philosophy of Nigeria Education is to produce a self reliant citizen that can be useful to themselves, their society and to the development of the country at large. E-learning engage learners with more active learning process, people in group or individual irrespective of their age could take responsibility for what and how they learn, achieving their personal goals as self-directed lifelong learners.
2. Creative and Innovative Teaching and Learning:- With E-learning, teaching and learning of curriculum content could be more creative and innovative in preparation for the 21st century global knowledge society.

3. E-Learning Offer Flexibility: - A more responsive education system would adapt to the needs of all learners, wherever and however they need to learn. Wide range of curriculum content deployment to learner that will make the philosophical framework of Nigeria education to be ascertain on the level of equity. NPE recognize equal education for all citizen and with E-learning, the goal can beachieve.
4. E-learning Achieve Better Value:- Education leaders, evaluators and including classroom lecturers and teachers could develop innovative ways of deploying their resources, exploiting e- learning alongside with other teaching methods to improve quality and economies ofscale.
5. Generate a Professional Workforce and Fulfilled Citizens: - E-learning would enable a community, group and a workforce for the knowledge society would have a high proportion of people capable of continually updating their knowledge and skills, e-learning will help in managing knowledge transfer and contribute to practitioner knowledge in all its forms. This will improve unity as stated byNPE.

With the advent of e-learning to implement curriculum content in the Nigeria educational system will not only help to make the teaching and learning of the content brought by the teacher active but also to revolutionize education system during pandemic. Kajetanowtez and Wierzejewski(2015) pinpointed that e-learning has no rival when it comes to generation of intrinsic motivation and initiation of organized active learning in education. Kajetanowtezetal, equally see e- learning as an efficient means of promoting self- study cum frequent testing in the form of formative evaluation which engender proper monitoring of educational progress and periodical achievement. Overall research report shows that e-learning provide positive effect on learners achievement. These include the fact that it promotes interest and vocabulary development in students and also provide experiences not easily obtained through other learning strategies and contribute to the efficiency, depth and variety of learning.

Conclusion

This paper concluded that the present world pandemic is making the educational sector to look inward. Institutions are now embracing e-learning which serves as alternative to the face-to-face contact learning thereby helping the institutions cover gaps the pandemic might cause the institutions academic calendar. The adoption of e-learning during the COVID-19 pandemic has exposed a lot of lapses and gaps to be filled in the Nigerian educational system. The challenges of e-learning in Nigeria ranges from irregular power supply, high internet subscription costs, poor internet access amongst other factors. The applicable opportunities associated with the embracing e-learning includes lecturers/learners convenience, exposure and cost benefits. Hence, the efficacy of e-learning platforms that will foster continued learning cannot be ignored. Thus, this study proposed e-Learning as advancement in Nigerian pedagogy amid COVID-19 Pandemic lockdown by proposing a method that will put an end to discontinuity in education that emerged as a result of COVID-19 pandemic lockdown.

Recommendation

Based on the findings of this study the following recommendations were made:

1. That government should be proactive in ameliorating the challenges identified in this study and build on the opportunities e-learning offers educational institutions even post covid-19.
2. For e-learning to be effective, appropriate measure should be given to maintenances, provision of stable internet provider to support easy and fast learning and teaching.
3. Basic knowledge on how to operate computer and computer related tools should be given to both the students and teachers.
4. Curriculum planner should try to integrate effective practical attainment strategy and how learner of e-learning can be evaluated in order for optimum

functionaleducation.

5. Electricity is one of the driven force and backbone of computer and computer tools, so Government should finance and connect the rural areas particularly to a stable electric grid.
6. The responsibility for computer study programme development for students and staff should be extended to all stakeholders and should not be limited to the ministry of education.
7. Finally, this paper recommends that the Federal Government should look into this proposed framework with the e-learning platforms used and practice continued education during the lockdown session and can also come up with other e-learning platforms that might have not been included here to achieve effective and continued education despite the ongoing global pandemic lockdown.

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GENDER DIFFERENCES IN THE LEARNING STYLES OF HIGH AND LOW ACHIEVERS IN BIOLOGY: IMPLICATIONS FOR NIGERIAN EDUCATION SYSTEM

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Abstract

Students' achievement in class is usually a product of various moderating variables, some of which are innate to the learner while, others may be demographically based. This study investigated gender-differences in the learning styles of high and low achievers in biology. Two research questions and three hypotheses guided the study. The study adopted ex-post facto research design. The sample consisted of 1062 biology students composed through multi-stage sampling technique. These were drawn from three out of the six educational zones in Anambra State. Empirical data were collated using a four-point Likert rating scale which was developed and validated by the researchers. Data analyses was done using frequency counts, chi-square statistics and a post hoc test, conducted through the Turkey/Kramer technique. Results of the study

among others indicated that collaborative and independent learning styles were more pre-disposing to high achievement in biology unlike the dependent and avoidant styles which corroborated with low achievement. Again, female students fared better under collaborative technique while males performed better under independent learning styles. The need to foster a conducive and inclusive classroom environment for the learners, irrespective of gender was pointed out.

Keywords: Gender, Learning styles, High and low achievers, Biology, Nigerian education system.

Introduction

The effectiveness of classroom instructional process is highly dependent on the pattern of learning interaction that is prevalent. Granted that meaningful teaching and learning takes place through teacher-learner, teacher-content and learner-content interactions, the learner-learner interaction is still critical for greater efficacy (Anderson, 2003). An intrinsically motivated learner will go extra miles to satisfy his/her drive for knowledge acquisition unlike a passive learner. Perhaps, in this regard, the instructional delivery mechanism has also witnessed some modifications and changes to satisfy varied abilities, aptitudes and interests of learners. For instance, from time immemorial, the teacher was seen as the arrow-head, the beginning and the end of the instructional process. Learners have to depend entirely on him/her for the subject matter, the content, the presentation and procedures up to assessment of learning outcome. All these activities were carried out by the teacher without the aid of any form of automation. Learners then, were assumed to be blank (tabula rasa) and they just have to listen to the teacher, copy notes, memorize such notes and regurgitate them whenever demanded (Anaeke, Nnaka and Anaeke, 2018). Avoidance learning strategy reflects passivity or inaction, and when applied to education, refers to those strategies that students should use to

learn, but they do not use them. The Avoidant and dependent learning styles developed along the premises of passivity and show similar characteristics including an inclination to goal avoidance, procrastination, worrying so much about bad grades, low attention span in class.(Shih, 2007) However, the scenario of teacher-centeredness has changed and very fast too. Teaching and learning processes are today largely liberalized and automated rather than the hither-to, analogue and regimented approach leading to learner-centered approach. The automation has given impetus to encouraging independent and collaborative learning styles. In this approach learners may cooperate with other learners as a team, to achieve a goal or may decide to work independently at his/her own pace using appropriate technologies at his/her disposal (Okebukola 1984, Johnson and Johnson, 1984). In recent times, the predominant approach globally is that the instructional process is being structured in such a way that it becomes learner-centered and activity-based as opposed to teacher-centeredness and passivity of the learner.

Science discipline is characterized as demanding activity-based learning techniques and extensive use of standard and improvised instructional materials to engender students' learning. Similarly, learners are expected to apply scientific knowledge into new situations, explore the environment, be critical, creative and innovative in thinking. Evidence abound in literature on the constraints militating against effective teaching and learning of STEM. The WAEC Chief Examiners' Report for WASSCE, 2016 for Agricultural Science, Biology, Chemistry, Mathematics and Physics) which dwelt extensively on candidates' weaknesses and suggested remedies, had earlier been reported elsewhere (Anaekwe, 2018). On a general note, Aremu and Soka cited in Tele and Gyang (2015), stated that the search for causation of students' poor academic achievement is unending. Morakinyo (2003), attributed the poor academic performance of secondary school students to teachers' poor method of

teaching and students' unfavourable study habits, which more than any other factor has distinguished between high and low achievers in science.

High and low achievers in science, in the context of this paper refers to those students who consistently occupy the topmost and bottom positions respectively whenever students' achievement scores are ranked in descending order of magnitude. In other words, high achievers are those students whose intellectual ability are exceptionally and consistently outstanding on a high side, while the low achievers perform consistently low from the reverse direction (Ali, 1998). Although there may be different approaches towards identifying high and low achievers in a class however, Nnaka and Anaekwe (2003), adopted the students ranked in the uppermost and bottom 25% of the score continuum respectively as representing the high and low achieving groups. The learners in the middle 50% of the score continuum were regarded as students in the average category. High achievers usually demonstrate remarkable ability and potential to perform outstandingly high in academic and other spheres of human endeavour. He/she may not necessarily be a genius or a gifted child but has the potential to become one under a stimulating learning environment. Similarly, a low achiever belongs to a class of slow learners although he/she may not necessarily be one. Environmental deprivations may give rise to impoverished performance in academic ability. Some authors (Denga, 1988, Ali, 1998) have identified the characteristic features of high and low achievers. High achievers are/show persistently high and remarkable academic achievement, fast thinking, highly creative and imaginative, outstanding leadership and social skills, remarkable aptitude in special areas like music, science, language, writing etc. For the Low achievers, they show/are uninterested in learning, have poor communication ability, poor reading/social communication/interaction skills, poor in subjects that require calculations, forgets easily, scores persistently very low in tests and assessments. High and low achievers may be of any gender.

The term gender refers to economic, social and cultural attributes and opportunities associated with being male or female. Essentially, gender refers to sets of relationship, attributes, roles, beliefs and attitudes that define what being a man or a woman is within a culture. It is a socially ascribed attribute as opposed to sex which is a biological attribute (Nnaka and Anaekwe, 2000). As a result of gender roles assigned by different cultures, many women have been brought up to see science and technology and its use as reserved for the masculine gender while the biological and catering disciplines are associated to feminine gender. It is known that the wrong perception of science and technology as male-oriented course by the society is still affecting female participation in science-related disciplines and activities. However, Ifamuyiwa (2013), had reported an inconclusive result on the influence of gender on computer anxiety, knowledge and utilization among secondary school learners.

The fore-going presentation shows that both high and low achievers abound in all classrooms although environmental conditions may impose some limits to the manifestation of each category. Whereas it would be the utmost desire of any teacher that high achievers predominates in his/her class, it is well, a truism that we cannot run away from the challenges posed by low achievers in a normal classroom. This calls for some clinical approaches to identifying and handling these extreme learning situations in a learning environment. Of all the possible predisposing factors to enhanced achievement in science, this paper examines the pattern of learning styles adopted by high and low achievers. It could as well, be possible that some demographic factors including gender, location, class level, teaching experience etc, are contributory to the favoured learning styles. The purpose of this study however, was to identify the learning styles of high and low achievers in science as well as to determine the influence of gender on the independent variable.

Statement of the problem

The utmost desire of any teacher is that high achievers predominates in his/her class. However, it is a truism that one cannot run away from the challenges posed by low achievers in a normal classroom. Some innate and environmental factors imposed these restrictions on the ability of this category of learners. Low- achievers tend to render the efforts of the teacher useless thereby lowering his/her morale to function effectively. The teacher however, strives to carry everyone along in his/her desire to deliver on his objectives, through continuous adjustment of his/her instructional strategies. However, the learning styles adopted by the learners themselves are of critical importance in determining his/her achievement-potential. Similarly, some predisposing factors also tend to moderate quality and quantity of achievement in science. This paper examines the pattern of learning styles adopted by high and low achievers as well as, the influence of gender on the favoured learning styles in enhancing achievement in biology. The problem of this study therefore, is : how has gender-differences in the learning styles of high and low achievers influenced their achievement in biology?

Research question

- i. What proportion of high and low achievers in science utilized the various learning styles?
- ii. What proportion of male and female science students utilized the various learning styles?

Hypotheses:

Ho1: The proportion of high and low achievers in science who utilized the various learning styles will not differ significantly.

Ho2: The proportion of male and female science students who utilized the various learning styles will not differ significantly.

Ho3: The proportion of science students who utilized the four different learning styles will not differ significantly.

Methodology:

This study adopted the ex-post facto research design. According to Kerlinger (1979:379), in this type of design “scientists cannot directly control the independent because their effects or manipulations have already occurred or because they are inherently not manipulable”. Thus the science students are already streamed along their preferred learning styles and gender levels, and the researchers were only investigating the effects of these independent variables on their (students’) academic ability. The sample consisted of one thousand and sixty-two (1062) senior secondary, year three (SS3) biology students drawn from three out of the six education zones in Anambra state. SS3 students were deemed fit for the study since, being final year students, they would have adopted particular learning styles/habits, unlike those students who are fresh beginners. Biology students were deemed appropriate for the study because a reasonable number of students offer biology in their final examination relative to other science subjects like chemistry and physics. This large number was needed to ensure a fair spread of students across the different learning styles. The sample was proportionately drawn from the zones with respect to gender levels. Ten secondary schools from each of the chosen zones were sampled through balloting, while ten percent of the students in each zone were sampled and administered with the instrument for data collection as shown in table 1.

Table 1: Distribution of Respondents by Education Zones and Gender:

Education Zones	Male		Female		Total	
Aguata	878	(87)	2028	(202)	2906	(290)
Ogidi	1466	(146)	2699	(269)	4165	(416)
Awka	1159	(115)	2391	(239)	3550	(355)
Total	3503	(350)	7118	(712)	10621	(1062)

Number outside parentheses = population; number inside parentheses = sample

A Questionnaire on students’ learning styles developed and validated by the researchers was used for data collection. The instrument was modeled after 4-point Likert rating scale and covered four basic learning styles namely: Collaborative, Independent, Dependent and Avoidant. The respondents were requested to indicate their extent of agreement or disagreement with the items in each of the learning styles, as describing his/her typical/preferred learning styles. The responses and weightings ranged from Strongly Agree (SA=4), Agree (AG=3), Disagree (DI=2) to Strongly Disagree (SD=1). The reliability of the instrument was determined through the Cronbach Alpha technique and yielded an index of 0.75, which was adjudged to be high enough and reliable for the study. The validity of the instrument was ensured through consultation with other experts in educational measurements and evaluation. The instrument was administered to the SS3 biology students in the sampled schools in the first term of the 2016/2017 academic session. Their respective Form masters served as research assistants for the study. Secondly, the students’ biology scores in the three previous terms of SS2 were collated from their former form masters. These scores were averaged and used to stratify the students in their ability level. To achieve this, the average scores were arranged in a continuum, with the uppermost 25% and bottom 25% representing high and low achievers, respectively. The research questions were answered using frequency counts. Hypotheses were tested at 0.05 level of significance with chi-square statistics and post hoc test using Turkey Kramer method.

Results:

Table 2: Proportion of High and Low Achievers who utilized various Learning Styles.

Learning Styles	High Achievers	Low Achievers	Total	df	χ^2 -Cal.	χ^2 -Crit.	Decision
	rs	rs				.	

Collaborative	153	91	244	1	15.75	3	
Dependent	62	80	142	1	2.28		Ho1
Independent	23	2	28	1	16.06		for *
Avoidant	58	60	118	1	0.04		

*= significant beyond 0.05 level of significance

From table 2, a greater proportion of the high achieving students utilized the collaborative and independent learning styles while, a greater proportion of the low achievers utilized the dependent and avoidant learning styles. The calculated chi-square values of collaborative (15.75) and independent (16.06), learning styles were greater than the critical Chi-square value of 3.84 at 0.05 level of significance.

Table 3: Proportion of Male and Female students who utilized various Learning Styles.

Learning Styles	Male	Female	Total	df	χ^2 -Cal.	χ^2 -Crit.	Decision
Collaborative	78	166	244	1	31.74*		Reject
Dependent	67	75	142	1	0.46		Ho2 for
Independent	21	7	28	1	7.00*	3.84	*
Avoidant	54	64	118	1	0.84		

*= significant beyond 0.05 level of significance

From table 3, a greater proportion of females utilized the collaborative learning styles while, a greater proportion of the males utilized the independent learning styles. The calculated chi-square values of collaborative (31.74) and independent (7.00), learning styles, which favoured respectively female and male biology students, were greater than the critical Chi-square value of 3.84 at 0.05 level of significance, for $df = 1$.

Table 4: Proportion of Biology Students who utilized various Learning Styles.

Learning Styles	Observe d frequen cy	Expecte d frequen cy	Tot al	D f	χ^2 - Cal.	χ^2 - Cri t.	Decisio n
Collaborati ve	244	133	244	3			Reject Ho3
Dependent	142	133	142	3	117.82	7.8	
Independe nt	28	133	28	3	*	1	
Avoidant	118	133	118	3			

*= significant beyond 0.05 level of significance

From table 4, it was seen that the proportion of biology students who utilized the different learning styles differed significantly since the calculated value (117.82) was greater than the critical chi-square value (7.81), at 3 degree of freedom and 0.05 level of significance.

Table 5: Post Hoc Pair-wise Comparison of Mean Scores using Turkey/Kramer method.

Learning Styles	Mean	Dfw	Q-Cal. R	Q- Crit.
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Collaborative	58.00	1058	4	65.30*	
Dependent	37.00				
Collaborative	58.00	1058	4	52.50*	
Independent	41.0				
Collaborative	58.00	1058	4	48.00*	
Avoidant	36.00				3.63
Independent	41.00	1058	4	13.70*	
Dependent	37.00				
Independent	41.00	1058	4	11.40*	
Avoidant	36.00				
Dependent	37.00	1058	4	1.70	
Avoidant	36.00				

*= significant beyond 0.05 level of significance for $r = 4$ & $dfw = 1058$.

From table 5, it was evident that the significant difference resulted from the difference in the paired means of collaborative with all the other three learning styles, as well as Independent versus dependent and avoidant learning styles respectively. The mean difference between the pair of dependent and avoidant learning styles was not significant.

Discussion:

From table 2, it was obvious that a greater proportion of the high achieving students utilized, the collaborative and independent learning styles. Similarly, a greater proportion of the low achievers utilized the dependent and avoidant learning styles. Indeed a significant difference existed between the proportions of high and low achievers who utilized the various learning styles in favour of collaborative and independent learners. Since the calculated chi-square values of collaborative (15.75) and independent (16.06), learning styles were greater than the critical value of 3.84 at 0.05 level of significance, for $r = 4$

and within degree of freedom = 1058, it implies that the two learning styles tended to facilitate biology achievement significantly, unlike the other learning styles. The superiority of collaborative and independent learning styles in enhancing academic achievement of science students had been reported (Okebukola, 1984; Nnaka and Anaekwe, 2003; Igboanugo 2011, Nwoye and Okeke, 2020). These learning styles have the potential of engendering active participation and creativity in learning science. On the other hand, Karl (1964), reported that Dependent and avoidant learning styles tended to be defective to the study of science. They indeed, characterize slow learners' intellectual pursuit. Little wonder, students that utilize these learning styles are usually disposed to extreme passivity to the study of science. Indeed learning styles play significant roles in academic achievement and other affective attributes of the learner (Fletcher, 2016, Nwankwo and Ibeh, 2018).

From table 3, a greater proportion of females utilized the collaborative learning styles while a greater proportion of the males utilized the independent learning styles. Again, a significant difference existed between the proportions of male and female students who utilized the collaborative and independent learning styles in favour of females and males respectively, unlike the proportion that utilized dependent and avoidant learning styles. The calculated chi-square values of collaborative (31.74) and independent (7.00), learning styles, which favoured respectively female and male biology students, were greater than the critical Chi-square value of 3.84 at 0.05 level of significance, for one degree of freedom. A possible explanation for the observed preferred learning styles of male and female biology students could be sought from the fact that most males are naturally adventurous, eager to explore situations and work independently, while many females have the natural tendency to be dependent on someone or assisted in the performance of a duty. These natural traits could have had great influence on their preferred learning styles.

From table 4, it was seen that the proportion of biology students who utilized the different learning styles differed significantly, since the calculated chi-square value (117.82) was greater than the critical value (7.81), at 3 degree of freedom and 0.05 level of significance. To determine the direction of the difference, post hoc test was conducted. As seen from table 5, it was evident that the significant difference resulted from the differences in the paired means of collaborative learning styles with all the other three learning styles individually, as well as Independent versus dependent and avoidant learning styles respectively. The mean difference between the pair of dependent and avoidant learning styles was not significant. This implied that the collaborative mode tended to be most effective, followed by independent mode, out of the four learning styles, in facilitating students' achievement in biology. Dependent and avoidant modes tended to be defective and as such need to be discouraged.

Implication for Nigerian education system

The findings of this study have great implications for the improvement of the Nigerian education system in a number of ways, including but not limited to the need for/to:

- i. provision of conducive classroom environment, enriched with valuable resource materials for fostering activity-based learning in biology. Similarly, instructional materials, rich in local content should be emphasized through improvisation(Anaekwe, 2020).
- ii. establishment of special science/gifted-in-science schools to nurture and groom such high achievers in science to excel in their areas of ability, aptitude and skills. This approach might encourage healthier competition among and between school types.
- iii. foster inclusiveness in the classroom irrespective of gender or other demographic variables. Gender-inclusive education system strives to provide optimal conditions for enhanced learning by all students, irrespective of gender.

Thus, both males and females should be adequately catered for by the Nigerian education system through her prescribed instructional strategies.

- iv. encourage the use of collaborative and independent learning styles among learners since they have the tendency to facilitate achievement in learning. By implication, biology teachers should be optimally updated on these instructional strategies.

Conclusion

This study investigated gender-differences in the learning styles of high and low achieving students in biology. Two research questions and three hypotheses guided the study. The study adopted ex-pot facto research design. The sample consisted of 1064 science students composed through multi-stage sampling technique. These were drawn from three out of the six educational zones in Anambra State. Empirical data were collated using a four-point Likert rating scale which was developed and validated by the researchers, assisted by the form teachers who served as research assistants. The respondents were requested to indicate their extent of agreement or disagreement with the items in the instrument as describing his/her typical/preferred learning styles. The responses and weightings ranged from Strongly Agree (SA=4), Agree (AG=3), Disagree (DI=2) to Strongly Disagree (SD=1). Data analyses was done using frequency counts, chi-square statistics and a post hoc test, conducted through the Turkey/Kramer technique. Results of the study among others indicated that collaborative and independent learning styles were more pre-disposing to high achievement in science unlike the dependent and avoidant styles which corroborated to low achievement. Again, female students fared better under collaborative technique while males were better under independent learning styles. Implications of the findings in the areas of establishing special/gifted-in science schools, foster conducive and inclusive classroom environment for the learners, irrespective of gender ware emphasized.

Recommendation

The result of this study has provided empirical evidence to the fact that collaborative/cooperative and independent learning styles are significantly achievement-oriented in biology classes and therefore, needs to be encouraged among students. Similarly, dependent and avoidant learning styles need to be de-emphasized among learners because they are defective in fostering learning outcomes in biology. In view of the fore-going, it was recommended that:

- i. students should be encouraged to adopt collaborative and independent learning styles in studying biology as an effective learning strategy;
- ii. Biology teachers should regularly attend conferences and workshops organized by professional associations to update their skills on the potentialities of some innovative learning strategies in science;
- iii. Collaborative learning style should be encouraged especially among female students as a way of bridging the gender-gap among science students.
- iv. Basic instructional materials should be provided to facilitate activity-based learning among biology students and teachers should be encouraged to improvise unavailable standard materials.

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PANDEMIC ETHICS AND THE BIOETHICS OF THE CRISIS

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Abstract

This review is an analysis of the most significant book on applied ethics published in the last decade in Romania on bioethics. In essence, the bioethical effects of the coronavirus pandemic are highlighted. In a meta-analytical reading, the theme, problems, ethics and ideas of the study are highlighted. Both the theoretical and practical merits of the study are presented. Theoretical merits include: a) realistic presentation of the role of bioethics in times of crisis, including the assumption of the role of crisis bioethics in crisis b) clarification of the theoretical foundations of ethical models to be adopted in pandemics and c) development of a generic reflection on the bioethics crisis induced the crisis of individual landmarks (crisis of individual situation / orientation), the social crisis, the post-pandemic economic crisis. Among the practical merits we mention the arguments for faster adaptation of contemporary human beings to computer phenomena such as artificial intelligence, 5G communications, Internet, virtual world, digital avatar, virtualization of social space, reinvention of post-pandemic freedom, informed consent.

Key words: bioethics, applied ethics, ethical models, bioethics crisis, crisis bioethics

1. Introduction

The professor Antonio Sandu is one of the most important Romanian researchers in the field of ethics, bioethics, medical ethics, as well as in the field of social philosophy, social assistance and sociology. In the alternative, in these areas of knowledge, he is a qualified doctoral supervisor. He is therefore a recognized, a renowned specialist and therefore it is understandable that his book on the ethical inductions of the Covid 19 pandemic ("Bioethics in crisis or the crisis of bioethics? A philosophy of pandemic in the medical society", Iasi, Lumen, 2020) it is an editorial event and a moment of theoretical reflection and drawing of practical conclusions.

2. Initiation, structuring, methodology

The study is structured in 14 sections: an introduction, 12 chapters and a conclusion. According to the specification from "Introduction" (Sandu, 2020, p. 15), this volume includes lectures given by Professor Antonio Sandu between March 12 and May 7, 2020 at the "Ștefan Cel Mare" University of Suceava. These are online lectures that were later introduced on the Youtube channel of Lumen Publishing House, thus being available to a wide audience. This openness makes its ideas and practical inductions have an appreciable social effect both in terms of awareness and in terms of awareness, responsibility and transformation of bioethical attitudes into social behavior.

The internal argumentative architecture of the book is in line with the general principles of scientific research and highlights "the need for ethical debates to be known by the community of specialists and transformed into a professional ethical conscience, because such approaches to the situation by decision makers, more chosen when they are advised by specialists in public

health or medicine, to be infused with ethical values, and these to be the basis of models of practice” (Sandu, 2020, pp. 14-15)

The area of investigation was the investigation of the ethical foundations of the decisions taken in the first months (March-May 2020) of the coronavirus pandemic. The topic is topical, with profound practical and representative implications for the field under investigation.

The fundamental theoretical and practical stakes of the study are to explain and explain the principles of bioethics, to be aware of the functioning of these principles, to make citizens and decision makers responsible for their application and, finally, to evaluate the concrete application of the principles.

The working method is a complex one; it resorts to the observation and analysis of events, to the synthesis of modes of action and their evaluation through widely accepted principles, a re-establishment of concepts, recourse to the history of concepts, reading the pandemic situation and analytical decisions.

3. Ideatic and problematic

The approach starts with the debate of the principles of bioethics and from their use in the ethical decision”, from the redefinition of bioethics and from the need to study it. It states that "Bioethics tries to answer the question: what are or should be the behaviors, desirable behaviors of humanity in general, but also of each of us in particular, in the face of situations in which each is put due to health, the participation of medical care, on the one hand, but also the development of technologies that bring with them new threats to humanity, which adds to the old ones that humanity seeks to diminish or eliminate ”(Sandu, 2020, pp. 19-20).

In order to provide tools for assessing the quarantine that was in force at the time of the debate (March 2020), Professor Antonio Sandu first discusses two principles of bioethics, formulated by T: L. Beauchamp and J. F. Childress (2012); it is about “the principle of benevolence or beneficence (the purpose of

any action in the medical system is to do good, correlated with that of not doing evil, non-malice (...) abstaining from any voluntary evil" (Sandu, 2020, pp. 20 - 21) In addition, a third principle is discussed: the principle of "respect for the autonomy of the individual, the patient, the person" (Sandu, 2020, p. 22), and a fourth principle (that of equity or social justice) (Sandu, 2020, p. 133). These principles induce the coagulation of either a deliberative ethic (the ethics of social consensus, proposed by Jurgen Habermas) or an imperative ethic. a bioethics based on principles, but which, on the other hand, is modeled on the idea of democracy (acceptance by the majority.) As such, what is undertaken must have bioethical acceptability and social acceptability. must be seen in the van plan, that is, your decisions have a "quasi-democratic character" (Sandu, 2020, p. 44). The point of view that emerges is that decisions must have an imperative character, but also a democratic substantiation. "Personally, says Professor Antono Sandu, I am a follower of a (bio)ethic that combines the idea of ethical expertise, of imperative-normative type, with the democratic ethics of decision based on communicative action" (Sandu, 2020, p. 45).

The issue includes topics of great interest: a) respect for the bioethical principle of autonomy in relation to the idea of informed consent in pandemic emergencies due to coronavirus, b) medicalization of social life, c) whether bioethics is a branch of philosophy or is a new transdisciplinary social science, d) how ethical standards work in a crisis situation, e) what research techniques are adapted to study society in a pandemic situation, f) what inductions the pandemic has on the virtualization of social space, g) how fake news works in a pandemic , h) whether the pandemic situation will generate a crisis of bioethics, i) how bioethics will transform after the pandemic crisis, j) how a bioethics of responsibility should predominate, k) about the impact of spirituality on bioethics in a pandemic.

The pandemic crisis means negative instability and a positive opportunity to think. From the analysis of the biotech crisis and bioethics in crisis, Professor

Antonio Sandu formulates a memorable idea: the idea of a new ethic, “the ethics of the pandemic” (Sandu, 2020, p. 413). The relatively negative part of the crisis is that lockdown or isolation, social distancing accentuates the virtualization of social space, the distance between the "two Romania": "a rural Romania, poor, and an urban, modern, almost western" (Sandu, 2020, p 424).

The pandemic crisis is changing. The changes are part of the unseen part of the iceberg that brings to the surface the pandemic behavior, the ethics of such behavior. The ethics of the pandemic is already a reality. One of the articulations of such an ethic is put in memorable words: "We must behave as if we were simultaneously both infected and uninfected to protect ourselves and others" (Sandu, 2020, p. 297).

4. Conclusion

In addition to a field of facts of a strict topicality, clearly and thoroughly delimited, a clear theme, an idea and a coherent and cohesive issue, the work benefits from the support of an extensive, up-to-date, adapted and relevant bibliography in which books, articles and Internet sources are critically analyzed, judiciously interpreted and critically exploited. All these are gathered and put into convergence in an excellent, comprehensive reflective organization.

The book is admirably structured; the argumentation is rigorous, thoroughly substantiated methodologically and showing an admirable mastery of the fundamental concepts and of the most advanced and topical theories regarding the investigated field. The presentation is pleasant, cursive, fresh, fast, attentive to the listener and the reader, with a clocvial air. The book is currently the most settled, most serious and valuable Romanian research on the psychology, sociology, ethics and bioethics of the pandemic. As such, the transformation into separate studies of some of its chapters, their translation into English and their publication in journals with visibility will make Professor

Antonio Sandu's deep, comprehensive and innovative thinking known to the international academic community.

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THE CHALLENGES AND OPPORTUNITIES OF GREEN ECONOMY AND GREEN JOBS. FROM A GLOBAL TO A EUROPEAN APPROACH

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Abstract. This article represents a theoretical approach to the analysis of two concepts: the green economy and green jobs, between which there is a causal relation: the development of the green economy, a concept developed since the end of the 20th century, brings with it opportunities for the global labour markets and, thus, leads to the emergence of green jobs. For this article we have used systemic approach (transition from global to European level) to show how the green economy is seen and how societies have developed initiatives to create and develop green jobs. The idea around which the article is articulated is that the development of the green economy and, implicitly, of green jobs, must not be seen only as a saving solution to the crises (economic, climatic, social, health) facing global society, but also as normal social realities, specific to the society of the XXI century, a society built on the pillars of growth, inclusion, and environmental protection.

Keywords: Green Economy; Sustainable Development; Green Growth; Green Jobs; Green Skills

CONTEXT

The accentuation of global problems such as the depletion of natural resources, the deterioration of the natural environment, the repeated economic and financial crises, the increase of consumption (Trevino, Marvasti, 2019: 9-11; Macionis, 2019) led to the change of the development paradigm, from consumption to sustainable development (Ibisch, 2019), and to the recognition of the new direction of action, respectively green economic growth. The idea of green economy has appeared in times of the opposite perceptions and attitudes regarding the globalization (Breaz, 2019: 67) and involves using natural resources, energy and new technologies along with non-polluting production methods in order to foster growth and create new jobs. The transition to a green economy involves the practice of an economy based on policies and investments that link economic development, biodiversity, ecosystem, climate change, health and welfare of the population in the medium and long term (Babonea&Joia, 2012: 98).

The development of the green economy can be observed at the level of all social subsystems: Currently, there is also an objective of promoting a green principle even at the level of prisons, which must be built according to "green standards" (Jewkes, Moran, 2015: 451); arranging contributes to some extent to improving the living conditions of people in prisons, for whom prisons are no longer an "isolated environment" (Breaz, 2018: 1-2), helping them to adapt to prison environment. (IlieGoga, 2016: 49-50). Thus, sustainable development requires dynamism, requires permanent change, adaptation and research, all these elements being closely linked to the conservation of the environment and the proper use of natural resources.

EFFECTS OF GREEN ECONOMY ON EMPLOYMENT: PROMOTING “GREEN JOBS”

Restructuring the global economy will create not only new industries but also new jobs - completely new professions, but also new specialties within the professions (ILO, 2011; Williams, 2010), because green economy represent one of the determining factors for employment growth (Apergis N, Payne JE, 2010: 658). The Green Jobs Initiative is a joint initiative of the United Nations Environment Program (UNEP) of the International Labour Organization (ILO), of the International Organization of Employers (IOE) and the International Trade Unions Confederation (ITUC). This initiative supports the concerted efforts of governments, employers and trade unions to promote, in a world of climate change, coherent and sustainable environmental policies and effective programs aimed at generating green jobs and decent work for everyone (ILO, UNEP, 2008). Decent employment is employment that guarantees safe work, fair wages, respect for workers' rights and social protection and represents an indicator of quality of life assessment

The initiative for Green Jobs and Decent Work advocates for a “fair and just transition” (Marieke, 2016: 81), in which new opportunities are enjoyed by employers, employees, communities and other relevant social actors.

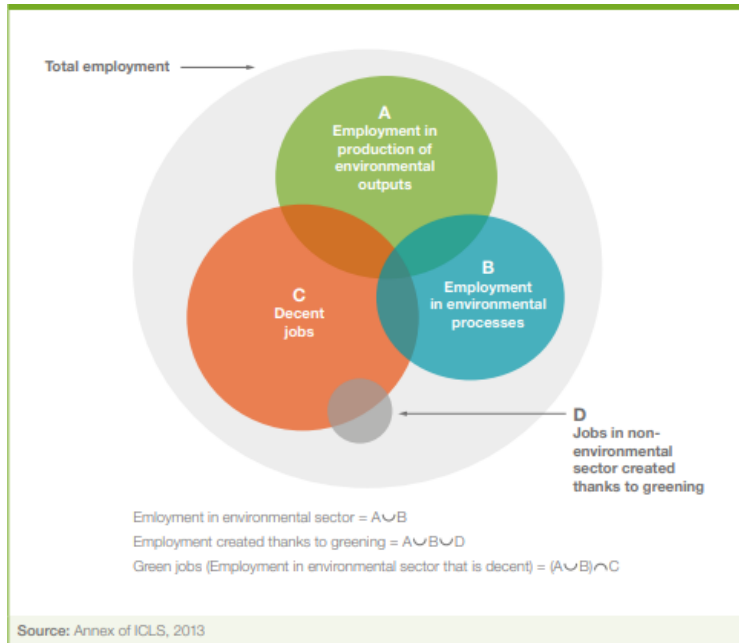
According to ILO, Green jobs give hope that humanity will be able to meet the two major challenges of the twenty-first century: “avoiding dangerous and potentially unmanageable climate change and protecting the natural environment [...] and promoting decent work” (ILO, 2008; ILO, 2009b). In 2013, the ILO's definition of green jobs was that they are decent jobs that reduce negative environmental impacts and lead to economically, economically and socially sustainable economies and businesses by reducing energy and raw material consumption, limiting greenhouse gas emissions, minimizing waste and pollution and protecting and restoring ecosystems (ILO, 2013:9-10).

Also, green jobs are seen by many scholars as a response to the multiple crises facing the world today: climate, food, financial, economic crises (Jones, 2008; Barbier, 2010). According to the definition given by the UN Environmental Program, these are “work activities in agriculture, manufacturing, research and development, services and administration, which contribute substantially to the preservation or restoration of the quality of the environment. Specifically, but not exclusively, they include work activities that help protect ecosystems and biodiversity, reduce energy consumption (Konopnicki, 2009), reduce also materials and water through effective strategies; decarbonizes the economy, minimizes or eliminates pollution and waste.

The figure below helps us to better understand the exact role of green jobs, and what is their dimension. As we may observe from the Figure 1, the total employment the green jobs are part of the total employment and they include mainly employment in production and environmental outputs, employment in environmental processes and decent jobs. In fact, these three types of employments are the most known in scientific literature. Which is very important to mention is that the authors of this figure (Bowen and Kuralbayeva) are introducing a fourth type of jobs: they are not jobs in environmental sector, but they were created as a result to the development of green economy.

The number of green jobs is growing today (Pollin, 2009), so the most visible are those in the field of renewable energy, a field that has experienced a rapid economic development in recent years. Green occupations entail certain "new skills", so workers' skills are compounded by additional knowledge about both new technologies and new management requirements - with changes in production methods and the acquisition of new business models. To be successful, workers need to improve both their skills and specialization and their level of basic training (Bowen, Karlygash, 2015: 12). So, this skills improvement permits them to have a more “clear and systematic vision of the learning outcomes and a lifelong learning perspective (Vlăduțescu, 2014: 88).

Figure 1: Relationships between total employment, employment in the environmental sector and decent work.



Source: Alex Bowen and KarlygashKuralbayeva, *Looking for green jobs: the impact of green growth on employment*, Policy Paper, London: Grantham Research Institute on Climate Change and the Environment, 2015, p. 7

Preparing for the green economy, seen in terms of the businesses that this type of economy develops, instructs students to incorporate sustainability at all levels of any organization. For example, “future accountants can take courses to calculate the company's carbon footprint, marketers take green marketing courses so that a company's claims that it is sustainable can be proven, and future managers learn how to include sustainability, in a company's strategies” (Brown, 2002: 52). In the same time, we know that sometimes, it is very difficult to adopt decisions in organization, it can arrive that „adopting the decision in economic organisational entities is less coherent than the decision theory implies it” (Dima, Vlăduțescu, 2012: 2)

Thus, several major areas of activity with an environmental protection function are identified: protection of ambient air and climate; wastewater and waste management; soil and water protection and sanitation; noise control; biodiversity protection. Two cross-cutting activities are also covered: research and development and training, insofar as they concern the protection of the environment (Eurostat, 2009; Gouin, Roturier, 2015: 83).

As the main categories of promotion, more indirect, of green employment we can mention the fact that they should be done on several stages. A first stage will have to be the development of the education, training and skills needed to support the green economy (CEDEFOP, 2012). This can be done, for example, by supporting partnerships between universities and the private sector to facilitate the transition from education to employment in climate change or related areas. These partnerships are especially useful for higher education institutions, because this contact with employers can help universities better understand green skills and roles (McGrath, 2010)

A second stage would be that of the development of public employment services (Cox, Foley, 2013) in order to provide valuable information on the skills requirements of the labour market; also this will involve „providing its beneficiaries information, counseling, training, mediation and placement services, but also consultancy regarding the legislation facilities in labor and social security” (Niță, 2013: 90). In some Member States, tools have been developed to monitor the demand for green skills in various sectors of the economy, including also the green sectors (European Commission, 2013). In fact, in Romania, one of the measures of the national strategy, for the period 2018-2025 is the promotion and consolidation of entrepreneurial initiatives for the creation of green jobs, by Granting subsidies to employers who create green jobs (Strategy for Green Jobs. Romania, 2018-2025).

A third stage will be that of changes in taxation of polluting industries (Rauscher, 1995: 230; Fan, Li, Yin, 2019). Also, they should be very

important also other activities, such as: ”promoting the development, dissemination and use of environmentally friendly technologies in industry; promoting the adoption / use of ecological technologies among consumers / households; promoting investments in "green" infrastructure and in adapting to climate change; raising awareness and "social pressure" for the transition to a green economy” (EEO, 2013)

According to the OECD, investment in renewable energies could translate into the creation of 20 million jobs in the world by 2030: 2.1 million jobs in wind energy production, 6, 3 million in photovoltaic solar energy and 12 million in agricultural and industrial biofuels (Robins, Clover, Singh, 2009; OECD, 2011; UNEP, 2012).

At European level, the Europe 2020 Strategy for Jobs and Growth, launched at European Union level in 2010, has been developed with the aim of creating the necessary conditions for smart, sustainable and inclusive growth (OECD, 2012; Motoi, Bourgatte, 2020: 34-36). According to the Europe 2030 Strategy, the objectives related to the development of the green economy aim at: a 40% reduction in greenhouse gas emissions compared to 1990 levels; a share of at least 27% of renewable energy consumption; an energy saving of at least 27% compared to the "business-as-usual" scenario (European Commission, 2020). An OECD report from 2011 shows that recycling 70% of the EU's main / key resources could create more than 560,000 new jobs by 2025 (OECD, 2011).

For example, in Romania, the application of EU waste regulations leads to the development of the waste management and recycling sector; so waste management is “a key element in ensuring an efficient use of resources and sustainable development” (Izvercian, Ivascu, 2015: 720). The process of developing green activities and jobs can be accelerated or slowed down depending on: a) government and household funding constraints that limit their ability to consume and invest in infrastructure and sustainable housing; and b) the speed of labour market adaptation that may represent an obstacle to the inter-

and intrasectoral reallocation of labour during this transformation process (Gouin, Roturier, 2015: 83).

As EU Member States develop classifications of 'green' skills (CeDEFOP, 2012), it has already been established that the transition to a greener economy will have a significant impact on skills needs, which will result in an increase in labor demand. skilled in the green industries, by developing the skills of workers in all sectors and by retraining workers in sectors vulnerable to restructuring (Forem, 2010).

CONCLUSIONS

The transition to a green and resource-efficient economy is, above all, an opportunity to increase Europe's global competitiveness, to ensure the well-being of future generations, to support sustainable economic growth and job creation. high quality work, while contributing to the recovery of European economies affected by the recent COVID-19 crisis, as in a domino effect. The significant and rapid growth in the demand for “green skills” is a major pressure on education and training systems and raises questions about how we can ensure a fair distribution of the benefits of these skills in society. Many of the main employment growth sectors have traditionally been representative of those with the highest employment rates.

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THE RECONSTRUCTION OF *MAQĀṢĪDAL-SYARĪ'AH* APPROACH IN ISLAMIC ECONOMY: INSIGHTS FROM JASSER AUDA PERSPECTIVE

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Abstract

This literature review aims to provide insight into the reconstruction of Islamic law (*fiqh*) through the *maqāṣīdal-syarī'ah* approach in Jasser Auda's perspective and how the contextualization is with the practice of Islamic economics in Indonesia. *Maqāṣīd* in Jasser Auda's perspective has four meanings, namely wisdom behind a law, good final goal to be achieved by law, divine goals and moral concepts that are the basis of law, and *mashālih*. The concept of modern Islamic law based on *maqāṣīdal-syarī'ah* is an offer of Jasser Auda's thought to provide solutions in the balance and harmony of human life between the affairs of the hereafter and the world. Jasser Auda in his research tries to reconstruct the old *maqāṣīd* concept which is protection and preservation towards the *maqāṣīd* theory which refers to development and rights. Therefore, the concept of *maqāṣīd* offered by Jasser Auda places the values and principles of

humanity at the foremost. The implications of the application of *maqāṣid al-syarī'ah* using the *maṣlaḥah* instrument in the context of the Islamic economy in Indonesia are used to fulfill the needs of sharia policies in the economic sector which do not only revolve around Islamic banking matters.

Keywords: *Maqāṣid al-syarī'ah*, *maṣlaḥah*, Islamic economics, and Jaser Auda.

1. Introduction

The study of the development of Islamic law places the concept of *maqāṣid al-syarī'ah* in an important position, because it discusses the purpose of establishing law in Islam (Yusdani, 2001, p. 38). *Maqāṣid al-syarī'ah* is an intellectual and historical product which is open to reconstruction (Rasyidi, 2020, p. 46). Various kinds of human historical domains with various discourses, models, and activities that surround them every day change and even seem very difficult as if they are not accommodated in the legal values or norms that exist in *naṣṣ* (Al-Qur'an-Sunnah). *Tatanāḥā al-nuṣūṣ wa lā tatanāḥā al-waqā'i*, the meaning: revelation is no longer sent down, while events or legal requirements continue to develop (<http://www.iiit/maqasid>).

Therefore, the doctrinaire-normative-deductive approach to legal development is no longer sufficient to accommodate the legal needs of society. Islam as an ideal in legal representation feels unable to respond to the rapidly changing global world. The “empirical-historical-inductive” approach to legal development based on the historical reality or space of humanity needs to be reconsidered as a medium for interpreting Islam (Islamic law) in the realm of modern human life. The science of *uṣūl al-fiqh* as a methodological tool needs to be sharpened by using a multidimensional approach to answer the problems faced by *ummah* today's. Jasser Auda tried to talk about three sciences at once: *maqāṣid al-syarī'ah*, *uṣūl al-fiqh*, and system philosophy. These three knowledge were

previously separated and not connected with each other. Interestingly, Auda was able to make it a unity and integrated with each other (Syaifullah, 2018, p. 218).

Islamic legal thinkers with the *maqāṣīdal-syarī'ah* approach include Jasser Auda with his book “Maqāṣīdal-Syarī'ah as Philosophy of Islamic Law: A Systems Approach”. This figure has a concern in the field of Islamic law which gave birth to his ideas regarding issues of Islamic law (*maqāṣīdal-syarī'ah*) which have their own challenges. To be more focused, the author focuses this discussion on Jasser Auda's view of *maqāṣīdal-syarī'ah* and the role of *maqāṣīdal-syarī'ah* in establishing Islamic law according to Jasser Auda.

2. Jasser Auda Intellectual and Social Background

Jasser Auda is an associate professor at the Faculty of Islamic Studies at Qatar University (QFIS) with a focus on Public Policy studies in the Islamic Studies program. He is a member and founder of several organizations such as the “International Union of Muslim Scholar” based in Dublin; “Academic Board of the International Institute of Islamic Thought” in London; “International Institute of Advanced Systems Research (IIAS)” in Canada; The UK's “Board of Trustees of the Global Civilizations Study Center (GCSC)”; member of the Executive Board of the Association of Muslim Social Scientists (AMSS) in the UK; member of the Forum Against Islamophobia and Racism (FAIR) in the UK; and consultant for islamonline.net (www.jasserauda.net).

He obtained his Ph.D (doctoral) degree from two places, namely the University of Wales, England in the field of Islamic Legal Philosophy in 2008 and the University of Waterloo, Canada in the field of System Analysis in 2006. His Master's degree has a focus on the field of Islamic Jurisprudence on *maqāṣīdal-syarī'ah* obtained from the Islamic American University Michigan in 2004. A Bachelor of Arts (BA) degree was obtained from the Islamic Studies major at the Islamic American University, USA, in 2001 and a BSc was obtained from Engineering Cairo University, Egypt Course Av., in 1998. He memorized

the Koran and receive lessons on traditional Islamic knowledge from the Cairo Mosque in Egypt.

He is active in the “Maqāṣīd Research Center” in the field of Islamic Legal Philosophy in England. In addition, he teaches at several universities in a number of countries. He is a lecturer in Islamic law, philosophy, and materials related to Muslim minority issues and policies in several countries around the world. He is a contributor to policy reports relating to Muslim minorities and Islamic education to the Ministry of Society and the UK Higher Education Funding Council and has written a number of books, most recently in English and in discussion of this paper entitled *Maqāṣīdal-Syarī’ah* Philosophy of Islamic Law: A Systems Approach, London: IIIT, 2008. Auda’s real role is that he has applied system-based interpretation with *tafsīr maqāṣidi* (Aqraminas, 2018, p. 125).

Studying Auda’s brief biography above, it can be said that his academic career is closely related to the intellectual background he already has. So when he put forward systems theory and *maqāṣīd* theory, for example, it was a manifestation of his understanding of the sciences he had previously studied. The combination of these two intellectual basics then forms a professionalism in him (www.maqasid.net).

The disclosure here is something related to the intellectual unrest that has engulfed him regarding the understanding, thought, stipulation and implementation of Islamic law in the daily life of Muslims in many countries. The countries he occupies are Muslim minority countries. So that the nuances of Islamic law that are built will be different when living in a Muslim majority. According to him, so far Islamic law (understanding of *‘ulama’uṣṣul*) is very rigid, so that when dealing with various realities at different loci, Islamic law seems to be unable to provide any solutions other than black and white answers, may or may not, *halāl-harām* (binner opposition). In fact, a law is stipulated with the aim of providing comfort, security and welfare for individual and social life. Citing the United Nations Development Program (UNDP) annual report on the

Human Development Index (HDI), for example, he found that the lowest position is occupied by a predominantly Muslim country. This means that Muslims are still lagging behind in areas such as literacy, education, political participation, economic participation, justice, equality of opportunity and women's empowerment. Not to mention the inhuman and irresponsible actions of a group of people in the name of religion (violation of human rights) which adds to the gloomy face of modern Islam which is already dark (www.jasserauda.net).

Then where is the effect of the establishment of Islamic law so far? These problems are what tickle his humanity and intellectuality. This factor is also what made him choose the two disciplines mentioned above to be pursued. The problems identified above arise because the Islamic law that has been stipulated so far is less grounded, less up to date, and less contextual. In other words, Islamic jurists have not translated the substance of the law (*maqāṣid*) which is contained in *adillah al-syar'iyah* (source of law). According to Auda, the understanding that the door to *ijtihad* has been closed and errors in positioning *syar'iyah*, *fiqh*, and *fatwa*, including *Ijma'*, have resulted in the marginalization of Islamic law against current international law (Ghani, 2019, p. 2).

Herein lies the importance of Auda's thought, namely an attempt to synchronize human thought based on sociological reality with God's will which is textual-theological-formalistic in nuances. Auda also felt an intellectual anxiety when finding the reality of Islamic law seemed to be lacking in solutions to the Islamic community in general. The anxieties here are not related to the material in Islamic law but to the understanding, thought, determination and implementation of Islamic law in the daily lives of Muslims in various countries (Supriadi, 2017, p. 219).

3. *Maqāṣid Al-Syari'ah* in The Jasser Auda Perspective

Jasser Auda offers a modern *fiqh* concept based on *maqāṣid al-syari'ah*. Islam is a religion that upholds human values and provides solutions for human life to

be harmonious and balanced. This is what Jasser Auda tries to raise, a system concept that can regulate the lives of Muslims to run according to the rules and provide benefits to humans. In *maqāṣīdal-syarī'ah* as Philosophy of Law: A system Approach Jasser Auda defines *maqāṣid* in four meanings, namely: the wisdom behind a law, a good end goal that is to be achieved by law, the *ilāhīyah* objective group and the moral concept that is the basis of law and *maṣāliḥ* (Auda, 2008, p. 1). For the purpose of reconstructing *maqāṣid al-shariah* fundamentally, Auda uses a philosophical approach that is multidisciplinary as well as open with various other relevant disciplines as a methodological framework for reforming the study of *uṣūl al-fiqh* and Islamic law (Zaprul Khan, 2018, p. 445). Through system approach, Jasser Auda tries to develop a new frame of mind for the development of Islamic law in this era. There are six concepts of Auda system approach; Cognition, Wholeness, Openness, Interrelated-Hierarchy, Multidimensionality and Purposefulness (Prihantoro, 2017, p. 120).

In the *maqāṣid* concept offered by Jasser Auda, the values and principles of humanity are the main focus. The *maqāṣid* theory which is hierarchical has experienced developments, especially in the 20th century. Modern theory criticizes the above classification of necessities for the following reasons: the scope of *maqāṣid* theory includes all Islamic law, is more individual, does not include the most universal and basic values, such as justice and freedom, and deduced from review of *fiqh* literature, not referring to the original source or script (Auda, 2008, p. 4). The following are some of the offers of *maqāṣīdal-syarī'ah* concepts offered by Jasser Auda, namely:

a. Levels of *maqāṣīdal-syarī'ah*

Contemporary scholars' divide *maqāṣid* into three levels, namely *maqāṣid āmmah* (general *maqāṣid* or general objectives), *maqāṣid khaṣṣah* (specific *maqāṣid* or specific goals) and *maqāṣid juẓ'īyah* (partial *maqāṣid* or partial goals). *Maqāṣid āmmah* are general values and meanings that exist under all *tasyrī*

conditions or in most of them, such as justice, freedom, justice and convenience. *Maqāṣidkhaṣṣah* are *maslahāt* and values that want to be realized in a special chapter in sharia, such as the goal of not degrading and endangering women in the family system, frightening society and the deterrent effect of giving punishment, eliminating *gharar* (obscurity) in *mu'amalāt*, and others. While *maqāṣidjuḥ'iyah* is the goal and value to be realized in certain legal requirements, such as the purpose of honesty and memorization in the provisions of the testimony of more than one person, eliminating the difficulty of the law, whether to not fast for people who are unable to fast because of illness, traveling or other.

The classical scholars arranged *maqāṣidal-syari'ah* in pyramidal levels, starting from *maqāṣid'āmmah* as the center and then branching into *maqāṣidkhaṣṣah* and finally *maqāṣidjuḥ'iyah*. Then from the other side starting from *al-darūriyah*, *ḥājīyah* then *tahsīniyah*. They arrange an order of priority if there is a conflict between *maqāṣids* one another, then a stronger priority is given, namely prioritizing the protection of religion over the soul, mind and so on. Although this theory seems simple, it turns out that the application of this theory in reality is very difficult and complicated. Because of that, there emerged other views among contemporary scholars such as Jamaludin 'Atiyah and also Jasser Auda which differed from the aforementioned classical arrangements. They argue that *maqāṣidal-syari'ah* with all its levels is not a pyramidal structure, in which the *maqāṣid* is divided between the top and the bottom, but it is a circle that meets and intersects (*dawair mutadākilah wa mutaqa'ī'ah*), whose relationships are related to one another (Auda, 2008, p. 7). As shown below:

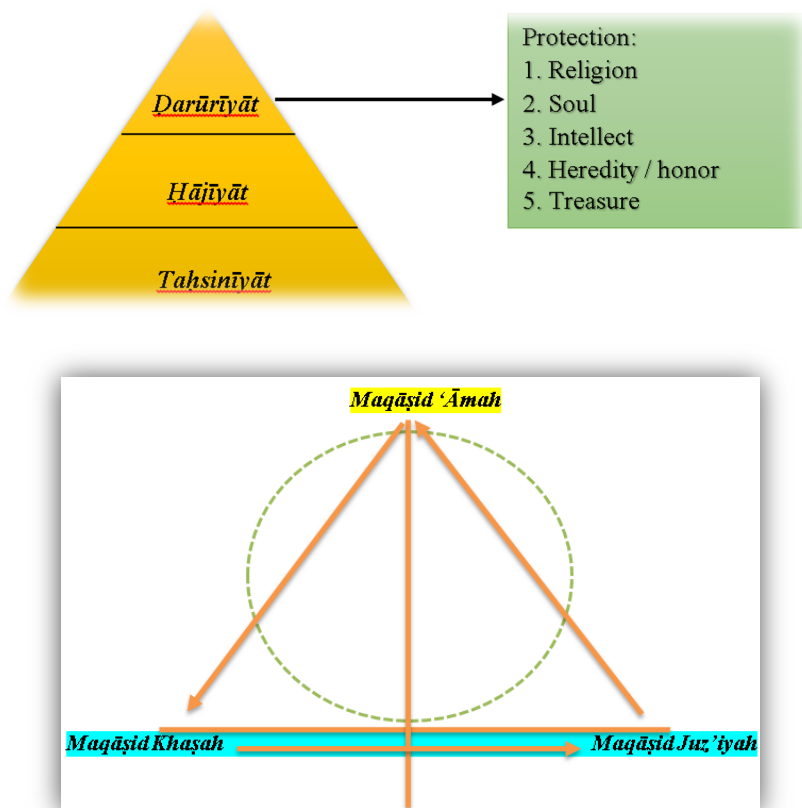


Figure 1. Levels of maqāṣid al-syarī'ah

b. *Al-'illat* and *maqāṣid al-syarī'ah*

Al-'illat in the study of the proposal of *fiqh* is a characteristic used by *al-Syārī*, (sharia maker) as a manāṭ (link, benchmark) for predictive legal rulings as a means of realizing the objectives of Sharia (*maqāṣidal-syarī'ah*) in establishing law.

Making *maqāṣidal-syarī'ah* as 'illat as above, according to Jasser Auda is not quite right. This is because *maqāṣidal-syarī'ah* and hikmah are different from 'illat as defined by the scholars. Even though 'illat is a representation of *maqāṣid* and wisdom, specifically, classical scholars' require 'illat with four conditions, namely:

- a) The attribute should appear (*zāhir*),
- b) Measured (*munḍabit*),

- c) Can be applied to reality or other things, does not apply specifically (*muta'addiy*),
- d) *Mu'tabarah* in the sense that there is no text which indicates that this attribute is not used.

These conditions are not fulfilled in *maqāṣid* and wisdom *al-syarī'ah*. Because of that Auda emphasized the importance of using *maqāṣidal-syarī'ah* as law *manāṭ* as *'illat*. He proposed an alternative to the new rule as a substitute for the old one (Auda, 2008, p. 45), namely:

تدور الأحكام الشرعية العملية مع مقاصدها وجودا وعدما كما تدور مع علتها وجودا و عدما
 “Shara laws which are amaliyah along with the *maqāṣhid* (goals) as it is with its *'illat*, either exist or do not exist”.

c. Problems and their development

According to al-Syaṭībī, the benefit of humans will be realized if the five basic elements of human life can be realized and maintained, namely religion or belief, soul, reason, descent and property. As al-Syatibi divides the order and priority scale of the *maṣlahāt* into three rank sequences, namely *ḍarūrīyāt*, *ḥājīyāt*, and *tahsinīyāt*, from the results of his in-depth study al-Syatibi concluded that the linkages between the levels of *al-maqāṣid* can be described as follows: *Maqāṣidḍarūrīyāt* is the basis for *maqāṣidḥājīyāt* and *maqāṣidtahsinīyāt*. Damage to *maqāṣidḍarūrīyāt* will also bring damage to *maqāṣidḥājīyāt* and *maqāṣidtahsinīyāt*. On the other hand, damage to *maqāṣidḥājīyāt* and *maqāṣidtahsinīyāt* cannot damage *maqāṣidḍarūrīyāt*. Damage to the absolute *maqāṣidḥājīyāt* and *maqāṣidtahsinīyāt* can sometimes damage the *maqāṣidḍarūrīyāt*. Protection of *maqāṣidḥājīyāt* and *maqāṣidtahsinīyāt* is necessary for proper protection of *maqāṣidḍarūrīyāt* (Madjid, et al., 2004, p. 11). Thus, if we pay attention, we cannot separate the three levels of *al-maqāṣid* from one another. The *ḥājīyāt* level is a refinement of the *ḍarūrīyāt* level, the *tahsinīyāt* level is a refinement for the *ḥājīyāt* level, while *ḍarūrīyāt* is the subject of *ḥājīyāt* and *tahsinīyāt*.

Seeing this consideration, then *al-uṣūl al-khamsah* (five types of *ḍarūriyāt*) must be positioned at the level of *al-qiyām al-akhlāqīyah al-'uhyā* (the highest moral values). It seems that the inspiration of some *uṣūls*, especially al-Syaṭībī with *al-sabgh al-akhlāqīyah* (ethical character) towards *al-ma'āni al-khamsah*, led them to argue that all religions agree to protect the five elements in *ḍarūriyāt* with the claim that these five meanings is eternal and recognized by healthy human nature. The actual types of *al-maṣāliḥ*, cannot be limited to the five elements, and cannot be separated from moral values (*al-qiyām al-akhlāqīyah*), besides that *makārim al-akhlāq* also enters all levels of *al-maṣāliḥ* requiring new construction in *al-maṣāliḥ* classification.

The *al-maṣāliḥ* classification that is relevant to the current social situation and conditions of society must meet the following criteria:

- a) *Qiyām al-naḥi wa al-ḍarar* (values of benefit and *maḍarāt*). The values (*al-qiyām*) that fall into this criterion are benefits related to life, health, descent, and property.
- b) *Qiyām al-husn wa al-qubb* (good and bad values) or can be called *al-maṣāliḥ al-aqlīyah*. This means that *al-ma'āni al-akhlāqīyah* can uphold various virtues and evils (*al-mahāsin wa al-maqābil*) which includes all mental and intellectual constructs. The benefits included in *al-ma'āni* are not limited, including a sense of security and freedom, work, safety, culture, and dialogue.
- c) *Qiyām as-salah wa al-fasad* (repair and damage) or called *al-maṣāliḥ al-rūḥīyah*. This means that *al-ma'āni al-akhlāqīyah* can uphold all *al-maṣāliḥ* and *al-mafāsīd* and cover all spiritual and moral potential. Included in this section is religion from the spiritual aspect of religion, such as *al-ihsān*, *al-rahmah*, *al-mahabbah*, *khushūʿ*, and *tawāduʿ* (Asmuni, 2005, p. 175).

d. Systems theory

Every Islamic law prescribed should be tucked with sharia objectives, which is expedient in the sense of broad sense that must be preserved or harm that should be rejected. *Maqāṣīd al-syarī'ah* is the result of the understanding, thought and cognition of scholars, both classical and contemporary scholars towards some Islamic law so that it is not patent, stagnant and permanent. Jasser Auda endeavors to rearrange, reconstruct and integrate *maqāṣīd al-syarī'ah* with all theories of Islamic legal methodology in order to respond to the complexity of the problems that engage Muslims (Yaqin, 2018, p. 63).

a. Cognitive Nature

The perspective of Islamic theology views *fiqh* as the result of human thought and reflection (*ijtihad*) on *naṣṣ* (holy book text), as an attempt to explain the hidden meaning and implications of its practical level. Thus *fiqh* is the result of human reasoning, understanding, and interpretation and is more than just a literal manifestation of God's commands. So that the product of *fiqh* is no longer a sacred item that is untouched by the dimensions of humanity, space and time, but is always in dialogue with the development and progress of human science (Wendry and Syafruddin, 2020, p. 49).

b. Wholeness (integrity)

Systems analysis always looks at a problem holistically-thoroughly. This is different from the atomistic approach which always views a problem using "horse glasses", without color and without spectrum. The theoretical implication of such a view is that the atomistic approach always views things in a causal position. Meanwhile, the systems approach views that every cause and effect is related as one part of the whole. The stressing points here are group relations (between sections). So that if there is a disturbance in one part, surely the other parts will feel the disturbance too.

c. Openness

Systems theory distinguishes between open and closed systems. Living systems must be open systems. Open systems have the ability to achieve the same target from different conditions through correct and balanced alternatives from the environment. Thus an open system works with an environment that is outside the system. In contrast to a closed system that is isolated from the environment.

The Islamic legal system is an open system. Even so, there are still some jurisprudence who think that the door to *ijtihad* is closed at the *uṣūl* level, thus causing Islamic law to be in a closed system which causes Islamic law to die. However, the Islamic Law *Madzāhib* and the majority of jurisprudence throughout the centuries believe that *ijtihad* is necessary for Islamic Law because *naṣṣ* is limited, while events / incidents are not limited.

Thus, the methodology of Islamic Law basically develops certain mechanisms related to new events, or in system theory terminology it is called “interaction with the environment.” Examples are *qiyās*, *maṣlaḥah*, and *i’tibār al-’urf*. This shows that this mechanism needs more development in order to provide flexibility to Islamic law, so that it can keep up with the changes that are happening now. The mechanism and level of openness will be the characteristics used in developing and critical analysis of *uṣūl* systems and sub-systems.

d. Interrelated Hierarchy

This section refers to the theory of categorization in cognitive science. Categorization is the process of eliminating differences in entities and dispersions, towards a multi-dimensional ‘spatial feature’. Categorization is a very basic cognitive activity, in which humans understand the information they receive, make generalizations and predictions, give names and assess various ideas and items. Based on cognitive science, there are two alternative explanations of categorization theory which represent two alternative categorization methods: “feature similarity” and “mental concept.”

The first categorization attempts to find natural similarities and differences between entities measured by how much they match and differ. While the second

categorization is based on mental concepts. The mental concept is a theory that emphasizes the perceptions of the classifier. A concept is a multi-dimensional group of criteria, which can create a number of simultaneous categorizations for the same number of entities. The categorization that Auda agreed on was the second, so that the analysis would not only stop at the ‘tree of structure’ hierarchy, but would also be extended to analyze the interrelationships between the resulting sub-concepts.

e. Multi-Dimensionality

Dimensionality in system terminology has two dimensions, namely rank and level. Rank is the number of dimensions in space. While the level is the possible number of levels in one dimension. Phenomena and even ideas with ‘opposing tendencies’ are usually seen as one factor only, and appear more ‘contradictory’ than ‘complementary’, and are analyzed as ‘zero-sum games’ rather than ‘win-win games’. Thus, phenomena and ideas are always expressed as dichotomous and always appear to be opposites. The dichotomy represents one-dimensional thinking only one level, where consideration is only given to one factor, even though the pair can actually appear “complementary” to other factors.

f. Purposefulness

Goal orientation is a general feature of systems theory. Quoting Gharajedaghi and Ackoff’s opinion, Auda said that an entity is said to aim when it can produce (1) the same outcome in different ways in the same environment, (2) different outcomes in the same or different environments. Auda considers the objectives of Islamic Law (*maqāṣid*) to be the fundamental basis of principles and methodology in systems-based analysis. The effectiveness of a system is measured based on the fulfillment of (human) goals. The effectiveness of the Islamic legal system is judged based on the fulfillment of its objectives or law (Auda, 2008, p. 55).

4. *Maqāṣid Al-Syarī’ah* in The Determination of Law

Regarding the verity of *maṣlahāt* in the perspective of *uṣūl* and *fuqahā* scholars, there are two things that should be underlined:

- 1) All scholars agree to accept *maṣlahāt* judgments as long as their existence has the support of *naṣṣ* (*maṣlahah mu'tabarāt*).
- 2) The difference of scholars in responding to *maṣlahāt* only occurred when they discussed the veracity of *maṣlahāt mursalah* and when there was a conflict (*ta'arud*) between *maṣlahāt* and *naṣṣ syāra*^(Halim, 2007, p. 39).

On the other hand, the study of *maṣlahāt* can actually be approached from two different approaches. *Maṣlahāt* as the goal of *syāra* and *maṣlahāt* as an independent legal proposition. All scholars agree that *maṣlahāt* is the goal of *syāra*, but they have different opinions on its existence as a legal argument. Therefore, there is a dialectic between *naṣṣ*, reality and benefit. *Naṣṣ* itself in the view of the *uṣūl* scholars based on its *dalālah* is divided into *dalālah qat'iyah* and *dalālah ḍannīyah*. There is no arguing that these many *naṣṣ* are intended for the benefit of humans.

The next problem arises when there is a conflict between *maṣlahāt* in the view of *naṣṣ* and *maṣlahāt* in the human perspective in the two perspectives above. The answer to this problem can be classified into two categories: First, if *maṣlahāt* contradicts *naṣṣ* which is *qat'i al-dilālah*, then the *jumbur* scholars (except al-Ṭufi) agree to prioritize *naṣṣ*. However, if the conflict occurs with *naṣṣ* yang *ḍannī al-dilālah*, then in this case there are several opinions of scholars.

First, the opinion that gives priority to *naṣṣ* absolutely. For them *naṣṣ* occupies the highest rank in the hierarchy of sources of Islamic law. So that if there is any source of law that conflicts with *naṣṣ*, then *naṣṣ* takes precedence. Supporters of this opinion are *Syāfi'iyah* and *Hanābilah*. Second, the opinion that prioritizes *maṣlahāt* over *naṣṣ*, if *maṣlahāt* is *ḍarurīyah*, *qat'iyah*, and *kulliyah*. Al-Ghazali gave an example that it was permissible to kill Muslims who were used as life shields by the enemy with the aim of saving the threatened country and

society. Third, the opinion that prioritizes *maṣlahāt* than *naṣṣ*. This opinion can be classified again into two groups. First, the opinion of *Mālikīyyah* and *Hanafīyyah*. They practice *maṣlahāt* more than *naṣṣ*, if the *naṣṣ* is *ḍannī*, both *dilālāh* and *ṣubūt*, while the *maṣlahāt* is *qaṭ'ī*. Second, al-Ṭufī who argues that it is permissible to practice *maṣlahāt* before *naṣṣ*, both *naṣṣ* are *qaṭ'ī* and *ḍannī*. It's just that the coverage area is in the *mu'amalāt* field.

5. Contextualization *Maṣlahah* in Islamic Economy

Islamic economics as part of Islamic science, has emerged as a new social science discipline that has gained recognition from various higher education institutions in the contemporary Muslim world. Various sources of Islamic knowledge have contributed significantly in shaping its evolution and development. However, Islamic law seems to have received less attention in the context of its contextualization in current economic thought. Using this *maqāṣid al-syarī'ah* approach to assess its relevance to Islamic economic practice and its contextualization in space and time. It is known that *maqāṣid al-syarī'ah* makes a significant contribution to the understanding of Islamic economics as a discipline in Islamic higher education. *Maqāṣid al-syarī'ah* helps to understand certain economic theories from the perspective of Islamic law. Therefore, it can be concluded that if Muslim social scientists, especially Muslim economists, such as Jaser Auda try to embrace and pursue this branch of *fiqh* with great care and commitment, this can better facilitate the development of economic theories from an Islamic perspective. The implications of the application of *maqāṣid al-syarī'ah* in Islamic economic practice have an impact to the point of having to use the *maṣlahah* instrument (goodness and greater interest or benefit for society) considering that Islam does not harm the individual (Mustafa, et al, 2016, p. 5).

The recent economic recession after the Covid-19 pandemic in Indonesia and around the world has increased discussion about the contribution of the Islamic economy in overcoming it. Experts are increasingly demanding that

Islamic economic institutions re-instill the philosophy of *maṣlaḥah* in carrying out their operations. The flexibility of Islamic law is required to include the substance of the *maṣlaḥah* in the economic system. The findings of this study suggest the role of Islamic economists in making new policy breakthroughs and solutions. In determining the sharia compliance of Islamic economic policies in Indonesia, Islamic economists and scholars can concentrate on flexible technical Islamic law by adapting the *maqāṣid al-syarī'ah* doctrine through the *maṣlaḥah* instrument. The *maqāṣid al-syarī'ah* approach in the context of Islamic economics is taken to meet the needs of the economic sector in Indonesia (Shaharuddin, 2010, p. 129).

At present the practice of Islamic economics in practicing *maqāṣid al-syarī'ah* through the *maṣlaḥah* instrument can be explained that the foundations of Islamic economics are based on the concept of economic welfare, universal brotherhood, justice, fair income distribution, and individual freedom in the context of social welfare. It is intended that every individual and organization is committed to always being fair, to encourage a balanced life between the life in the hereafter and the world. Thus this development could only be achieved in conformity with the *maqāṣid al-syarī'ah* through the *maṣlaḥah* instrument. This implies the necessity for Islamic economic actors to develop products based on overall welfare and a larger perspective from the *maṣlaḥah* framework, and not just focusing on normative legal forms.

With careful analysis, it can be seen that current Islamic economic practices are, in most cases, not up to the standards required by sharia. For example, many Muslim economists prefer equity-based instruments and place greater responsibility for social welfare and religious commitment, in order to realize *maqāṣid al-syarī'ah* for equitable distribution of wealth and promote economic development and growth, whereas most of the Islamic economic policies in Indonesia only revolves around Islamic banking. Therefore, currently, one of the biggest challenges in producing Islamic economic policies that are solutive and

in accordance with sharia is *maqāṣīd al-syari'ah* (Al-Mubarak and Osmani, 2020, p. 7).

For example in conceptual framework of *waqf*, it is found that in the classical *waqf* literature, two most disputed aspects of *waqf* jurisprudence constituted the requirements for completion of a *waqf* and its ownership status (Abdullah, 2020, p. 1). That's why legal principles such as *maṣlaḥah*, was an important legal tool that Muslim reformers invoked in their efforts to work out a comprehensive methodology to bridge the gap between the past and the present on the one hand and legal theory and practice on the other (Barzegar, 2019, p. 42).

6. Conclusion

Between *ijtihād* and *maqāṣīd al-syari'ah* cannot be separated. *Ijtihād* in essence is an effort to explore *syara'* law optimally. The effort to explore *syara'* law is successful if a *mujtahid* can understand *maqāṣīd al-syari'ah*. Therefore, knowledge of *maqāṣīd al-syari'ah* is one of the requirements of a *mujtahid*. Jasser Auda tried to offer a modern fiqh concept based on *maqāṣīd al-syari'ah*. In Jasser Auda's view, Islam is a religion that upholds human values, Islam is also a concept religion that seeks to provide solutions for human life to be harmonious and balanced. This is what Jasser tries to raise how a system concept can regulate the lives of Muslims so that they run according to the rules and provide benefits to humans. Jasser Auda defines *maqāṣīd* in four meanings, first, wisdom behind a law. Second, a good end goal which the Law was trying to achieve. Third, the divine purpose group and the moral concept which are the basis of law. Fourth, *maṣāliḥ*. In the *maqāṣīd* concept offered by Auda, values and humanitarian principles are the most important. Auda also tried to reconstruct the old *maqāṣīd* concept which is protection and preservation in the direction of the *maqāṣīd* theory which refers to development and rights. The implications of the application of *maqāṣīd al-syari'ah* using the *maṣlaḥah* instrument in the context of the Islamic economy in

Indonesia are used to fulfill the needs of sharia policies in the economic sector which do not only revolve around Islamic banking matters.

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ASPECTS OF EMOTIONAL ABUSE IN MIDDLE SCHOOL

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Abstract

Psychological mistreatment, however harder to characterize and harder to recognize, goes with all types of youngster misuse and has pulverizing outcomes on its agreeable turn of events. Our investigation on 60 kids from the exercise center stage intended to feature the psychological mistreatment of offspring of this age and its potential outcomes. Through a guided meeting, the sorts of psychological mistreatment, its causes, the recurrence of misuse, its relationship with different kinds of misuse were followed. The acquired outcomes mirror a somewhat stressing circumstance, demonstrating that the guardians' confusions and mindsets persevere in their instructive style, which may influence the mystic equilibrium of the kid in a troublesome time of life, specifically that of pubescence. The advising work of the analyst or social associate of the gatherings engaged with types of psychological mistreatment (guardians and youngsters) can contribute not exclusively to improve the kid's circumstance, its mix into the age gathering and the expanding of school's exhibitions yet additionally to improve its relations with guardians and fraternity and in this manner to build its odds of an agreeable turn of events.

Keywords: *abuse, children, performance.*

Introduction

In today's evolving contemporary society, we can still encounter behaviors or situations that require society's full intervention through accredited institutions and staff. These are cases where parents abuse or neglect children, or are unable to give them the sense of protection, safety, and affection they need.

Concerns about this area's research, child abuse is relatively recent (about 50 years) and are related to the name of C.H. Kempe (Kempe, Silverman, Stell, Siver, 1962), which draws society's attention to the need to realize that the general purpose of a generation are children who will perpetuate humanity.

Emotional abuse is the most difficult to define, of all forms of maltreatment and may occur in very different situations of life. In short, it can be defined as a chronic attitude or action of parents or other caregivers who harm or hinder the development of a child's self-image.

Emotional abuse has nothing to do with isolated rejection events, which can be found in the vast majority of families. In situations where they are distant and irritated, parents can overlook children's needs and focus only on their personal needs. The child can react with anger, disappointment or confusion. Emotional abuse involves a pattern of steady and stable behavior towards the child, a behavior that becomes a dominant feature of his life. Evil produced may go unnoticed because the scars are inward, but the consequences are more serious than any other form of abuse (Neamtu, 2016).

Theoretical frame

The grouping of various types of psychological mistreatment can be founded on the kind of circumstance the kid is exposed to. Practically speaking, a few circumstances are not unmistakable, being hard to separate from others comparative yet not with undertone of psychological mistreatment.

A first sort of misuse is identified with youngsters who are adversely seen by their folks, once in a while even from the snapshot of their introduction to the world. They are uncovered, from the main long periods of life, to various levels of dismissal. Youngsters feel that something isn't right with them, that their folks believe them to be moronic, insidious or insane. They are disregarded, criticized, dismissed, seen as the principle cause of issues for guardians.

This type of misuse can go inseparably with actual maltreatment: here and there psychological mistreatment is the most impressive, at times actual maltreatment might be the prevailing one.

"Cinderella Syndrome" is another type of appearance of psychological mistreatment, usually experienced. The kid is uncovered for this situation not exclusively to the psychological mistreatment of guardians yet additionally to the siblings' maltreatment. Different siblings, who, because of the guardians' mentality, as of now feel shaky and experience the ill effects of persistent tension, pick as a method for mitigating their circumstance, the chance of being aligned with their folks, speaking to "the force". They will characterize their sister or sibling as a dumb, inconceivable youngster who is liable of all that occurs in the family.

Terrorizing the child through threats of punishment, leaving or chasing is another form of manifestation of emotional abuse. Threats create a state of anxiety that the child can handle with great difficulty. A number of researchers agree that the threats to separation are probably more detrimental than true separation.

Recent literature

Emotional abuse is different from the physical one because the abused person often does not realize this, and often the abuser is unaware of the gravity of his actions. Rohner (1980) uses the names of "parental rejection" and emotional abuse with the same meaning. "Parents who reject or subject children to emotional abuse are often those who do not like, do not accept or are against

children (...). Rejection is manifested in the world in two main ways - on the one hand by indifference, and on the other by neglect. "(Rohner, Rohner 1980, p.193)

Another gathering of kids who are presented to psychological mistreatment are those whose guardians are brutal with one another. For a large number of these youngsters, encountering viciousness is to live in similar condo or home with their folks and furthermore to endure the outcomes of the disdain and aggression atmosphere between their folks and the remainder of the family. These kids live in a condition of tension and utilize their energy to deal with themselves and, now and again, oddly, even by their folks. They are compelled to assume liability in circumstances for which they are not yet experienced enough to manage them. There is without a doubt, next to no satisfaction or energy left to put resources into play, involved with other youngsters or in instructing. Kids who are seeing rehashed scenes of brutality among guardians regularly neglect to beat a horrendous scene when the second is appearing (Buzducea, 2010).

The circumstance of these youngsters can likewise be described as one of pretty much disregard by guardians. Their opportunities for family recognizable proof are restricted both in relating to the oppressive parent and in relating to the mishandled parent. Later on, youngsters' character issues identified with attention to their own worth, or explanation of sexual personality, can be found in these kids. Huge numbers of the youngsters coming from such families and set in kid insurance focuses can be discovered later in the police reports or in the records of mental medical clinics.

A specific classification is spoken to by youngsters whose guardians devour drugs or different substances. In such circumstances, youngsters effectively notice that grown-ups in their company are worried about their own reality, their own issues, and can at this point don't deal with them all things considered. A kid for the most part lives in nervousness and is presented to circumstances he can't comprehend. He sees that his folks can at this point don't

deal with themselves and that they have lost control. Kids with separated from guardians are presented to psychological mistreatment. The youngster sees himself trapped in a persistent clash where the guardians blame one another and he is compelled to remove a portion of one of them. The youngster gets restless and has befuddled sentiments since he loses a parent without reserving the privilege to be troubled, ask or get help. The annoyance and give up all hope of the kid may not be communicated transparently, direct additionally getting discouraged and/troublesome. The separation cycle through which he is compelled to pass influences his binds with their family members in a negative manner for a long time(Adams, Dominelli, Payne, 2009).

The percentage of children who have been emotionally abused and who later arrive at adult psychiatric clinics may be quite high, but there is still little clear data on this issue. Probably, setting clear criteria for recognizing emotional abuse will increase the number of middle-class families that will appear as inappropriate child care.

Increasingly more typical is another type of disregard, in particular enthusiastic, which isn't really connected with actual disregard. Guardians are unequipped for participating in a passionate relationship with their own kid and are attempting to remunerate this by fulfilling critically material necessities. The consistent view is that absence of enthusiastic accessibility is the premise of all different parts of psychological mistreatment, albeit passionate disregard is difficult to see right away. (Bonchiş, 2004)

Disregard is one of the most noticeably awful types of abuse, since the parent doesn't mishandle the kid, yet basically couldn't care less it. Important, in not many cases, guardians know that they disregard their youngster. They're for the most part pardon is that they work more enthusiastically (and consequently are additionally missing at home) just to be in an ideal situation to their youngster and to have the option to offer them more.

Hypothesis

The hypothesis from which we start is that emotional abuse is more common than official reports and statistics show.

Studied lot

We took the study, a group of 60 pupils from the middle age group, aged between 10 and 14 years (see Table 1)

Table 1. Distribution by age group of children under study

Age group	Number
10 – 11 years	8
11 – 12 years	12
12 – 13 years	15
13 – 14 years	25
Total	60

Methodology

We used a structured interview that we had with each child (Cojocaru, 2005). The questions of the interview tended to address the following aspects: the forms of emotional abuse, its frequency, the degree of association with physical abuse, the motivation of people using emotional abuse on children, the association with forms of abuse by other people.

Results and discussions

Generally, emotional abuse, though difficult to highlight and measure, leaves strong fingerprints on the child's personality, school performance and overall behavior.

The most common forms of emotional abuse encountered in the study were swearing, threatening with physical punishment, and threatening to leave or chasing home (Table 2).

Table 2. Forms of emotional abuse encountered in the studied group

Forms of emotional abuse	Frequency of abuse			
	frequently	middle	rare	never
swearing	40	17	3	-
threatening with physical punishment	32	11	16	1
threatening to leave or chasing home	6	8	12	34
He is witnessing domestic violence	28	18	6	8
Parents in divorce	3	-	-	57

The absolute in the table surpasses the quantity of kids considered on the grounds that one youngster might be the subject of different types of psychological mistreatment.

It can undoubtedly be seen that 42 of the kids go through deficient treatment. In actuality, among everybody, swearing is regularly normal, it is important for the standard jargon and is some of the time which isn't deficient in any sentence. In any case, for the youngsters who are preadolescent, whose affectability is expanded and whose character is delicate, are presently searching for models to follow and an arrangement of qualities to disguise, the results can be deplorable. They can go from bringing down confidence, making mistaken pictures of oneself and their own conceivable outcomes, receiving a disappointment and abdication demeanor, self-retreat and separation.

School results will also be severely affected (due to concentration difficulties), and adaptability and integration will become ineffective. All this can bring about a change of attitude from colleagues and teachers, which will further aggravate the situation of the child.

A total of 32 children (more than half) are threatened with frequent beating, the rest more or less often and only one child has never been threatened. These findings tell us a lot about the methods of education that have already been established in many Romanian families. Even some broad-based expressions such as "beating is broken out of Heaven," "where mother strikes the child will grow," would be a justification for such treatment. Every people and country has its own expressions in this area, and in our country expressions "I beat you until you call your head," "I made you, I kill you," "I break your ears," etc. are often used by parents, although they do not really intend to do so.

With a less frequent appearance, but with a particularly strong impact on the child, is the chase away from home. It has been mentioned by a number of 14 children and has a strong emotional resonance on the child, who already imagines without the warmth of the home, lacking security and family support, without material and financial support. The survival instincts suggest that the child accept any conditions or compromises with the parents, in order to prevent the situation from materializing. He cannot realize that in most cases this type of threat is more rhetorical.

Another situation generating emotional abuse is that of children assisting, more or less frequently, at home violence scenes (28 cases). Physical or verbal violence between spouses has strong repercussions in the affective sphere of the child, experiencing feelings of anxiety, fear, sadness and unhappiness, with the consequences of self-closing, isolation, marked adaptation difficulties.

At last, one final circumstance that makes psychological mistreatment on kids is the place where guardians are separated. In the gathering we examined, we just had 3 cases. It is an especially unpleasant circumstance for the youngster,

who sees his family breaking separated, aiding potential conversations and squabbles among guardians, discovers it has become a "haggling object" between guardians to figure out who they live with. In a word, his entire universe, which offered him warmth, security, comfort, uphold, was destroying. The kid regularly turns out to be automatically the primary motivation behind why the two life partners denounce and fight. He sees as long as he can remember up to that point, grieved, and it is especially hard for him to remove a portion of one parent against the other. Guardians, then again, excessively occupied with their own issues don't understand the effect and results of this situation on the agreeable improvement of the kid.

Often, emotional abuse is accompanied by effective physical abuse. Threats of beating and corporal punishment turn into a cruel reality. In Table 3 and Figure 1 it was shown the frequency of association of threats to the act itself.

Table 3. Frequency of association of emotional abuse with physical abuse

association frequency	number
frequently	18
middle	2
rare	30
never	10
Total	60

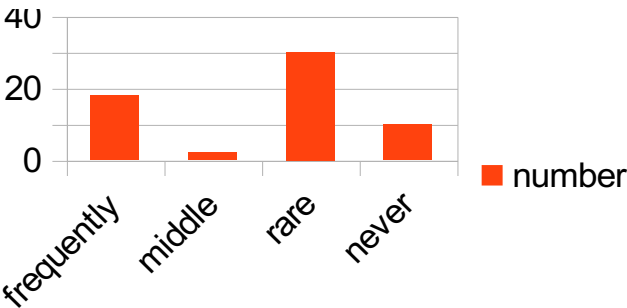


Figure1. Frequency of association of emotional abuse with physical abuse

For 18 children, the threat of beating turns into reality quite often. Psycho-trauma is double because we have, besides physical pain, also the moral pain, expressed by the shame of colleagues, due to the traces on their body. This is accompanied by feelings of inferiority and futility (he could not thank his parents, he is not good at anything), as well as feelings of humiliation and suppressed revolt. In this situation, the child can see different ways of reacting: accepting everything with obedience (resulting in a weak, humble person, fearful of the authority of others), gathering dissatisfaction and rebellion itself until adolescence, when all will be able to avenge and be able to "revenge". Of course, these two ways of reacting are the extremes, with a wide range of possibilities that the child can call, but unfortunately each choice will be influenced by the events that took place in childhood.

The causes that lead parents to apply, consciously or unconsciously, such methods of educating the child are multiple. In Table 4 we tried to synthesize them.

The total number exceeds the limit of 60, because in many cases the reasons are associated, intertwine and we cannot speak of a single reason, taken alone.

Most circumstances allude to purported "minor" thought processes (defiance, whimsicalness) that would not need the utilization of such radical measures, communicated through language or conduct. We are battling here, with correspondence troubles that exist in the family, or some correspondence obstructions that can't be survived. It is more useful to disclose the circumstance to the youngster, to show its positive and negative parts of it, with the results that follow, than to begin undermining the kid without indicating him where he wasn't right.

Table 4 . The motivation of using forms of emotional abuse

The motivation invoked by parents	Number
Disobedience	35

Naughtiness	40
Absences from home	20
Absences from school	22
Theft from parents	3
Aggressive conduct at school that requires the presence of parents	18
Battle with colleagues or other neighboring children	6

Not all guardians comprehend, or need more time, that a conversation with the youngster, "from individual to individual," has preferable and enduring impacts over a danger or discipline, even merited. Being treated as a grown-up, the youngster will be thankful to guardians since they don't mortify him by beating him, he will be pleased to have the option to converse with them as a grown-up, increment his/her confidence and self-trust. What's more, through the conversation, the kid will know about their part in making such a circumstance, which is the obligation regarding the submitted deeds and why the guardians and, verifiably, the general public can't acknowledge such practices. Often, children abused emotionally by their parents are treated the same way by their brothers, colleagues or teachers. Table 5 and figure 2 show these associations of emotional abuse.

Table 5. Associations of emotional abuse exercised by parents

Associations	Number
With emotional abuse from brothers	25
With emotional abuse from colleagues	30
With emotional abuse from teachers	15

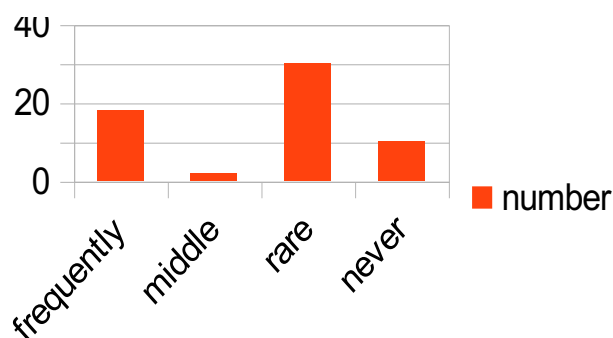


Figure 2. Associations of emotional abuse exercised by parents

We offer a similar comment as at the past tables: the absolute number surpasses the breaking point, on the grounds that the circumstances recorded in the table are frequently related. For instance, a kid might be exposed to psychological mistreatment by guardians, and yet is exposed to psychological mistreatment by partners and educators.

As a rule, these types of misuse interpenetrate and interrelate one another. A kid manhandled genuinely by his folks can be treated by siblings with dismiss, detachment, undermined, or harmed. The family environment influences the conduct and mentalities of the youngster at school. He is more removed, more secluded, doesn't coordinate into the homeroom, doesn't set up companionship with different associates. These, in their turn, may misjudge these mentalities as one of predominance and refusal and treat them as needs be. This implies that they will make innumerable jokes and devilish jokes, wo exclude them in their conversations and exercises, will chuckle at him, accuse him unjustifiably before educators of a wide range of things, they will right away think about him " an unusual one. "

The school execution, which experiences the order of such circumstances, will tragically additionally impact the demeanor of the instructors. They will group him as a powerless, careless, disorderly understudy and will have negative mentalities towards him. They will compromise him with the call of the

guardians, with the coregency, reiteration and even ejection. This will be thought about the conduct of the kid at home. This is the way the endless loop closes, which, to be "broken", requires the mediation of a certified individual in the field, for example, a therapist or social partner. Discussions with parents, their counseling, as well as discussions with the child can lead to the establishment of communication channels between the protagonists of the emotional abuse situation and overcoming any existing barriers of communication. Once the communication is restored, it is possible to specify the responsibilities of each person in the context of the given situation and to prefigure ways to solve the situation, which is beneficial for both children and parents. As a consequence, changing and improving the attitudes and behavior of the child will also lead to a change of optics from colleagues and, implicitly, teachers.

In this way, the work of the social worker contributes not only to improving the child's situation, his integration into the age group and increasing the school performance, but also to improving his / her relations with his / her parents and brotherhood, and thus to increase his / her chances of harmonious development.

Conclusions

The method of reacting of a kid to the abuse circumstances is altogether different, including bends of the impression of the climate, detachment responses, issues of enthusiastic reliance, separation, melancholy, psychosomatic responses, delay being developed, and sentiments of tension and blame.

To adapt to the evil treatment circumstance, the kid utilizes all his current assets to make certain endurance procedures that assist him with surviving or limit the impacts and significance of abuse. There are for the most part two sorts of regular use: Exaggerated variation procedure and overactive and damaging methodology.

Our examination was directed on 60 kids from the exercise center through conversations dependent on a guided meeting that essentially centered around: the types of psychological mistreatment the kids were exposed to, the reasons for misuse, the recurrence of creation, and the relationship with circumstances maltreatment by others. (Roman, 2018)

With an expanded recurrence, it was experienced the accompanying kinds of psychological mistreatment: 40 are exposed to day by day wounds; 32 are compromised with the fight; 6 undermined with pursuing ceaselessly from home; 28 regularly witness aggressive behavior at home and 3 are caught in a parent's separation circumstance.

The relationship of psychological mistreatment with actual maltreatment is available: with a high recurrence in 18 cases; a center recurrence in 2 cases and a diminished recurrence in 30 cases. It ought to be noted, nonetheless, that in 10 cases this affiliation is absent. The motivation that parents invoke for the conscious or unconscious application of such treatments is: disobedience - 35 cases; mischief - 40 cases; absences from school or home - 20 cases, respectively 22 cases; aggressive conduct at school requiring the presence of parents - 18 cases.

Emotional abuse by parents on children is also associated with abuse from other people. So, we have associations with emotional abuse from the brothers in 25 cases, with emotional abuse from colleagues in 30 cases and with emotional abuse by teachers in 15 cases. We draw attention to the fact that a child can be abused by parents, brothers, colleagues or teachers in the same time.

As a consequence of emotional abuse, there is a delay in development, a drop in school performance, difficulties in classroom integration, depression, isolation, insomnia, and various somatic accusations. Referred and treated in time, they are improved and can be quickly recovered by the child.

Counseling work is necessary in these situations and will be done not only with the child but also with their parents and their social network, which can

provide support and understanding in trying to solve the existing problem situation.

In this way, the work of the social worker contributes not only to improving the child's situation, its integration into the age group and increasing the school performance, but also to improving its relations with the parents and the brotherhood and thus increasing its chances of harmonious development. (Osiceanu, 2017)

Acknowledgement

We hereby state that the subjects involved in our research were informed about the voluntary character of participation in this research, about the understanding of information and of that fact that withdrawal from research is possible at any time without negative consequences upon the participant. The research complied with all ethical research standards, the research participants/participants` guardians giving their consent to participate in the research.

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ANALYSIS OF FINANCIAL TECHNOLOGY BASED FINANCIAL INDUSTRIALIZATION IMPACT ON FINANCIAL SYSTEM STABILITY

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Abstract

Financial Services Authority in carrying out monitoring of financial system instability resulting from financial technology (Fin Tech) in Indonesia, it is necessary to study or investigate financial markets or sources of disruption / risk and measure and minimize risks might arise. Therefore, this research will study the analysis of the impact of financial technology -based financial industry on the stabilization of the financial system by using an analysis and risk approach with a SWOT matrix. This study uses a qualitative approach, while the analysis used is a risk mitigation strategic analysis. This research was conducted in three stages. The data in this study are from secondary and primary data. This type of research used in this study included in exploratory descriptive research using qualitative methods. The object of research is all financial technology companies in Indonesia and officially registered under the auspices of the Financial Services Authority. Evaluation and management of risks that have emerged are explained how the conclusion of the results and the solutions that must be taken in managing risk. Types of financial risk management with a diversified approach,

transferred, controlled risk. While the type of technology risk with a risk approach is avoided, the risk is funded, the risk is withheld. The banking industry must innovate to keep the financial system stable. The technology financial industry can be a partner or a reflection for the financial industry both banking and non-banking in serving the community in totality

Keywords : financial technology, financial industrialization, stability

1. Introduction

The history of financial transactions during this period has experienced significant changes. Formerly humans began transactions with the exchange system. But at the time of change in the instrument of transaction has changed the exchange of goods into money as a medium of exchange which will now change again into virtual money or digital money. The occurrence of this change is in the form of the use of transaction tools which are the result of technological developments in humans who expect all aspects of activities to be more efficient and effective. From another point of view, some efficient economic activities are the expectations of all actors of economic activity, but if only efficiency is not enough. In the process of changing the exchange of goods into a medium of exchange and now there is another transition from printing money to transition to digital money, where trust between users is needed. Trust arises from circumstances for certainty, security, comfort, reliability, fairness, and usefulness of the use of these tools. Today paper money has been used as a more efficient means of exchange than a system of exchanging goods in the past. The printing money revolution became digital or virtual money, becoming a hot issue in this part of the world both in developed and developing countries today.

Money is the most used tool in the economy in many countries today. In this world, all countries always maintain the stability of their financial systems so that money is always in a stable value, namely by making regulations. A regulation

issued by each country is an effort to make the exchange tool used in a country remain in a position of exchange that can be trusted in producing certainty of value, security, justice, comfort and bring benefits.

The birth of digital / virtual money has an impact on a financial system to force changes in services that can serve or facilitate the use of digital / virtual money today. The role of government in digital financial services is very important. Here the role of the government makes regulations so that users can take advantage of the benefits of technology, the government should provide a forum that can simultaneously monitor and regulate for the sake of financial stability in a country.

Digital financial services are currently circulating in almost all countries in the world. Technology-based Financial Services, often abbreviated as Fin Tech. At present Fin Tech is divided into several types such as Fin Tech which has a variety of product offerings to its customers such as Fin Tech based on payment, financial planning, financing / loan services, and investment. These types of Fin Tech are increasingly attracting people's interest in meeting their daily needs.

Development of Fin Tech carried out by financial institutions, be it banking, savings and loan cooperatives and other financial institutions, can increase financial literacy and financial inclusion in Small and Medium Enterprise (Wachyu and Winarto 2020) . The development of Fin Tech has grown rapidly in recent years. Every year global investment in Fin Tech's business activities continues to grow rapidly. At present Indonesia is the best market for the growth of the e-commerce industry from a total population of 264 million people, Indonesia's population is 171.17 million or 64.08% connected to the internet. In 2016, based on a report released by IdeA (Indonesian E-commerce Association), Google Indonesia and Taylor Nelson Sofres (TNS) revealed that online trade in Indonesia could reach 300 trillion rupiah (around US \$ 25 billion). According to research conducted by Accenture, in 2013 global investment exceeded 4 billion

dollars. Then investment rose more than 12 billion dollars in 2014 and rose more than 22 billion dollars in 2015, while in 2016 the Fin Tech sector received venture capital investment of 5.3 billion US dollars, representing 50% of all investment in the first quarter in Asia Pacific.

Meanwhile, according to another version, DBS Group Research believes that its rapid growth can be seen from the value of investment invested in venture capital (VC) to start up Fin Tech. No less than US \$ 13.8 billion in 2015, more than twice the investment in 2014. Currently there are 19 Fin Tech worth more than US \$ 1 billion or often called "unicorns". The growth is assessed because the existence of Fin Tech is a technology and innovation to reach customers who cannot access the conventional banking system and financial services.

In addition to the obligations of the banking industry and financial institutions demanded to increase innovation in the digital field, the government must also be able to issue policies or regulations governing the presence of Fin Tech in all aspects of the near future. At present, the Indonesian government does not yet have strict and comprehensive regulations. The reason is that the government has only been able to issue a policy package through the Electronic Transaction Law and the Trade Law listed in Law No. 7 of 2014, specifically articles 65-66 aimed at consumer protection. Therefore, indirectly the existence of today's financial technology if it is not balanced with innovations from the banking industry and the government nevertheless determines its attitude, it can create a destructive impression on the financial industry and disrupt financial system stability. It is enough to be a lesson and serious consideration that the Fin Tech incident of the dotcom bubble company which stormed the crisis of the American financial system during 1999 and 2000 did not continue to destroy the Indonesian economy. The crisis occurred because in that year, the US Federal Reserve had gradually increased interest rates six times and budgeted multi-billion dollar spending to sell simultaneously shares of leading technology companies such as Dell, Cisco and IBM that triggered a chain reaction of investors who then

liquidate its shares. The impact was that the company broke and the economic system began to run out of control.

2. Concept of Financial Technology

In order to strengthen the country's economy, the financial sector plays an important role in making it happen. Over time, the concept of the financial sector is expected to be able to adapt to global issues and technological developments. One form of the adjustment appears the term technology-based financial or Fin Tech (Financial Technology)

The concept of Fin Tech according to The National Digital Research Center (NDRC), Fin Tech is an innovation in the financial sector. The innovation was carried out using application-based start up technology used in the financial transaction process such as the payment process, the process of borrowing money, the process of financial planning, the transfer and sale and purchase of shares. In addition to being more practical in its use, the existence of the Fin Tech industry concept is expected to bring a more effective, efficient and secure financial transaction process. Fin Tech or financial technology is a relatively new subject in the literature but commonly cited as one of the most important innovations in the financial industry (Iman 2020).

3. Concept of Financial System Stability

The financial crisis that occurred in Indonesia in 1998 and several countries in Asia remained a frightening specter and caused various adverse impacts in every sector without exception the loss of public trust towards financial institutions, a declining economy and a weakening rupiah exchange rate so the increase in commodity prices in the market is not controlled. One of the triggering factors is the weakness of the financial system. Though the financial system plays an important role in the economy.

As part of the economic system, the financial system functions to allocate funds from parties experiencing a surplus to parties experiencing deficits. If the financial system is unstable and does not function efficiently, the allocation of funds will not run properly, the impact on economic growth will certainly be hampered. On this basis the discourse in maintaining and realizing system stability becomes a serious work that must be immediately addressed and realized.

Financial System Stability (FSS) according to (Bank Indonesia), 2016) has a variety of definitions because there is no internationally recognized standard reference, but conceptually that a stable financial system is a strong financial system and is resistant to various economic disturbances so that it remains capable perform intermediary functions, carry out payments and spread risk properly. Technology-enabled innovation in financial services, or Fin Tech, is growing rapidly. As a result, the FSB has been analysis the potential financial stability implications from Fin Tech with a view toward identifying supervisory and regulatory issues that merit authorities' attention (Financial Stability Board 2017)

4. Fin Tech and Financial Inclusion

The existence of Fin Tech (Financial Technology) in Indonesia has an impact that can provide convenience for the public in conducting financial transaction processes. This easiness is supported by a discourse from the government which will form the Steering Committee of the National Inclusive Finance Council. Later, if the team is formed, it can provide opportunities for the development of the Fin Tech industry in Indonesia.

Expanding access to financial institutions including banks can increase financial inclusion. The innovation efforts of Fin Tech's development that are increasingly known to the wider community make financial institutions more accessible to the wider community because of relatively unconstrained infrastructure and time constraints. In addition, Fin Tech products have a variety

of products that are diverse and relevant and in accordance with the needs of the community.

The reason is according to (Bank News Info, 2016) the position of Indonesia's Inclusive Financial Index (IFI) in 2014 was 36%, which is still below the IFI of several ASEAN countries such as Thailand (78%) and Malaysia (81%), although still greater if compared to the Philippines (31%) and Vietnam (31%). The implementation of the National Inclusive Financial Strategy with strong institutions is expected to increase the percentage of access to financial services in formal financial institutions by 75% by the end of 2019.

The current existence of Fin Tech is generally considered to be able to help increase financial inclusion in the community. For example the Fin Tech Industry which is engaged in the transportation business of Gojek is considered to have more than 250 thousand online motorcycle taxi driver partners and has introduced banking products and financial institutions to all its partners. With the presence of Fin Tech which continues to emerge, it is hoped that it can help the government in pushing for the implementation of financial inclusion to a wider community in Indonesia. Digital finance and financial inclusion has several benefits to financial services users, digital finance providers, governments and the economy; notwithstanding, a number of issues still persist which if addressed can make digital finance work better for individuals, businesses and governments (Ozili 2018)

5. Fin Tech Risk Mitigation

In its implementation, Fin Tech besides having various positive sides and great opportunities to be implemented and developed, it still has risk factors that should not be forgotten. Operational risk caused by moral hazard both for Fin Tech industry players and customers is one thing that needs serious attention, otherwise Fin Tech can become a media of fraud. In addition, the risk of the security system used must also be considered, so that security between the two

parties can be maintained. Therefore the need for strict regulations and policies from the government in an effort to support and protect. So that the risks posed can be mitigated and the Fin Tech industry continues to have a symbiotic impact on mutualism for the perpetrators. In the implementation of risk mitigation, the Financial Services Authority can also involve the Indonesian Fin Tech Association to address risks in order to provide a sense of security for investors and publishers in the use of the Equity Crowdfunding platform in Indonesia (“Supervisory Role of The Financial Services Authority in Utilizing Equity Crowdfunding in Indonesia” 2020)

6. Research Methods

This research was conducted in three stages, the first stage was identification of Financial System Stability Strength variables, identification of Financial System Stability Weakness variables, identification of opportunities from Fin Tech in assisting Financial System Stability and identification of threat / obstacles from Fin Tech in helping to maintain Financial System Stability,

Second stage, conducting a matrix analysis that displays eight boxes, the top two are variables from Fin Tech (opportunities and threat) while the left two boxes will be filled with variables from Financial System Stability (FSS) (strengths and weaknesses) The other four boxes are a box of strategic issues that arise as a result of the meeting point between internal and external factors. This matrix will bring together the FSS variable with the Fin Tech variable.

Third stage, Evaluate the results of meeting variables and provide analysis and control solutions of emerging risks. Each cell or meeting box has its own risk control solution that makes everything covered so that the government's plan to accept Fin Tech becomes one of the alternative solutions for efficient financial services. Risk control measures taken after the crossing of the matrix occur as in the following figure:

	Fin Tech Opportunity Variable for FSS (Urgent)	The Fin Tech Threat Variable for FSS (Not Urgent)
Strength of Fin Tech (Good performance)	CELL A (Good and Important Performance) Receive Solution	CELL B (Good performance and not too important) Overcome
Weaknesses of Fin Tech (Poor Performance)	CELL C (Poor and Important Performance) Explore Solution	CELL D Poor performance and not too important) Minimize Solution

After the results of the above matrix appear, the risk management will be adjusted to the level of risk. Some ways to control the first risk are better to avoid risks, risks can be held, risks are diversified, risks are transferred, risks are controlled, risks are funded.

The data in this study are from secondary and primary data. Secondary data is taken from data provider institutions and while primary data is taken from relevant sources in the Fin Tech industry shareholders. So that the type of data in this study was obtained from factual data by means of observation and will be supplemented with relevant party documentation data that has been declared validity of the data.

This type of research used in this study included in exploratory descriptive research using qualitative methods. The object of research is all financial technology companies in Indonesia and officially registered under the auspices of the Financial Services Authority.

7. Result and Discussion

The presence of financial technology cannot be denied like two blades for stability financial system and society in general. So if you want to maximize the presence of Fin Tech it must be known which side causes instability and which side will accelerate growth. So this research will examine an analysis of risk mitigation the impact of the presence of Fin Tech. With a risk mitigation method by combining and analyzing tools SWOT The first step that must be done is the identification of variables. In this stage it will show each line of weaknesses and shortcomings of Indonesia's financial stabilization system and lines the opportunities and challenges faced when Fin Tech as a new product.

a. Strength and Opportunity

The strength of Fin Tech consists of ease of access to finance, product innovation more easily and quickly, diversification of investment risks, being able to accurately select data then control risk can be monitored. This makes Fin Tech have a great opportunity in financial system stability as it does, seeks to reduce losses resulting in systemic risk, accountability and transparency of financial statements makes it easy to mitigate risk, clear assessments when contracts, legal, and use the Indonesian currency rupiah facilitate control of financial stability, Good screening for customers and for the financial industry of banks makes security under control.

We can see that Fin Tech's strengths from operations can only be that of Fin Tech need information and the internet in mediating between the two parties. In its operation Fin Tech can reduce information asymmetry because it directly meets with both parties without intermediaries (peer to peer). Lower cost. Real time, Data transparency. Fin Tech can co-exist with the traditional financial industry. Opportunities that will be obtained from Fin Tech operations also have many advantages. First, the biggest opportunities are internet and smartphone users which are getting bigger, the presence of Fin Tech is a good response in implementing financial inclusion. Prevent money laundering, Available official data that can be accurately accounted for criminal evidence. Customer data is safe

and always applies the precautionary principle. Can detect risks that pose obstacles in the financial industry. through transparency and accountability. Maintain consumer customer information.

b. Weaknesses and Opportunities

The validity of inspection or business screening is not strict, the emergence of financial risk, credit risk, leverage risk, liquidity risk. Fin Tech erodes long-standing partnerships. Weaknesses above can be covered by the possibility of opportunities to cover weaknesses, one of which makes the potential loss absorbed if it can integrate with the Insurance. Accountability and transparency of financial statements make it easy to mitigate risk.

Legality impacts weak public trust. Data security has not been tested long. Technology risk, operational risk, cyber risk, system risk, Moral Hazard risk make operations difficult to win the trust of the public. This can be mitigated through opportunities arising to cover first providing regulations that have been tested by the central bank, providing secure customer data and always applying the precautionary principle. Can detect risks that pose obstacles in the financial industry. through transparency and accountability. Treat fairly to every consumer. Maintain consumer customer information. Can maximize for financial inclusions that have not yet been reached.

c. Strength and Threat

Financial strength of Fin Tech is financial access that is not limited by time and place. Product innovation is getting easier and faster. Diversification of investment risks, Risk control can be monitored through data exploration. While the financial challenges are still high in fraud, abuse of authority is still a separate obstacle. Lack of data so that many customers are exposed to unbankable status.

Utilize the Internet and Information in mediating financial needs. Reducing information asymmetry because it directly meets with both parties without intermediaries. Cheaper in cost. Real time, Data transparency. Fin Tech can co-exist with the traditional financial industry. Clarification of business

viability that only requires big data. Helps access to finance that is not affordable by traditional banks. Can reach as far as the internet is available. Reducing accidental. But this will be complemented by various challenges for example the lack of human resources who master Fin Tech. Cybercrime control in Fin Tech. Facilities and infrastructure in supporting technology.

d. Weaknesses and Threats

Threats besides weaknesses in operation is the lack of human resources who control Fin Tech. Cybercrime control in Fin Tech. Facilities and infrastructure in supporting technology. Lack of technological literacy. Those who do not implement the regulations will get sanctions. Movements are limited by many regulations.

The absence of integration with the central bank has not been centralized data. Different currencies. Bank Indonesia as the manager of systemic risk in the financial stability system does not yet have regulations or laws that can absorb the potential risks posed by Fin Tech. Potential for money laundering and funding for drugs or terrorists. Bank Indonesia as an independent institution that regulates, oversees and controls Financial System Stability has not found a solution in mitigating risks that can affect the ups and downs of the money supply in the market.

8. Conclusions

Provide accelerated economic growth due to the balance of demand and supply, innovation. Providing structural solutions for the growth of electronic-based industries (e-commerce). Encouraging the growth of small and medium-sized businesses and the birth of entrepreneurs (entrepreneur) new. Encourage creative endeavors (such as artists, musicians, application developers, etc.) to achieve broad market distribution (critical mass). Enabling market development, especially those that have not yet been served by financial and banking services.

Fin Tech can be a driver of development including capital mobilization, increasing economic activities of low-income people and small businesses. Mobilize money in the community to finance basic infrastructure, such as sanitation and electricity. Mobilization of funds to encourage sustainable infrastructure development.

Fin Tech has several inherent risks, namely financial risk and technology risk. Risk management can be managed in various ways according to the costs required and efficiency in management. Types of risk management including risk better avoided, risks can be held, risks of diversification, risks transferred, risks controlled, risks funded.

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CLOTHING AND FOOTWEAR FOR JOURNALISTIC TEXT

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Abstract

The present study is a meta-analytical analysis of the ideas about the construction and interpretation of reality, about the construction and interpretation of texts. The conclusion of the study is that the text allows multiple interpretations for at least two reasons: a) because it (the text) is the formulation of a reality and not the reality itself and b) for the reader has at least three reading positions: decoding, deciphering and decryption. Whenever a text is read / interpreted, one wears clothes that wear the three positions. The most versatile of the text producers is the journalist; this is a person who not only wears interested clothes (the 3 rows of clothes), he gives more and wears as much as possible without seeing the shoes of various political, social, media interests. Therefore, the journalistic text is the most populated by terminals and primers that distort reality. In other words, the producer of texts who has the deontological obligation to show reality is the one who builds / deconstructs reality in order to generate information. The journalist aims to gain information.

Keywords: text, interpretation, construction of reality, gain of information

1. Introduction

We don't read the same text every time. Reading subsumes a collection: we read at sea, each time, a different text. As changing readers we are confronted with texts that implicitly change significantly by deepening the reading and modifying the reading self. The current reading is a perishable reading of a passing reader. Plural and multimodal reading is a reading that better covers the flow of significant fusion and fission. Each reading is a new and in new parameters significant fission. Each reading is a specific challenge of textual meaning (Frunză, 2011; Sandu, 2016; Frunză, 2020).

2. Production of texts / forms / information gain

People are producers of texts. Any text is the specific formulation of a cognitive, emotional, volitional content, etc. As such, it should be treated as an update of one of its potential formulations. An expression, an appearance from the multitude of possible formulations, was chosen for this content. Some formulations are journalistic, others literary, others scientific. Some aim to highlight an aspect of the amount of knowledge. Others focus on bringing another aspect to the fore. Some of the drafters focus on elements of one kind, others on elements of another kind. So, several people talking about one and the same event will write about these different texts (Stănescu, 2020). The different texts, without being false, will be only partially equivalent: in the area of objective, universal meanings. Even within the same register or style, the wording is different. Journalists taking part in an event will write different texts, will have different wording (Stan & Zaharia, 2020). In such cases, the theme, the subject, the key event elements, the entities, the realities are kept, but through accents, markings, highlights, highlights and nuances, ideas of different orientation are constructed. The theme remains, the idea changes. The theme is kept, the idea

changes. The formulations remain largely convergent in the area of objective meanings. They become divergent in the space of subjective, humoral meanings. It can, therefore, be written in several ways. The same amount of knowledge can be poured into several textual formulas. Reality admits several formulations (Motoi, 2020). The written text is a formulation, one of the potential insights. The text is a choice, a decision to formulate differently. The wording is a decision about an event and a decision about itself. In relation to the objective event, the decision has as object the amount of knowledge retained, the perspective of ideosocio-moral reporting and the coefficient of ignoring some of the elements of knowledge. The text is not only preserving meanings, but also ignoring meanings (Pirvu, 2006). Ignorance can be voluntary or involuntary. Ignoring also means eliminating objective meanings and replacing them with subjective ones.

In relation to itself, the formulation is the application of a rhetorical decision: the register of presentation (positive, negative, neutral), positioning (agreement, rejection, objectivity), assigned vocabulary, recourse to style figures and tropes, structuring, writing (telegraphic, analytical), in the form of editorial, article, phenomenon analysis, etc.). The wording therefore has two components: one related to ideas, knowledge provided and another related to rhetoric (thematic approach).

The interpreter who reads a text, has, by this, at his disposal not the reality, but the formulation given by a producer to this reality. As a form, the text first whispers. The feeling is that he speaks vaguely, equivocally, ambiguously. Therefore, in order to understand it properly, it is necessary to read it several times, in several keys and, as much as possible, to read it in a coordinated way several times. Being whispered, the text takes us where we allow it to take us. However, in its ambiguity, it has an orientation that only through an objective reading can we identify. Objectively, in the universe of textuality, it means a double articulated subjectivity: an authentic and honest subjectivity and a subjectivity tested in the game of subjectivities.

From a cogitative point of view, the text leads the reader to an idea; the text produces inferences and provides primers to generate inferences. The text makes different proposals, and the interpreter orders; he decides what primers he accepts and what inferences he generates. The formulation of informational and cogitative contents occurs within language and is largely based on the language property of “cognitive compression” (Damasio & Damasio, 1992).

Interpretation achieves a cognitive decompression, a decompression of meanings in order to remake, to reconstruct reality. The decompressive interpretation results in a gain of knowledge. This information gain is based on several facts: a) event formulations are never completely neutral (neutral formulations are absolutely rare, they capture the truth, certainty, objectivity), b) any formulation wants so much to capture the truth of the event, of the state, of the situation that it does anything in this sense, that is, the formulation is able to construct the truth; c) all formulations work according to the principle of J. Searle (1969), of general expressibility: everything can be expressed in language.

The text is a functionally oriented mechanism. An idea can find several forms of expression (Negrea, 2018; Ghenea, 2015; Voinea). The informational analysis must start from the reality that for an idea can be found several formulations and that the perspective of the one who formulated, his interests, his biases, without him wanting this, leaves room for a better understanding (Ponea, f.a.).

The interpreter must try to understand the text better than his producer understood it. E. Schleirmacher (1959) fixed the axiom that the reader must understand better than the author understood.

Each formulation is a perspective, a point of view on an objective message idea. Another formulation can bring a better perspective, a gain of significance (Gioroceanu, 2018). Sometimes the text shows that either the producer of the text does not know what he is saying, or he is saying something and does not understand what he is saying, or that he is expressing a point of view and, implicitly, accepting a contrary point of view.

3. Two types of texts

Categorically, there are two types of texts: some express themselves, others express a reality. The first are imaginary texts and can possibly have an artistic, creative, aesthetic character. The others are informative texts. Any text is capable of generating meanings. Its semantic capital depends on two factors: the immanent textual potential to unfold (textual reserve) and the hermeneutic capacity of the reading interpreter (hermeneutic competence). The interpretive interaction between the interpreter and the text leads to informational fission. The amplitude and quality of the generated meanings is dependent on the two endogenous factors (text, interpreter), but also on exogenous, contextual, situational factors. Any reading, any analysis is not strictly dependent on the objective textual reserve. In relation to the way of understanding, the interpretation can appear as decoding, deciphering, decryption. Depending on the criterion of the explanation, the interpretation can be constituted in illustration, exemplification, description, prescription. In the text you can access several routes, several significant routes. There is a set of paths of evidence, of clear and distinct meanings brought into discourse through a concise language adapted to the object.

4. Conclusion

A text presents a set of paths that magnetize the confusing meanings. In essence, the confusion floats in suspension in the structured text. The suspensive confusion awaits its structuring. It can be said that no text escapes the impregnation of confusion; whether textualization means the meaningful formulation of reality or the imaginary. Detextualization is the unfolding, decompression of the text as reality. The fact that some textual information elements are confusing is a premise on gaining information.

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THE SOCIO-PROFESSIONAL REINSERTION FROM THE PERSPECTIVE OF SOCIAL ASSISTANCE AREA

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Abstract

Socio-profitent mix is the way toward acclimatizing an individual in the expert climate, adjusting it to the work and conduct necessities of the group in which he works, the reasonableness of his/her character to that of the gathering. The exploration has begun from the suspicion that getting a working environment and line of work fulfillment is an element of the abilities and skills of the social specialist's expert guiding. It had been examined a gathering of 30 employment searchers with various types of incapacity. The subjects were brought into a lifelong advising program, guiding that was did with the social specialists of the organization. The outcomes show that the inclusion of the social-partner by directing was valuable for getting a new line of work quicker and as per the capacities of the subjects.

Keywords: *people with hadicap, counseling, job, professional integration.*

Theoretical basis

The capability of youngsters in the foundations should be finished considering the patterns in the development of the work market and the communicated aptitudes and wants of those concerned. The burden of a youngster's calling from the outside can draw in disappointments and expert fatigue at work, inability to adjust to the occupation prerequisites. Then again, the aptitudes of those worried to some calling are an essential prerequisite in guaranteeing proficient achievement and forming a profession (Axelson, 1985).

For young people qualified in areas that are not topical in the job market, continuing education and training programs play an important role. For this purpose, it is necessary to establish contacts and partnerships with the accredited NGOs in this field and the County Agencies for Occupation and Vocational Training.

Professional insertion and adaptation

Working with AJO FM to include young graduates in their re-insertion programs, hiring through the agency also involves empowering employers with respect to the rights of young people in employment.

Socio-proficient mix is the cycle of digestion of an individual into the expert climate, adjusting it to the work and conduct necessities of the group in which it works, the appropriateness of its character to that of the gathering. For brisk and viable reconciliation, the new worker must get both data on the topic, association, occupation in the financial setting, offices offered to staff, just as data on the involved post and development from which he/she is doing part, assignments, segments, obligations, working condition, results assessment models, anticipated conduct, individual to team up, and so on In this regard, it will be requested to utilize a welcome flyer containing all valuable data just as to assign a coach to help the new representative both in his work and in the relationship with associates and bosses (Botnariuc, 2001).

A professional integration program aims at assimilating a person in the professional environment and adapting it to the requirements of the group he / she is part of. The wide variety of jobs and employees' attributions make it impossible to establish strict rules on professional integration. However, when drawing up a program in this area it must be taken into account that the motivations, requirements and behavior of potential employees are constantly changing.

Proficient coordination is a post-business stage. During the reconciliation time frame, new representatives get data about their work, associates, heads, subordinates, and associations by and large. Proficient reconciliation has mental, social, hierarchical and academic ramifications. It focuses on various goals, of which the most significant is to help new applicants in acquainting themselves with new working conditions, encouraging the convenience of the new worker with the working gathering and making a climate of security, secrecy and association. Secrecy and association issues can emerge in an emotional joining program. Accordingly, the new worker will increase fearlessness (Popa, Sava, 2007).

As far as the responsibility for the professional integration is concerned, it will be shared between the manager (senior hierarchical superior), the supervisor and the staff department. In addition to presenting the new job, the employee explains that integration will be easier if he / she respects certain principles in relations with others.

Integration programs aim at acquiring new employees the information they need in order to gain confidence in their ability to adapt quickly to job requirements. The main requirements of such a program are as follows:

- provide all necessary information;
- to identify the main loopholes of the new employees and to provide the means for their quick removal
- to give priority to the quality of work and responsibilities

- to insist on the principles that allow for a favorable working environment (Porlier, 2001).

The ultimate goal of integration is to create a sense of belonging to the firm and then to identify with the company and its mission.

Nirje states that "integration means allowing you to be able to be yourself among others" (Albu, and Albu, 2000). In other words, integration refers to the relationship established between an individual and society and can be considered in several levels, from simple to complex. Thus, we can speak of:

Physical integration

- allows individuals with special needs to meet the basic needs of their existence, ie providing a residential space in residential areas, organizing classes and groups in regular schools, professionalisation in various fields, jobs (in a protected system) etc

Functional integration

- the possibility of access of persons with special needs to the use of all facilities and services offered by the social environment / community to ensure a minimum of comfort (eg using public transport, street access facilities or in various public institutions etc.)) (Albu, A., Albu, C., 2000);

Social integration

- refers to all social relationships established between people with special needs and other members of the community (neighbors, colleagues, street people, civil servants, etc.). These relationships are influenced by attitudes of respect and esteem, and by the mix of interaction between normal people and those with special needs;

Personal integration

-This is related to the development of interaction relationships with significant people at different times of life. Here are various categories of relationships, depending on the age of the subject-for a child relationships with parents, relatives, friends; for an adult relationships with husband / wife, friends, children, relatives, etc. In other words, effective integration implies certain conditions, namely, for a child the existence of close relations with the family, and for an adult, ensuring a dignified existence, with various relationships within the social groups in the community (Jigău, 2001);

Integration into society

- refers to ensuring equal rights and respecting the self-determination of the person with special requirements;

Organizational integration

- refers to the organizational structures supporting integration. Public services need to be organized in such a way as to meet the needs of all individuals in society (Gherguț, 2006)

The classic concepts of counseling and guidance that emerged at the beginning of the 20th century were based on the principle of "maximum yield with minimal effort" (Tomsa, 1999). The "right man in the right place" is sought, through the diagnosis (testing of the individual's abilities) and his orientation towards the appropriate skills profile. The prognosis of success in a job was carried out by an expert adviser and was based on the results of questionnaires and psychological tests.

Current vocation directing ideas, created in the mid 1960s, change the viewpoint of profession advising. In this manner, the cycle is viewed as a genuine training for vocation decision and starts at the most punctual age. It is underlined that all through the lifetime the individual is faced with numerous parts of

profession decision. In youth, through play, the principal approaches to rehearse the aptitudes of various callings show up. There is an immediate relationship with solid people in the youngster's prompt universe and exact contact with various expert jobs: the instructor and the educator, the specialist, and so on (Kaamenui et al., 2008). Current ideas on vocation advising stress that picking and forming professions is accordingly a cycle that proceeds after school years. The grown-up might be powerless against social or monetary real factors and, thusly, needs direction, data and backing. The cycle of grown-up profession guiding shows up as a social and individual need, requiring pros with explicit information and working techniques.

In advising adult careers, the methods used will help to clarify the professional path and the active integration of the individual into the labor market. Depending on the age and psychological characteristics of the target group they are working, the methods of self-knowledge and the development of communication / communication skills will be combined with the information and knowledge of labor market opportunities, to widen the field of alternatives based on to which the individual can make a decision.

Depending on the standardization criterion, Gibson and Mitchel (1981) share the methods and techniques used in career counseling in:

- Non-standardized: observation, autobiography, questionnaire, interview, sociometric techniques;
- standardized: psychological tests.

The incorporation techniques utilized change contingent upon the reason for the commitment. In this way an individual can be employed for an execution post or for his/her capability of information and experience or scholarly characteristics, inventiveness, abilities, dynamism in a place of authority. In the primary case, it is conceivable to utilize direct coordination techniques and direct direction, and in the second the disclosure of the association and the task of a mission (Porlier, 2001).

Direct integration into the post.

This entails the direct taking over of the duties and responsibilities of the post from the first day. The method gives the new employee a sense of security and trust, but his success depends on the help and guidance he will receive from colleagues and especially from the direct boss.

Direct guidance.

The method consists in guiding the new employee from the first day by a company employee with the same level of training, being part of the same workgroup but in a higher hierarchical position. The facilitator has the task of facilitating the integration of the new employee by providing them with the necessary guidance and clarifications, constantly communicating with them, following their progress and intervening to correct any errors in the actions of the new employee (Neacșu and col.2001).

Discovering the organization.

Assumes the new employee passes in a period of two to three months through all the departments of the organization. During this closed loop, the employee observes and summarizes all the observations and findings he then analyzes with the human resource manager.

Assigning a mission.

It aims to stimulate the initiative of the new employee from the time of the integration plan. The new employee explains how the company is organized: what it produces, on which markets it sells its products. After giving all the necessary explanations, the new employee is entrusted with the task of conducting an own investigation into the various aspects of the organization and operation of the firm. The mission has a serious practical character and is

finalized with a report whose conclusions and recommendations are brought to the attention of the top management (Zlate, 2000).

Theoretically, in the case of execution activities, the psycho-socio-professional integration of new employees ends when they are able to properly fulfill the job-specific tasks they occupy. In the case of management activities, the integration of managers has a different approach to that of a performer. Whether it's about promoting an employee on a management post or hiring a manager outside the organization, new managers need to be given a longer adaptation period, during which they must be guided by a member of the management team, which will facilitate their accommodation with the complex and difficult tasks of managerial work, specific to the managerial position entrusted (Jigău, 2001).

The integration period of an employee lasts from a few months to one year. During this time specialists of the human resources department have to organize meetings with the new employee at intervals of 2-3 months and after one year after enrollment, in order to appreciate the way in which he integrated himself / herself in the activity.

The decisive, positive or negative role in the integration activity is the direct head and the working group. Depending on the attributes of the new employee, personality, intellectual qualities, knowledge and experience, but especially according to the attitude of the direct manager and collaborators, colleagues, it will integrate later or earlier or, in some cases, will bring a new breath.

Hypothesis and objectives

In our research, which is a constational type, we started from the following hypothesis: *we assumed that finding a job and job satisfaction is a function of the skills and competencies of the social worker's professional counseling.*

The formulation of this hypothesis required the establishment of the following research objectives:

- selecting the group of subjects on which to conduct the research;
- building a questionnaire that reflects job satisfaction;
- questioning the question of the skills of the social worker who has done the career counseling;
- the statistical processing of the results and their qualitative interpretation in the context of the theoretical aspects presented in the previous chapters;
- establishing the design of the research.

Lot studied

We studied a group of 30 people looking for a job with various forms of disability. The distribution of our lot according to the forms of disability is presented in Table 1 and Figure 1.

Table 1. Lot distribution by type of disability

Type of disability	Subjects
Physical handicap	9
Somatic Handicap	11
Visual handicap	6
Mental handicap	4

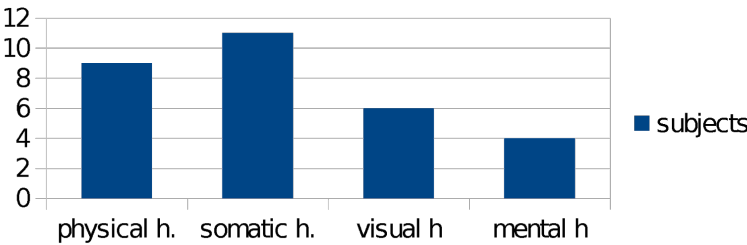


Figure 1. Lot distribution by type of disability

Most of our subjects were with somatic disabilities (11 subjects), followed by those with physical disabilities (9 subjects), visually impaired (6 subjects) and mentally disabled (4 subjects).

Working Methodology

Subjects were chosen from the individuals who submitted to the County Agency for Employment (AJOFM, Arad), however in their choice the choice condition was the presence of a particular sort of inability (see Table 1).

In the wake of choosing them, the subjects were brought into a lifelong advising program, which I did with the social associates of the organization. After the advising and employing of the subjects at a half year, the subjects were looked again and requested to react to a survey we made about work fulfillment, trustworthiness and nature of administration offered by the social laborer.

Results and discussions

A first aspect to be presented is the situation of hiring the subjects that were counseled by us, ie the answers to question 1. In Table 2 and Figure 2 is illustrated the situation of hiring our subjects.

Table 2. Employee status

Employee status	subjects
employed	28
unemployed	2

It can be seen from the table that most of the subjects counseled by us after 6 months were employed - 28 subjects employed by only 2 subjects who had not found a job after 6 months.

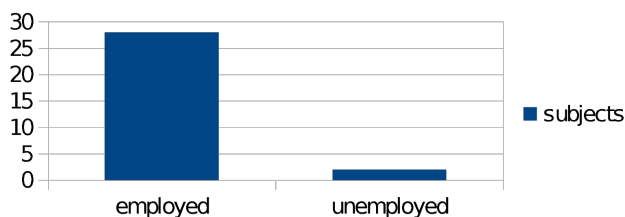


Figure 2. Employee status

The fact that two of the subjects are not yet employed, even after six months of counseling, is evidence at first glance that in these cases the counseling did not give the expected results. But if we look at the situation more deeply, we find that one of the subjects - mentally handicapped - suffered a relapse and was retired second grade for a period of two years, so he did not even try to look for a job. The second case was a subject with somatic disabilities who suffered serious surgery, which made him unable to work for a certain period of time.

Thus, we can say that the failure of the counseling is the cause of not engaging the two subjects, but the problems of physical, somatic or psychological decompensation that led to a temporary incapacity to work.

The responses of the employed subjects ($N = 28$) to the second question - job satisfaction - are illustrated in Table 3 and Figure 3.

Table 3. Satisfaction at work

Degree of satisfaction	subjects
yes	17
no	7
I don't know yet	4

Most of the employees are satisfied with the work they have - 17 subjects. We have a total of 7 subjects who are not happy with the job. Of these, 4 subjects occupy a job under their professional training and in a completely different field

than their initial training (they are college graduates and have not found a job but as bartenders and waiters). The other three subjects are not satisfied with other reasons - one because their salary and the other two do not suit their team.

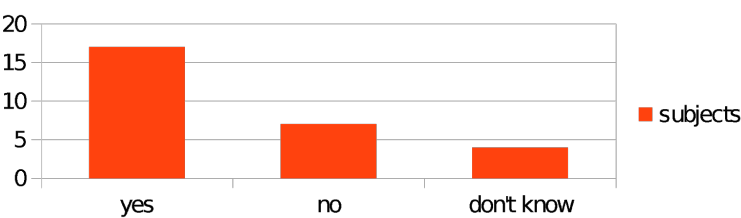


Figure 3. Satisfaction at work

Four of our subjects do not know yet whether they are happy or not at work. These are four subjects who have been engaged for a little while - less than a whole day - and who can not yet say about the degree of contentment because their integration into the collective and the workplace is not yet completed. For question 3, how long did it take to find a job after counseling, the answers are summarized in Table 4 and Figure 4.

**Tabel 4. The time elapsed between counseling
and employment**

Time elapsed	subjects
under a month	19
1-3 months	5
over 3 months	4

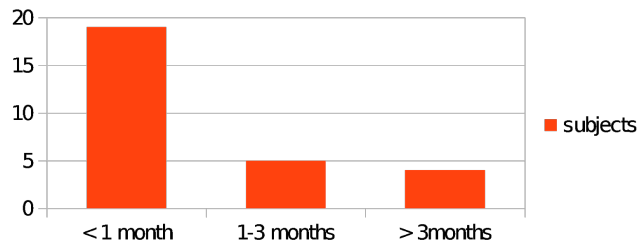


Figure 4. The time elapsed between counseling and employment

Most subjects (19) figure out how to draw in inside one month of advising. It is a positive point for the advocate, showing that his profession directing mode has yielded great outcomes since almost 90% of the subjects secure their position not exactly a month subsequent to advising meetings.

Five subjects (5) got a new line of work in a time period of one month and three months. These were the individuals who, in spite of the fact that they had propositions for employment, didn't submit themselves quickly, hanging tight for something better and more advantageous. Be that as it may, following more than two months, they additionally figured out how to function in something important to live up to their desires.

At last, the last four subjects (4) discovered business simply following 5 months. These are the ones who responded to the past inquiry with I don't have a clue. The long time passed between the end of directing and the getting of a line of work can not be ascribed exclusively to outside elements (diseases or target causes that kept them from searching for a work, yet in addition because of inner elements that worry the character of the subjects concerned).

The stamped disappointment, the powerlessness to settle on a firm choice, the swaying between the favorable circumstances and drawbacks of each occupation have kept these subjects from setting on a work and settling on the essential choice for the work. Likely these subjects will even now require directing later on, yet this time mental advising to defeat the choice troubles.

For the last inquiry in our survey, the part of the social aide, the appropriate responses of our subjects are summed up in Table 5 and Figure 5.

Table 5. The role of social assistance counseling

The role of counseling	subjects
finding a job	28
knowing his own possibilities / capabilities	26
targeting to a suitable domain	24
no role	3

This question was answered again by all 30 subjects I had in the initial batch. In many cases, the subjects even gave two or three answers, so the number of answers, as a whole, is different from the number of subjects.

The number of responses that consider that the role of social worker counseling was that they find a job is 28. They appreciate that without the help of the social assistant, the counselor would still not have been able to find a job and integrate socioprofessional.

An almost equal number of responses (26) consider that the role of counseling was to make them aware of their own possibilities and capacities and therefore to know what they can give and what they can expect from others. Proper self-evaluation is a key factor in employment. When the subject is properly assessed in terms of its potential and capabilities, it knows exactly what it is worth on the labor market and it makes it easier to negotiate a salary or job. Knowing their own value has opened up a wide variety of possibilities that they will be able to use according to the priorities of their time

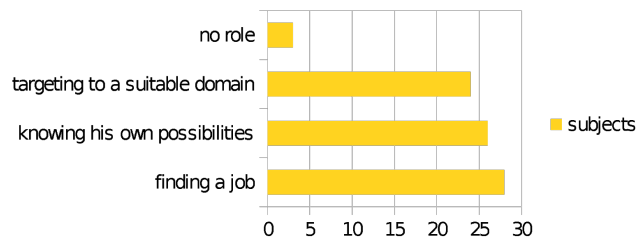


Figure 5. The role of social assistance counseling

An aggregate of 24 answers expresses that the social specialist advisor has guided him towards a field of action that suits them. This reaction is truth be told reciprocal to the past one. Knowing their capacities and abilities is simpler for subjects to pick a field that suits them. Working in a field that suits you is basic to work fulfillment. This is on the grounds that the work itself and its assignments are made of joy and not of commitment, giving certainly a superior return and delivering more prominent individual fulfillment for the work done.

At long last, we have various 3 subjects who guarantee that for them the advising of the social specialist was of no utilization. Of these three subjects, two are the individuals who have entered the class of non-utilized. For them the directing of the aide was pointless since they can not work. In any case, the discussion with them has persuaded us that they will again call the administrations of a social advisor when the time of transitory inadequacy for work closes.

The third subject is the thing that we called the alienated team promoter, who was not happy with compensation or conditions, and who might want to change his work. He accepts that he has secured his present position with no assistance from outside and that the social laborer's directing has not helped him at all. We can remember these assertions for the class referenced above, to be specific the attitude of the individuals. In certain conditions being helped from outside is an indication of shortcoming and afterward it is better not to concede that you have been caused and to state that you have done it without anyone

else's help. Moreover, there are additionally incredibly obstinate individuals who don't acknowledge any perspective other than their own, regardless of whether they take the's associate's attestations and present them as their own.

In general, we can say that the social associate advocate assisted the subjects to get a new line of work, with knowing their own capacities and conceivable outcomes and to guide them to zones that fit them. The social laborer's directing movement is valued by the greater part of our subjects and this gratefulness is appeared in the fulfillment that the subjects have at the working environment and the manner in which they play out their employment obligations.

Taking everything into account, our exploration has approved by and by the theory from which we have gone, to be specific that getting a new line of work and employment fulfillment is a component of the aptitudes and capabilities of the social specialist's expert directing.

Conclusions

The disposition of the group and the energy about the results of their work causes them to feel helpful and decides the vanishing of the feeling of worthlessness and mediocrity that overwhelmed them during the joblessness. This improves common connections, yet additionally improves family connections. On the off chance that, during the time of joblessness, a large number of our family connections were harmed by constant fights and the sentiment of blame that they can not add to family support, since they have a respectable and consistent compensation, family connections have gotten more settled and more friendly, under the danger of the neediness range.

Man is a bio-psycho-socio-social being, whose character is reflected in the action and its items. No man feels calm when constrained into dormancy for a more drawn out timeframe. This additionally dazzles the character of the subjects who become more ruthless, more jerky, overwhelmed by sentiments of

vanity and blame, more discouraged that they can not uphold their family appropriately. Not very far in the past, TV news has scrutinized the instances of subjects who have petitioned for hamper acts in view of the numerous monetary weights and the repercussions of long haul joblessness on family connections. The function of the social colleague is to evade accurately this sort of circumstance, and to disclose to individuals that in any circumstance (obviously without exits) there is a wide scope of arrangements from which they can pick without turning to irreversible extremist arrangements.

The number of responses that consider that the role of social worker counseling was that they find a job is 28. They appreciate that without the help of the social assistant, the counselor would still not have been able to find a job and integrate socioprofessional.

An almost equal number of responses (26) consider that the role of counseling was to make them aware of their own possibilities and capacities and therefore to know what they can give and what they can expect from others. Proper self-evaluation is a key factor in employment. When the subject is properly assessed in terms of its potential and capabilities, it knows exactly what it is worth on the labor market and it makes it easier to negotiate a salary or job. Knowing your own value has opened up a wide variety of possibilities that they will be able to use according to the priorities of their time.

A total of 24 replies states that the social worker counselor has directed him towards a field of activity that suits them. This response is in fact complementary to the previous one. Knowing their abilities and skills is easier for subjects to choose a field that suits them. Working in a field that suits you is essential to work satisfaction. This is because the work itself and its tasks are made of pleasure and not of obligation, giving implicitly a better return and producing greater personal satisfaction for the work done

On the whole, we can state that the social counselor assistant has helped subjects find a job, know their own capabilities and possibilities, and direct them

to areas that fit them. The social worker's counseling activity is appreciated by most of our subjects and this appreciation is materialized in the satisfaction that the subjects have at the workplace and the way they perform their job duties.

In conclusion, our research has validated in practice the hypothesis from which we have gone, namely that finding a job and job satisfaction is a function of the skills and competencies of the social worker's professional counseling.

Acknowledgement

We hereby state that the subjects involved in our research were informed about the voluntary character of participation in this research, about the understanding of information and of that fact that withdrawal from research is possible at any time without negative consequences upon the participant. The research complied with all ethical research standards, the research participants/participants' guardians giving their consent to participate in the research.

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ADAPTATION TO THE (HYPER)REALITY: HAMLET AND HIS VIRTUAL WORLD

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Abstract

In this article I will argue that the film adaptation of the play *Hamlet* by Michael Almereyda (2000) is a reflection on contemporary postmodern society that highlights the tragedy of an individual who is in a constant search for justice and identity through technology. I am particularly interested in the social transformations of a feudal world represented in Shakespeare's play and the values of advanced capitalism visible in this film by Michael Almereyda. I will also analyze how memory is constructed by editing and manipulating the image through the videos recorded by the main character in order to find out the truth and seek revenge for the death of his father. The image favors the evocation of the memories of Hamlet and connects him to the present while it stimulates the expression of past experiences, as well as the capacity for self-recognition, which helps to strengthen his own identity.

Keywords: *technology, postmodern society, adaptation, hyperreality*

Articles about Hamlet's cinematic representations were numerous, but most of them are focused on the problem of losing the consistency of written text in exchange for the cinematic effects. Shakespearean texts offer multiple forms of interpretation, but it is important not to forget that a play has distinct features from the film. In addition to the parts related to the text itself - monologue, dialogue, characters, plot, story - there are implications related to the subject itself, and also the context created in that film.

It is also necessary to point out the film adaptations directed by Laurence Olivier in 1948, the approach offered by Franco Zeffirelli, in 1990, through a poetics of emotions, the one from 1996 in which Kenneth Branagh revitalizes the play through a cast centered on famous actors and Michael Almereyda's postmodern adaptation. I am interested in this latest adaptation, especially in how the relationship between the individual and society is built in a contemporary hyperconnected system and affected by the media technology. I believe that this film version of Hamlet offers a series of ideas in order to analyze the connection between past and present, by observing the existentialist dilemmas in a capitalist society, in continuous transformation through technology, the screen, the interface. In addition, I will take into account the *mise-en-scène* elements in connection with the dystopian perspective created in this film.

The version proposed by Almereyda is one involved in the capitalist structure: Elsinore represents Danmark Corporation, an empire in New York society where technology outweighs everyday life. The dystopian society in which the main character lives marks him on an introspective level, transforming him throughout the action. This film adaptation proposed by Almereyda is postmodern, even the idea of choosing the setting in New York, a city that by definition is a postmodern urban phenomenon. Jean Baudrillard in his famous essay *America* points out that America is a fiction, where "the whole space and

way of life is cinematic” (1988: 101). This postmodern reconstruction shows that the past is not completely eliminated, but it is a fragile balance with the present.

Zygmunt Bauman (2000) reflects in one of his essays about “liquid modernity”, a figure of change, of liberalization that also shows the precariousness of human being in an increasingly individualistic and privatized society, in which relations have a transitory and fragile condition. There is no longer a responsibility to the other, and the relationships are reduced to a continuous connection with technology.

In *The Postmodern Condition* (1979), Lyotard analyzes the crisis of narratives to show the legitimacy of the discontinuity, in which the world is constituted through the plurality of language games, implying as well the struggle for power. The main idea is that in society there are different and multiple struggles and not only one in particular is the most important. In postmodernity everything is possible, because there are no fixed rules. There is no longer a general language, but a multiplicity of languages or discourses. The credibility of a single discourse, consensus, history or progress has been lost, instead a plurality of discourses and narratives have appeared.

Postmodernity can be also understood as a process of discovery, a transformation of consciousness or the way of seeing things or feeling. By discovering the plural dimension, it also involves immersing oneself in multiplicity. This leads to the accentuation of an extreme individualism, which permeates all aspects related to social life and it points out a flexible society based on information and continuous stimulation of needs. In a way, this individualism is accompanied by the lack of a transcendentalism, not necessarily from a religious point of view, but also the disappearance of a secular transcendence of a life in which an ideal appears, whatever it may be.

Therefore, this direction can underline the fact that an individual can associate with others in order to satisfy their own ideas. Gilles Lipovetsky uses the term “hypermodernity” to characterize an impregnating phase of

hyperconsumption and hyperindividualism which leads, as the theorist puts it, to "a paradoxical combination of frivolity and anxiety, euphoria and vulnerability, playfulness and dread". (2005: 40)

Here, too, the concept of "seduction" is interesting, related both to the effect produced by the narrative content and the ideas created around the context. Baudrillard (1990) argues that only the object can seduce, the subject is trapped in the object's desire. Seduction is related to consumption and its objects, although the objects maintain a dose of mystery.

The text in this film production gains strength, although it is less that in the play, because of the mixture of technology and postmodern convention, the oscillation between convention and truth. The atmosphere of the megapolis, emotionally, psychologically, metaphysically is in connection with the tension of the Shakespearean tragedy. The individual's relationship with a universe that by definition represents dislocation produces behavioral traumas. Seduction is liquid, it changes through the contrast between the drama of an individual and the form in which it is exposed with the help of the cameras.

The environment in which the character lives is no longer pre-modern England, but an environment overworked daily by the American capitalism with modern technologies. Almereyda's goal is to show the amplification of individual alignment in a society supersaturated by new technologies. From the first close-ups, the spectrum of the camera is multiplied. Hamlet is invaded by the presence of screens, reminiscent of a double Orwellian perspective: the individual controls everything or is totally controlled.

This production has all the postmodern features: the *mise-en-abime* technique, the inclusion of quotations from other Shakespearean films (the film ends with reference to Luhrman's film, *Romeo + Juliet*), allusions to cultural icons, eclectic aspects from Brahms and Tchaikovsky, Bob Dylan and Morcheeba, and deliberately the self-referentiality that puts everything in quotes. Interesting to watch is the collage that Hamlet makes in the scene "The murder of Gonzago"

from the new frames and pre-existing images that form the game with modern technologies. The representation of the Shakespearean play as a hybrid of the Renaissance and 21st century styles is used to minimize the obvious difference between the old-fashioned Elizabethan language and modern discourse.

The Hamlet-Ofelia couple is a problematic one in the waves of contemporaneity in terms of their representation of social roles. Ethan Hawkes plays the role of an introspective Hamlet, affected by the technological environment, and he seems to be a cyber character. It seems that his role has common features with the one from the famous film *Gattaca*, directed by Andrew Niccol. However, the character is completely solipsistic, constantly looking through the cameras. The camera has here the role of mask, to amplify or eliminate the game of madness. With the help of the cameras, Hamlet records every movement and this fact gives him the right to have any step prepared. The camera is an artifact of evolution.

If in Shakespeare's time madness could be interpreted as a simulated mask, in postmodernity the mask can be contemplated and then remodeled. The camera reveals his alienation, a slow but noticeable process of slipping into dementia. Madness begins as a game and ends as a disease, except Hamlet drags the whole world with him. The prince tends to step very quickly into the role of "mad man" by acting irrationally and upsetting the other characters with his savage speeches. It is very important to mention that Hamlet is also melancholic and dissatisfied with the situation in Denmark and with his own family and even with the whole world.

If the Shakespeare phenomenon of the '90s was fueled by the cultural fantasy of a popular Shakespeare, this fantasy of having the text more accessible for the public was accompanied by the appearance of a counter-discourse on Shakespearean film.

In addition, cameras or photographs that provide a rhythmicity to the film, on the one hand, also mark a moment that must be preserved, recalled, an

act of testimony, while on the other hand they show the desire to capture the murderer, to possess him, to find out the truth that most often is not the expected one. Susan Sontag in *On photography* says:

Like guns and cars, cameras are fantasy-machines whose use is addictive. [...] The

camera/gun does not kill, so the ominous metaphor seems to be all bluff-like a man's fantasy of having a gun, knife, or tool between his legs. [...] To photograph

people is to violate them, by seeing them as they never see themselves, but having knowledge of them they can never have; it turns people into objects that can be symbolically possessed. (2005:10)

In addition to the obsession to have something in his possession, in Hamlet's case the emphasis is placed between the desire to take revenge on his father's death and the desire to keep the two women by his side: his mother and Ophelia. The recordings he has with Ophelia or in which his father appears with his mother, articulate moments of nostalgia as Sontag says: "To take a photograph is to anticipate in another person's (or thing's) mortality, vulnerability, mutability. Precisely by slicing out this moment and freezing it, all photographs testify to time's relentless melt" (2005:11).

Walter Benjamin (1969) in his essay "The work of art in the age of mechanical reproduction" emphasizes the idea that the audience / viewers identify with the actor by identifying with the camera. In fact, the camera is a tool that establishes a relationship between the actor and the audience. Hamlet uses the camera from a double perspective: to tell his own story and to find a solution to his father's death. Additionally, the existence of technology moves between the provocative effect, the accentuation of personal drama, and also to create the space of anxiety by searching for the truth.

This duality that is created with the help of media tools also suggests glimpses of memory, because Hamlet is forced to remember all the injustices that were done to him. From recorded fragments he reconstructs the present actions. According to Katherine Rowe, “the media allegory in Almeria’s Hamlet focuses more narrowly on memory technologies. His preoccupation is the way film and video mediate past experience, both for the individual and the community” (2003: 43).

But this tension is transmitted to the public who should understand the drama of Hamlet, which in fact can be extrapolated to social drama. Hamlet's connection with the other characters is delimited by the presence of recordings, screens, monitors, images, which is increasingly accentuated in the capitalist society. This can be interpreted as a way to find justice by himself, without having a relationship with the other characters because this can create a space for care and intimacy.

Foucault refers to the technology of power when he speaks about a set of practices that are used to control individuals in a society. On the one hand, when Ofelia records the conversations between her brother and her father, when she photographs and exposes those images, she also looks to understand Hamlet. But on the other, following the steps of Hamlet in his personal investigation can also represent the desire to punish, surveillance as a form of control, to hold the power when he knows the truth. Technology has a double meaning: discovery and control, manipulation and revelation, intuition and obsession.

In these circumstances, Hamlet becomes a director of his own life, he watches and is watched, when he records moments from his daily life he uses the camera to break some rules, he thinks that he will be free, without limits. The technology allows him to break some conventions, but the obsession with discovering the murderer of his father actually keeps him in a closed world. This can be seen through the image of his clothing and appearance: he almost all the time wears a cap, he wears glasses that can signify intimacy and self-protection

and he lives in an apartment with transparent glass windows, but in fact, these elements can also represent boundaries. Limits are constructed through this closure. Moreover, Hamlet has a communication issue, he is incapable to vocalize words and he writes letters to Ophelia. On the one hand, writing means not only thinking deeply about something but also hiding what can be seen or revealed to the public. Writing means intimacy, something secret and personal. On the other hand, his office is full of newspaper articles, polaroid photos, cameras and screens. His writing space is visually marked, it is an illusion of freedom, the fact that he has access to information, but it confuses him, makes him feel vulnerable.

In conclusion, I would like to underline that this version of Hamlet emphasizes a transformation not only of the literary text into a filmic one, but also the immersion in a technology-based society, in which an old text becomes more credible through its context, in this case postmodernity, through the connection with the creativity and the power of language. Hamlet is a character who, through his actions, as I showed in this article, he emphasizes not only the vulnerability and drama of a person living in the consumer society but also he shows how the relation with technology makes him unable to relate to what is real because he is constantly immersed in visual representations that pretend to be real.

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