

ISSN: 2581-8651



theshillonga

# JHED

**Journal of Humanities and Education  
Development**

---

**DOI: 10.22161/jhed**

<https://theshillonga.com/index.php/jhed>

*Volume - 3 | Issue - 4*

*Jul - Aug, 2021*

*TheShillonga Publication*

# Journal of Humanities and Education Development (JHED)

**(ISSN: 2581-8651)**

DOI: 10.22161/jhed

Vol-3, Issue-4

July-August, 2021

*Editor in Chief*

Dr. Manoj Kumar

---

Copyright © 2021 Journal of Humanities and Education Development (JHED)

Publisher

*TheShillonga Publication Group*

Email: [theshillonga.jhed@gmail.com](mailto:theshillonga.jhed@gmail.com)

Web: <https://theshillonga.com/index.php/jhed/index>

# FOREWORD

I am pleased to put into the hands of readers Volume-3; Issue-4: 2021 (July-August, 2021) of “**Journal of Humanities and Education Development (JHED) (ISSN: 2581-8651)**”, an international journal which publishes peer reviewed quality research papers on a wide variety of topics related to, Humanities and Education development. Looking to the keen interest shown by the authors and readers, the editorial board has decided to release print issue also, journal issue will be available in various library also in print and online version. This will motivate authors for quick publication of their research papers. Even with these changes our objective remains the same, that is, to encourage young researchers and academicians to think innovatively and share their research findings with others for the betterment of mankind. This journal has DOI (Digital Object Identifier) also, this will improve citation of research papers.

I thank all the authors of the research papers for contributing their scholarly articles. Despite many challenges, the entire editorial board has worked tirelessly and helped me to bring out this issue of the journal well in time. They all deserve my heartfelt thanks.

Finally, I hope the readers will make good use of this valuable research material and continue to contribute their research finding for publication in this journal. Constructive comments and suggestions from our readers are welcome for further improvement of the quality and usefulness of the journal.

With warm regards.



**Dr. Manoj Kumar**

Editor-in-Chief

*Journal of Humanities and Education Development (JHED) (ISSN: 2581-8651)*

<https://theshillonga.com/index.php/jhed/index>

DOI: 10.22161/jhed

Date: September, 2021

## **International Editorial/ Reviewer Board**

**Dr. Manoj Kumar**

Assistant Professor, English Department, Amity University, Jaipur, India

**Dr. Rose Asayas Arceño**

Faculty, Educational Management, and Research

College of Graduate Studies, Palompon Institute of Technology, Palompon, Leyte, Philippines

**Prof. Dr. Andrew Sagayadass Philominraj**

Director, M.A. in English Didactics, Academic & Researcher, School of English Pedagogy, Department of English, Faculty of Education, Universidad Católica del Maule, Talca - Chile

**Dr. Osama Mahmoud Abu Baha**

Assistant Professor English Language and Literature, University College of Educational Sciences -UNRWA

**Prof. Dr. Misbah Mahmood Dawood AL-Sulaimaan**

Dept. of English/ College of Education and Languages/ Lebanese French University, Kurdistan Region - Iraq

**Agnieszka Hendo-Milewska**

Ph D., Director of the Faculty of Psychology, Private University of Pedagogy in Bialystok, Poland

Area of Interest: Psychology

**Dr. H.Saremi**

Vice- chancellor For Administrative & Finance Affairs, Islamic Azad university of Iran, Quchan branch, Quchan-Iran

**Damianus Abun**

Doctor of Philosophy in Management

Faculty of the College of Business, Divine Word College of Vigan and Divine Word College of Laoag, Philippines

Area of Interest: Business Management, educational management, ethics, philosophy, religion, theology

**Tem Protus Mbeum**

Lecturer, Department of History, Bamenda University Institutes of Science and Technology, Bamenda, Camroon

**Sanibe Emmanuel Traore**

Researcher in Terrorism in the Sahel, Mali

# ***Vol-3, Issue-4 July-August, 2021***

**(DOI: 10.22161/jhed.3.4)**

---

## ***Exploring Secondary Students' Reading Motivation***

*Namgay Dukpa, Sonam Dhendup*

1-9

## ***Renaissance and Development of Translation in the Arab World***

*Dr. Khalid Rokan Mansoor*

10-13

## ***A Reading Class Design Based on English Discipline Ability***

*Rong Wang*

14-18

## ***The relationship between emotional intelligence and well-being among women academics of Royal University of Bhutan***

*Kesang Wangmo, Sonam Daker*

19-29

## ***Humanism in Norman Mailer's War Novels***

*Dr. Wisam Hamid Lateef*

30-36

## ***Alice in Wonderland: A Mythical Journey***

*Marilu Monteiro, Francisco Antonio Pereira Fialho*

37-45

## ***Civil society and COVID-19 pandemic in Nagaland: Response in a Democratic Society***

*Moameren Pongen, Dr. Chubakumzuk Jamir*

46-51

## ***Projected transformations to improve the management of the accounting process at the University of Havana***

*Roberto Naveira Brito, Elvira Martín Sabina, Sergio Pozo Ceballos, María Fernanda Mendoza Saltos*

52-59

## ***Improvement Strategy in Virtual Education. An experience from Cuba***

*Alejandro García Figal, Mariuska Sarduy González, Eliza Juverly Zambrano Zambrano*

60-66

## ***An Interpretation of the Paratexts of Three Kingdoms Translated by Moss Roberts***

*Jia Fang, Yan Fang Hou*

67-77

*Female and Double Standards: A Study of Margaret Atwood's the Penelopaid*

*Jalal Hatim Rasheed*

78-82

*Effectiveness of Teachers' use of Motivational Skills to enhance Student's Academic Learning outcome*

*Kuenzang Tobgay*

83-89

# Exploring Secondary Students' Reading Motivation

Namgay Dukpa, Sonam Dhendup\*

Ministry of Education, Thimphu, Bhutan.

\*Corresponding author

Received: 03 Jun 2021; Received in revised form: 01 Jul 2021; Accepted: 08 Jul 2021

©2021 The Author(s). Published by TheShillonga. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>)

## Abstract

*Reading is a life-long process, and having the knowledge and skill of reading is an added advantage. Despite its importance, relatively little has been done to examine student reading motivation particularly with Bhutanese secondary students. This study aimed to identify the student factors related to reading motivation. A sample of 155 students using a simple random sampling method was recruited for this study in one Western district of Bhutan. The study was quantitative in design and have utilized a cross-sectional self-reported survey questionnaire for data collection and analyses. The researchers developed the instruments based on relevant literature and were validated by experts from Bhutan and Thailand before the pilot testing. The result of the pilot test yielded internal reliability > 0.7. The findings of the main study showed that students' opinions towards factors related to reading motivation were high with (Mean=3.90). Likewise, the results of the t-test revealed that gender did not differ in the reading motivation, and further, one-way ANOVA tests also did not show a presence of statistically significant differences student's age, parents work type, parent's level of education and finally, the parent's level of income.*

*Keywords— Bhutan, gender, reading, motivation, student factor, secondary students.*

## I. INTRODUCTION

Reading is used for various purposes (Kanonire et al. 2020; Kuşdemir & Bulut, 2018). There is a growing consensus among academics, educators, and scholars that there is a strong positive correlation between reading and academic success in schools (Huang, 2013; Kuşdemir & Bulut, 2018; Leppänen et al., 2005; Neugebauer & Fujimoto, 2018; Vaknin-Nusbaum & Nevo, 2017). Besides academic performance, good reading skill is these days essential even in the workplaces. In recent years many research initiatives were undertaken, for instance, in the United States and the United Kingdom, to help identify and then implement quality reading intervention programs to improve student learning and achievement (Baye et al., 2018).

Comparably, the Bhutanese education system also places the importance of reading as it's core domain of English language learning from pre-primary to level Twelve curricula (Royal Education Council [REC], 2021). Though importance is given to improving students' reading performance, the reading performance of students in Bhutan said to be one of the most critical problems faced by the Bhutanese Education system. Past education policy guidelines reported that 37% of the nation's fourth-graders

failed to demonstrate they can read at a basic level (Ministry of Education, 2004). Congruently, the report further corroborated that literacy and numeracy achievement at the primary level was inferior as per the international standard. The PISA-D test conducted in 2017 with Bhutanese secondary students who are 15 years old 'performance presented several issues related to reading. The findings stated that reading performance was about 38 to 48 points (percentage points) below the per cent correct values of PISA reference countries' (BCSEA, 2019, p 17). Besides, this study also claimed that a small portion of students did not complete the test due to a lack of reading fluency. Moreover, Bhutanese secondary children were not able to answer complex questions correctly and the delta values ranged between 14.3 to 19.7 (BCSEA, 2019). Going by the PISA-D test reports, reading gaps continue to exist in secondary school reading performance. It has also been found, reading difficulties may also lead to other problems, such as a lack of motivation and engagement, high levels of anxiety, and misbehaviour in the classroom (Lane, 2002).

## Research hypotheses

The following research hypothesis was considered for the study;

Ho1: There is no significant difference between male and female students' attitude towards reading

Ho2: Sample means related to reading motivation of students is statistically different by their age level

Ho3: Sample means related to reading motivation of students is statistically different by their parents' work

Ho4: Sample means related to students' reading motivation is statistically different by their parents' educational background.

Ho5: Sample means related to students' reading motivation is statistically different by their parents' socioeconomic backgrounds.

## II. LITERATURE REVIEW

Numerous researchers in the past have studied factors that affected the reading motivation of students. Conspicuously, motivation has been found to have a substantial effect on student's achievement and other academic related-tasks (Griffin et al., 2020; Hubbard et al., 2021; Kanonire, 2020). Specifically (Griffin, 2020) study suggested that the intrinsic motivation was found to affect students' learning significantly rather than the extrinsic factor. Conversely, Kanonire et al. (2020) study carried out in Russian context found some what a different result. Their study investigated the mediation effect of reading motivation in grade 1 and their performance in Grade 3 using a longitudinal data. The findings of their study showed that both intrinsic and extrinsic motivation significantly predicted reading performance in grade 3. While the research on reading remains to be contested, findings of the other studies also indicated that the amount of reading is determined by cognitive and motivational constructs, which is consistent with an engagement perspective on reading development (Kanonire, 2020; Kelley & Decker, 2009).

Correspondingly, in many studies, gender scholarship towards reading tended to receive enormous attention (Kanonire et al., 2020; Mata, 2011; McGeown et al., 2011). Nevertheless, results lent inconsistencies in their findings and this is not at all surprising given the cultural context and emphasis it receives at home and in schools. For instance, McGeown et al. (2011) and Wangchuk and Zangmo (2021) studied the differences between gender in their reading skill and their attitude towards reading

motivation. These two studies did not find any statistically significant difference between the gender. In contrast, Kanonire et al. (2020) found that girls performed comparatively better in reading compared to boys in young learner's context. Even in the secondary level reading, the results of the gender-wise comparison showed that female learners outperformed their male counterparts in reading by at least 3 per cent (BCSEA, 2019). Findings revealed that students' motivation to read and the value of reading declined as grade level increased differed according to gender (Kelley & Decker, 2009).

Notably, from the literature, it points that students' confidence, types of reading material available to students, students' ability to choose reading material, teachers and classroom environment and the types of activities affected students' reading motivation (Buchanan, 2009; Baker & Scher, 2002; Chassee, 2008; Gambrell, & Mazzoni, 2015; Kanonire et al., 2020). Kelley and Decker (2009) study examined middle school students' motivation to read using an adapted version of the Motivation to Read Profile (MRP) Survey. The MRP is comprised of items assessing students' self-concepts and their value of reading. However, self-concept remained stable and was more significant than students' value of reading. Further, self-concept as a reader, the value a reader attaches to reading, has been proven to be a critical factor in student reading motivation (Griffin et al., 2020; Hubbard, 2021; Powell et al., 2006). Chassee (2008) studied the Classroom Factors that Negatively Impact Reading Motivation concerning classroom practices and reading experiences in schools. The participants in that study were third-grade students in a Suburban Northwest Ohio School district. The researcher found out that the students who are motivated will do anything to read. On the other hand, unmotivated students will do anything not to read. In addition to this, the researcher also found out that the following classroom elements help promote reading motivation and they are: the ability to choose reading materials, access to books or reading materials, interactions with others about books, the teacher as a reading model, and tying reading to personal interest.

Baker & Scher (2002) studied "Beginning readers' motivation for reading concerning parental beliefs and home reading experiences." Sixty-five 6-year-olds (first graders) from different socio-cultural backgrounds and their mothers participated in a study examining children's motivation for reading concerning parental beliefs and home literacy experiences. Results revealed that the beginning readers generally had positive views about reading and that no differences in motivation were associated with income level, ethnicity, or gender. Children's motivation for reading was not associated with the frequency of storybook reading or library visits, but



frequent use of basic skills books (ABC books) was negatively associated with motivation. The study demonstrated the importance of looking beyond quantitative indices of home literacy experiences in accounting to develop motivation for reading. While many factors affect students' reading motivation, limited research is carried out among secondary students considering student factors, parents' work type, parents' educational level, and the socioeconomic factors that affected students' reading motivation are sparse, particularly in the Bhutanese context. This study, therefore, is an attempt to fill in the literature gap and contribute to both international and local scholarship about the factors that were indicated in this study.

### III. METHODOLOGY

#### 3.1 Participants and Procedure

This study utilizes a quantitative research design. The purpose of this study was to examine secondary students' motivation towards reading in few of Bhutanese schools. The total population for the study was 260 grade 7, 8 and 9 students. However, the total sample for the study was only 155 students. The sample size was drawn based on (Krejcie & Morgan, 1970) determining sample size chart. The sample comprised of male (52.3%) while female representation was 47.7%. The participant ages ranged between 13-16 years. The majority of the respondents' parents in the 'others' category almost representing (54.27%). The detailed information is presented in Table 1.

Table 1: Demographic details of the respondents (n=155)

	Items	Fre	Per cent
Gender	Male	81	52.3
	Female	74	47.3
Age	Below 13	9	5.8
	14-15	77	49.7
	Above 16	69	44.5
Parents Job Type	Private	54	34.8
	Civil servants	30	19.4
	Others	84	54.2
Parents Education	Primary	81	52.3
	Secondary	33	21.3
	College	41	26.5
	below 15000	65	41.9

Parents Income	16000-30000	48	31.0
	above 30000	42	27.1
Total		155	100

#### 3.2 Instrumentation

The research instruments in this study comprised of two parts: Part A: Personal information consisted of questions concerning student's personal information such as age, gender, parent's educational background, occupation and income. Part B consisted of factors related to students' reading motivation. The data was collected by using a self-reported questionnaire based on literature. Each of them used a five-point Likert scale (Rensis Likert, 1932) that measured the degree of agreement with the statement: 1-Strongly disagree; 2-Disagree; 3-Neutral; 4-Agree and 5-Strongly agree. The validity of the instrument was examined by a panel of experts from Thailand and Bhutan. The revised version of the questionnaire was pilot-tested with 20 students from non-sampling schools who shared similar characteristics with the study respondents. The reliability of the pilot-test revealed Cronbach's alpha coefficient of 0.82, more significant than the cut-off criteria of > 0.7 (George & Mallery, 2003).

To understand and compare students' reading motivation, the items were summed up and divided by the number of items in the context. This calculation resulted in a context having a potential range of 1 to 5. Table 2 shows that a low score represents low opinions on factors affecting reading motivation, whereas a high score represents high opinions on factors affecting reading motivation. The dependent variable which was examined in this study was the reading motivation of students in Secondary schools. The independent variables were gender, age, parents' work, parents' education, parents' income, school factor, and student factor.

Table 2: Guidelines for understanding the means of students' opinions

Scale for mean	Level of opinions on the components of evaluation in the questionnaire
1.00 – 1.50	Lowest
1.51 – 2.50	Low
2.51 – 3.50	Moderate
3.51 – 4.50	High
4.51 – 5.00	Highest

The researchers calculated Cronbach's alpha coefficient for internal consistency reliability for the scales. For the analysis of the data, the summated scales for all the items were used. Using Cronbach's formula, the reliability coefficient for the 12 items was .89, which indicated excellent or greater internal consistency of the items in the scale.

**3.3 Data collection and Analysis**

The researchers visited the sample schools in person and collected the data. The data obtained from each student were scrutinized, grouped and tabulated to facilitate the analysis process. Moreover, before conducting the data analyses, the data were screened using descriptive statistics by checking the values for means, SDs, minimum and maximums of the variables within the corrected and final data. Descriptive statistics such as frequencies, percentages, means and standard deviation were used to analyze the data. The inferential statistics used were independent samples t-test and one-way analysis of variance (ANOVA). The hypotheses were tested using [*p* < 0.05].

**IV. RESULTS**

This study aimed to examine the factors related to the reading motivation of students in Secondary schools. The responses obtained were 100 per cent.

**4.1 Factors affecting reading motivation of students**

Past research in reading revealed that there was no single factor that affected students' reading motivation. There would be numerous factors that affect students' reading motivation. The research found some common factors that had an impact on the reading motivation of students considerably. Table 3 shows that the overall opinions of the respondents on factors affecting reading motivation about student factor were responded high. From the 12 items, five items were responded highest, and two factors were responded moderately by the respondents, i.e. "My parents have a variety of books for me to read" and "A family member sometimes reads out loud to me." The highest mean score of 4.46 indicated that students liked people who read many books. It was evident that students are motivated to read whenever they found people reading around them. The lowest mean score of 3.21 reminded them that their parents have no books at home to read at their own pace and time.

*Table 3: Students' Opinions on reading motivation*

Item	Student Factor	Mean	S.D	Level of opinions
1	I prefer to choose my own reading materials.	4.25	0.83	High
2	I like to read independently.	3.98	0.93	High
3	Reading is a great way to spend time.	4.24	1.11	High
4	I like people who read a lot of books.	4.46	0.8	High
5	I enjoy reading both in class and outside it.	4.19	0.84	High
6	I am willing to work hard to read better.	4.41	0.71	High
7	Whenever I don't understand when I read, I use previous knowledge.	3.95	0.87	High
8	I read a lot of books.	3.92	0.95	High
9	My parents share stories that they have read.	3.59	1.19	High
10	My parents have a variety of books for me to read.	3.21	1.31	Moderate
11	A family member sometimes reads out loud to me.	3.10	1.33	Moderate
12	My family members encourage me to read.	4.35	1.02	High
Total		3.97	0.99	High

Research hypothesis 1 was tested using a t-test. An independent-samples t-test was run to determine if there were differences in reading motivation based on gender. There were no missing and outliers in the data as assessed by the box plot. However, data presented the presence of homogeneity of variance (*p*= .001), thereby violating the

assumption of homogeneity of variance; hence, t- value for equal variance not assumed is considered (See Table 1). A statistically significant difference of [-0.220 (95% CI, - 0.431 to -0.009), *t* (149) = -2.0, *p*=0.001, *d*=<0.20] was recorded for reading motivation. Hence, no significant difference between male and female students towards the

reading is rejected (see Table 4). Cohen's d =  $(M2 - M1) / SD_{pooled}$   $SD_{pooled} = \sqrt{((SD1^2 + SD2^2) / 2)}$  was calculated using this formula.

Table 4: Results of independent samples t-test by gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Reading Motivation	Equal variances assumed	11.791	0.001	-1.9	153	0.051	-0.22	0.112	-0.441	0.001
	Equal variances not assumed			-2	149	0.041	-0.22	0.107	-0.431	-0.009

In order to determine the differences in the respondents' opinions on factors affecting reading motivation, a one-way ANOVA was used. Table 5 shows (p= 0.215) <0.05 confirmed that there was no significant difference in the respondents' opinions regarding student factors on reading motivation. The findings presented in Table 6 further suggests that parents' educational

background, parents work, and students age were not found to have statistically significant in an opinion on factors affecting students' reading motivation. The Omega squared ( $\omega^2$ ) effect size was computed using the formula:  $\omega^2 = (SS_{effect} - (df_{effect})(MS_{error})) / MS_{error} + SStotal$ . The effect size was 0.20, thus showing a small effect size.

Table 5: One-way ANOVA based on student factor

Student factor	Sum of squares	df	Mean	F	Sig.
Between groups	7.785	26	.299		
Within groups	30.886	128	.241	1.241	.215
Total	38.671	154			

Table 6: One-way ANOVA based on factors related to students' reading motivation.

Factors	df	Mean Square	F	Sig.
Parent's Job type	4	0.593	2.45	0.059
Parent's level of Education	4	0.246	0.979	0.421
Parent's income level	4	0.464	1.892	0.115
Student age	4	0.502	2.055	0.09

Table 7: Test of the hypothesis of the study

Item	Hypothesis	Results
1	There is no significant difference between male and female students' attitude towards the reading	Reject
2	Sample means related to the reading motivation of students is statistically different by their age level.	Reject
3	Sample means related to reading motivation of students is statistically different by their parents' work.	Reject
4	Sample means related to reading motivation of students is statistically different by their parents' educational background.	Reject
5	Sample means related to reading motivation of students is statistically different by their parents' socioeconomic backgrounds.	Reject

## V. DISCUSSION

This study intended to find out the factors that affect the reading motivation of secondary students in one Western district schools.

### 5.1 Student factor

The results of the study indicated that the student factor in capturing their attitude to reading. The results suggest that about 58.1% of the respondents strongly agreed, and 25.8% agreed with that statement. Further, 51% of the respondents were determined to work hard to read better. Besides, their parents, too, really gave a strong emphasis on their children's reading literacy.

Positive attitudes towards reading and parental emphasis on their children's reading played an essential role in developing students' lifelong love for reading literacy. Students who have developed positive attitudes and self-concepts regarding reading are more likely to choose reading for recreation. When children read on their own time, they are not only demonstrating a positive attitude; they are also gaining valuable experiences in reading different types of texts that further their development as proficient readers (Leppanen et al., 2005).

Research has also repetitively shown that students with greater self-efficacy or higher self-esteem about themselves as readers typically are better readers. Students need to have a strong self-concept about their reading ability to continue building on current levels of learning to move to higher plateaus (Enyeart et al., 2005). Therefore, students' performances in reading level rely on how confident and efficacious they are. The more confident and efficacious they are, the better their reading performance will be than those who lack self-confidence and are not efficacious.

### 5.2 Students' positive attitudes toward reading

A positive attitude toward reading is one of the essential attributes of a lifelong reader. Children who read well typically display a more positive attitude than children who have not had a great deal of success with reading (Martin et al., 2007). According to self-concept theory, students who have developed positive attitudes and self-concepts regarding reading are more likely to choose reading for recreation. When children read on their own time, they are not only demonstrating a positive attitude, and they are also gaining valuable experiences in reading different types of texts that further their development as proficient readers (Leppanen et al., 2005). Therefore, students' levels of reading motivation rely on how they view themselves as readers.

### 5.3 Student attitudes toward learning to read

Research has shown that students with greater self-efficacy or higher self-esteem about themselves as readers typically are better readers. Students need to have a strong self-concept about their reading ability to continue building on current levels of learning to move to higher plateaus (Enyeart et al., 2005). Learning to read well involves spending considerable time reading, and students' value for reading and their preferences for reading materials can influence the time they spend reading both in and outside of school. Therefore, it could be said that the attitude of the students affected reading motivation.

### 5.4 Gender

The result indicated that the overall students' opinion on factors related to reading motivation was high for both male and female. The study also demonstrated that there was no statistical difference between gender and motivation to read. The findings of the study supported the research by McGeown et al. (2011) on the topic titled "Gender differences in reading motivation: does sex or gender identity provide a better account?" This study

examined gender differences in reading skill and reading motivation, investigating whether these differences could be better accounted for by gender identity. The study revealed that there were no gender differences in reading skill or extrinsic reading motivation. However, the study contradicted the findings of Mata (2011), and BCSEA (2019) found that females were likely to have higher reading motivation than their counterparts were.

The non-significant difference between the male and female students' reading motivation could be due to the free interaction between male and female students. It might also be because both male and female students have an equal perception of what success was all about. In other words, the female students did not feel inferior to their male counterparts, and thus they were able to compete favourably with them. It appeared that the male students did not also feel superior to their female counterparts. Thus, it implied that both had an equal opportunity; hence, no gender differences occurred in their level of reading motivation.

### 5.5 Age

The study's findings revealed that the overall students' opinion on factors related to reading motivation of all age groups; 13 years or below, 14-15 years and 16 years or above was high. When compared each age group to one another, it was observed that 14-15 years old students had higher reading motivation than any other age groups. The students who were at the age of 13 years had higher reading motivation than 14-15 years, old students. Thus, it could be concluded that the older the students get, the lower the reading motivation is. The study's finding too supported the study done by Kelley and Decker (2009) on "The State of Motivation to Read among Middle School Students." The findings from their study revealed that those students' reading motivation and value of reading declined as grade level increased according to gender.

Reading achievement grows stronger with age, at least into the junior high years (Kush et al. 2005). While research pointed to the importance of reading motivation and frequency for reading achievement, there was, however, also a large body of evidence indicating that older children and adolescents have fewer positive attitudes and motivation for both academic and recreational reading than younger children and, accordingly, read less frequently (e.g., Jacobs et al., 2002; Kush & Watkins 1996; McKenna et al., 1995). The decline in reading attitudes was further noted as students moved up the year levels, which aligns with McKenna et al.'s (1995) findings. Attitudes towards recreational and academic reading were more negatively correlated with increasing age (McKenna et al., 1995).

### 5.6 Parent's work

The research findings showed that the overall students' opinions on factors related to the reading motivation of secondary students of one Western District in Bhutan compared the level of parents' work. There was no significant difference statistically concerning parents' work. The non-significant difference between the parents' occupation could be due to the free interaction between students from different parents' occupational background. It might also be because all students had an equal perception of what reading was all about. In other words, they did not feel inferior to each other, and thus they were able to compete favourably with them. The findings, therefore, implied that the students thrive and collaborate when a co-education system exists, hence, no differences occurred in their level of reading motivation.

### 5.7 Parents educational level

The findings of our study revealed that overall student' opinions on factors related to reading motivation about the parents' educational level of students were high. However, the study's finding was not significant about parents' education level in students' reading motivation. Hence, the study's findings did not support the research of Hammer et al. (2014).

### 5.8 Parents socioeconomic background

The findings of the research about parents' socioeconomic background too fell at the range of high opinion. Conversely, no statistically significant difference was found between parents' socioeconomic background to that of reading. The findings from our study supported the results of previous research by Baker and Scher (2010). Their study also found that the beginning young readers generally had positive views about reading and that no differences in motivation were associated with income level, ethnicity, or gender. Thus, it could be concluded that parents' socioeconomic background has no impact on students' reading motivation.

## VI. CONCLUSIONS

This study attempted to examine factors related to students' reading motivation of Secondary students in one Western district in Bhutan. The purpose of this study was to examine the possible significant differences of the students on factors affecting their responses on factors related to reading motivation in relation to the individual factors such as gender, age, type of parent's work, level of parents' educational background, and socioeconomic background of parents. The findings from the study resulted in recommending concerned authorities or educators to devise some strategies to boost students' reading motivation. The findings from this study revealed



that the overall students' opinions on factors related to reading motivation were high at a mean of 3.90.

The research findings showed that the overall students' opinions on factors related to reading motivation of Bhutanese secondary students were found to be high when compared to parents' work type, students' age group, parents' educational level, and finally similar high results were also observed with parents' socioeconomic background items.

### 6.1 Recommendations from the findings

A structured approach to literacy sessions is established and implemented with students across all primary year levels. Although students' reading motivation was high with regard to student factor, teachers still need to give more opportunities to update their reading literacy.

This study was focused on factors related to student's reading motivation among Secondary school students in Bhutan. Through the study's findings, the researchers hope that awareness is necessary for children to read at home. The findings will also inform parents and their role in their child's education, particularly reading at home. Future studies should take into consideration a higher number of sampling that may be representative of Bhutanese secondary students rather than just a few schools within a district. Also, future studies should study amalgamate other factors other than only student factors to raise generalizability and usability. A deeper understanding of the reading motivation of student factor could be obtained through a qualitative or mixed-method study design. Further, a separate study on parent's perceptions of reading is strongly recommended. Lastly, a study on factors related to students' reading motivation in various subjects would be of great benefit for subject teachers in determining students' performance.

### REFERENCES

- [1] Baker, L., & Scher, D. (2010). Beginning readers' motivation for reading in relation to parental beliefs and home reading experiences. *Reading psychology*, 23(4), 239-269. <https://doi.org/10.1080/713775283>
- [2] Baye, A., Inns, A., Lake, C., & Slavin, R. E. (2018). A *Synthesis of Quantitative Research on Reading Programs for Secondary Students*. *Reading Research Quarterly*. <https://doi.org/10.1002/trq.229>
- [3] Bhutan Council for School Examinations and Assessment (2019). Education in Bhutan: Findings from Bhutan's experience in PISA for development. National Project Centre, Bhutan Council for School Examinations and Assessment
- [4] Chassee, E. N. (2008). *Children speak out on classroom factors that negatively impact reading motivation* (Doctoral dissertation, Bowling Green State University). <https://etd.ohiolink.edu/>
- [5] Gambrell, L. B. (2015). Getting students hooked on the reading habit. *The Reading Teacher*, 69, 259–263. <https://doi.org/10.1002/trtr.1423>
- [6] George, D., & Mallery, P. (2003). Reliability analysis. *SPSS for Windows, step by step: a simple guide and reference, 14th edn*. Boston: Allyn & Bacon, 222-232.
- [7] Griffin, R.A., Farran, L.K., & Mindrila, D. (2020): Reading Motivation in Bi/Multilingual Latinx Adolescents: An Exploratory Structural Equation Model, *Reading Psychology*. <https://doi.org/10.1080/02702711.2020.1801540>
- [8] Hammer, C. S., Hoff, E., Uchikoshi, Y., Gillanders, C., Castro, D. C., & Sandilos, L. E. (2014). The language and literacy development of young dual language learners: A critical review. *Early childhood research quarterly*, 29(4), 715-733. <https://doi.org/10.1016/j.ecresq.2014.05.008>
- [9] Hubbard, K. (2021). Disciplinary literacies in STEM: what do undergraduates read, how do they read it, and can we teach scientific reading more effectively?, *Higher Education Pedagogies*, 6:1, 41-65, <https://doi.org/10.1080/23752696.2021.1882326>
- [10] Huang, S. (2013). *Factors Affecting Middle School Students' Reading Motivation in Taiwan*. *Reading Psychology*, 34(2), 148–181. <http://dx.doi.org/10.1080/02702711.2011.618799>
- [11] Kanonire, T., Lubenko, L., & Kuzmina, Y. (2020): The Effects of Intrinsic and Extrinsic Reading Motivation on Reading Performance in Elementary School, *Journal of Research in Childhood Education*. <https://doi.org/10.1080/02568543.2020.1822961>
- [12] Kelley, M. J., & Decker, E. O. (2009). The current state of motivation to read among middle school students. *Reading Psychology*, 30(5), 466-485. <https://doi.org/10.1080/02702710902733535>
- [13] Kush, J. C., Watkins, M. W., & Brookhart, S. M. (2005). The temporal-interactive influence of reading achievement and reading attitude. *Educational Research and Evaluation*, 11(1), 29-44. <https://doi.org/10.1080/13803610500110141>
- [14] Kuşdemir, Y., & Bulut, P. (2018). The Relationship between Elementary School Students' Reading Comprehension and Reading Motivation. *Journal of Education and Training Studies* Vol. 6, No. 12; <https://doi.org/10.11114/jets.v6i12.3595>
- [15] Leppänen, U., Aunola, K., & Nurmi, J. E. (2005). Beginning readers' reading performance and reading habits. *Journal of Research in Reading*, 28(4), 383-399. <https://doi.org/10.1111/j.1467-9817.2005.00281.x>
- [16] Likert, R. (1932). A technique for the measurement of attitudes. *Archives of psychology*.
- [17] Martin, M. O., Mullis, I. V., Kennedy, A. M., Campbell, J., Foy, P., Gonzalez, E. J., ... & Schwippert, K. (2007). PIRLS 2006 Technical Report. TIMSS & PIRLS International Study Center.

- [18] Mata, L. (2011). Motivation for reading and writing in kindergarten children. *Reading Psychology*, 32(3), 272-299. <https://doi.org/10.1080/02702711.2010.545268>
- [19] McKenna, M. C., Kear, D. J., & Ellsworth, R. A. (1995). Children's attitudes toward reading: A national survey. *Reading research quarterly*, 934-956. <https://doi.org/10.2307/748205>
- [20] McGeown, S., Goodwin, H., Henderson, N., & Wright, P. (2011). Gender differences in reading motivation: Does sex or gender identity provide a better account? *Journal of Research in Reading*, 35(3), 328-336. <https://doi.org/10.1111/j.1467-9817.2010.01481.x>
- [21] McLaughlin, M., McGrath, D. J., Burian-Fitzgerald, M. A., Lanahan, L., Scotchmer, M., Enyeart, C., & Salganik, L. (2005). Student content engagement as a construct for the measurement of effective classroom instruction and teacher knowledge. *Washington, DC: American Institutes for Research*.
- [22] Ministry of Education (2004). 23<sup>rd</sup> Education policy Guidelines and Instructions. Policy and Planning Division.
- [23] Neugebauer, S.R. & Fujimoto, K. A. (2018). Distinct and Overlapping Dimensions of Reading Motivation in Commonly Used Measures in Schools. *Assessment for Effective Intervention* 1–16. <https://doi.org/10.1177/1534508418819793>
- [24] Royal Education Council (2021). English Curriculum Framework. Classes PP-XII. REC.
- [25] Vaknin-Nusbaum, V. & Nevo, E. (2017). A joint interactive storybook intervention program for
- [26] preschool and kindergarten children. *Reading Psychology*, 38, 231–261. <https://doi.org/10.1080/02702711.2016.1258376>
- [27] Wangchuk, C., & Zangmo, C. (2021). Reading Attitude of Students of a Middle School and Effects of a Two-year In-class Reading Intervention on Them. *Bhutan Journal of Research and Development*. 10 (1); 1-24. Institute for GNH Studies.

# Renaissance and Development of Translation in the Arab World

Dr. Khalid Rokan Mansoor

Al-Turath University, Baghdad, Iraq

Received: 01 Jun 2021; Received in revised form: 01 Jul 2021; Accepted: 08 Jul 2021  
©2021 The Author(s). Published by TheShillonga. This is an open access article under the CC BY license  
(<https://creativecommons.org/licenses/by/4.0/>)

## Abstract

*The primary purpose of this paper is to discuss the history of translation in the Arab world and the methods were used at that time by Arab translators. The discussion presented in this paper also shows the importance of translation in the Arab world and its role in many fields of life such as science, economy, culture and religion. The paper also sheds light on the important changes that occurred in the Arab translations along the centuries. The literary translation and the vital role of translators are to be taken under consideration.*

*Keywords— Arab translation, Bait Al-Hikma, history of translation and literary translation.*

## I. INTRODUCTION

Over the centuries, people have been introduced to each other and communicated by the most dynamic and complicated means, which is language. Each nation uses and speaks its language and represents its culture. Some nations have the same cultural customs but speak a different language or vice versa, and communication becomes very difficult. According to Fasold and Linton (2006), language is "a finite system of elements and principles that make it possible for speakers to construct sentences to do particular communicative jobs" (p.9). This dictum hypothesises something true also for the linguistic phenomenon of the translation process. Thus, the main aim of language is to obtain a communicative function.

Hatim and Munday (2004, p.3) pointed out that translation can only be discussed from two various concepts: the "process", which designates the performance of rendering an ST from a particular language into a TT in another language, and the "product", which refers to the translated text. Shuttleworth and Cowie (1997, p.181) proved that translation is a comprehensive concept that paves the way to its being sorted out through different methods.

In the same fashion, Aziz and Lataiwish (2000, p.4) indicated that translation as a "process" pertains to human beings' interest and behaviour, which people have used and then have made evident sense thereof. As a "product", it is primarily the outcome of human beings' activity and

interest in the form of translated texts. The same distinction is made by Dejica (2010), who had also put forward a functional-structural translation method consisting of a three-stage, nine-step translation process (p.129).

## II. THE HISTORY OF ARAB TRANSLATION

The history of translation in the Arab world, according to Baker (1992, p.318), is known to have sparked the first established large-scale translation interests in history. These interests and activities had started during the era of the Umayyads (661-750) and reached their climax under the Abbasids (750- 1258), especially during the rule of Al-Maamun (813-33). Thus, it is known as the Golden Era of translation. The Arabs had used translation or at least practised convenient translations before the advent of Islam. Before Islam, they were linked with other nations and cultures by travelling and exchanging trade.

Nevertheless, the substantial translation achievements of Arab scholars emerged during the Abbasid era 8<sup>th</sup>-13<sup>th</sup> centuries. As a result of the prevalence and dominance of a mighty Islamic empire, the Arab nations were in frequent contact with other sophisticated civilisations such as the Spanish, Indians, Persians, and the Byzantines (Redouane, 1980). During Abu Jaafar Al-Mansour rule in the 8<sup>th</sup> century, the translation field was granted much attention by the Caliphate, and the first books that had been



translated are scientific. This step motivated the successor ruler to continue the good auspices of translation (Mansoor, 2020).

Thus, Al-Maamoun established in 820-832, Bait Al-Hikma (The House of Wisdom) in Baghdad, which functioned as an academy library and translation group which included sixty-five translators. Therefore, he collected all the philosophers, scientists and scholars in Bait Al-Hikma, and they translated scientific and philosophical works from Greek. Most translators in Bait Al-Hikma were using the Syriac language as an intermediary language between Arabic and Greek.

In sum, the Translation in the history of the Arab world plays a crucial role, distinguishing merit that irradiates its primary role among the most remarkable civilisations until nowadays. Nevertheless, of course, translation needs to be related to other ingredients of what makes a civilisation. Thus, while the spiritual and cultural references of the glorious Quran and poetry were a dispersed force conveying its property, translation has given the Arab world an equiponderant through the centripetal force that attracted a diversity of knowledge patterns and, of course, enhanced for its transitivity and exchangeability (Mansoor, 2017).

### III. THE METHODS OF ARAB TRANSLATION IN BAIT AL-HIKMA

According to several historical records, The Abbasid era translators in Bait Al-Hikma were working in groups. Their techniques and procedures depended on the distribution of duties taking into consideration the qualification of each translator. They used many methods to achieve their work, such as surveys and analyses of the original text and then translated it. The second important method is the involvement of an editor meant to hone the text into the style of the TL text. Finally, the amendment and revision of the translated version were done by the same translator as the one who translated it (Redouane, 1980). The duties of the Abbasid translators consisted not only in presenting works of scientific importance but also included a survey on "terminology" and phraseology and collated specialised glossaries. This task was marginal yet substantial, and the translation of Greek scientific works represented the exact given orders for them.

Assamara (1982, p.216) states that the Abbasid translators in Dar Al Hikma dealt with terminology by adopting two main methods: "word-for-word" translation and the use of derivation and etymology, which generally were based on the form of semantic extensions. Notwithstanding, when they could not find the adequate equivalence of terms or expressions, they usually used the Greek terms and made

the future translators of Arabic predict the suitable equivalence (Salah, 1979, p.47). During the Abbasid dynasty, Baghdad became a central place of the cultures of that time, not only in the Arab nations but also worldwide. As a result, all branches of science were translated, and thus one set up the primary methods of translations. Two main methods of translation were established at that time: "literal" and "free" translation (Mansoor, 2018).

### IV. THE MOST IMPORTANT TRANSLATORS AT THE ARAB HISTORY

Among the pioneers in translation, Yuhanna Ibn Al Batriq and Abd Al Masih Ibn Naaman Al Himsi were well-known among the scholars who practised literal translation. Since their method aims to find each given language the equivalent items in the Arabic language, it also aims to maintain the same structural aspect of the original text in the target language (Remke, 1976, p.16). Unfortunately, many SL words and expressions did not have suitable equivalents in Arabic, so they used loan words widely, making the translated versions sometimes look impenetrable.

The second type is "free translation", which was first used by Hunain Ibn Ishaq and his group of translators. It is different from literal translation. It concentrated on conveying the meaning of the given language into Arabic; the translator had to pay more attention to the content, the idea and the meaning of the sentence rather than on the SL words or structure. According to this type of translation, the translator had to investigate and analyse the SL text and, therefore, find out its meaning and restructure it according to the Arabic structure, whether the respective syntactic structures matched up or not. So, the second type concentrates on the semantic rather than the syntactic aspect.

In the same way, Salahaddein Al Safadi, in the fourteenth century, established a third type. This type, he believed, was the most appropriate, especially for other works than scientific books. This type was mentioned throughout the history of translation (Khulilsi, 1982, p.216). Moreover, Al-Biruni (985-1066) was considered the leading personality in the history of Arabic translation. He translated many literary works into the Arabic language, especially from Greek, Indian and Persian. He was described as the master of Arabic translation at that time and all his works as masterpieces. During his teenage, Al-Biruni had acquired considerable knowledge of science, and by the end of the tenth century, he had studied the latitude of Kath city. Later, he had written many books in many various fields, Al-Darwish (1977, p.23). Kharma (1983, p.222) states that "only a very small fraction of the

very rich Arab heritage has been translated into modern languages, and it is one of our basic duties to start doing that on a systematic basis".

## V. THE ROLE OF THE TRANSLATOR

When translation seems to be an exceedingly tricky process involving different constituents, the translator has to be well aware of all the constituents, which would eventually affect translation quality, characteristics and readings. Then, the translator assumes the mission of communicating the specific meaning of an extension of the source language to the target language. After that, the translator plays a crucial role in placing himself as the nexus between the original and TT. So, the translator's manner, and what he has done and what he is trying to do will, of course, show up in the translation process. Leppihalme (1997, p.18) described the role of the translator, in which he should be given due significance in a problem-restricted translation study. The translator should account for how to fix each dilemma during the translating process and bridge the source and target language gap.

Accordingly, on such a mission, the translator needs distinctive and adequate qualifications to fulfil this communication act and overcome problems. Apart from being well-versed in translation procedures and problems, it is anticipated that the translator should have a structure of ethics of his own. Muhammad (2005, p.8) indicated that the translator should be well aware of specific qualifications to carry out his/her jobs vividly and as follows: A thorough grounding in the vocabulary and expressions of both the source and target languages, B. Comprehensive recognition of the grammar, semantic, rhetoric and morphology of both source and target language, C. The translator should be faithful when rendering the ST concepts, norms and ideas, and D. The translator must be patient because the translation career requires a long period of practice and training.

Meanwhile, these proficiencies and merits are not all mandatory, signifying that the translator is the one who should have comprehensive knowledge of everything and who can accurately translate any text without any help. Moreover, the translator has to have a comprehensive understanding of both languages in question. These language potentialities qualify him/her to submit a more accurate and idiomatic translation, and thus the translation obtains a spectacular flavour.

An extensive overview of the role of the translator and the translation purpose is given by Dejica (2010, p. 139), who concludes that "the role of the translator changes depending on the purpose of the translation, and that there

are as many types of translation as there are texts. Therefore, for different text types, it would seem but natural to have different translation methods." (Dejica, 2010, p.147).

## VI. CONCLUSION

This paper highlighted the key areas of translation in the history of the Arab world. It also included an attempt to discuss the methods and strategies that the translator used in Dar-Al-Hikma and how to work inside it alike. It indicated that translation played an essential role in the life of the Arab world and how it could help the Arab nations to be introduced to other nations. It has been mentioned that the different languages in the world are not a problem for people to communicating and understanding each other, since translation overcome it.

The role and the translator's decision were discussed. It indicated that it is necessary and substantial for the translator to be aware of the language system and areas of both source and target culture. A pivotal study lying behind writing the current paper is to give helpful information about the Arab history of translation. Accordingly, the importance of translating for conveying the knowledge and sciences into Arabic had increased, especially after western technology and scientific advances. On the other hand, Arab translators realised substantial shortages of translations into and out of Arabic in all domains of life and science. In sum, the variety of the Arab world's translation notions is not specific merit of this "geo-linguistic" region and custom. However, it displays the profound impacts of their transformations and the consciousness of their stakes over the very constitution of the Arab ethos and its future promises.

## REFERENCES

- [1] Al-Draweish, H. (1977). *Al-Trajmanwa l-TaariibIndaAbu al-Rayhan Al-Bairuni*. (Translation and Arabicising in the works of Al-Bairuni). Dar Ar-Rashid Lin-nashr, Baghdad.
- [2] Assamara, I. (1982). *The era of translation and publishing*. (AsrAl-Tarjamawa Al-Nashir). Dar al Jthizlin for Publication, Baghdad.
- [3] Aziz, Y. &Lataiwish, M. (2000). *Principles of Translation*. Benghazi: DarAl-Kutub Al-Wataneyyah.
- [4] Badawi,A. (1968). *Les exigences de la traduction selon Al-Jahizu*. In: La Transmission de la philosophie Grecque au monde Arabe. pp:21-25 , Paris.
- [5] Baker, M. (1992). *In Other Words: A Coursebook on Translation*, Routledge. London and New York: Routledge.
- [6] Daniel, D. (2010). *Thematic Management and Information Distribution in Translation*. Timisoara: EdituraPolitehnica.

- [7] Fasold, W. & Connor-Linton, J. (2006). *An Introduction to Language and Linguistics*. Cambridge: Cambridge University Press.
- [8] Hatim, B. & Munday, J. (2004). *Translation: An Advanced Resource Book*. New York: Routledge.
- [9] Joel, R. (1980). *L'Encyclopedie de la traduction*. O.P.U. Alger.
- [10] Kharma, N. N. (1983). *Designing a Postgraduate Course in Translation and Interpretation*. W. Wiss/ G. Thome eds. 1983, pp. 221-229.
- [11] Leppihalme, R. (1997). *Culture Bumps: An Empirical Approach to the Translation of Allusions*. Clevedon, UK: Multilingual Matters Ltd. London: Routledge. Longman.
- [12] Mark, S. & Moira, C. (1997). *Dictionary of Translation Studies*, St Jerome Publishing, Manchester.
- [13] Mansoor, K. (2020). The Importance of Language in the World of Translation, *College of Basic Education- Al-Mustanssiriyyah University*, 2020 September. P: ISSN1815-7467. EISSN: 2706-8536.
- [14] Mansoor, K. (2018). *Translation Across the Difficulties of Equivalence Concept*. Scientific Bulletin of the Politehnica University of Timișoara Transactions on Modern Languages Vol. 17, Issue 1 / 2018.
- [15] Mansoor, K. (2017). *The concept of metaphor in the English-Arabic translation*, in Dejić, D. and M. Cernicova (eds.) Professional Communication and Translation Studies, 9/2017, Timisoara: Editura Politehnica.
- [16] Mansoor, K. (2017). *The investigating semantic and syntactic equivalence in the translation process*. Politechnical University Press of Timisoara, 2017. ISBN978-606-35-0176-0.
- [17] Muhammad, N. (2021). *The Foundations of Translation from English into Arabic and Vice Versa*. (M. Khalid, Trans.). 5th Edition, Added and Revised, Ibn Sina Library, Cairo. (2005)
- [18] Remke, K. (1976). *Early Arabic Translators: Their Methods and Problems*. Babel 1/76 vol 122 pp:16-19.
- [19] Safa, K. (1982). *Fannu-ttarjama (The Art of Translation)*. Dar Ar-Rashid Lin-nashr, Baghdad.
- [20] Salah, G. (1979). *How Arabic Became the International Language*. The UNESCO Courier Dec. 1979 p:52.

# A Reading Class Design Based on English Discipline Ability

Rong Wang

Postgraduate in Yangtze University, China

Received: 14 Jun 2021; Received in revised form: 10 Jul 2021; Accepted: 18 Jul 2021

©2021 The Author(s). Published by TheShillonga. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>)

---

## *Abstract*

*The paper illustrates how to develop students' English discipline ability based on a detailed reading class design of high middle school in China. With the guidance of key competences, text analysis, teaching objectives and activities design help students improve their English discipline ability so that students can acquire language deeply and apply knowledge into action easily.*

*Keywords— English discipline ability, teaching reading, key competences.*

---

## **I. INTRODUCTION**

The publish of *English Course Curriculum* in China points out that the necessity to develop students' key competences and implement moral education. "Key competences" is a complicate concept, comprising of quality, abilities and many factors. It is students' different behaviors of their different age and learning stage. However, discipline ability is students' cognitive ability on a certain discipline, such as English. Particularly, English is an instrumental and humanistic subject at the same time, which explains the importance of English discipline ability in position of key competences.

However, the current situation is in reading class, teachers focus much attention on form, like structure, grammar and mechanical practice, which are not enough to help students develop English discipline ability. The model of English Discipline Ability proposed by Wang Qiang in China, supports first-line teachers a new way to combine the development of English discipline ability with the reading class design.

## **II. THE MODEL OF ENGLISH DISCIPLINE ABILITY**

Generally speaking, English discipline ability refers to a kind of steady ability used to deal with English problems, involving observation, interference and other factors. English subject performance ability refers to behaviors or actions that learners take in certain contexts. They apply language knowledge and strategies to communicate and deal with problems(Wang Qiang, 2018). Actually, the author believes that English discipline ability is a tool to externalize students' cognitive level, which benefits teachers to reflect teaching process and improve students learning ability.

The model of English discipline ability involves three dimensions. They are core content dimension, core competence dimension and core activity dimension. The core activity dimension involves listening, speaking, reading and writing; the core content dimension involves life and affection, healthy and safety, nature and environment, science and technology, history and society and literature and art; and the core competence dimension

involves three layers: learning and understanding, applying and practicing and transferring and creating. It is obvious that core activity dimension is aligned with English skills, which aims to develop English discipline ability through skills training. The core content dimension covers topics and themes in daily life, including language knowledge and cultural knowledge at the same time, which is not only connected with students' real life tightly but cultivate their correct values helpfully. And the core competence dimension starts from students' cognitive levels, choosing different learning activities and helping them learn, understand, internalize and apply knowledge gradually.

Moreover, these three dimensions are positively correlated with each other. English skills improvement helps learners accumulate enough language and cultural knowledge which gives basis for students to face with new contexts and problems. At the same time, the immediate and advanced learners could use English to think and cultivate their own higher order thinking. With the expansion of core content dimension, students are encouraged to acquire and internalize knowledge through various, authentic comprehensive and interesting activities. When the learning content is more difficult, students begin to think independently, form into their own opinions and view this world critically so that they can improve their cognitive level step by step. At last, the development of core competence is a cycle process. The improvement of cognition guides learners know learning methods, reflect learning process and strengthen their confidences when facing with new difficulties.

### III. A READING CLASS DESIGN BASED ON ENGLISH DISCIPLINE ABILITY

The teaching design is based on a reading text—*From Problems to Solutions* selected from Unit1 Cultural Heritage of Book2, *PEP Edition*.

#### 1. Text Analysis

The text is the first reading passage of Reading and Thinking part, belonging to “reading” part of core content dimension. In the whole unit, the passage plays a role of transition because it continues the topic of last listening and reading class—cultural heritage protection and at the same time, introduces the language points of next class.

The main ideas of this passage is how the Egyptian government deals with the problem between economic development and cultural heritage protection with the help of other countries and form into “the Aswan Spirit” a last. The passage involves six paragraphs which can be divided into three parts based on chronological order and the process of dealing with the problem. It is about how the government take down cultural relics piece by piece, move temples, build Aswan Dam with the economic and technological help from other countries. From the perspective of core content, it belongs to history and society category, relating to human and society development and cultural heritage protection. There are three clues involved in the text. One of them is obvious—timeline and the others are the process of dealing with problem and how the government is helped by others. The theme of this text not only delivers the logical order of solving problems, that is discovering problems, giving the plan, implementing the plan, recording the result and reflecting the process, but also the international spirit of unity. As for how to develop students' English discipline ability, the focuses should be focused on the teaching activities.

#### 2. Teaching design based on three layers of core competences dimension

With the guidance of key competences, the teaching objectives are designed as following. At the end of the class, students will be able to

- get the main idea of the passage through jigsaw work.(Main idea: Egyptian government solved the problem of building a dam and protecting cultural heritage with the help from the world.)
- analyze and generalize details of the passage (the process of protecting Egypt's cultural relics) based on timeline, and finish the mind-map to better understand the logical sequence of the passage(from problem to solution ) to develop students cognitive strategy.
- realize the importance of cultural relics protection through discussion and try to create another program plan to protect cultural relics by imitating the solving process of the Aswan Dam project.

(1) Activities design of learning and understanding



layer:

① Perception and attention——introduce the topic

The teacher shows a 50 yuan RMB and asks students to observe what on the back side is of this paper money. It is Potala Palace, one of famous cultural heritage in China. Then, the teacher presents an interesting picture on screen, which is a combination of Potala Palace. Half of it is on the money, and the other half lies in Tibet Plateau. And the teacher guides students to think about whether two halves of Potala Palace could fit with each other very well. Students find out that no matter size, color, or shape, they could not fit with each other very well. And the teacher presents the topic: Economic development or cultural heritage protection, that's a question! Then, the teacher leads in the topic——Egyptian government face with the same problem naturally.



[Justification]

The class begins with the students' familiar money and picture and they are motivated to activate their prior knowledge and think about the relation between money and the Potala Palace. 50 yuan is a symbol of economic development and the Potala Palace is one of cultural heritages. But they could not fit with each other means there is conflict between economic development and cultural heritage protection. Facing with the same problem, the Egyptian government deals with it successfully arouses students' curiosity.

② Extraction and generalization——get the main idea

Students are divided into six groups and each group read one paragraph. After reading the certain paragraph, students are expected to extract and generalize the main idea of the paragraph and one of them as leader to share it with others. Each group share main idea of one paragraph so that all of students could get main idea of whole passage. At last, the teacher helps them conclude it and presents a general impression of whole passage.

[Justification]

On the basis of jigsaw reading, students focus on one paragraph and generalize main idea of it. Taking advantage of information-gap, jigsaw reading not only saves time on the first fast reading, but also supports opportunities for students to express themselves in English. And in the way of dividing a difficult task into pieces would ease the burden for students but set higher requirements for students who share ideas with others because they are expected to help others to understand the passage generally, clearly, correctly and comprehensively.

(2) Activities design of applying and practicing layer

① Description and explanation——grasp detailed information

The teacher guides students to focus on numbers which is about year in the passage during the second reading, and asks students to choose subtitles for government's measurements which are matched with time points. Then, the teacher asks students to read text at the third time and answer questions of each time point so that students grasp specific information involved in the text and find out how Egyptian government deal with the problem step by step. For example, the teacher presents the question like "Why did the Egyptian government turn to United State for help? Why did the Egyptian government want to attempt the building of the dam?" Students read the passage and locate the answer and explain it by key words. About time point of 1960, the question like "How were the temples and other cultural sites were saved?", students locate and describe the process and the teacher helps them identify and record the important words of this passage, such as **committee, establish, prevent, contributions, documents** and so on.

[Justification]

Students have got main idea of whole passage, then the focus is transferred to detailed information. The matching task aims to help students identify what measurements the government take to deal with problem step by step. The questions of each time point is to add details of measurements so that students can understand the text clearly and set foundation for the following reading activities. No matter matching task or questions, they both require students to use scanning strategies and

read the text sentence by sentence. At the same time, in the process of describing and explaining, the important vocabularies are presented can avoid teaching them pieces by pieces and without context.

② Analysis and Illustration——explore the theme

The teacher guides students to explore theme of the passage through questions-chains. For example, Q1: A lot of money and time were spent to protect the temples. Do you think it is worthwhile? Why and why not?. These questions aims to prompt students to think about whether it is worth spending too much money to protect cultural heritage and help them set the value of cultural heritage protection. Q2: Why do you think so many countries contribute funds and offer help to the Egyptian project? Q3: And what is “the spirit of the Aswan Dam”? These questions are asked in order to focus students’ attention on the essential of Aswan spirit.

[Justification]

Students discuss whether it is worth protecting cultural heritage so that they could think about and face with the conflict directly and perceive the necessity and importance of protection. And the teacher helps them clear the opinion that we need to prevent cultural heritage from damage which is accordance with the theme of this passage. However, the passage not only delivers the value that we need to protect cultural heritage. The Aswan Spirit is also the wealthy that people get from this passage. The question-chain facilitates students to think deeply. And the questions are not confined into grasping facts but activate students’ higher order thinking.

③ Generalization and Integration——extract the internal logic

Students read the text again and try to generalize and name the steps that Egyptian government deals with the problem. The teacher gives an example as scaffold at first. “Water from the dam would likely damage a number of temples and destroy cultural relics that were an important part of Egypt’s cultural heritage” can be named as “Discovering Problems”. Then, students try to name the following steps or measurements and conclude the logical sequence.

[Justification]

Students understand the theme is the first step of implementation of moral education and the thinking train is also an important part of English teaching. Especially for natural science, the process from discovering problems to solving problems is a highly logical process, which also brings enlightenment for students in life and learning. And the reflecting part involved in Egyptian government is the Aswan spirit, which cultivates students’ good thinking habit.

(3) Activities design of transferring and creating layer

① Imagination and Creation——deal with new problem

The teacher gives another problem that Mogao Caves is facing with——conflict between the extension of tourism and wall pictures protection. The teacher needs to introduce current situation and reasons of Mogao Caves in details. Students are expected to imitate the Aswan Project to give a plan for Chinese government.

[Justification]

During the process of grasping detailed information, students have acquired important vocabularies, which gives language scaffold to give a plan. And the Mogao Caves gives students another but similar context in which students could apply what they have learned to deal with authentic problem. Integrating their world knowledge and imagination and creating a protection plan is a good way for students to change paper-knowledge into actions.

② Reflection and Conclusion——improve their protection plan

The homework part is that students could search more information about Mogao Caves, like the difficulties in the process of protection and so on. Then, students need to reflect whether their plans could be taken into actions. Then, try to adapt and revise their plans.

[Justification]

This activity is aligned with the step of reflecting process, strengthening the awareness of reflection. And the thinking quality training and moral education are combined into activities.

#### IV. REFLECTION

1. In the activities of learning and understanding, students do not get enough language input. It results in no strong language basis for students when they move into discussion and writing protection plan.

2. In the activities of applying and practicing, the teacher guides students to generalize and conclude each step of solving problem but they just stop on naming steps and don't go back to the topic of cultural heritage protection.

3. In the activities of transferring and creating, students do not follow the process to solve problems strictly. The logical order aims to help students divide the difficult problems into pieces. But some students just give solutions in their opinions, which could not be taken into actions.

#### V. CONCLUSION

A reading design based on English discipline ability is to integrate the objective of developing English discipline ability into the whole class and activities. It is a continuous and gradual process. Based on students real cognitive and language level, designing activities carefully helps develop students key competences.

#### REFERENCES

- [1] 贺亚丽,马欣,李春芳,冯娟.基于英语学科能力要素框架的高中英语阅读教学课例改进[J].中小学外语教学(中学篇),2018,41(06):6-11.
- [2] 教育部. 普通高中英语课程标准(2020年版)[M]. 北京:人民教育出版社, 2018.
- [3] 人民教育出版社. 2019. 普通高中课程标准实验教科书·英语 2(必修模块) [T].北京:人民教育出版社.
- [4] 王蔷. 基于学生核心素养的英语学科能力研究[M]. 北京师范大学出版社, 2018.
- [5] 王蔷, 胡亚琳. 英语学科能力及其表现研究[J]. 教育学报,2017,13(02):61-70.
- [6] 王蔷,赵连杰,鲁美芸,贺亚丽,王瑜.“中小学生学习英语学科能力表现框架”在英语教学和测评中的应用[J].英语学习,2018,{4}(02):17-26.

- [7] 熊苗. 基于英语学科能力要素的高中英语阅读教学设计的行动研究[D].海南师范大学,2019.



# The relationship between emotional intelligence and well-being among women academics of Royal University of Bhutan

Kesang Wangmo, Sonam Daker

Department of Language Education, Samtse College of Education, Royal University of Bhutan, Bhutan

Received: 11 Jun 2021; Received in revised form: 05 Jul 2021; Accepted: 16 Jul 2021  
©2021 The Author(s). Published by TheShillonga. This is an open access article under the CC BY license  
(<https://creativecommons.org/licenses/by/4.0/>)

## Abstract

*This qualitative study examined the Royal University of Bhutan (RUB) women academics' understanding of relationship between emotional intelligence (EI) and well-being. The participants selected through a purposive sampling consisted of 14 women academics from RUB colleges spread across the country. The data were collected using a semi-structured interview, and analyzed with thematic analysis procedures. The findings revealed RUB women academics' concept of relationship between EI and well-being in terms of intrapersonal and interpersonal relationship, and general mood. The findings also revealed the participants' awareness of the impact of EI on their personal and professional well-being. Further, the findings highlighted the challenges the academics faced to be emotionally intelligent in all situations, and aspiration for enhancement of their EI through trainings. Therefore, one of the recommendations of the study is initiation of training in terms of workshops or professional development to enhance emotional intelligence.*

*Keywords— Emotional intelligence, well-being, intrapersonal, interpersonal, mood.*

## I. INTRODUCTION

The Royal University of Bhutan (RUB) was founded in June 2003, with the guidance of the Royal Charter in order to consolidate the provision of tertiary education in the country and to efficiently cater to the needs of the nation (RUB, Strategic Plan, 2018- 2030). The RUB caters to the needs of tertiary education in Bhutan and offers various higher education programmes such as education, business and management, engineering and physical sciences, computing and information science, biological sciences and agriculture, humanities and social sciences, Dzongkha language and literature.

Two of the key aspirations of RUB are “RUB as a source of inspiration for lifelong learning and RUB as a role model in practicing GNH values with corruption free and transparent decision-making processes” (RUB, Strategic Plan, 2018-2030, pp.8-9). These aspirations also envision the well-being of its academics. As academics in the college, many times, we (researchers) experienced our emotions impact ours and other's wellbeing. We also realised how we manage our emotions influences our relationship with others and this consequently affects our

personal as well our profession wellbeing. However, no research has been done to explore its relation and impacts.

### Problem statement

Research findings on emotional intelligence (EI) claim significant relationship between emotional intelligence and well-being of a person. EI has also shown to play a meaningful role in academic success, well-being, as well as attainment in professional domains. For instance, Mehmood and Gulzar's study in Pakistan shows that emotional intelligence is related to happiness and wellbeing (2014). Likewise, there are many evidences reported from sectors such as medical professional (Boucher, 2016), police personnel (Brunetto, et al., 2012), and hospitality employees (Nguyen, 2019) that have described the correlation between EI and well-being. Studies have also reported the positive impact of EI training programmes on school teachers (Dolev & Leshem, 2017).

Moreover, institutions have recognized the advantages of high EI when working in positions like educators, leaderships and teams to achieve one's tasks and institutional competencies and objectives. Living in hi tech world, development of emotional intelligence is considered

as one of the most influential concepts “to demonstrates the ability to monitor one’s own and others feelings and emotions to discriminate among them and to use this information to guide ones’ thinking and action” (Rathnakara, 2014, p.41). Employees of any kind have to deal with certain duties and responsibilities. According to Kinman and Jones (2005), the level of psychological distress found amongst academic staff was unusually high when compared with other professional groups and the general population. Further, it was stated that academics reported high levels of life and professional conflict and this was the main source of psychological distress. Additional research also reports women are better in managing self-awareness, managing emotions, empathy and social skills and especially have greater capacity to understand others' emotions (Barrett & Bliss-Moreau, 2009; Fischer, et al., 2018).

Though, emotional intelligence has influenced many interests in a variety of fields, however, in Bhutan, there are no empirical studies carried out on emotional intelligence and its relation to well-being. Therefore, there is a need to explore the relationship between emotional intelligence and well-being in the Bhutanese context. Thus, this study examined the concept of relationship between emotional intelligence and well-being among the women academics of the Royal University of Bhutan.

### Research question

1. What relation do women academics of RUB perceive between emotional intelligence and well-being?

### Sub questions

1. How do women academics at RUB define emotional intelligence and well-being?
2. How do women academics of RUB understand the impact of emotional intelligence on a person’s well-being?

### Significance of study

Being the first study on the topic in the context of Bhutan, we aspire the following as the significance of this study:

1. The results will be useful in gaining insights into emotional intelligence and well-being of the female academics of the Royal University of Bhutan.
2. The study will confirm many literature and previous research findings on emotional intelligence and well-being. Thus, this study will contribute to the world of knowledge on emotional intelligence and well-being.
3. Researchers in similar settings can relate to the findings to their contexts and conduct further research.

## II. LITERATURE REVIEW

Creswell (2014) defines literature review as a means to locate and summarize the studies about a topic. Literature review is used in a study (Creswell, 2014; Saunders et al., 2009; Silverman, 2013) to present results of similar study highlighting the areas where the researcher will provide fresh insights from the study. Literature review is also to relate the present study to progressive discussion in the literature, and to provide framework for comparison of a study with other study. This indicates that literature review informs and guides research and is an important element of research process. Thus, this section provides a succinct review of literature surrounding the concept of emotional intelligence and well-being, models of EI, EI and well-being, and EI and training.

### Concept of emotional intelligence

It is interesting to concede how the early definitions of Darwin’s emotional expression and Thorndike’s social intelligence have influenced in conceptualizing the definitions of emotional intelligence. However, Daniel Goleman is credited for popularizing the concept of emotional intelligence with his 1995 landmark book, ‘Emotional Intelligence.’ According to him, emotional intelligence is the ability to recognize one’s emotions and their effects on self and others as well as to empathize and hope (Goleman, 1995; Goleman, et al., 2002). He further exemplifies that knowing one’s emotion and “self-awareness—recognizing a feeling as it happens—is the keystone of emotional intelligence.” (Goleman, 1995, p.110).

In the recent times, the concept of EI has been the focus of numerous studies, given its link with positive work-related outcome, and also as a significant gauge of a person’s professional and personal life (Lopes, 2016). EI is defined as the ability to identify, understand, and use emotions positively to manage anxiety, communicate well, empathize, overcome issues, solve problems, and manage conflicts (Drigas & Papoussi, 2018). EI is the capability to understand one’s own feeling and evaluate the feeling of others. In other words, it is the ability to deal with others successfully. Building one’s career and prospering psychologically solely depends on how well one treats oneself and one’s work (Bar On, 2006; Goleman et al., 2002). It is also defined as the ability to regulate one’s own and others’ emotion to promote emotional and intellectual growth and to manage relationship and behaviours (Bradberry & Greaves, 2009; Mayer et al., 2016). EI concept is composed of a set of emotional abilities, recognizing emotional states in the self and others, using emotions to guide thought and behavior, understanding how

emotions shape behavior, and emotion regulation – that undoubtedly influence important social and personal outcomes (Bradberry & Greaves, 2009; Drigas & Papousti, 2018; Goleman et al., 2002; Mayer et al., 2016).

In conclusion, the fundamental concept of emotional intelligence means the ability to understand others' emotions and abilities and to adjust and control self and others in an adaptive manner. It is expected that individuals who have high emotional intelligence, show better social adaptability and social skills, which promotes well-being.

### Concept of well-being

Well-being is generally reported as a concept that is complex and often misunderstood with lack of consensus among disciplines, languages and cultures. It conflates concepts such as, quality of life, positive mood state, happiness, and the ability to function well physically and mentally (Dodge et al., 2012; Lewis, 2019; Smith, 2005). Bar-On model explains wellbeing as “individuals who understand and accept themselves, strive to achieve personal goals and actualize their potential and who are content with themselves, others and life, in general” (2012, p. 13). Thus, the meaning of well-being is not fixed to a single thing or any number of things (Ereaut & Whiting, 2008; Gasper, 2010; Haworth & Hart, 2007). In the context of this study, well-being is conceptualized as a state of being happy, healthy, and ability to function well physically and mentally.

### Models of emotional intelligence

During the last two decades EI researchers have developed three major models: Ability (Mayer & Salovey, 2000), Mixed (Bar-On, 2006; Goleman, 1998) and trait EI models (Petrides et al., 2011). The main difference in these three categories is whether author perceives their EI as an innate human trait or a competence that can be systematically developed over time (Tripathy, 2018). A summary of the Goleman and Bar-on model are presented in the ensuing paragraphs.

According to Goleman's model, EI has five basic components viz. self-awareness, self-regulation, motivation, empathy and social skills. Self-awareness is to have a complete idea of one's strengths, weaknesses, and needs. Self-regulation is how well one handles emotions. Motivation is the will one takes beyond all expectation that one has and it should come from within. Empathy is being considerate and aware of other people's emotions. Goleman (1995) contends that understanding these characteristics affects others as well as oneself. This indicates Goleman “associates emotional intelligence with a mixture of factors that include mental abilities related to intelligence and emotion as well as personality dispositions and traits”

(Bowen, et al., 2016, p.2), which is a key to successful and happy life (Horriago, 2011).

Bar-On's model of emotional intelligence reports emotional intelligence as process-oriented rather than outcome-oriented. It focuses on emotional and social abilities, the ability to deal with strong emotions, adapt to change and solve problems of a social or personal nature (Bar-On, 2002). Thus, Bar-On model describes EI using the five factors:

people who are accurately aware of and accept themselves, pursue constructive personal goals, are capable of effectively managing their emotions, are optimistic and content with themselves, their significant others and life in general tend to experience good health and wellbeing (2012, p.15).

In conclusion, the fundamental concept of emotional intelligence is the ability to understand others' emotions and abilities and to adjust and control self and others in an adaptive manner; it is expected that individuals who have high emotional intelligence, show better social adaptability and social skills, which promotes well-being.

### Emotional intelligence and well-being

Literature highlights the major role of emotional intelligence when determining individual happiness. Numerous researchers have related emotional intelligence with happiness, such as subjective well-being, satisfaction with life, and better social relations (Bustamante et al., 2019; Rathnakara, 2014). Researchers have found a positive relationship between emotional intelligence and psychological well-being. For instance, Malinauskas and Malinauskiene (2020)'s longitudinal study on university male students evidence a close association between EI and wellbeing of a person as someone with “higher EI can recognize and manage emotions in others (it helps them manage social situations) and have better possibilities to enhance their social support, which also contributes to an increase in their well-being” (p.11). Hence, knowledge of EI aids in strengthening a person's weaknesses into strengths, thereby, cultivating well-being. The finding relates positively with Nguyen's recent qualitative study exploring hotel workers' regulation of EI with customers that “the role of understanding one's own and others' personalities in the workplace, which helps explain their emotional expressions or behaviour in a certain situation” (Nguyen, 2019, p.223).

Guerra-Bustamante et al. (2019) analyzed the association between the dimensions of emotional intelligence and different levels of perceived happiness in adolescents. The finding reported an increase in happiness with increase in one's capacity of understanding and

regulation of emotional intelligence. Furthermore, a cross-sectional study that looked at the relationship between emotional intelligence and psychological well-being of rural students in Sabah, Malaysia, showed that emotional intelligence could predict psychological well-being (Rathakrishnan et al., 2019). This indicates that capacities of emotional intelligence predict aspects related to personal well-being and a positive relation between life satisfaction and subjective happiness (Guerra-Bustamante et al., 2019; Rathakrishnan et al., 2019).

The connection between EI and a range of positive outcomes across the academic, social, and psychological and career domains among has been well-documented (Di Fabio et al., 2014; Perera & Di Giacomo, 2015). It is seen that people with higher emotional intelligence are well aware of their behaviour in their work place or otherwise (Ara, 2013). He further contends that people with higher level of emotional intelligence are seen to be able to handle stressful situation better, have higher satisfaction with life, and are happier. Research has also found EI to be associated with a variety of individual and social resources, such as resilience, positive self-evaluation, and social support (Di Fabio & Kenny, 2016; Perera & Di Giacomo, 2015). Emotional intelligence plays a huge role in impacting one's personal life as well as professional. Salovey and Mayer's (1990) seminal research on emotional intelligence points out the importance of knowing oneself as well as understanding others. Further, Bar-On (2006) suggests that people with higher EI perform better than those with lower EI in life. Mayer et al. (2017) explored EI in South African women leaders working in Higher Education Institutes to identify women leaders' strengths, foci and their possible areas of development. The findings showed women leaders mainly refer to intrapersonal emotional quotient (EQ), followed by interpersonal EQ, adaptability, stress management and, finally, general mood. The findings also showed ideas on what EQ components can be further developed.

In diverse life conditions growth of emotional intelligence draws a major impact in exploring the ways of handling different life hassles. Self-understanding is a key for better mental health. According to Mehmood and Gulzar (2014), "People, who understand and manage their emotions in meaningful way, have more ability to put off their psychopathologies e.g. depression, anxiety and other disturbing emotional thoughts and mental health problems" (p. 179), and are highly emotionally intelligent (Hamachek, 2000). Zhang and Shi's (2017, pp. 984-985) study suggests that a person with high levels of EI "experience more success, and build stronger meaningful personal relationships with peers." Consequently, there is a

likelihood of performance improvement for both personal and professional associations.

In addition, work related pressure can have negative impact on wellbeing of academics, colleagues, university and quality of teaching (Kinman, 2014; Sliskovic & Sersic, 2011). More specifically, university educators need to fulfill demanding responsibilities of preparing and teaching lessons besides dealing with personal life and social relationships. All of these requirements may lead to physical, emotional and psychological pressure (Wynaden et al., 2013). This is reinforced by a study on job stress and academics in UK universities that reports of "academics who perceived lower levels of support and influence, more time constraints, higher levels of student demand and work-home interface demands and more role stressors tended to report poorer health" (Kinman, 2008, p.831). In addition, there is a view indicating that married women and who have greater roles in the family "tend to experience more emotional conflicts between work and family roles than young and single participants" (Nguyen, 2019, p.273). Therefore, personal accomplishment and professional effectiveness will be impacted because of emotional exhaustion (Bowen et al., 2016). For instance, EI may strengthen the person's perception of happiness and demonstrate that EI associates strongly with well-being (Wynaden et al., 2013). Further, the authors also state that individuals with high EI become more careful in regulating their emotions thereby, lowering the levels of distress and stress-related emotions and simultaneously, keeping a high level of wellbeing. This concludes that a person with a strong ability to manage and express emotions is likely to experience less stress in the workplace.

### **Emotional intelligence and training**

Emotional intelligence has also gained attention as a focus of research and intervention for its promise as a set of skills that can be taught to enhance coping resources and promote well-being (Fernández-Berrocal, 2016; Martins et al., 2010; Schutte et al., 2007). Research also contends that emotional intelligence develops over time and can be improved through training (Bar-on, 2002; Mayer et al. 2017). Qualitative research to see the EI growth in the university leadership program students by Carter (2015) shows the experience of EI growth through workshops, teamwork activities, and being a part of a cohort. Further, Gilar-Corbí et al. (2018), randomized experimental study of an emotional intelligence training program using a multimethodological approach in a university in Spain, reports emotional competence can be taught in higher education. They further state that the university environment presents the ideal climate in which to optimize the emotional management that strengthens multiple



learning experiences. In the same line, Elias (2001) contends teaching emotional and social skills in educational institutions has a long-term effect on achievement as it affects academic achievement positively of students not only during the year they were taught but during the years that follow as well. Furthermore, Benzo et al. 's (2016) study 'Emotional intelligence: A novel outcome associated with wellbeing and self-management in chronic obstructive pulmonary disease' (COPD) reports that a trainable skill which promotes the ability to understand and regulate emotions through increased EQ may serve as a buffer against negative emotions and further symptom impairment in COPD.

The above discussion confirms emotional intelligence as a trainable skill. In this context, Goleman and Davidson (2017) report that daily practice of mindfulness enhances the ability to observe one's mind which leads to positive altered trait.

### III. METHODOLOGY

#### Qualitative research method

Merriam (2009) defines qualitative research as a powerful tool for learning more about lives and the socio-historical context in which we live. Further, Creswell (2014), Denzin and Lincoln (2011), and Willis (2007) concur that qualitative research is an approach to understand the process of human and social behaviour that encompasses characteristics like "Natural setting, ...researcher as key instrument...inductive data analysis, participants' meaning, emergent design, and holistic account" (Creswell, 2014, p. 175). This study employs a qualitative research method.

#### Interpretive research approach

The research paradigm that guided this research approach is the interpretive approach. Creswell (2012) posits that interpretive approach believes reality is constructed by individuals interacting with their social worlds, which means that interpretive approach is concerned with how individuals make sense of their world and experiences. He further states that interpretive approach assumes that reality is socially constructed, that is, there is no single observable reality, rather, there are multiple realities, or interpretations, of a single event. This means, interpretive approach declines the positivists' view that the reality is objective, external to individuals where the social world can be understood in terms of general statements about human actions (Merriam, 2009). Further, Simons (2009) asserts interpretive research framework is appropriate when one wants to find out more about certain structures of experience, the subjective perspectives of the research participants, and specific interrelationship between

participants and environment. Norum, (2008, p.738), sums up the interpretive approach as follows:

An interpretive orientation seeks to understand the world from the point of the individuals. Truth must be understood from the perspectives of each individual. No perspective is right or wrong, and all are presented. More than one reality exists. The voices of those who participate in the study are the primary.

Thus, this approach is specifically chosen for this research as it is appropriate to the nature of the research.

#### Data collection procedure

The data were collected through semi-structured face-face interview and email interview. Saunders et al. (2009) define interview as a "purposeful discussion between two or more people" which can be highly structured, semi-structured or open" (p.319). In additional, it is also expressed that the use of interviews can help gather reliable data that are relevant to the research questions and objectives. This research followed interview protocol such as instruction for the interview to follow so that standard procedures are used from one interview to another, typically an ice- breaker question at the beginning, probes for the questions to follow up and ask participants to explain their ideas in a more detail or to elaborate on what they have said (Creswell, 2014).

All face-face interviews were recorded and transcribed verbatim. The researchers annotated the transcriptions to reflect non-verbal data such as tones of voice, body language and visible emotions. The purpose of this was to ensure that the data analysis took full advantage of the additional information made available by conducting face-to-face interviews (Minichiello, et al., 2008).

#### Participants and sampling

The participants for this study were selected using purposive sampling technique (Creswell, 2014) that allowed the researchers to use their judgments to select participants that will best answer the research questions and meet the objectives. A total of 14 women academics from different member colleges of RUB took part in this research.

#### Data analysis procedures

Data analysis is the process of making sense of the data to form answer to the research questions (Creswell, 2014; Merriam, 2009; Mertler & Charles, 2005) and making sense of data involves "consolidating, reducing, and interpreting what people have said and what the researcher has seen and read- it is the process of making meaning" (Merriam, 2009, p.176).

This study used Creswell's (2014) data analysis process to analyse the data. Coding was the primary measure taken to organize, categorize and make sense of the data. Colour codes (colour highlights) were attached to words, phrases, sentences or paragraphs. The steps followed for the analysis are as follows:

- Prior to the analysis, the face to face interview which was audio taped was transcribed and each transcription was carefully read and words, phrases or sentences that indicated answers to the research questions were noted.
- Emerging categories or themes were color coded.
- Arranged the transcripts together according to the questions and constantly emerging themes were categorized to find common themes.
- Finally, the emerging themes were collapsed to consider as significant findings in relation to the research questions.

#### IV. FINDINGS AND DISCUSSION

The following section elucidates the findings and discussions on the significant themes. These themes include:

- Concept of emotional intelligence
- Concept of well-being
- Intrapersonal relationship
- Interpersonal relationship
- General mood

##### Concept of emotional intelligence

More than half of the participants have defined intelligence as being aware of one's emotions. This is exemplified in the quote by L14 "Emotional is being aware of the things that's happening around you." This definition is expanded by L3 who said that emotional intelligence is understanding as well as managing one's emotions for better outcome when dealing with others. Further, participants also contented that emotional intelligence is being able to understand, express, motivate and manage one's emotions (L11) and empathizing with others (L13). Consistent with this finding, emotional intelligence is stated as the ability to understand, regulate one's own and others emotions to promote emotional and intellectual growth and to manage relationships and behaviours (Bradberry & Greaves, 2009; Mayer et al., 2016) and the ability to recognize one's emotions and their effects on self and others (Goleman et al., 2002).

##### Concept of well-being

Well-being is defined by the participants in a myriad of

ways. For example, well-being is the state of mind being tandem with physical environment (L7, L12), at peace with oneself (L8), being happy (L3, L5, L14), physical, mental, emotional, psychological wellness (L4, L6, L9, L12, L13, L14), and being content professionally and personally (L1, L13). Further, L11 stated well-being as "being able to thrive in spite of problems." According to L12, well-being "has to do a lot with whom you surround yourself." This finding corroborates the literature that shows well-being is not solely about feelings at a single point in time or how materialistic one feels, but it encompasses how human beings interact and communicate with others (Huppert, 2014).

##### Intrapersonal relationship

The intrapersonal relationship relates to emotional awareness, self-management skills and self-reflection. These factors are explicated in the following sub-sections:

##### Emotional awareness

Almost half of the participants expressed that possessing emotional awareness such as the ability to be aware of and understand one's emotions promoted well-being. For example, L11 stated:

Emotions influence our thought processes. It influences where we attend and how we perceive, process, store and retrieve information. When one is emotionally intelligent, it helps us channel our emotions on the positive aspects of our life. It helps us recognize the strengths and good things in our life while at the same time acknowledging the value of weakness and negative things in our life and sees good things in almost everything.

Similarly, L9 added "I think there is positive relationship between EI and wellbeing. If a person is emotionally intelligent that person wellbeing will be definitely be positive." Therefore, the responses summarize Goleman's (1995) statement that emotional self-awareness is to have a complete idea of all one's strengths, weaknesses, and needs and understanding that these characteristics affect others as well as oneself. The findings are consistent with Malinauskas and Malinauskiene (2020), Mehmood and Gulzar, (2014), and Rathakrishnan (2019) which demonstrate that the ability to recognize and manage emotions could contribute to an increase in well-being.

##### Self-management abilities

Many participants expressed that being able to control their emotions aided in better relationship with colleagues and students, thereby promoting better well-being. For example, L4 contended:

... so, if you have the emotional intelligence, in the first place you're able to understand your own emotions and not only being able to understand, you're also able to control your emotions. So, when I am able to control my own emotion and when I am happy with what I have, I think it contributes to my wellbeing.

Similarly, L5 added:

How it affects you emotionally and then how you deal those situations I think has lot to do with the wellbeing like sometimes there might be times you might want to get very angry or you are feeling very sad but then I think you need to reason out whether these are really useful, know? Be it maybe just like that so but you may destroy your wellbeing by getting deep into that emotion which may harm you but you may also get out of it intelligently if you think know? It is of no use or there might be a different way of responding to those type of intelligence there are other ways you can keep yourself busy I think (question asked) there is definitely there is.

In addition, participants also asserted that when they are able to control their emotions and are mindful before speaking or reacting, it fostered positive interaction with others, thus, impacting wellbeing (L1, L2, L9, L12). Literature also shows that people with higher level of emotional intelligence were seen to handle stressful situation better, experience more success, have higher satisfaction with life, and are happier (Ara, 2013; Hamachek, 2000; Mehmood & Gulzar, 2014; Zhang & Shi, 2017).

Many participants expressed of encountering challenges in managing emotions. According to L1, "it takes lots of practice to be emotionally intelligent at all time and in all situations; while I can handle some situation intelligently, I cannot say the same for all situations so that takes time." Further, L3 claimed that "when you are not able to control your emotion and at the same time when you are not able to identify and analyse the emotions of the other person. I think these are some challenges." Similarly, L4 expressed:

Sometimes, it can be challenging because no matter how much you try to control your own emotion sometimes they overpower you and then you become a slave of course. I think that is a challenge not being able to always subdue your emotion, not being able to always become a master of your own emotion.

The study resonates the same line stated by Hamachek (2000) that a person's emotional intelligence is

an important variable to cope with personal tension and workplace stress.

### **Self-reflection**

Participants communicated that to nurture their emotional intelligence, they read, watch or listen to people with high emotional intelligence (L1, L4, L6) and listen to spiritual discourses and indulge in a lot of self-reflections (L1, L2, L8, L9, L13). Further, L3 suggested:

I think it's good for people to go into workshops like that where people conduct and talk about how to deal with emotions. And to talk to each other and then to find out your areas of weakness and then to improve. I think those might be some areas you can use to improve your emotional intelligence.

The above findings confirm emotional intelligence as trainable skill which develops over time and can be improved through training (Bar-on, 2002; Benzo et al., 2016; Carter, 2015; Mayer et al., 2017).

### **Interpersonal relationship**

Another theme that emerged on the relationship between EI and well-being is the interpersonal relationship with focus area such as social skills and professional performance. The focus areas are discussed with relevant excerpts and literature.

### **Social skills**

Participants confirmed possessing the knowledge of social skills was an important aspect in upholding person's EI and well-being (L7, L2, L8). For example, they said "Being adaptable" (L7) and "maintaining balance and equanimity" (L2) helped to avoid unpleasant situation. This view was echoed by L14 who said "if someone is in a bad mood you just can't go there and crack a joke to that person. So, this is my simple example of how to act according to the situation." Therefore, being able to understand others' emotion and being able to maintain relationship with others (L9, L11) aided to "ease the relationship" (L10). The importance of social skills was further highlighted by other participants. For instance, they said, "one should know what to say, how to say, whom to say and when to say" (L11) and being aware of the things that were happening around also meant "respect and accept diversity of thoughts, actions and beliefs" (L7). Additionally, L2 said, "When one is emotionally content and at peace with one's situation and condition, one exudes positive energy. And this positive energy radiates in our behavior, in our communication, attitude, personality and our interaction with others." This enables a person to become sensitive towards the well-being of the other person and creating a healthy environment for them (L5, L6, L12). The findings showed clear co-relation to Goleman's social skill from his Emotional Intelligence

Model (1995) that being aware and understanding one's strengths and weaknesses of oneself and others were the key to successful and happy life (Horriagon, 2011; Nguyen, 2019). Correlation was also found for emotional and social abilities with Bar-On's model (2002) of the ability to deal with strong emotions, adapt to change and solve problems of a social or personal nature to "experience good health and wellbeing" (Bar-On, 2012, p.15). The findings further correlated with Zhang and Shi's finding that person with high levels of EI built "stronger meaningful personal relationships with peers" (2017, pp. 984-985).

### Professional performance

The concept of EI had been linked with positive work-related outcome (Lopes, 2016; Di Fabio et al., 2014; Perera & DiGiacomo, 2015). To accord, L4 opined "When I'm contended, I perform well in my profession." This opinion was supported by L14 who stated, "even if you are physically well if you are not emotionally well you cannot be a productive like whatever your responsibilities maybe productive teacher". In addition, L8 clearly exemplified how being aware of one's emotions could bring about a positive change in classroom performance:

To start my day, I need to be aware of my emotion, the kind of emotion I am as I carry from my house and how I carry to the class and how I use my emotions, how I deal with my students. It's very important for me as a teacher. I put bracket to my own emotions as I enter the class and I open up to the emotion and open up to the students so that I am aware of their emotions and I interact and react according to their emotions.

Likewise, Bar On (2006), Ara (2013) and Hamachek (2000) found EI as the important factor to cope with workplace stress and that people with higher EI cope stressful situation better in workplace and were happier. To resonate this, L12 voiced "Taking time to think, self-realization and taking the things in a positive way does results in positive performance." There was evidence in Nguyen's study that "the role of understanding one's own and others' personalities in the workplace, helped explain their emotional expressions or behaviour in a certain situation" (2019, p.223). On the other hand, it was voiced by three participants that being in a state of internal turmoil would definitely manifest in external behavior thereby hampering the way one reacted to external events and vice-versa (L3, L7, L14). This could very well relate to work pressure that could have negative impact on wellbeing of academics, university and quality of teaching (Sliskovic & Sersic, 2011; Kinman, 2014) and professional effectiveness because of emotional exhaustion (Bowen et al., 2016). L14 stressed the negative effect of emotion on profession as

"when I am very angry or stressed internally and it affects my performance as a teacher." The effect of EI on profession can be summarized with need to firstly work on the personal well-being in order to balance professional life (L11, L12). Consistent with this finding, Goleman (2006, p.14) highlighted that "... such interpersonal job has countless variations, but they all come down to our ability to change another person's mood, and they ours."

### General mood

Another prominent theme that emerged from the study was the mood connecting to EI and wellbeing. The study findings indicated stress related emotions impacted mood and that subsequently affected person's thoughts, behaviour and job performance. Hence, the findings are parallel with other research regarding the positive and negative emotions having direct or indirect impact on well-being (Rathnakara, 2014) as well as on personal, social and professional outcomes (Bradberry & Greaves, 2009; Drigas & Papoussi, 2018; Goleman et al., 2002; Mayer et al., 2016). Most of the participants said that individuals undergoing a feeling of overworked or lowly motivated experience affected performance. This view is explicitly illustrated by L12:

Moods are the results of what our mind perceives and how you take it. If we have a healthy mind set, the mood is happier and vice versa. For me personal problems and working under stress affects my mood. To be honest, it affects you more negatively than positively at initial state.

L11 also conceded "If one is happy everything is perceived through the lens of happiness, which can be rosy and colourful but on the other hand if one is unhappy everything can appear dark and gloomy." L10, further expounded that "when I am experiencing positive emotion, I seem to perform better because my window of tolerance is expanded." However, recognising and managing mood, contribute to enhancing social, emotional and professional wellbeing as expressed by L11:

Emotions influence our thought processes. It influences where we attend and how we perceive, process, store and retrieve information. When one is emotionally intelligent, it helps us channel our emotions on the positive aspects of our life. It helps us recognize the strengths and good things in our life while at the same time acknowledging the value of weakness and negative things in our life.

The above findings also confirmed the finding by Goleman (2006) which showed that emotions have consequences, thus one should recognize and swing them for better.



## V. CONCLUSIONS AND RECOMMENDATIONS

This qualitative study examined how women academics of RUB view emotional intelligence and well-being, and also the impact of emotional intelligence on well-being. The study revealed RUB women academic's understanding of EI as being able to regulate one's emotions for self-management, self-awareness, and social awareness. It also revealed that persons who are aware and have high emotional intelligence, display better resilience, interpersonal and intrapersonal skills and better moods which promote well-being.

The study also revealed well-being is not only about physical, mental and emotional happiness, but also how one interacts and communicates with others. In addition, the findings confirmed that persons with high level of EI are able to handle stressful situation better, and experience more success, thus, enhancing well-being. The study also confirmed the challenges faced by participants to be emotionally intelligent in different situations, and aspiration for enhancement of their emotional intelligence through training. Therefore, the study recommends initiation of training in terms of workshops or professional development to enhance emotional intelligence.

Further, a majority of participants used self-reflection as one significant strategy to regulate their emotions for maintaining healthy relationship with others. This indicates the importance for a person to be able to reflect on daily basis for personal and professional wellbeing. Thus, to promote ones' self-reflection and enhance well-being, there is an importance to have mindfulness programmes in the colleges of RUB.

This study has opened up the following possible directions for future research:

1. This research only explored the relationship between emotional intelligence and well-being from the perspectives of women academics. Future research could study the relationship between the two variables from the perspectives of men.
2. One of the findings revealed the promotion of EI in the RUB colleges. Future research could explore the finding to recognize whether EI development programmes are necessary to enhance the emotional intelligence and well-being of the academics.
3. This study was qualitative in nature. This study could be replicated using a mixed method approach.
4. The present study explored the relationship between EI and well-being of RUB academics. Further research can be conducted to understand

how and in what specific contexts EI impact the professional job of the academics.

## References

- [1] Ara, M. R. (2013). Emotional intelligence as a predictor of happiness among students. *South Asian Academic Research Journals*, 3(11), 100-107. <http://www.saarj.com>
- [2] Bar-On, R. (2006). The Bar-on model of emotional- social intelligence (ESI). *Psicothema*, 18, 13-25. [http://www.eiconsortium.org/reprints/bar-on\\_model\\_of\\_emotional-social\\_intelligence.htm](http://www.eiconsortium.org/reprints/bar-on_model_of_emotional-social_intelligence.htm)
- [3] Bar-On, R. (2012). The impact of emotional intelligence on health and wellbeing. *Emotional Intelligence – New Perspectives and Applications*, (pp. 1-23). InTech. DOI: 10.5772/32468
- [4] Barrett, L. F., & Bliss-Moreau, E. (2009). She's emotional. He's having a bad day: Attributional explanations foremotion stereotypes. *Emotion*, 9, 649-658. <https://doi.org/10.1037/a0016821>
- [5] Benzo, R.P., Kirsch, J.L., Duloher, M.M., & Abascal-Bolado, B. (2016). Emotional intelligence: A novel outcome associated with wellbeing and self-management in chronic obstructive pulmonary disease. *AnnalsATS*, 13(1), 10–16. doi. 10.1513/AnnalsATS.201508-490OC
- [6] Bowen, P., Pilkington, A., & Rose, R. (2016). The relationship between emotional intelligence and well-being in academic employees. *International Journal of Social Science Studies*, 4(5), 1-9. <http://dx.doi.org/10.11114/ijsss.v4i5.1487>
- [7] Boucher, C. (2016). A qualitative study of the impact of emotional labour on health managers. *The Qualitative Report*, 21(11), 2148-2160. <https://nsuworks.nova.edu/tqr/vo121/iss11/15>
- [8] Bradberry, T., & Greaves, J. (2009). *Emotional intelligence 2.0*. TalentSmart.
- [9] Brunetto, Y., Stephen T, S., Kate Shacklock, K., & Wharton, R.F. (2012). Emotional intelligence, job satisfaction, well-being and engagement: Explaining organisational commitment and turnover intentions in policing. *Human Resource Management Journal*, 22(4), 428–441.
- [10] Carter, S. D. (2015). *Emotional intelligence: A qualitative study of the development of emotional intelligence of community college students enrolled in a leadership development program* (Publication No. 3720382) [Doctoral dissertation, Colorado State University]. Dissertation; ProQuest doc.
- [11] Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches(4th ed.)*. Sage.
- [12] Di Fabio, A., & Kenny, M, E. (2016). Promoting well-being: The contribution of emotional intelligence. *Frontiers in Psychology*, 7, 1664-1078. doi.10.3389/fpsyg.2016.01182.
- [13] Di Fabio, A., Kenny, M. E., & Minor, K. (2014). Emotional intelligence and positive psychology in the schools. In M. J. Furlong., R. Gilman., & E. S. Huebner (Eds.), *Handbook of positive psychology in the choools* (2<sup>nd</sup> ed., pp-450–464.). Taylor and Francis.

- [14] Dodge, R., Daly, A., & Huyton, J. (2012). The challenge of defining wellbeing. *International Journal of Wellbeing*, 2(3), 222–235.
- [15] Dolev, N., & Leshem, S. (2017). Developing emotional intelligence competence among teachers. *Teacher Development*, 21(1), 21–39.
- [16] Drigas, A.S., & Papoutsi, C. (2018). A new layered model on emotional intelligence. *Behavioral Sciences*, 8(45), 1–17. doi: 10.3390/bs8050045
- [17] Elias, M. (2001, February 22). A view on emotional intelligence and the family. *Edutopia*. <http://www.edutopia.org/maurice-elias-emotional-intelligence-and-family>
- [18] Ereaut, G., & Whiting, R. (2008). *What do we mean by wellbeing and why might it matter?* DCSF.
- [19] Fernández-Berrocal, P. (2016). Commentary: Dimensions of emotional intelligence related to physical and mental health and to health behaviors. *Frontiers in Psychology*, 7(441), 1–2. doi: 10.3389/fpsyg.2016.00441
- [20] Fischer, A. H., Mariska, E.K., & Broekens, J. (2018). Gender differences in emotion perception and self-reported emotional intelligence: A test of the emotion sensitivity hypothesis. *PLoS One*, 13(1), p.1–19. doi: 10.1371/journal.pone.0190712
- [21] Gasper, D (2010). Understanding the diversity of conceptions of well-being and quality of life. *The Journal of Socio-economics*, 39(3), 351–360.
- [22] Gilar-Corbí, R., Pozo-Rico, T., Sánchez, B., & Castejón, J.L. (2018). Can emotional competence be taught in higher education? A randomized experimental study of an emotional intelligence training program using a multimethodological approach. *Frontiers in Psychology*, 9(1039), 1–11. doi: 10.3389/fpsyg.2018.01039
- [23] Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.
- [24] Goleman, D. (1998). *Working with emotional intelligence*. Bantam Books
- [25] Goleman, D., Boyatzis, R., McKee, A. (2002). Primal Leadership: The Hidden Driver of Great Performance. *In Harvard Business Review on Breakthrough Leadership* (pp.25–50). Harvard Business School Press.
- [26] Goleman, D. (2006). *Social intelligence: The new science of human relationship*. Bantam Books.
- [27] Goleman, D., & Davidson, R, J. (2017). *Altered traits: Science reveals how meditation changes your brain and body*. Penguin Random House.
- [28] Guerra-Bustamante, J., León-del-Barco, B., Yuste-Tosina, R., López-Ramos, V.M., & Mendo-Lázaro, S. (2019). Emotional intelligence and psychological well-being in adolescents. *International Journal of Environmental Research and Public Health*, 16(10), 1720. doi:10.3390/ijerph16101720
- [29] Hamachek, D. (2000). Dynamics of self-understanding and self-knowledge: Acquisition, advantages, and relation to emotional intelligence. *Journal of Humanistic Counseling Education & Development*, 38(4), 230–243.
- [30] Haworth, J., & Hart, G. (2007). *Well-being: Individual, community and social perspective*. Palgrave Macmillan.
- [31] Horriago, D. (2011). *Characteristics of emotional intelligence: Five elements that define EI. CIO from IDG*. [https://www.cio.com.au/article/391355/characteristics\\_emotional\\_intelligence/](https://www.cio.com.au/article/391355/characteristics_emotional_intelligence/)
- [32] Huppert, F (2014). Moment’s notice: Enhancing well-being through the practice of mindfulness. <http://upclose.unimelb.edu.au/episode/286-moment-s-notice-enhancing-well-being-through-practice-mindfulness>.
- [33] Kinman, G. (2008). Work stressors, health and sense of cohesion in UK academic employees. *Educational Psychology*, 28(7), 823–835. <http://dx.doi.org/10.1080/01443410802366298>
- [34] Kinman, G. (2014). Doing more with less? Work and wellbeing in academics. *Somatechnics*, 4(2), 219–235. <http://dx.doi.org/10.3366/soma.2014.0129>
- [35] Lewis, A. (2019). Examining the concept of well-being and early childhood: Adopting multi-disciplinary perspectives. *Journal of Early Childhood Research*, 17(4), 294–308. doi: 10.1177/1476718x19860553.
- [36] Lopes, P. N. (2016). Emotional intelligence in organizations: Bridging research and practice. *Emotion. Review*, 8, 316–321. doi: 10.1177/1754073916650496
- [37] Malinauskas, R., & Malinauskiene, V. (2020). The Relationship between emotional intelligence and psychological well-being among male university students: The mediating role of perceived social support and perceived stress. *International Journal of Environmental Research and Public Health*. 17, 1–16. doi:10.3390/ijerph17051605
- [38] Martins, A., Ramalho, N., & Morin, E. (2010). A comprehensive meta-analysis of the relationship between emotional intelligence and health. *Personality and Individual Differences*, 49, 554–564. doi: 10.1016/j.paid.2010.05.029
- [39] Mayer, C.H., Oosthuizen, R.M., & Surtee, S. (2017). Emotional intelligence in South African women leaders in higher education. *SA Journal of Industrial Psychology*, 43(1), 1–13. DOI: 10.4102/sajip.v43i0.1405
- [40] Mayer, J. D., Salovey, P., & Caruso, D. (2000). *Models of emotional intelligence*. In R. J. Sternberg (Ed.), *Handbook of intelligence* (p. 396–420). Cambridge University Press. <https://doi.org/10.1017/CBO9780511807947.019>
- [41] Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The ability model of emotional intelligence: Principles and updates. *Emotion Review*, 8, 290–300. doi: 10.1177/1754073916639667
- [42] Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*, 15(3), 197–215. [https://doi.org/10.1207/s15327965pli1503\\_02](https://doi.org/10.1207/s15327965pli1503_02)
- [43] Mehmood, T., & Gulzar, S. (2014). Relationship between emotional intelligence and psychological wellbeing being among Pakistan adolescent. *Asian Journal of Sciences and Humanities*. 3(3), 178–185.
- [44] Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. San Francisco: Jossey-Bass.
- [45] Minichiello, V., Aroni, R., & Hays, T. (2008). *In-depth interviewing*. Pearson.

- [46] Nguyen, Q. (2019). *Exploring emotional intelligence: A study of Vietnamese hotel workers* [Doctoral dissertation, Bournemouth University].  
<http://eprints.bournemouth.ac.uk/32580/>
- [47] Petrides, K. V., Vernon, P. A., Aitken Schermer, J., & Veselka, L. (2011). Trait emotional intelligence and the dark triad traits of personality. *Twin Research and Human Genetics, 14*, 35–41.
- [48] Rathnakara, S. (2014). The impact of emotional on psychological well-being of public and private sector executives: Perspective of postgraduate students. *Proceeding of the HR Conference, 1*(1), 41-49.  
<http://dr.lib.sjp.ac.lk/handle/123456789/3607>
- [49] Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality, 9*(3), 185–211.  
<https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>
- [50] Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research methods for business students*. Essex: Pearson Educational Limited.
- [51] Silverman, D. (2013). *Doing qualitative research*. Sage.
- [52] Simons, H. (2009). *Case study research in practice*. New Delhi: Sage.
- [53] Smith, A.P. (2005). The concept of well-being: Relevance to nutrition research. *British Journal of Nutrition, 93*(1), 1-5.  
DOI: 10.1079/BJN20041351
- [54] Perera, H. N., & DiGiacomo, M. (2015). The role of trait emotional intelligence in academic performance during the university transition: An integrative model of mediation via social support, coping, and adjustment. *Personality and Individual Differences, 83*, 208–213. doi: 10.1016/j.paid.2015.04.001
- [55] Rathakrishnan, B., Sanu, M. E., George, S., Yin, K.T., Yahaya, A., Singh, S., Singh, B., & Kamaluddin, M.R. (2019). Emotional intelligence and psychological well-being of rural school students in Malaysia. *EC Psychology and Psychiatry, 8*(6), 440- 444.
- [56] Royal University of Bhutan. (2019). *Royal university of Bhutan strategic plan 2018-2030*.  
<https://www.rub.edu.bt/index.php/en/key-documents/strategic-plan/596-strategic-plan-2018-to-2030.html>
- [57] Schutte, N. S., Malou, J. M., Thorsteinsson, E. B., Bhullar, N., & Rooke, S. E. (2007). A meta-analytic investigation of the relationship between emotional intelligence and health. *Personality and Individual Differences, 42*, 921–933. doi.10.1016/j.paid.2006.09.003
- [58] Sliskovic, A., & Sersic, D. M. (2011). Work stress among university teachers: Gender and position differences. *Arh Hig Rada Toksikol, 62*, 299-307.  
<http://dx.doi.org/10.2478/10004-1254-62-2011-2135>.
- [59] Tripathy, M. (2018). *Emotional intelligence: An overview*. Lambert Publishing.
- [60] Wynaden, D., Wichmann, H., & Murray, S. (2013). A synopsis of the mental health concerns of university students: Results of a text-based online survey from one Australian university. *Higher Education Research and Development, 32*(5), 846–860.  
doi:10.1080/07294360.2013.777032.
- [61] Zhang, S., & Shi, Q. (2017). The relationship between subjective well-being and workplace ostracism-the moderating role of emotional intelligence. *Journal of Organizational Change Management, 30*(6), 978-988. DOI 10.1108/JOCM-07-2016-0139

# Humanism in Norman Mailer's War Novels

Dr. Wisam Hamid Lateef

Al-Turath University College, Iraq

Received: 19 Jun 2021; Received in revised form: 14 Jul 2021; Accepted: 22 Jul 2021  
©2021 The Author(s). Published by TheShillonga. This is an open access article under the CC BY license  
(<https://creativecommons.org/licenses/by/4.0/>)

## Abstract

*The justification for undertaking this study lies in presenting a compact picture of war themes in the novels of Norman Mailer. He feels that war can give men an opportunity to encounter an essential human condition in which an individual must call upon his deepest resources to survive. He is always conscious of his death. He feels that life is war. The Second World War presents a mirror to the human condition, which blinded anyone who looked into it. The method of searching the theme has been analytical. This paper is based on his novel, The Naked and the Dead, a traditional and symbolic novel, crystallizes the evil of War. It is the best war novel after the Second World War. Mailer's other War novel, An American Dream, is a catalogue of the conflicts. The novel presents the vision of hope for individual salvation and spiritual growth. It shows that war dehumanizes man and brings disaster of every kind.*

*Keywords— War, death, humanism, American dream, obscenity, American society.*

## I. INTRODUCTION

The war that shocked humanity had brought forward newer sources of inspiration. Men were shaken and stimulated by world events and ideas. All were reflected in the novels and short stories. It was an emotional as well as an ideological experience that radically pervaded the entire literary landscape. Any novelist dealing with those turbulent years had to impose an order upon the chaos and thus pattern it to illuminate the human situation. A novelist like Norman Mailer, writing with the avowed purpose of bringing about social change and reform, automatically commits an act of transgression.

Man, as an individual, is surrounded by society. Although most men are corrupt, weak, and evil, it is possible to survive and remain an individual through extraordinary courage, luck, and anguish. Society was no longer a comfortable abstraction but a series of afflictions. Man in society is puny and insignificant, governed by no discernible law except instinct or a mere speck of animated matter struggling for survival. They are often at war with each other in their efforts to glorify themselves. He is pushed to an intolerable level of frustration, which could only be relieved by a violent external engagement such as war. The world forces man into a position where survival and sanity depend on his balance and self-restraint. He moves in a world, which is as confused and tangled as his

own problem, but somehow holds on. Men endured the cruelty and terror of life only by the sufferance of his senses and his occasional enjoyment of them. However, if only he could convey them perfectly in that sufferance and enjoyment lay the artist's particular triumph.

In Mailer's Words, the essential mission in his war novels is a quest for a hero, someone to be emulated in terms of cultural survival. However, Mailer's vision of America deep in plague makes his culture seem more dead than alive. As a result, Mailer's search for a hero is difficult because there can be no expert on heroism when more ripe for villainy. Since we all have our own idea of God and the Devil, it is hard for the idea not to change. Mailer believes there is a God and a Devil at war with one another. If there is a war continuing between God and the Devil for humankind, this war is much more complex than a simple confrontation for the future of humankind. "We are literally bleeding God we are leeching him, depriving Him of his vision"(Adam, 1975, p.208)

With the current state of man's world, earthly centres of evil have rivalled Hell. In Mailer's works, all the major characters admit that they are in Hell. People in power have no human understanding and sympathy for ordinary people. The world is wanting in love, mercy, generosity and justice. Mailer believes that man's salvation lies in his commitment to growth and courage, which is why he



depends on the goodness of man. The removal of all such social restraints may bring about the dawn of a better world in which man is more good than evil. Mailer charts the anomaly, cancer, and plague that have come to America and proposes several solutions based on the principle that we must not suppress our desires but rather channel them into artful activities. He is the humanist of the bright hopes of humankind. He wishes to return man to his rightful place in society and advises man not to surrender to authority or conformity. In his opinion, human rights are best won by a face-to-face confrontation.

## II. THE HUMANISM IN MAILER'S VISION AND WRITINGS

Mailer is a visionary. He is a prophet of hope and optimism. His writings cover almost all the issues which are crucial in our twentieth-century world. He is a humanist because he endeavours to forge an ethic that will restore the individual's place in an era of demoralization, spiritual bankruptcy and crisis in human values.

However, many writers differed among themselves in the details of their criticism, the Humanists shared several views in their survey of morality and taste that the most critical part of the American part was New England Puritanism. The writers were interested in a kind of culture, a kind of literature, a psychological and moral effect. If these could be found in literary history, they were perhaps best seen in eighteenth-century England. They were much concerned over the presence and the exercise of moral will.

Upon these crucial points, the Humanistic judgment of tradition depended. The question of standards was closely identified with this judgment. These standards require a remarkable description of the moral nature; man is both natural and human, there is a lower and higher nature, a bestial and a divine. The true artist is aware indeed of the bestial in man but sees something else and looks for the meaning of life. Norman Forester (American criticism 1928) offered a description of the humanist personality. He will be a complete man, he will acknowledge and value proportion and lie will have standards, he will understand the moral constant that has appeared in cultures of the past, he will be a man of reason but also a man of imagination, he will above all recognize that the "ultimate ethical principle is that of restrain or control" (Hoffman, p.166) This Humanist personality should also be able to detect the failures of literature and thought for what they are, his moral faculty is all but identical with his critical and the two functions, basically in harmony.

The philosophy of Humanism finds its master truth not in men as they are (Realism) or in men as worse than they are

(Naturalism) or in men as they wish to be (Romanticism), but in men, as they ought to be with reference to the perfection of the human type. He propounds the theory of existentialism to be used as a potent weapon in a war against totalitarianism.

Our lives are truly existential, that we are not going to end up well. You see, there is always been this sort of passive confidence implicit in Christianity, the confidence that things are going to work out all right. One does have to die, that is true, but if one keeps one's nose reasonably clean, one is going to heaven. And what's happened now is we're entering an existential period in our history where nothing is nailed down. All the American faiths are being exploded. We lived for too long in a paranoid dream that believed communism was the secret of all evil on earth because it was the social embodiment of the Devil. (Mailer, 1985, p.87)

In Mailer's writings, the individual in the contemporary world is constantly in danger of being destroyed by the social environment he inhabits. At the same time, these writings give a clear call for the protection of the individual against the repressed conditions of society. Mailer's world is towards harmony and development. With the help of his writings, Mailer attempts to do away with social ills that afflict Americans. He wants American society to usher in an era of peace and prosperity. Unless a man keeps his courage, Mailer feels there is no love or mercy in our society. This type of society makes great demands on the courage of the man. If one is to be a man, one must possess the force to change the world. In Mailer's view, the novelist has the responsibility not merely to make imaginative construction from reality but also to offer a sufficiently compelling vision of the present and future possibilities in the world.

All through Mailer's literary development, his experiments with the novel form, the short story, essay, journalism, interview, biography and drama, he searches for a style consistent with the consciousness of his time, the quest for a hero whose voice is big enough to carry the vision which would classify the image of a nation.

In Mailer's view, *The Naked and the Dead* is a symbolic book, and its basic theme is a conflict between the beast and seer in man. In the character of Hearn, Cummings, Croft and Valsen and each soldier's character in the platoon, Mailer uses the war situation to explore the

questions of man's basic desires and psychic needs. Every man is forced to confront the fact of death, and by his experiences, he is stripped naked. "Cummings belief is that man's basic drive is to achieve power over other men and the natural world". (Radford, 2013, p.8) . He recognizes the undefined and mighty hunger in himself as the most expansive vision that has ever entered his soul and accepts it as his own and of all men as well. He dedicates himself to the power of morality, and this dedication makes him heroic. As Philip Buftis remarks that General Cummings represents, then, Mailer's self-projection of himself as the romantic artist convinced that he is possessed of the ability to recreate the world. (Rollyson,2000, p.45) Cummings is also markedly devoid of sympathy for others - as though his self-contained emotions are requisite to his exercise of power.

Croft's heroic potential is more potent than that of Cummings. He surpasses all ineffective leadership and active courage. He represents another aspect of the seer in man with no political theory of his power of command over the man in the platoon and accepts their fear and hatred as the unavoidable fate of that leadership. Like Cummings, he feels no desire or regrets other kinds of relationships and Croft dislikes being touched. The result, as Andrew Gordon has noticed, is a novel with a very narrow emotional range. Croft, like Cummings, feels a special closeness with Mount Anaka. His attempt to reach the mountain's peak shows his courage, which is heroic because he attempts to conquer the elements with his willpower. When he climbs the mountain, Croft has the ability to know how to move from ridge to ridge: "He had the mountain in his teeth as completely and excitedly as a hound which has picked up the scent."(Mailer,1948, 635) His courage and willpower are some of Mailer's heroic figures.

Judging other men in these terms, both Croft and Cummings feel only contempt for those who lack the willpower to the power struggle. Croft's reaction to Red's rebelliousness is contemptuous dismissal, "It was always the men who never got anywhere who did the bitching'. Red is convinced that "Nobody gets what he wants"(Mailer,1948, p.140). What Croft dislikes more about Hearn is his desire to be friendly with the platoon.

Cummings is disappointed with Hearn for similar reasons though they are expressed differently. He forces Hearn to pick up the cigarette butt on pain of court-martial. Cummings asks Hearn what he takes man's deepest urge to be. When Hearn suggests it is the sexual urge, he dismisses it, and in further conversation with Hearn, he justifies power morality for romantic fascism. The General has a

vision, and as a General, he is free to make choices among the existing avenues to power.

The truth of it is that from man's very inception there has been one great vision blurred first by the exigencies and cruelties of nature, and then as nature began to be conquered by the second great cloak economic fear and economic striving ..... there's that popular misconception of man as something between a brute and an angel. Actually, man is in transit between brute and God. (Mailer, 1948, p.323)

Cummings is hypnotized by power and believes in the fear ladder, which gives him control over his men, but Hearn disagrees. Robert Hearn states that Cummings is an existentialist because, for him, every moment is a moment of crisis in which his private destiny as a leader is bound inextricably with the death-like destiny of his culture. What grieves here is that Hearn does not oppose fascist-like Cummings by offering a consistent humanist view of human nature. Instead, Hearn forcefully accepts Cummings view of man and is thrown back into self-denigration. His political liberalism fails to oppose General Cummings American fascism, but it also fails at the practical level in his relationship with other men. As a platoon leader, he likes the tension of the battle and commands, which produces a suppressed joy and excitement in him. He echoes the sentiments of Roth and hates the field officers because they had wrapped the finest minds of his generation.

Despite their different positive qualities, both Hearn and Valsen fail to maintain even their ideas of themselves. Red Valsen left his woman and child for no fault in their past, with whom he has lived happily for many years. Both Hearn and Valsen do not have an alternative to the exponents of the power of morality, and neither offers a vision of their heroic possibilities. Cummings senses that Hearn can be converted to his views, and he plays a subtle game with the lieutenant until Hearn rebels and disdainfully throws a cigarette on Cummings floor. It is Goldstein and. Ridges, the two who accept the burden of their interdependence and offer a glimpse of a quite different type of heroic endeavour. The invasion of Anopopei to subdue the Japanese platoon, the jungle and the weather are the determining forces of the platoon's existence. Those who struggle heroically against these conditions are the novel's seers. The men who are constantly hindered in the battle by the force of nature or to another's will or obstacles are unheroic.

While describing the two expeditions, the Mount Anaka climbers and those who carry Wilson on a litter to the beach, Norman Mailer sees the litter-bearer's journey in terms of religious traits. However, it is possible to know something about Ridges by the comment made by Goldstein. "Ridges was a good man; there was something enduring about him"(Mailer,1948, p.527)

Both Goldstein and Ridges continue long after there is any hope of sowing Wilson's life to the point where their efforts are to get the body to the shore. Similarly, Croft and his group have been unable to climb the mountain resulting in the virtual defeat of the Japanese. Both journeys become futile. They symbolize seer in man, but Goldstein and Ridges' heroism cannot set right the American society because the goodness, which they possess, can endure such a world but does not change it. Underlying the intensity of Croft's love for violence and his assault upon the external world, Mailer identifies him as a strong enough hero to change the world. Croft's personality has hardened so that he is characterized repeatedly by the statement. "I hate everything which is noting myself."(Mailer,1948, p.164)

Mailer's other novel, *An American Dream*, creates a hero, Rojack, endowed with superhuman imagination. Rojack in *An American Dream* is a more mature version of Mailer's earlier novel, *The White Negro*. It is an example of Mailer's hope that an individual can survive in a corrupt and hostile society. In this novel, it is seen that love for one's mate can represent the greatest single optimistic hope for the individual brave enough to earn it.

From the beginning of the novel, Rojack is established as an existentialist who differs from Kennedy in abyss and magic. The American Dream has turned into a nightmare of material success. However, Rojack's dream of ecstasy and violence underlines the sedation of American life and therefore is authentic for the American nation. Before the beginning of the dream, he has lost hope in the possibilities of growth provided by the culture. Rojack realizes that he is a total failure. He rejects politics and other forms of the American Dream of power. He fails to understand the existential abyss of dread rationally, but his realization of dread is religious for him, and it separates him from the conventional heroes of his culture.

The real difference between the President and myself maybe that I ended with too large an appreciation of the moon, for I looked down the abyss on the first night. I killed four men, four very separate Germans, dead under a full moon whereas Jack for all I know,

never said the abyss. (Mailer,1965, p.24)

The relevance of Rojack's dream to American's need for a hero is established. His adventures in the thirty-two hours of the novel are not an assortment of dull cruelties, and callous copulations or the charge that *An American Dream* is a very dirty book is not justified.

Of course *An American Dream* is not good or bad simply because it deals with aspects of life seldom treated with candour in serious literature and ever less frequently with Mailer's relish of detail. It is an introspective novel. Mailer has created the style of a contemporary introspective novel. Mailer has created the style of contemporary introspection, at once violent, educated and cool. (Poirier,1956, p.163)

In Rojack's life, he aims at the attainment of salvation and the realization of God. Rojack, a middle-aged professor of existential psychology, believes that magic dread and the perception of death were the roots of motivation. Rojack is not immune to the fascinations of power and murders his wife Deborah, a rich heiress, in a violent struggle at her apartment because she represents the forces of darkness from which he must save his soul. She is a symbol of the beast that the sear must overcome. Rojack inherits her power and light with her death, which she cannot take to the underworld.

She was bad in death a beast stared back at me. Her teeth showed the point of light in her eye was violent, and her mouth was open. It looked like a cane. I could hear some mind, which reached down to the cellars of sunless earth. A little line of spit comes from the corner of her mouth. (Mailer,1965, p.43)

In *An American Dream*, Rojack digs a hole for himself, a grave, a death scene from which he does not begin to emerge until he kills Deborah. By strangling her to death, Rojack gains new life and grace. Moreover, this madness of murderous impulse should not be denied, and it should be realized "Cancer is the growth of madness denied" (Weatherby,1977, p.113). American society may go for a checkup since madness co-exists with sanity. By killing his wife, he purges his own requirement of being an American existentialist.

The hero as a murderer seems reasonably healthy and straightforward in his approach to power and its manipulations in the novel. He has a vision of a heavenly

city, and a little later, feels as though he was reborn. "I had a view of what was on the other side of the door and I heaven was there." (Mailer,1965, p.35)

After the murder, he encounters limitations and possibilities represented by her maids Ruta and Cherry. Immediately afterwards, Rojack confronts Shago Martin - a singer, an elegant Negro with skin as dark as midnight and Barney Kelly are suffused with a similar combination of violence and sexuality. Rojack defeats Shago and throws him down the stair, which purges some of Rojack's own fear and hatred. He enters the Waldorf to encounter Kelly with the umbrella handed to him by Cherry. Rojack is gripped with fear and feels as if he were in hell, "For a moment I had died and was in the ante-chamber of Hell. I had a long vision of hell not of its details, of its first moment."(Mailer,1965, p.194)

Rojack's other confrontation scene is with Kelly. As Andrew Gordon noticed, Kelly resembles General Cummings. Both men have cold grey eyes and frigid, bitchy wives. Then, Rojack is again enraged as Kelly sets for Rojack the challenge of walking the parapet outside his apartment. Despite this cold-blooded push, Rojack throttles his rage. After one quick blow, he flings the umbrella over the edge. His throwing of the umbrella shows his sacrifice of the drive-in Rojack for suicide and murder. Finally, he fights with Kelly to overcome him.

Kelly is a devil, and he has given his content to the power of darkness in America. Rojack survives the violent scene on Kelly's balcony. He is purified and is free to pursue his new life. However, his battle with the devil is not yet over, and he tries to maintain the balance on the brink. If he failed to balance, he is liable to fall, for there was nothing as delicate in the entire world as one has lost touch of control.

At the end of the novel, Rojack's position does not seem very hopeful and encouraging, but due to Mailer's attempt to focus upon mystical notions such as soul and spirit. Rojack, towards the end, feels free, brave and strongman through his resourcefulness. In this novel, Mailer's view of American society is as bleak as it is set forth in *The Naked and the Dead*. Elaborating upon the metaphysical dimensions of human struggle, he acknowledges that everything, which is alive or intent, or obsessed, must wage an active war. It creates the possibilities for form in its environment by every attempt to shape the environment.

Although quite many men are demoralized, it is possible through great courage for a man to achieve grace and solution. With the hipster's urge to impinge on people and events, the soul, although passive and acted upon by its environment, tries to locate itself in an object or person in

order to perpetuate the form of its being. The success of Rojack is of considerable inspiration to the American character. In Mailer's early and middle work, the beast in man appears to be strong enough to subdue seer in him, but then such a disaster is arrested as the seer in man overshadows the beast. The plague in America ultimately becomes for Mailer, a more powerful force standing beyond spirit but sharing its tendency to deaden the soul.

In accord with his increasing emphasis upon the self, Mailer does not refer to racial or religious categories but to men who possess a particular sense of their own lives. Unlike D.J., however, Mailer locates himself beyond the conflicts, which are described. His favourite theory is that America is run by a mysterious hidden mastermind, a secret creature with a brain where he can throw out all his corporate management of thoughts. This purification is closely connected to the use of obscenity in the book. While in *The Naked and the Dead*, obscenity functioned to undercut the military hierarchy, which Mailer details in *The Armies of the Night*. Mailer favours the purifying effect of giving free rein to obscenity in one's speech or writing as it cures a man of his obscene thoughts. Mailer states categorically that the war in Vietnam was obscene, and he explains why America's leaders are opposed to verbal obscenity: "Yes, the use of obscenity was indeed to be condemned for the free use of it would wash away the nation-was America the first great power to be built on bullshit." (Mailer,1977, p.201)

Mailer warns that banning obscenity may prove fatal. Those who ban obscenity are like the Rustys of America, bottling up their rages and fears, which are then channelled into an obscene war. The purging of obscenity does affect purification, but then why would D.J. and Tex go to Vietnam? W. Aldridge gives the following interpretations: Now they have conquered the impulse in themselves, they do not need Vietnam as an outlet for their hostilities, and so it is certain that they will be as derisively antagonistic to the war as they have been to the sick pretensions of Rusty's world" (Lucidoston,1971, p.97) This interpretation is half true because D.J. and Tex are very eager to proceed to Vietnam and their communication with nature intensifies their violence, which gets its outlet in fighting in Vietnam. If Mailer's thinking about the Vietnam War has changed, it has only been in the direction of a greater exploration of the psychological needs which the war serves.

In Vietnam War, Mailer is more patient in his hope for a transformation of American society. Throughout the novel, he speaks of a revolution that will take place with the aid of electoral politics. He presents his earlier idea that the war between the privileged and the oppressed has been superseded by the conflict between those who would



maximize the productive resources of civilization and others concerned with developing a more instinctive mode of life.

Mailer is a novelist of humanitarianism. He is grieved to see society governed and dominated by the sinister. In Vietnam War, Mailer, in accord with his increasing emphasis upon the self, offers a more psychological explanation. He does not refer to racial or religious categories but to men who possess a particular sense of their own lives. In Vietnam, then Lyndon Johnson merely acts for all of America since everyone is a member of a minority group. Lyndon Johnson and other Americans were pushed to an intolerable level of frustration, which could only be relieved by a violent external engagement such as the Vietnam War. Mailer really believes that the American government and the majority of people seek to eliminate dissent and diversity and provide a home for mass men. The forces of totalitarianism, corruption, greed, exploitation, commercialism, violence and crime. Mailer hopes that the New World of happy hopes and glorious fulfilment of man's aspirations would come to an end provided the degenerated American society heeds to his counsels. Mailer, in his writings, looks for a dynamic hero with a strong voice to carry the vision of the regeneration and reconstruction of human society.

Mailer puts all the protagonists of his works to the test. General Cummings and Croft in *The Naked and the Dead* suffer from serious flaws of one sort or another and render themselves incompetent to get rid of society from social evils. Mailer succeeds in his quest for the hero in *An American Dream*; Rojack takes to violence and sex and purges himself of the cancerous tendencies. Evil urges, which, if repressed, leads to morbidity and cancer. With his heavy emphasis upon intuition, he presents through Rojack a worldview that lacks intellectual solidity. Thus Rojack brings about his salvation. This salvation is the salvation of society. Mailer's message is that this present corrupt society may be replaced by a society of human happiness if its inhabitants are the men of commitment to growth, possess courage, will and large vision.

A sick America immediately subverts Mailer's ideals that a hero should represent the major themes of his ethos, which would mean a hero at home. Existential man is the total of the acts, which comprise his existence. At any specific moment, a hero is a hero, no less and no more. Will power can transform regulator into a rebel, a coward into a brave man, victim into victimizer. Heroism and villainy are moral correlatives rather than moral alternatives. The concept gives Mailer's protagonists their own moral tones. Mailer further ignores traditional heroism except for his consistent belief that courage is a key attribute to possess

courage is to be potentially heroic, possibly even representative of the ethos. Mailer's ideal heroism will not be expressed until he ends his intense search for a prototypic figure that represents cultural survival and culture worthy enough to be saved. Mailer believes that the modern man should return to a more simplified and more natural existence.

Mailer concluded by saying the real war was not between west and east but between the conservative and the rebel, authority and instinct between two views of God. The conservative view is that the rich and the poor are born in their respective places. The rebel's view-Mailer's view-is that society is caught up in a war between God and the Devil.

man must serve as God's agent, seeking to shift the wealth of our -universe in such a way that the talent, creativity, and strength of the future ..... will show us what a mighty renaissance is locked in the unconscious of the dumb. (Mills,1982, p.258)

So Mailer, through his war novels, attempts to make the people realize their bad ways of life and save themselves from dehumanization.

### III. CONCLUSION

Mailer's army experiences have deepened his pre-existing conception of American life as a desperate gamble in which men are futile pawns on the giant chessboard of circumstances. He regards totalitarianism as the most dreaded antagonist of American society. It is a moral disease, and it induces psychic pacification. In all his works, Mailer has attacked this evil eclipsing American society. In his war novels, Mailer calls upon people to protect themselves against the totalitarian society in which they live. It dulls one's sense of death.

For Mailer, the war had unreal quality. He speaks the truth and gives a realistic account of American life, which shows the weakness, corruption and moral degradation of contemporary American society. Most of the fighting men are portrayed as depraved, twisted, or stumped by the disintegrating forces and counter forces at work in their world. Through a close reading of his novels, it is possible to find that Mailer remains cynical and pessimistic in his works. He realistically portrays the crises of human values and spiritual impoverishment. Mailer presents in the theme the struggle of life and form against death and chaos. Being a social critic, Mailer depicts America's

preoccupation with crime, violence, sex and technology, and all other contemporary social issues and problems.

Mailer was writing to justify himself to the world. However, his essential purpose has always been to delve deep into the centre of the American psyche and report his findings with utmost sincerity. Mailer is very violent in his attack upon social decadence. Mailer, like a painter, paints American life across a number of canvases, shaking people up, stamping on them, and showing how life is stalemated and defeated by the forces of death.

He shows that the individual is locked up in the machine world of modern society. The writings of Mailer are pervaded by the personal expression of the life of Mailer. Coming across his war novels, it is possible to discover that the heroes of his works are spokesmen of Mailer whose passion, urges and agonies have remarkable affinities with those of Mailer's life. Rojack, the chief character in *An American Dream*, resembles Mailer in several ways with some of his farther ambitions, a slightly idealized Mailer and his philosophy of life. Mailer has put his ingenuity into the mouth of his heroes. Rojack shows the rot, stink and stench of contemporary American society. The autobiographical expression of life is present in many of the writings of Norman Mailer. He reflects on the disappointing aspirations, the failure and the sorrow of his time. In his works, he informs about domestic problems and social evils.

Mailer portrays the tragic experience of the American machine-age. He, as a war novelist, feels that they are disillusioned and sad. Decent human gestures are not possible in the presence of the military machine as it brings out the worst in everybody. They are devoid of human values. They are uprooted and betrayed, and in these horrible conditions, he attempts to make people realize their bad ways of life. therefore, he shows people how to save themselves from dehumanization. He shows his ability to struggle against despair in his novels. He pinpoints the limitations and weaknesses of his age. He attempts to depict America's spiritual poverty in the midst of material progress. As compared to his contemporary writers, he attempts to forge an ethic that will restore the place of the individual in an era of depersonalization, alienation and rapid change.

Through Mailer's novels, it is possible to study the degradation of American life with all its misery and sickness. His morals are compounded by courage, engagement with death and commitment to growth. He alone stands among his contemporaries in possessing a coherent metaphysics of the human condition as it now exists. He becomes the social microcosm and mirrors the weakness, corruption and inadequacies of this world. He

feels that men must have social as well as individual patterns of action if they want to prevail and ultimately overcome the inhuman tendencies within modern society. While confronting the complex and chaotic aspects of contemporary civilization, he satisfies the needs of postwar Americans more than others. It is possible to witness in his works the deepest consciousness of the postwar period. The world is always a grey horror, everything comes undone, and the heroes are always broken. The war exists as something oppressive. War seems only the last brazen cruelty of the enemy, the outrage inflicted upon those who would live bravely, be a part of it, and be passionately free.

## REFERENCES

- [1] Hoffman, F.J. (1968). *The Twenties: American Writing in the Postwar Decade*. New York: Viking Press.
- [2] Laura, A. (1975). *Existential Aesthetic: An Interview with Norman Mailer*. In Lennon J. Michael (ed.) *Conversation with Norman Mailer*. Jackson and London: University Press of Mississippi. (p.208)
- [3] Lucidoston, R. F. (Ed.) (1971). *Norman Mailer: The Man and His Work*. Boston: Little Brown.
- [4] Mailer, N. (2018). *The Naked and the Dead*. London: Penguin books.
- [5] Mailer, N. (2018). *An American dream*. London: Penguin Books.
- [6] Mailer, N. (2018). *The Armies of the Night*. London: Penguin Books.
- [7] Mailer, N. (1985). *Pieces and pontifications*. London: New English Library.
- [8] Mills, H. (1982). *Mailer: A Biography*. New York: Empire Books.
- [9] Poirier, R. (1965). *Morbid-Mindedness in Norman Mailer*. *Commentary*.  
<https://www.commentary.org/articles/richard-poirier/an-american-dream-by-norman-mailer>.
- [10] Radford, J. (2013). *Norman Mailer: A Critical Study*. New York: Palgrave Macmillan.
- [11] Rollyson, C. E. (2000). *The lives of Norman Mailer: a biography*. Lincoln, NE: iUniverse.
- [12] Weatherby, W. J. (1977). *Squaring off: Mailer versus Baldwin*. New York: Mason/ Charte.

# Alice in Wonderland: A Mythical Journey

Marilu Monteiro<sup>1</sup>, Francisco Antonio Pereira Fialho<sup>2</sup>

<sup>1</sup>Master Student in the Programa de Pós-graduação em Engenharia e Gestão do Conhecimento at Santa Catarina Federal University, Brazil

<sup>2</sup>Dr. Eng.; Titular Professor at Santa Catarina Federal University; Brazil

Received: 03 Jul 2021; Received in revised form: 02 Aug 2021; Accepted: 10 Aug 2021

©2021 The Author(s). Published by TheShillonga. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>)

## Abstract

*The theme of this work is a study of theories about the myth of the hero lived out by the character Alice, of the film Alice in Wonderland, directed by Tim Burton and based on the work of the writer Charles Lutwidge Dodgson, under the pseudonym Lewis Carroll in 1865. A brief psychological analysis is made of the relationship of the fantastic narrative with the process of individuation of the protagonist and the symbolic representations in the psychic development that occurs, through her mythical experience of the "hero's journey" that was elaborated by Joseph Campbell in The Hero of a Thousand Faces. This theory presents the various stages of the mythical journey of the hero, trajectory which is marked by complications, trials and lessons that the hero must undertake to develop inwardly. At the end of the journey Alice not only develops herself but also interferes with the local order of her community which is governed by rigid and patriarchal norms. As Campbell puts it, the hero's return entails putting the learned wisdom into practice so that he/she shares the benefits gained on the journey.*

*Keywords— Alice in Wonderland; hero's journey; process of individuation; self-development.*

## I. INTRODUCTION

In the pre-modern world, mythology was indispensable. It helped people find meaning in their lives, as well as revealing regions of the human mind that would otherwise remain inaccessible.

The renowned mythologist Joseph Campbell states that with the myths, humans, consciously or unconsciously, are inserted into the local organization, both emotionally and intellectually. Man, says Campbell (1992, p.16), "cannot maintain himself in the universe without belief in some arrangement of the general inheritance of myth. In fact, the fullness of his life would even seem to stand in a direct ratio to the depth and range, not of his rational thought, but to his local mythology."

Stories of gods and heroes descending into the depths of the earth, battling monsters and traversing labyrinths, have brought to light the mysterious mechanisms of the psyche, showing people how to deal with intimate crises. Accepting it as it was understood in previous societies, the myth designates a true story and not simply as a fable or an invented and unconnected story. These ancient societies gave meaning to the world through myth (CAMPBELL, 1992).

Campbell (1992) states that when the myth appears in the form of entertainment, it is not taken seriously, however, when it emerges in religious contexts, the myth is not only accepted as real but also considered revelation of truths of the respective culture and reveals from where their spiritual authority and temporal power derive.

The individual in previous historical periods was totally absorbed and integrated with nature, with its cycles of life and death, and regarding dealing with the land, since it was believed that from it, derived all of existence and continuity. (CABREIRA, 2006). With modernization, man has lost his capacity for symbolic production, which now has a psychic importance, since the unconscious preserves this capacity.

In this way, the connection between archaic myths and symbols of the unconscious is of great value for analytic work, since it allows interpreting of the symbols both in their universal historical aspect and in their psychological sense, as we shall see in the symbolic relation between the saga of the hero and the egoic development of the protagonist of the film - Alice.

When Freud and Jung began the modern investigation of the soul, they instinctively turned to classical mythology to

explain their theories, giving a new interpretation to the old myths.

In this sense, the archetype of the hero is something very present in the contemporaneity. In films, novels, books, and others, the heroic sagas are constantly counted and retold, which demonstrates its structuring aspect of the psyche. The challenges of the hero represent the struggle of the ego's development against the regressive forces of the unconscious, as Henderson (2008) explains. The hero's trials represent his symbolic death for later rebirth, as they allow the "ego-hero", contact with his shadow, the occult, repressed aspects of the personality.

Through symbolic death (Catábasis or initiatory rite), the hero becomes more aware of his strengths and weaknesses, reaching the necessary maturity to overcome the challenges of his journey. Thus, the hero's archetype is associated with rites of passage, fundamental for structuring consciousness, through the mythologema of the hero who kills the monster, as we will see in the Alice in Wonderland movie, where Alice kills the Jabberwocky, the dragon, which represents the obstacle that prevents her from raising her consciousness to the next level. Alice's dragon is that hidden force that prevents her from being who she really is in her divine essence and not simply following the social norms around "being a woman", taking into account the time in which the story occurs.

The film is directed by Tim Burton and based on the work of the writer Charles Lutwidge Dodgson, under the pseudonym Lewis Carroll, in 1865. The film portrays the journey of the hero lived out by the protagonist of the tale, Alice. A brief psychological analysis is made of the relationship between the fantastic narrative and the individuation process of the protagonist, and the symbolic representations in her psychic development. Considering the context of the time in history and the social role of women in the nineteenth century, the symbolism of diving into the own unconscious is discussed, as well as elements of life and a few aspects of the protagonist's psyche. The hero's journey reflects the transformation and growth that Alice went through.

The hero's journey was elaborated by Joseph Campbell in his famous book *The Hero of a Thousand Faces*, in which the author describes hidden patterns in mythology represented by the twelve stages experienced by the hero:

1. Ordinary World
2. Call to Adventure
3. Refusal of the Call
4. Meeting the Mentor
5. Crossing the First Threshold

6. Tests, Allies, Enemies
7. Approach to the Inmost (Hidden) Cave
8. Ordeal (Probation)
9. Reward (Seizing the Sword)
10. The Road Back
11. Resurrection
12. Return with the Elixir

This model is universal and occurs in all cultures, in all ages. The variables are infinite, equating the number of singularities in human existence, as Vogler (1998) puts it, but its basic form remains constant. "The hero's journey is a set of extremely persistent elements, flowing ceaselessly from the deepest layers of the human mind" (VOGLER 1998, p.33). The details differ, but they are fundamentally the same.

The perspective of Campbell's thinking is equivalent to that of the Swiss psychologist Carl G. Jung who wrote about the archetypes, characters, or energies that are constantly repeated. For Jung (2000), archetypes are values, beliefs passed on to succeeding generations, they represent our ancestral baggage even though we are not aware of them. Archetypes are models, which are often naturalized and therefore unnoticed.

Sinzato (2007, p. 62) contends that "archetypal images are contents that people do not know they know about, but when they come into contact with them, they capture their essence as if they are remembering something known." For example, as the author points out, St. Paul felt he was more than a nomadic weaver because he had the conviction that he was a messenger of the Lord. St. Paul seized the archetype of the messenger and thus felt himself more than a mere craftsman.

Jung (2000) realized the analogy between his patients' dreams and mythological archetypes, and this led him to hypothesize that both come from a common source, the collective unconscious. For this author all the archetypes are in the collective unconscious, and therefore, are unknown to humanity.

Therefore, for Campbell (1992) the myth is a narrative of symbolic character. The author noted that the mythology was the same under a variety of customs, that is, the author believed that there was a common sense among all mythologies. In his studies Campbell extracted an explanatory summary that applies to all the myths, to what he denominated monomyth. The hero's journey illustrates the trajectory of challenges, struggles and achievements experienced by the hero, who is each of us, humans.

The hero's journey, says Campbell, is marked by physical and spiritual prowess. Every path traveled by the hero



follows in the sense of self-development, of self-knowledge, so the hero's journey is not understood as a warrior journey, but as a "liberation" of being. It is hoped, contributes Sinzato (2007, 54), that "as a hero, you free yourself from the darkness of unknowing yourself and seek the light, pursuing the delphic maxim 'Know thyself'".

The trajectory of the hero's journey, according to Cabreira (2006), is marked by complications, trials and lessons that the hero must undertake in order to achieve his inner development.

Screenwriting analyst Christopher Vogler, a specialist in fairy tales and myths, and consultant of the Disney feature films *The Lion King* and *The Beauty and the Beast*, in his book *The Author's Journey - Mythical Structures for Authors* related Jung's concepts and the mythical studies of Campbell. The book reappears (VOGLER, 1998) with the archetypes and the twelve stages of the hero's journey. The book serves as a guide for writers who seek to create depth in stories and characters that look real in the eyes of readers. In this book the author succinctly exposes gender problems within the hero's journey, according to Vogler (1998), this theory shows only the male perspective; "there can be a real difference in the form of the journeys of men and women. The journey of men may be, in some respects, more linear, evolving from one external goal to the next, whereas the journey of women may develop in a spiral, into the interior and the exterior" (p.20).

Mauren Murdock, then Campbell's student, also noted that the hero's journey does not encompass the female inner universe, so the researcher wrote a book; *The Heroine's Journey: Woman's Quest for Wholeness*. In it, the author elaborates the journey of the heroine structured in a circular form, formed by ten stages with a contemporary vision of the yearnings and the positions that women occupy today in the society. Murdock (1990) argues that it is still possible in contemporary times to observe how much women live out the hero's journey. This is because the father is the figure of power and success in the home. This fact makes the woman in her earliest stages of human development identify with the paternal figure by denying the feminine values that were once sacred in the past, such as sensuality, intuition, creativity.

This fact is observed in the performance of the protagonist of the film, Alice, who makes the journey of the hero and not of the heroine. The beginning of the film evidences Alice's strong identification with the paternal figure, influencing her decision to continue her father's dream to explore the unknown and unexplored continents until then.

In addition, the hero's journey was used in several doctoral thesis and research. Carmem Isabel Pereira Sinzato (2007) of the Post-Graduation Program in Production Engineering at the Santa Catarina Federal University, in her thesis "Conhece-te a ti mesmo: uma proposta de desenvolvimento da Maestria Intrapessoal de Líderes", (Know thyself: a proposal to develop the Intrapersonal Leadership Mastery), created a method inspired by the journey undertaken by hero Hercules, in its conceptual basis, the leader's journey towards intrapersonal mastery. Community leaders who focused on the development and personal transformation of their collaborators participated in this research. It is thus a spiritual, servant and conscious leadership. According to the researcher, leaders who are participants in this type of movement are generally those who seek self-knowledge and are therefore aware that this movement is not from the outside to the inside, but rather the opposite, says the author. "It can be said that the formation of true leaders passes through the exercise of a posture of an authentic and balanced life ... " (SINZATO, 2007, p.14).

This study, points out Sinzato (2007), contributed to the personal development of leaders and therefore to the humanized development of organizations. Besides it this research contributes significantly to the proposal of the respective article regarding the relevance of self-knowledge for personal and social development, considering that we are all One, united and integrated. Thus, when a person manages to deepen their knowledge of self and attain personal mastery, they also contributes to the development of others around them: "He who makes the journey of the hero enters the lands of intrapersonal mastery, finds knowledge of self, changes his gaze upon to himself, upon others and upon his world and returns transformed" (SINZATO, 2007, 53).

Another Thesis of the Interdisciplinary Doctoral Program in Human Sciences at the Santa Catarina Federal University – (UFSC) by Regina Helena Cabreira (2006) is "A Condição Feminina na Sociedade Ocidental Contemporânea – Uma Releitura de A Letra Escarlata de Nathaniel Hawthorne." (The Female Condition in Contemporary Western Society - A Re-reading of The Scarlet Letter by Nathaniel Hawthorne). This paper deals mainly with the need to value the "feminine" aspect in our lives and societies. From the urgency of questioning and reflecting upon the role of women in contemporary Western society to the various types of stigmatization that women still suffer in the environments in which they live.

To that end, Cabreira (2006) analyzed the novel *The Scarlet Letter* (1850), by Nathaniel Hawthorne. He presented, firstly a mythical-historical view, where he rescues the concept of "feminine", through the works of



Marija Gimbutas in *The Language of the Goddess* (2001) and Edward Whitmont in *The Return of the Goddess* (2001), among others. Second, Joseph Campbell's theory of the hero's journey in *The Hero of a Thousand Faces* (2002), with an emphasis on the "heroic trajectory" and how it applies to the analysis of the deep structure of the novel, and the trajectory of the heroine Hester Prynne. Thirdly, the symbolic study of the content of the novel, which shows the deep meaning of the elements that make up the mythical trajectory in question.

The relevance of this study to the symbolic and mythical analysis through Alice's journey, as well as the process of maturation of the protagonist of the film, is due to the redemption of the female. Cabreira (2006) makes a beautiful interpretation and through her bibliographical research of this aspect, the author reminds everyone about "Being-Woman", which in turn has been misrepresented over the last few centuries and, despite the many efforts of academic movements, feminists and others, there are still some discrepancies between women and men in social, cultural and organizational life.

The author illustrates the life of Hester Prynne, a woman who married an older man, whom she did not love, but as was common at that time, in 1642, when immigrating to a distant and lonely place, she gets romantically involved with the local pastor and gets pregnant of him. Hester is convicted of adultery and is arrested, in addition to being condemned by society to live the next years away from everyone.

This is the story of many women, not necessarily in the same scenario, but similar. And even today it is possible to observe an unequal and unjust society. It can be said, contributing to Jung's concept of the collective unconscious that, since its content and value are unknown to humanity, the historical and cultural construction of the role and value of women in society is deeply rooted and distorted in the collective unconscious.

Challenges to transmute such symbolic value are pointed out and articles such as that of Cabreira (2006), Sinzato (2007) and Picchia and Balieiro (2010), including the respective analysis of Alice's journey, contribute to reconstruct the Being-Woman.

Corroborating to the debate, Campbell (2015, p.15): Many of the difficulty women face today are due to the fact that they are entering a field of action in the world that was previously reserved for men and for which there are no female mythological models. Consequently, the woman finds herself in a competitive relationship with man and doing it they may lose the sense of her own nature. Her prescribed role was to give birth and raise children. The male role was to sustain and protect. These roles were

biologically and psychologically archetypal. But what has happened now is that women have been relieved to some extent from their traditional attachment to the home. They have entered the field and the forest of individual search, conquest and personal fulfillment, for which there are no feminine models (...). The challenge of the moment is to flourish as an individual, neither as biological archetypes nor personalities that emulate the masculine. Again, there are no models in our mythology for an individual female quest. Nor are there models for the man who marries an individualized woman. We are in this together, and we must resolve this together, not with passion (which is always archetypal), but with compassion, nurturing each other's growth with patience.

Another work that contributes significantly to this systematic review, which in turn was published as a book, is *O Feminino e o Sagrado: mulheres na jornada do herói*, (*The Sacred Feminine: women in the journey of the hero*), authors Beatriz Del Picchia and Cristina Balieiro (2010). The writing project for this book, the authors pointed out, was originally based on another book: "O jardim sagrado - a dimensão espiritual da vivência feminina" by Sherry Ruth Anderson and Patricia Hopkins, published in Brazil in 1993 and in the United States in 1991 with the original title *The feminine face of God - The unfolding of the sacred in women*. The reading of this book, as reported by Picchia and Balieiro (2010), had a strong impact on them because both were strongly interested in the issues of the feminine, mythology and manifestations of the sacred in everyday life. Fifteen women participated in this study, all with some relation to the search for the knowing of themselves. It was more than fifty hours of recording and about five hundred pages of transcription, with a total of four years of work, between the project, the interviews and the analysis of the data. In this study the authors observe how the hero's journey lived by the participants was not linear but rather circular, they verified the relevance of this journey and the impact of this trajectory in their lives. In addition, this study proves the observations of Campbell (2007) when relating myths to the journey of the hero.

One can therefore ascertain the different facets and possibilities for the use and interpretation of the hero's journey. All, however, refer to the pursuit of self-knowledge and self-development. This is not an easy, but necessary, path. Wonder: what would Alice's life be like if the protagonist of the movie had not invested in her journey into Wonderland? It is likely that she would have married a duke she was not in love with, would have children, and would be subservient to the duke and social rules. Alice would possibly remain in the female standard of the time. She would suffer internally and would not have the strength to express her divine gift, which is

nothing more than the encounter with oneself, with the sacred, the divine.

Alice's Wonderland Journey will begin with a brief interpretation of Alice in Wonderland using the Hero's Journey as a methodological basis as well as the research and studies previously cited.

## II. THE HERO'S JOURNEY REPRESENTED IN THE EXPERIENCE LIVED BY ALICE

2.1 The hero's journey - The rupture: (2.1.1) Everyday world; (2.1.2) Call to adventure; (2.1.3) Crossing the first threshold

(2.1.1) Everyday world

The everyday world is not a stage of the journey, but the place from where the hero left and where he will return to. It is the world in which each person lives, for example, Picchia and Balieiro (2010) report that the everyday world of their participants [in their study] is the state of São Paulo. Meanwhile, Hester Prynne's journey runs from 1642 to 1649, in seventeenth century Salem, Massachusetts (CABREIRA, 2006). In her analysis Cabreira (2006) points out that Hester isolates herself from life as she knows it, gradually. First, she departs from her husband and her native land to go to an unknown place; then she is condemned to isolation within the society of Salem for her crime and then builds her life and that of Pearl, her daughter, from the circle of approximation that separates them from the other inhabitants.

The film *Alice in Wonderland* brings a representation of the psychic growth process of the protagonist, and her journey can be analyzed from the Jungian psychological perspective of integrating the various aspects of her psyche to face a major challenge in her life, when, in the story directed by Tim Burton, she is requested in marriage. When faced with the situation of decision, Alice apologizes, and leaving the place plunges into her unconscious and finds several forgotten and immature aspects of her psyche that she needs to know, recognize and integrate for the maturation of her psyche.

It is interesting to note that both Alice and Hester, fiction and reality, are exposed to society. Hester, when she is convicted of adultery and Alice when asked in marriage. In the same way, it turns out that both aim to transgress their role with society. They seek to break with the standardized model set for women, which was built and valued throughout the history of mankind.

Since the 1960s social and women's movements fought to get rid of this antagonistic model. Contributing to the above, is Cabreira (2006, p. 11/12): "Women have long struggled to form, maintain and sustain their identity,

moral integrity, public and private life, and struggle to maintain and at the same time, rescue, their innate characteristic, their instinctive nature".

(2.1.2) Call to adventure

"[...] the call rings us the curtain, always, on a mystery of transfiguration—a rite, or moment, of spiritual passage, which, when complete, amounts to a dying and a birth. (1968, pg. 51).

(Joseph Campbell, 2007, p.61)

This first stage, alluded Picchia and Balieiro (2010), means that destiny summoned the hero and transferred him from the center of society to an unknown region.

Campbell (2007) states that the call usually occurs by mistake or mere chance, the frog emerges to rescue the ball from the bottom of the pond, the girl observes the elegant rabbit running through the garden, the young girl falls in love with the shepherd and gets pregnant. But this event reveals a new and unsuspected world in which the individual will encounter forces that are unknown to them.

In the initial situation of the film Alice faces the need to take control of her own life or submit to social expectations and live the consequences. When faced with the challenge of establishing herself and deciding her fate, the character turns to her unconscious and childish world in search of her own references to strengthen and face the issue. There is a well-known therapeutic mental process in which life situations are repeated so that one can learn the lesson, which Jung reveals as a psychic retreat from time to face an initially insurmountable obstacle with the resources of the time. At the beginning of the movie Alice dreamed of Wonderland and had the affectionate comfort of her father, and it is to these loci that she turns to in order to elaborate her childhood affective issues, for this moment of the maturing that life demands of her.

At the beginning of the story there is the conflict between the social understanding of what would be appropriate and Alice's yearnings for living her own life and freedom. We can relate the various characters to the distinct aspects of the psyche, among them the White Rabbit and Absolem can represent the unconscious and instinctive impulses of Alice when the time of her initiation arrives in the journey of the psychic growth. The White Rabbit embodies the need for the ego to awaken to certain values and recognize its many facets in an integrative process.

The White Rabbit plays the role of reminding Alice about the arrival of the 'call' to awaken, to delve into herself and to deepen her self-knowledge. In Campbell's (2007) terminology the White Rabbit represents the herald and announces the transition from one phase to the next, the challenge, the call to mission. It is the figure of the herald

who informs the psyche that it is ready for transformation, for the awakening of the Self.

Alice apologizes to the guests and runs after the rabbit accepting the Call to Adventure to know the Self.

### (2.1.3) Crossing the first threshold

Having crossed the threshold, the hero walks in a dreamlike landscape populated by curiously fluid and ambiguous forms, in which he must survive a succession of trials.

(Joseph Campbell, 2007, p.102)

This step is represented by the action after acceptance. "A stage in which we move from decisions to action" (PICCHIA and BALIEIRO, 2010, p.33).

In the movie Alice accepts the invitation of the White Rabbit and, apologizing to the guests who eagerly awaited her response to the duke's request in marriage, rushes to join him. She does not understand the situation very well, but she knows that it is necessary to follow her instinct. Upon reaching the tree, Alice plunges into her own feminine for the transmutation of the childish aspects of her consciousness and emotional growth into a more mature and autonomous consciousness.

The tree represents a portal, a threshold to another level of consciousness. At this point Alice's journey begins, in the depths of her Self. We also have Hester as a heroine in search of something she was missing, something that had been "usurped" from her life: her youth, the possibility of being fully realized as woman, to live a great love and to become a mother. Her marriage with Chillingworth, a much older, mature man, meant a break in Hester's life and the possibilities she would have with a mate whom she truly loved (CABREIRA, 2006).

As Picchia and Balieiro (2010, p. 37) put it, "The universe conspires in favor of those who are willing to undertake the journey towards the deepest parts of themselves."

2.2 The hero's journey - Initiation: (2.2.1) Meeting with the master; (2.2.2) Learning; (2.2.3) Crossing of new thresholds;

This is the beginning of the second of the three phases of the hero's journey. At this stage the transformation of the hero and his/her perspectives, his/her values and world views take place. The path traveled is what provides the transformations and consolidates them in their psychic and emotional structure. This stage provides a rebirth and for this, a death is necessary. We may have to give up projects and dreams prior to this experience, false beliefs, illusions and our self-image will also be re-signified. Therefore, the title Initiation, which implies the 'death' of an old self, enables a rebirth of a new self.

### (2.2.1) Meeting the Mentor

For those who did not refuse the call, the first encounter of the hero's journey takes place with the protective figure [...], who provides the adventurer with amulets that protect him against the titanic forces he is about to encounter. [...] This figure represents the benign and protective power of fate.

(Joseph Campbell, 2007, p.77, 76)

During the adventure Alice meets The Hatter, who represents Alice's mentor. The role of the teacher is that of a master, a guide, a spiritual leader. The presence of the Hatter exerted a transforming power for Alice and gave her direction. He challenged Alice to believe in herself, to believe that she is the real Alice, also challenged her to accept the idea of facing the Jabberwocky, the dragon that in turn symbolizes the greater fear of the protagonist.

Mentors, as Campbell puts it, are those who have already fought their battle and are willing to aid the hero. As mythical figures the mentors can be a bird, a horse or similar figures. The mentor will help the hero in his/her trajectory, but it is worth noting that he is not an end, that is, in order to complete the journey and put into practice the knowledge acquired by the encounter with the mentor, the mentor will have to disappear, thus providing the hero the opportunity to integrate knowledge into his/her own psyche.

The expression "muchness" used by the Mad Hatter draws attention to a point, where it is evident that the protagonist needs to broaden her vision and deepen the awareness that she has of herself. Her mentor shows Alice that she needs more intensity and depth in her contents to accomplish her destiny; to be complete she needs to take responsibility for her own life. The Self possesses free will - as it is affirmed, but within the limits of the field of consciousness (JUNG, 2011), that is, the wider the field of consciousness, the more possibilities are presented and can be realized by the self.

### (2.2.2) Learning

You unlock it [the way] when you find someone who helps you unlock it. This can come from a person, properly speaking, or from an experience ... or from an illuminating book ... All you need is a thread from Ariadne ... not always easy to get. ...It's good to have someone to count on to give you a clue.

(Joseph Campbell, 2007, p 173)

The character Absolem brings the questioning about oneself, "Who are you?". It symbolizes the metamorphosis of the psyche in its process of psychic growth, and brings the need to die in the present stage of consciousness and to be born into a new life. His role is to provoke the

questioning of who Alice really is and what are her own values and references, which should guide her through her adult life. Absolem challenges her to understand herself better and more deeply.

At this stage Alice must get in touch with her potential, awaken in herself her divine power, recognize that she is the real Alice. Campbell narrates that man's quest in life is to conquer himself, but for that to occur he will go through various trials / challenges. It is the challenges that will enable the hero to come out of ignorance and come into wisdom.

### (2.2.3) Crossing of new thresholds

The original departure for the land of trials represented only the beginning of the long and truly dangerous path of the achievements of initiation and moments of enlightenment. You now have to kill dragons and surmount amazing barriers - over and over again.

(Joseph Campbell, 2007, p. 110)

An important step in the process is manifested by the protagonist to the dog Bayard, when she expresses her awareness and new level of empowerment: "Since I fell in that rabbit hole I was told what to do and who I should be. I was shrunken, stretched, scratched and stuffed into a kettle. I was accused of being and not being Alice, and this dream is mine! I'll decide from now on." In making the decisions from then on Alice shifts her route to reach her destination, becoming more determined and conscious.

The protagonist goes to meet the Queen of Hearts who in the Jungian approach represents the imbalance between functions of the psyche, where the emotion function is in the shadow, while the thought function is exacerbated. The movie medium represents this with the Queen's enhanced head and her emotional immaturity, with fits of anger and repression of emotion.

The Queen of Hearts brings the Shadow when she presents a cruel and insensitive attitude before all, is a dictator and orders that the heads of those who defy or threaten her power are cut off. The Queen of Hearts has no emotional maturity. Alice's identification with the Queen of Hearts brings the disconnection with her own feelings and the blindness of power. Emotional maturation and shadow integration are some of the stages of psychic growth that Alice needs to live out to meet her challenges in life.

However, although Alice is identified with her shadow - the Queen of Hearts, she surrenders herself for a period. For Campbell (2007) this process is part of the journey of the hero, the author says that the hero is the one who knows when to surrender and what to surrender to.

As the author narrates, the hero can only succeed in diving into him-Self because he has a goal and a method. It is

evidenced as Alice's goal: to know herself, to rescue her divine Self; and as a method, the deepening into her inner self.

For this to be possible it is necessary to meet with her own shadow, so the symbolism of this part of the film is of much relevance. Alice confronts and aligns with her shadow for a period. Conviviality with the Queen of Hearts enables Alice to know this aspect of her previously unknown psychic structure.

In addition, Alice makes allies and recognizes enemies. A very symbolic and significant scene is the one where Alice makes an exchange with the Queen of Hearts' "little pet", the Bandersnatch. She returns his eye as he allows her to take the key that opens the chest in which the Vorpall sword is. Only in possession of it can the great battle with the dragon be fought.

The maturing of Alice is verified when establishing this bond. Alice returns sight to the monster; the monster represents an aggressive and primal instinct of Alice. A repressed aspect of which she had much apprehension and fear of. Interesting to note that the same evil could both kill her and give her life because, remembering that Alice was wounded by the Bandersnatch at the beginning of the film and such an injury could lead her to death. Upon receiving his eye again, Bandersnatch licks the wound on Alice's arm and heals her.

The symbolism of this part of the film reminds us that by shedding light on certain aspects of our shadow we can save ourselves from our own tyrannism and selfishness that are projected on most occasions onto relationships. Alice, when mastering one of her aggressive instincts wins the key that will open new paths. The Vorpall sword, symbol of will and determination, at this moment Alice strengthens her ability to overcome circumstances.

Another aspect explored are the proportions of Alice who needs to adjust to achieve her goals, the story brings a symbolic message of proportionality, being too large to go through the door, or too small to reach the key, Alice is at times too tall, sometimes too short for her true height, what is the exact measure of Alice's armor and height? This represents the inflation and deflation of the Ego, where people believe than what they are, overrating and underrating, which occurs due to identification with unreal figures beyond human proportion. When confronted with the two Queens, Alice integrates several dark and unknown aspects of her feminine. The Queen of Hearts rules the living things, and has the power over their lives, in her we see the puncture of life, the blood of wrath.

It is, however, the White Queen who makes the potion that will bring the appropriate size to Alice, which curiously, is made of elements that have become useless to her psyche,



represented by parts of dead bodies. In her feminine integration Alice brings to her consciousness the Shadow and the dead and forgotten aspects of her psyche, so that they are recognized as an integral part of her.

While, for Hester, as analyzed by Cabreira (2006):

The crossing of this first threshold is closely linked to the earlier stage of Hester's life and the condition in which she marries Chillingworth. Throughout the novel we know that it was a loveless marriage, at the insistence of Chillingworth, a fact common at the time, when a young and poor girl had little choice but to join a much older man of superior social standing. Hence her unconscious need to seek a new life, a new trajectory, even if it is in an unknown land and in a society with such austere values.

Thus, Hester, in accepting her adventure alone, sets out in search of her destiny and the salvation of an undesired situation.

### 2.3. The Hero's Journey – Return

The complete circle, the norm of the monomyth, requires that the hero now begins the work of bringing the symbols of wisdom, the Golden Fleece, or the sleeping princess, back to the human realm, where the blessing achieved can serve the renewal of the community, the nation, the planet or the ten thousand worlds.

(Joseph Campbell, 2007, p.195)

This phase is the last of the three phases of the journey, ending the initiatory process which, the hero has passed. The hero, now transformed by rupture and initiation, must return to his/her everyday world by bringing the transmuting trophy.

Alice takes with her the knowledge acquired throughout her path, and all knowledge generates commitment, so the hero has a responsibility to share that knowledge with others around her so that they too can, in their own way, transmute and achieve a new level of consciousness.

The trails Alice went through gave her opportunities for growth and maturity, and so she returns to her engagement event now, as the caterpillar Absolem says to Alice: "you're closer to be the real Alice." In the sense of Alice having rescued a lot of own herself.

After experiencing her journey, Alice no longer accepts frames for her thinking, she is freer to express her divine gift in the world.

As Alice steps out of her daily life and begins to walk through the newness, other initiatory processes may be necessary in her new life trajectory, the challenges occur as a form of growth, and so we go, step by step, corroborating with what Campbell claims: to get somewhere it is necessary to undergo a few trials. In

addition, the author adds, "the complete circle, the monomythic norm, requires that the hero now begin the work of bringing the symbols of wisdom ..." (Campbell, 2007: 195).

The hero not only takes responsibility for his/her personal development but also contributes to the transmutation of certain circumstances of his locality. Alice returns to the engagement event and exposes some obscure and mediocre facts of that society. Hester, says Cabreira (2006), despite her misfortunes and isolation for seven years, proves to be beyond the moral and almost physical suffering imposed upon her, deciding to return to Salem and help those who ha

### III. CONCLUSION

Through the brief analysis of the narrative of the movie Alice in Wonderland, we follow the archetypal journey of the heroine Alice, in her process of self-knowledge and empowerment to decide on her own life instead of fulfilling the social role of women in her day.

The analyzed studies that contributed to this systematic review enabled us to investigate how the myth symbolizes the dynamics of the psyche.

Remembering that myths, fairy tales and others, are often told through movies, soap operas, etc., to remind us of their archetypal images and symbolism. The mythical journey proposes to develop in the individual the consciousness, the knowledge of his or her own strengths and weaknesses to prepare him/her for life.

Campbell elaborated the hero's journey from observations of various myths of the world and concluded that in myths there is a basic structure governing them, and although myths change according to each locality, they remain the same in their basic structures, since the symbolic values are the same.

It was noted that the consciousness of Alice, the protagonist of the film, expanded and transmuted certain fears. In accepting the challenge of killing the dragon Alice agreed to eradicate a part of her psychic structure that prevented her from revising the Self. This last fact is not an easy task, as Sinzato (2007) reminded us, the in-depth encounter of the Self often brings discomfort because this process, when effective, accesses content of the unconscious, which is not always easy to bring to light, to be incorporated and transcended.

In the study of Picchia and Balieiro (2010) it was verified how much the hero's journey is part of daily life and accepting the Call to Adventure provides profound changes that give life sense and meaning.



Alice must now return to her midst, transfigured, and teach the renewed life lesson she has learned.

### REFERENCES

- [1] CABREIRA, Regina Helena. A Condição Feminina na Sociedade Ocidental Contemporânea – Uma Releitura de A Letra Escarlate de Nathaniel Hawthorne. Tese (Doutorado Interdisciplinar em Ciências Humanas) - Programa e Doutorado Interdisciplinar em Ciências Humanas. Universidade Federal de Santa Catarina. 2006.
- [2] CAMPBELL, Joseph. O herói de mil faces. São Paulo: Pensamento, 2007.
- [3] CAMPBELL, Joseph. As máscaras de Deus: mitologia primitiva. São Paulo: Palas Athena, 1992.
- [4] CAMPBELL, Joseph. Deusas: os mistérios do divino feminino. São Paulo: Palas Athena, 2015.
- [5] JUNG, Carl Gustav. Os Arquétipos e o Inconsciente Coletivo. Petrópolis, Rio de Janeiro: Vozes, 2000.
- [6] JUNG, Carl G. O homem e seus símbolos. Rio de Janeiro: Nova Fronteira, 2008
- [7] HENDERSON, Joseph L. Os mitos antigos e o homem moderno. In: JUNG, Carl G. O homem e seus símbolos. Rio de Janeiro: Nova Fronteira, 2008, p. 133-206.
- [8] MURDOCK, Mauren. Heroine's Journey: Woman's Quest for Wholeness. Boston: Shambhala, 1990.
- [9] PICCHIA, Beatriz Del; BALIEIRO, Cristina. O feminino e o sagrado: mulheres na jornada do herói. São Paulo: Ágora, 2010.
- [10] SINZATO, Carmem Isabel Pereira. Conhece-te a ti mesmo: uma proposta de desenvolvimento da Maestria Intrapessoal de Líderes. Tese (Doutorado em Engenharia de Produção) - Programa de Pós-Graduação em Engenharia de Produção, Universidade Federal de Santa Catarina. Florianópolis. 2007.
- [11] VOGLER, Christopher. A jornada do escritor: estruturas míticas para escritores. 2. ed. Tradução Ana Maria Machado. Rio de Janeiro: Nova Fronteira S.A., 1998.

# Civil society and COVID-19 pandemic in Nagaland: Response in a Democratic Society

Moameren Pongen<sup>1</sup>, Dr. Chubakumzuk Jamir<sup>2</sup>

<sup>1</sup>Research scholar, Department of Political Science, Nagaland University, Nagaland, India

<sup>2</sup>Assistant Professor, Department of Economic Yingli College, Longleng, Nagaland, India

Received: 02 Jul 2021; Received in revised form: 05 Aug 2021; Accepted: 11 Aug 2021

©2021 The Author(s). Published by TheShillonga. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>)

## Abstract

*Civil society plays a very constructive role in a society especially in times of a pandemic. The paper explores the role of civil societies in responding to COVID-19 pandemic in Nagaland. The whole state has been affected by the COVID-19 pandemic since early August-October 2020. Preliminary findings exhibit that civil societies played a vital role in providing emergency services, funding, volunteering, mutual aid, in-kind donations, and even policy advocacy. This article highlights that despite the state government with its limited resources was able to keep the pandemic crisis under control due to the active support and participation of civil societies. As respective civil societies within their own areas came forward in providing essential food and services to the most vulnerable sections of society which got affected the most by the imposition of total and partial lockdowns. This article suggests that the role of civil societies should not be overlooked in the context of pandemic management.*

*Keywords— Civil society, COVID-19, Nagaland, Neutral, vulnerable section.*

## I. INTRODUCTION

Development is one of the most important pillars of country's economic progress (Jamir 2021c; Ezung & Jamir 2018). It is important that development helps in bringing changes on social, economic, political, cultural and comprehensive development needs comprehensive planning (Jamir 2019; Jamir 2020). In inclusive development, based on observed experience countries with the largest organization to the community bodies, civil societies have been successful. Because civil society is, direct supervisory power of the people on the rulers and authority's performance and gain their power by people's integration and movement. That is why the civil societies move towards organizing and distribution. Guilds, parties, media, trade unions and any group of people who are engaged in giving service, turned in to intervening group in government's performance and decisions. So that if decision is harmful, they do something like: demonstration, strike and which are civil activities and express their demands avoid conflict and remain on their positions as far as being convinced. This process is more powerful than controlling the different wings such as: parliamentary oversight, inspection organizations and involve society to

the participation in political and social affairs. In countries where the position of people and civil society have been respected in the constitution in the framework of maintaining the legal freedoms and people's fundamental rights, the rate of development and reducing corruption is more obvious than the countries where constitution has not been respected. This guarantees one of the most basic foundations of development. Ankita Singh (2020) in one of her articles *Civil Society: The third pillar of strength in fight against coronavirus* discusses about the crucial role the civil society has to play in minimising the impact of pandemic.

## II. RESEARCH METHODS

The study primarily uses documentary information, including national and local government documents, news coverage, telephonic interviews, weblogs, citizen activists, and research reports. One of the authors also undertook participant observation between April and July 2020 in two NGO networks that focused their responses on the COVID crisis in Nagaland.

### III. RESEARCH RESULTS

Review the civil society responses in six aspects: emergency service, fundraising, volunteering, in-kind donation and policy advocacy.

#### Emergency service by NGOs and partnerships

NGOs have provided extensive service and support to those involved at the frontlines of the anti-COVID responses. Specifically, foundations collected and donated funding to support state-approved implementing organizations, mostly emergency response authorities and their affiliated charities. Only a handful of foundations coordinated and funded NGOs' epidemic response. For NGOs, a few emergency management NGOs and public health NGOs worked with state agencies, medical institutions, and foundations by delivering materials and services and assisting in epidemic prevention and control. Community-based NGOs assisted local governments in their responses. In addition, volunteer, mutual aid, and grassroots groups comprising active citizens acted to help their neighbors and other affected people by providing personal and community services and collecting individuals' money and in-kind donations. Finally, business associations and professional associations have participated in collecting financial and in-kind donations, mostly to state-affiliated charities and medical institutions (Zhang, & Guo, 2020; Hu, 2020; Associated Press, 2020). NGOs with expertise in emergency response, health care, and information technology have increased. And more NGO networks were established to facilitate collective response. The changes can mostly be attributed to the striking increase of the number of NGOs in the past decade. However, NGOs have generally become less active and less autonomous in their emergency response due to the state's increasingly restrictive policies (Dong and Lu, 2020). Admittedly, a large proportion of NGOs took no responsive action in the epidemic.

#### Fundraising for the epidemic response

Funding by individuals and business unit has been a key way for civil society and individual to provide assistance to affected persons and areas during the COVID crisis. The crisis has been most pronounced in Kohima, Dimapur, Mon, Tuensang and Mokokchung.

### IV. DISCUSSIONS: ROLE OF CIVIL SOCIETY DURING PANDEMIC IN NAGALAND

In the midst of rising cases of COVID-19 in India and the chaos that was followed due to the sudden announcement of nation-wide lockdown, Nagaland government with limited resources was able to handle the COVID-19 pandemic to some extent. One of the reasons for

the proper management of lockdown in the context of balancing the dilemma of protecting lives and providing livelihood was due to the positive role played by the influential and powerful civil societies (Jamir, 2021 & Jamir 2021). From spreading awareness, raising funds, distributing masks and ration, implementation of states directives, civil societies were actively involved. One can cite the report of Nagaland Express where a group of people left food packages at designated areas in Kohima for the needy. Similarly, citizens in one of the district, ward leaders collected names of their members who were daily wage earners and arrange food items and other commodities to help them cope with the loss of their earnings (Jamir & Ezung 2017; Abi-Habib, & Yasir, 2020). Christian Religious institutions, which have a great influence in the Naga society, also came to the fore in providing support to government in the form of cash and kind in tackling the COVID-19 crisis by donating cash towards the COVID-19 relief fund and also offered the church premises to be utilized as a quarantine centre for civilian. Apart from the religious institution various unions like Nagaland NGOs Forum Mon unit donated cash to Mon district Task force for COVID-19, Dimapur District Autorickshaw Drivers Union distributed essential commodities donated by well-wishers. The union also provided ambulance service to those in need.

One of the active civil societies in Mokokchung district is that of Mokokchung Lanur Telongjem, they in collaboration with the District administration and other organization carried out various initiative for proper management of COVID-19 crisis. One of the executive member of the organisation highlighted that since the day of imposition of COVID-19 lockdown from March 24<sup>th</sup>, 2020 they have initiated various activities relating to proper management of COVID-19 pandemic. From fundraising to distribution of essential food commodities and even to the extent of supplying medicine in the border belt areas where there is problem of transportation. They distributed food items and other essential goods each to 18 wards under Mokokchung town to the needy person. They also conducted sensitization campaign of wearing mask, maintaining social distancing and using sanitization for more than two (2) weeks in and around the Mokokchung district. They also made masks and distributed free of cost to those who cannot afford it. They also visited COVID hospitals and done freewill donation. Apart from that, they made 3 video phases on COVID awareness and uploaded in various social media platform. They also took preventive measures to check the issue of black-marketing taking place by regulating prices of essential commodities on regular intervals and taking actions against those involved in hoarding of essential commodities. Furthermore they also checked on illegal entrance to prevent community spread.

These civil societies through social media were also quite active with contact tracing and were immensely helpful in the process. Thus, during the period of lockdown in Nagaland the positive role of the various civil societies in Nagaland has enabling proper adherence to the lockdown rules. They in collaboration with the state officials also ensured that minimum standard of food were provided especially to those who lost their daily livelihood due to the lockdown (Shieh, & Deng, 2011; Kyodo, 2020).

The role of civil society became crucial in the second as compared to the 1<sup>st</sup> wave there was high positive rate of COVID-19 cases and increase in death rate (Jamir 2021) which left the state government with no option but to impose lockdown. The lockdown did not affect the salaried class especially employees under government services as they were getting their regular salary and less likely of being laid off from their job. However the decision which were made at the “war room” (Nagaland Post 2021) affected the business community, taxi drivers and daily wage earners the most. The closer of schools due to lockdown also affected those families whose livelihood was based on providing transportation service to school children. Further due to the pandemic home tuition was discouraged which affected those private tutors whose income was based on private tuitions (Rick, 2020). The pandemic also hit young entrepreneur’s start up business since it halted their regular business which put some of them in debt since some took loan from banks and private lenders to start their business and some lost their jobs. Like the most of the states of India, Nagaland government also did not have any proper policy in place to take care of the economically weaker section of the society which not only got affected by the pandemic but also by the subsequent policies adopted by the government to manage the crisis. However the situation of helplessness and chaos that was seen in some states was not seen in Nagaland despite state government limited resources mainly due to the active role of the civil societies. One positive aspects of these civil societies was that most of them were citizens funded and not affiliated to any political parties. Thus almost all the civil societies came forward to help the needy on humanitarian grounds. For instance Chumukedima Ao Union with the donation from its members distributed 50 kg bag of rice to 186 needy families. Similar initiated was done at other colonies in different parts of Nagaland. The influential and powerful church organisation also came forward and donated money to district task forces. Like Ao Baptist Church Association (ABAM) provided financial assistance to Mokokchung District Task Forces for COVID-19 relief fund. Similarly Dimapur Ao Baptist Church provided oxygen cylinders to two hospitals under Mokokchung district. Under the Phek District Chakhesang Baptist Church Council (CBCC)

provided financial assistance to the District Task Force, Phek district. Phevima Baptist Church arrange quarantine facilities for frontline workers. Khuzama Baptist Church provided food package for the needy in town areas. The Rector and Parish Priest Catholic Church Sechu Zubza offered the Don Bosco School under Kohima to be utilized as COVID care center. Apart from that different civil organization came to the front to provide relief for the needy. For instance farmers from Pfutsero distribute their produce for free in state capital Kohima. Muslim communities came forward to bury the death body of Covid patients. One Women group provided financial assistance to district hospital Dimapur. Nagaland Bhojpuri Samaj (NBS) provided ration to needy family in and around Dimapur. Bengali Youth Generation, an NGO distributed food package to the homeless and poor people in the town area since 19<sup>th</sup> May. The important role of the civil societies in containing the pandemic crisis in Nagaland can be seen by the fact that Nodal officer for Dimapur COVID-19 activities appealed to various churches, NGOs and various organization to help out the needy (Gogoi 2021) which the civil duly respondent. In fact the civil societies were already active even before those appeals were made. Thus citizens from all walks of life and religious group came forward and played their part during the second wave. The active participation of the citizens enable the state government to spent their resources and funds from the central government in improving the health infrastructure of the state (Khan, 2020; Singh, 2020). The important role of civil societies especially in times of tackling a pandemic like the COVID-19 can be seen from the experience of Singapore where recent reports suggest that the country which had a relatively good record at containing the wildfire spread of the virus is starting to see its infection curve rise up again. The second wave of infections has been traced mainly in three clusters, two of which are residential dormitories while the third is construction site. Therefore as India moves out of its lockdown, certain sections of people—mostly workers in the industrial and farming sector—will return to their workplaces. It is imperative for them to understand that the world they will return to is significantly different and their regular day-to-day behaviours will have to change—maintaining social distancing, full time use of masks, regular sanitization and maintaining hygiene—if we are to avoid a second wave of infections. It is extremely difficult to achieve this degree of behavioural change, especially social distancing, in a country like India with its tight knit communities. Highly sophisticated, a multi-channel communications effort is required for a large scale public understanding of “best” behaviours in such a case. NGOs can play a significant role in ensuring that these behaviours,



become a second nature, something people can do on their own without any coercion (Ankita, 2020).

**V. CONCLUSION**

The pandemic has greatly exposed the systemic flaws and brought in the surface the drastic inequality in our society. The study found that privileged minority were able to isolate themselves and work from home without worrying about their future income. However majority of the population had no choice but to risked their own health and the health of their families to keep food on the table as it was the marginalized and poorest populations who were hit hardest not only by the virus but also by the global economic crisis (Rick, 2020; Spires, 2020). It was in such scenario that civil societies came to prominence and provided relief to this marginalized population especially in countries where the government distribution system is weak. Similarly the role of civil societies of Nagaland was imperative in the proper handling of COVID-19 crisis by the state government. In fact more than the state government agencies, the civil societies came to the front in providing relief to vulnerable section of the society. Thus civil

societies has an important role to play in the proper implementation of government policies for the benefit of the citizens especially for the vulnerable section of the society which becomes even more crucial in times of crisis like that of Covid-19 pandemic. It is also essential for civil societies not to get embroiled in the party politics and keep themselves neutral to maintain it credibility and trust among the public, as their success and effectiveness mostly depends on the public support. Which can be seen by the fact that some celebrities along with well-wishers were able to arrange transportation to thousands of migrant labourers and students stuck in various states to reach their homes on regular bases (Dixit 2020) whereas on the other hand state government and opposition party were playing politics over the issue at the expense of the poor helpless citizens (Rashid 2020). Therefore it is essential that civil society keep itself aloof from party politics and provide representation to the marginalize sections of the society, act as a watchdog over the government abuse of powers and act as a channel of communication and trust between the government and the people which will be crucial when recovering from the pandemic and resetting the economy.

**Photo:**

<p>X-ray machine and ambulance to COVID hospital Mokokchung district by late NI Jamir family</p>	<p>Nagaland Bhojpuri Samaj (NBS) distributing ration and other basic needs to needy families around Dimapur.</p>
	
<p>.Source: Morungexpress</p>	<p>Source : Nagalandpage</p>

ANMA integrated Development Association (AIDA), the planning and development office of Salesians of Don Bosco, Dimapur province providing dry ration to the needy families





### REFERENCES

- [1] Abi-Habib, M., & Yasir, S. (2020). India's coronavirus lockdown leaves vast numbers stranded and hungry. *New York Times*.
- [2] Associated Press. (2020). Virus outbreak poses massive challenges for US charities. *The New York Times*.
- [3] Dixit, P. (2020). Sonu Sood is the new Sushma Swaraj, helping stranded Indians one Twitter request at a time. *The Print*. <https://theprint.in/opinion/pov/sonu-sood-is-the-new-sushma-swaraj-helping-stranded-indians-one-twitter-request-at-a-time/428589/>
- [4] Ezung, T. Z., & Jamir C., (2018). Disparities in infrastructural development of Nagaland: A case study of Kohima and Longleng district, *Economic Affairs*, 63(2), 375-379
- [5] Gogoi, B. (2021). Nagaland: Plea to help poor Covid-19 patients in Dimapur. *Northeast Now*. <https://nenow.in/north-east-news/nagaland/nagaland-plea-to-help-poor-covid-19-patients-in-dimapur.html>
- [6] Hu, M. (2020). Making the state's volunteers in contemporary China. *Voluntas: International Journal of Voluntary and Nonprofit Organizations*. Advance online publication.
- [7] Jamir, C. (2021b). The first and second waves of the coronavirus (COVID-19) pandemic in Nagaland: across sectional analysis, *RESEARCH REVIEW International Journal of Multidisciplinary*, 2021; 6(6):95
- [8] Jamir, C. (2021a). Impacts of social and economic determinants of coronavirus disease (COVID-19) in Nagaland: An empirical analysis. *International Journal of Advanced Scientific*, 6(2), 36-46
- [9] Jamir, C. (2021c). *Economic Inequality and Development of Nagaland*. Mittal Publication House, New Delhi
- [10] Jamir, C., & Ezung T.Z. (2017). Poverty and Inequality in Nagaland, *International Journal of Arts Humanities and Management Studies*, 3(6), 64-72.
- [11] Jamir, C. (2020). Infrastructure Development in Rural Nagaland in B. Kilangla Jamir and Giribabu M. (Eds.) *Agriculture and Rural Transformation: Issues and Challenges (with Special Reference to North East India)*, Rawat Publications, 305-314
- [12] Khan, M. (2020). The EU fights the coronavirus on all fronts. *Financial Times*. <https://www.ft.com/content/2e49bbc4-67dc-11ea-a3c9-1fe6fedcca75>.
- [13] Kyodo, J. (2020). Japan may dish out cash to households impacted by coronavirus. *The Japan Times*
- [14] Rashid, O. (2020). Coronavirus lockdown/U.P. government locks horns with Congress over buses for migrant workers. *The Hindu*. <https://www.thehindu.com/news/national/other-states/coronavirus-lockdown-up-government-locks-horns-with-congress-over-buses-for-migrant-workers/article31622653.ece>
- [15] Rick, J. (2020). Reasons why civil society is essential to COVID-19 recovery. <https://www.weforum.org/agenda/2020/05/why-civil-society-is-essential-to-covid-19-pandemic-recovery/>.
- [16] Schwartz, J., & Evans, R. G. (2007). Causes of effective policy implementation: China's public health response to SARS. *Journal of Contemporary China*, 16(51), 195-213.
- [17] Shieh, S., & Deng, G. (2011). An emerging civil society: The impact of the 2008 Sichuan earthquake on grass-roots associations in China. *The China Journal*, 65, 181-194.
- [18] Singh, A. (2020). Civil Society: The third pillar of strength in fight against coronavirus. <https://government.economictimes.indiatimes.com/news/governance/civil-society-the-third-pillar-of-strength-in-fight-against-coronavirus/75642349>
- [19] Spires, A. J. (2020). Regulation as political control: China's first charity law and its implications for civil society. *Nonprofit and Voluntary Sector Quarterly*, 49(3), 571-588.

- [20] State level war room on COVID-19 (2021). Nagaland Post. <https://www.nagalandpost.com/state-level-war-room-on-covid-19/232743.html>
- [21] World Health Organization (2018). Risk Communication and Community Engagement (RCCE) Considerations: Ebola Response in the Democratic Republic of the Congo. Geneva: World Health Organization; 2018
- [22] Zhang, Z., & Guo, C. (2020). Nonprofit-government relations in authoritarian China: A review and synthesis of the Chinese literature. *Administration & Society*. Advance online publication.
- [23] Zhang, Z., Shen, Y., & Yu, J. (2021). Combating COVID-19 together: China's collaborative response and the role of business associations. *Nonprofit and Voluntary Sector Quarterly*.

# Projected transformations to improve the management of the accounting process at the University of Havana

Roberto Naveira Brito<sup>1\*</sup>, Elvira Martín Sabina<sup>2</sup>, Sergio Pozo Ceballos<sup>3</sup>, María Fernanda Mendoza Saltos<sup>4</sup>

<sup>1</sup>General Directorate of Planning, Accounting and Finance, University of Havana, Cuba.

<sup>2</sup>Center of Studies for the Improvement of Higher Education, University of Havana, Cuba

<sup>3</sup>Faculty of Accounting and Finance, University of Havana, Cuba

<sup>4</sup>Faculty of Administrative and Economic Sciences, Technical University of Manabí, Ecuador

\*Corresponding author

Received: 01 Jul 2021; Received in revised form: 01 Aug 2021; Accepted: 10 Aug 2021

©2021 The Author(s). Published by TheShillonga. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>)

## Abstract

*This work deals with the transformations that are necessary to promote the accounting management of the University of Havana in search of a qualitative level higher than the current one. In the development of the work, the theoretical elements that support the research are addressed and the context in which accounting management is developed is exposed. The work refers to some of the main strengths and weaknesses of the accounting process identified by the authors through the application of a questionnaire to the qualified personnel who develop the accounting process. Based on the diagnosis made, it is proposed to influence elements such as human capital management, the accounting manual and the design of the accounting process management. Consequently, actions are proposed to be carried out in these three aspects that allow to improve the management of the accounting process at the University of Havana.*

*Keywords— Accounting process, Higher Education Institutions, Management.*

## I. INTRODUCTION

Due to the scientific development achieved, new labor demands and those of society in general, the increase in the number of Higher Education Institutions (HEIs) and the competition between them, as well as other changes and challenges that these types of institutions have, nowadays the issue of quality in Higher Education is worrying, since compliance with its standards largely depends on the relevance of HEIs.

Moving towards a desired model of university supposes building a humanistic, modern, scientific, technological and innovative university; integrated into society, the productive sector, territories and communities; as well as committed to the development of an advanced social project. These qualities demand that the Cuban university be relevant and be prepared to participate in sustainable human development, even though the challenges it faces and the untapped potentialities are many given the requirements of the economy and society. (Alpizar, 2018; p. 174).

According to Rodríguez Rodríguez, De León & Galarza (2015; p. 55): Higher Education Institutions have great challenges such as the generation of knowledge, the training of comprehensive, competent professionals with values, the offer of a more diversified postgraduate course linked to research, strengthening the internationalization process, and the development of information technologies and communication and the evaluation and participation systems of the university community in institutional management.

They also state that:

the teaching-learning, scientific research, university extension, economic-financial and other processes must be conceived as a single process that favors university management and anticipates changes, which also promote the insertion of people in them, to achieve results that have a favorable impact on the individual, the collective, the institutional and the social, always under the influence of certain historical social conditions.

The University of Havana (UH) is among the most distinguished universities in Cuba and Latin America. It is characterized by academic excellence, as well as a high scientific and pedagogical degree of its faculty, which is endorsed by the Excellent category obtained in the last institutional evaluation received. This category that it holds constitutes in itself a challenge for economic-financial management, especially for the accounting process, since this process must be on par with the rest of the substantive processes in terms of quality.

The UH is characterized by having a great geographic dispersion and managing a wide variety of activities that includes from teaching, research, extension, event management, projects and productions to the management of general services, accommodation, logistics, transportation, dining rooms, construction and specialized maintenance, among others.

Until 2003, its accounting and financial management was characterized by having a high degree of centralization; as well as a relatively small economic structure and staff, which together with its great variety of activities and geographic dispersion, made management very difficult from the accounting and control point of view. The external control actions received up to that moment highlighted the weaknesses of this organizational form and demonstrated the need for a change in management that would allow a better response to the control requirements and the management itself.

In this context, the "Project for the Change of the Financial Accounting Management System" was put into practice since 2004, which partially managed to decentralize management by creating various structures with specialized personnel and an accounting design according to the characteristics of each activity. This improvement process took place at the same time that the Economic-Financial Management Model (EFMM) was designed by the Ministry of Higher Education (MHE) and implemented in the universities based on their characteristics.

In 2009, 2011 and 2017 updates were made to the structure and content of the EFMM systems and subsystems with the aim of overcoming the shortcomings that it presented, as expressed Alpízar et al. (2017; p. 43):

The shortcomings of the implementation of the EFMM are marked by the lack of an effective integration of the EFM with the university processes and between the EFM systems themselves. The adjustments and transformations that are required due to the development of the model itself, the current demands and perspectives of the development of university processes, impacted by the conditions of the

environment and the implementation of the Guidelines of the Economic and Social Policy of the Party and the Revolution, as part of the updating of the Cuban economic model, reveal the need for systematic improvement and permanent innovation in the economic activity of higher education institutions attached to the MHE, and particularly in accounting.

One of the issues recognized at that time and that still constitutes a challenge for the EFM of the UH is the one raised by Alpízar et al. (2018; p. 106) when he asserts «are the main requirements for the current and prospective development of the substantive university processes: the integration of the EFM with the substantive processes, the active management of knowledge, the flexibility and dynamism of the mechanisms of EFM and adaptation to the conditions of the internal and external environment. »

From the economic point of view, the UH is currently the most complex entity in Cuban higher education, being one of the ones that has had the most structural changes in recent years from this point of view and being a system of entities made up of five budgeted units, a Budgeted Unit with Special Treatment and a Foundation for the management of Science, Technology and Innovation.

The UH in its Internal Control System (ICS) applies a process approach with a process structure composed of macro processes, which are broken down into processes and these in turn into sub-processes. Among the macro support processes defined is that of Economic and Financial Management which, in turn, includes the Planning, Finance and Accounting processes.

The Accounting Process is defined by the authors as the process by which the data of the economic events that occurred are obtained, analyzed, identified, classified, recorded and communicated their results with opportunity and truthfulness to users, for control and taking decision-making, using available human and material resources, ensuring the efficient and effective use and destination of resources and compliance with the procedures that guarantee internal control.

This work is part of the doctoral research "Management of the quality of the accounting process at the University of Havana" developed by the authors and its objective is aimed at proposing the elements that must be influenced and actions to be taken to achieve improving the management of the accounting process at the University of Havana.

The following problem arises from the need to improve the management of the accounting process in the UH and make it provide reasonable assurance to the achievement of the institutional objectives: What elements must be



transformed to improve the management of the accounting process in the UH?

To solve this problem, an investigation is carried out whose **general objective** is to propose the elements subject to improvement and the actions to be developed to contribute to the improvement of the management of the accounting process in the UH, **the specific objectives** being:

- Systematize the theoretical bases about internal control, accounting and the process-based approach.
- Identify the main weaknesses of the current management of the accounting process in the UH.
- Propose the elements subject to improvement and actions to be developed to contribute to the improvement of the management of the accounting process in the UH.

To carry out the work, it is essential to address issues related to internal control, accounting, the process-based approach and quality management.

The most impactful definitions of internal control in the current economic life of our country have their origin in the document entitled "The new concepts of Internal Control" (COSO report), issued in 1992, which defines Internal Control as «a process carried out by the board of directors, management and the rest of the personnel of an entity, designed in order to provide a reasonable degree of assurance regarding the achievement of objectives within the following categories: Effectiveness and efficiency of operations; Reliability of financial information; Compliance with applicable laws and regulations ». (Cooper & Lybrand, 1997; p. 4).

The COSO report is the result of an investigation carried out in the United States with the aim of defining a new conceptual framework of internal control capable of integrating the various definitions and concepts that were used up to that time regarding this topic. In Resolution No.60 of 2011 issued by the Comptroller General of the Republic of Cuba (CGRC), which addresses aspects based on the COSO report, the "Internal Control System Standards" for our country are established. an expanded concept of Internal Control, based on the fact that it is a «process integrated into operations, with a focus on continuous improvement, extended to all activities inherent to management, carried out by management and the rest of the staff; it is implemented through an integrated system of rules and procedures, which help to anticipate and limit internal and external risks, providing reasonable security for the achievement of institutional objectives and adequate accountability ». (CGRC, 2011; p. 2). This definition is the one adopted by the author for the present work.

The five components that make up Internal Control are:

1. Control environment.
2. Risk prevention and management.
3. Control activities.
4. Information and communication.
5. Supervision and monitoring.

The Control Activities component is of central importance because it sets out the guidelines for the development of operations, establishing regulations and procedures that guarantee the quality of management focused on the fulfillment of the entity's objectives. Although the ICS covers all the processes and activities of organizations, this component has a special impact on financial and accounting processes by highlighting among its precepts the roles and responsibilities related to finance and accounting.

Accounting is a highly regulated professional practice in the country and in its theoretical conception it is nourished by the dissimilar definitions and experiences that have taken place throughout several centuries of existence that it has worldwide. According to del Toro Ríos (2019; p. 3): «The specialization of production, the proliferation of private property and exchange, by conditioning the existence of society, developed Accounting, turning it into a science capable of accurately recording financial operations, classifying them by their nature and serving art of the administration."

In the presentation to the Cuban Accounting Standards by the Ministry of Finance and Prices (MFP) it is established that "Accounting registers, classifies and summarizes, in monetary terms, the economic operations that occur in an entity and through it the interpret the results obtained, representing an effective means for the direction of this. » (MFP, 2005; p. 1).

Accounting does not exist or works for itself, it is not an end but a means to reasonably know the current situation of the entity, analyze and compare this situation, both with past moments and with the current situation of similar entities in the same branch, carry out estimates of future events, serve as support in decision-making, among others. The quality of the information presented depends on both the established procedures and the people who execute them in terms of their professional capacity, disposition, interests and commitment to carry out the tasks and conditions to carry them out.

The management approach used by the entity to function will depend on the approach applied to manage the accounting. The traditional function-based approach recognizes accounting as a system that is made up of several subsystems. In this sense, Resolution No. 268 of



2018 of the MFP establishes the internal control procedure associated with each accounting subsystem; However, since the CGRC issued the ICS standards through Resolution No. 60 of 2011, it is discussed in terms of processes, not subsystems. However, this does not imply any antagonistic contradiction since the subsystems of the traditional approach can be made compatible with the processes and sub-processes of the process approach and in this sense the UH applies the latter approach to its ICS.

Among the most relevant process definitions in Cuban practice are those of the International Organization for Standardization (ISO) and those of the CGRC. In the international standard ISO-9000, process is defined as a "set of mutually related activities that use inputs to provide an intended result." (ISO, 2015; p. 15). In Resolution 60 of 2011 of the CGRC, a process is defined as the "set of resources and activities that transform input elements (inputs) into output elements (product / service); resources include personnel, finances, facilities, equipment, technologies, techniques, and methods." (CGRC, 2011; p. 27). This definition is the one that will be applied in the development of this work.

The process-based approach is a way of identifying the internal processes of the entities, their interactions and putting them in function of the clients to achieve their satisfaction. In this sense, the UH has been working for several years to change the traditional approach of management by functions to the approach by processes, especially in financial economic management and, therefore, in the accounting process. This change is not achieved in a short time because it requires that people assimilate the new approach and create a culture in the organization that promotes this practice. One element that has undermined this has been the fluctuation in recent years of personnel in economic areas. The accounting process in its performance depends to a high degree on three fundamental elements: human capital, the accounting manual and the design of the process management itself.

## II. METHODOLOGY

The study was carried out through the application of a survey to the personnel of the Economics departments of the Assurance Budgeted Unit at the University of Havana (UPAUH) and the UH to update the diagnosis of the accounting process situation and determine the main strengths and weaknesses associated with the process. In the sample chosen between the two areas, 15 colleagues from different occupational categories and with important responsibilities in different sub-processes of the accounting process were included, among which are:

- 3 managers,

- 5 main specialists,
- 3 higher level specialists,
- 2 mid-level technicians and
- 2 empirical technicians with experience in the activity.

Two variables were defined (Management of the quality of the accounting process and Performance requirements of the accounting process) and for each one the dimensions and the corresponding indicators were established, to which the questions of the applied questionnaire were associated. Each indicator had an assessment scale that allows identifying the extent to which the results are satisfactory in terms of the indicator and the variable, as shown in Table 1:

Table 1: Assessment of the results obtained

Results	Values
Satisfactory	more than 85% of the positive responses
Acceptable	from 60% to 84% of positive responses
Poor	40% to 59% of positive responses
Bad	less than 40% of positive responses

Source: self-made

The following conditions were also established:

- Dimensions with a bad evaluated indicator cannot be rated as satisfactory. Their evaluation is acceptable if they do not have indicators evaluated as poor. Its evaluation is deficient or bad depending on the indicators evaluated as poor.
- Dimensions with more than one indicator evaluated as bad are evaluated as bad.
- Variables with a dimension evaluated as bad cannot be rated as satisfactory or acceptable. Its evaluation is poor or bad depending on the dimensions evaluated as poor.
- Variables with more than one dimension evaluated as bad are evaluated as bad.

## III. RESULTS

The defined variables and their results were the following:

- Variable 1. Quality management of the accounting process: coordinated activities to direct and control in relation to quality the obtaining of the data of the economic events that occurred, their analysis, identification, classification, recording and

communication of the results with opportunity and truthfulness to users, using available human and material resources. Associated with this variable are the dimensions: Approaches, Human Capital and Parts

of quality management. Each of the dimensions has four associated indicators. The summary of the results of the analysis of the variable is shown in Table 2.

Table 2: Results of the analysis of the variable Quality management of the accounting process

Dimension	Indicator	Satisfactory: + 84	Scale in%		
			Acceptable 60 - 84	Poor: 40 - 59	Bad: -40
Approaches	Process Approach		70		
	Customer focus		63		
	Risk approach				38
	Improvement focus	97			
Human capital	Leadership and commitment	90			
	Preparation and overcoming		60		
	Assessment				20
	Relationship management		73		
Parts of quality management	Planning				23
	Control		60		
	Assurance			50	
	Upgrade			40	
<b>Total quantity</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>3</b>	

Source: self made

Of a total of 345 questions that correspond to the variable, 197 responses were positive, which represents 57%, 99 responses were negative, for 29% and 49 respondents did not know about it, for 14%. In correspondence with the positive responses, this variable evaluates as deficient, which is ratified by having two dimensions evaluated as acceptable and one evaluated as bad. In all dimensions there is an indicator evaluated as bad, which shows that there are weaknesses with the quality management of the accounting process to be overcome in a general way. This gives an overall POOR result for the variable, which means that work must be done to solve the weaknesses detected. When analyzing this variable, it can be concluded that the main strengths and weaknesses are the following:

### Strengths

1. Generalized consideration that the entity should promote the use of the process approach.
2. Recognition that it is important to satisfy the information requirements of the users of the accounting information when developing the accounting process procedures.
3. The importance of taking into account the risks of each accounting sub-process when developing procedures is recognized.
4. An important part of the workers in the economic area are trained to carry out the accounting process with quality.
5. Position in favor of the improvement of the personnel and the improvement of the procedures manual as elements of improvement of the accounting process.

6. Managers and workers committed to the quality of the accounting process.
7. Adequate identification of internal and external users of accounting information.

**Weaknesses**

1. Different degree of preparation and implementation of the accounting manual in the entities.
2. In the procedures designed for the accounting process, the needs of university areas and users of accounting information have not been prioritized.
3. Not all the risks inherent to accounting sub-processes are defined.
4. Perception that the use of risk-based thinking is not promoted.
5. Workstation not designed in accordance with the procedures established in the accounting manual.
6. Personnel evaluations not quantified and do not adequately reflect the relationship between the requirements for the position, the work performed and the correspondence with the designed procedures.
7. Undefined quality objectives for the accounting process.

8. The resources necessary to carry out the accounting process properly are not guaranteed.
9. Infrequent internal evaluation of compliance with the procedures designed in the accounting manual.
10. Quality management unevenly in the areas by not performing in all actions aimed at planning, organizing and controlling the quality of the activities they perform.
11. Lack of indicators to measure user satisfaction with accounting information.

**Variable 2. Performance requirements of the accounting process:** link between the need to assess the quality of the accounting process and the need to measure the quality of the main characteristics that make accounting information useful. The following dimensions are associated with this variable: Accounting performance and Measurement of the characteristics that make accounting information useful. Each of the dimensions has three associated indicators. The summary of the results of the analysis of the variable is shown in Table 3.

Table 3: Results of the analysis of the variable Performance requirements of the accounting process

Dimension	Indicator	Scale in%			
		Satisfactory: + 84	Acceptable 60 - 84	Poor: 40 - 59	Bad: -40
Accounting performance	Recognized importance	96			
	Accounting Manual		83		
	Evidence-based decision making		60		
Measurement of the characteristics that make accounting information useful	Measurement Understandability				37
	Measurement Relevance		67		
	Measurement Reliability				23
<b>Total quantity</b>		<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>

Source: self made

Of a total of 180 questions that correspond to the variable, 114 responses were positive, representing 63%, 47 responses were negative, for 26% and 19 respondents answered not knowing about it, for 11%. Corresponding to the positive responses, this variable could be evaluated as acceptable but the result could be misleading as it has one dimension evaluated as acceptable and the other evaluated as bad. This gives a general POOR result for the variable, which shows that work must be done to

solve the weaknesses detected. When analyzing this variable, it can be concluded that the main strengths and weaknesses are the following:

**Strengths**

1. Consideration that measuring the quality of the accounting process is important.
2. Consideration that a quality accounting process contributes to the strengthening of internal control and the achievement of the entity's objectives.

3. Consideration that a good definition of the evaluation of the sub-processes influences the evaluation of the process.
4. Recognition of the benefit offered by the accounting manual for the work performance of the personnel.

#### **Weaknesses**

1. Although in each budgeted unit there is a manual that includes its own sub-processes, in an integral way they are not all grouped in a single document.
2. Limited evidence-based decision making for personnel management.
3. Insufficiencies of the workers in the knowledge of the processes and sub-processes of the accounting and financial management and the file of the sub-process they work.
4. Insufficient use of the information generated by the accounting process for decision-making.
5. There are no quality indicators for the accounting process and for each sub-process.

## **IV. DISCUSSION**

Based on the weaknesses detected in the study, it is proposed to intentionally work on the following priorities:

### 4.1 Human capital

- Promote training and improvement (basic training, rotation for training in different jobs, Internal Control courses, ASSETS System, university environment).
- Reinforce links with academic areas (insert trained from the faculties, students of professional practices, etc.)
- Quantify the evaluations through indicators linked to the fulfillment of the work plans and their link with the procedures of the manual.
- Prepare improvement plans based on the weaknesses identified in the evaluations.
- Prepare a job design for the specialist in charge of monitoring the quality of the accounting process.
- Establish work routines and time slots for specialists. Calculate time they should dedicate to each type of activity and allow time to:
  - Receive documents.
  - Review, analyze and classify information.

- Identify the economic facts and their registration form.
- Post and reference documents.
- File documentation.
- Review archived documentation.
- Prepare reports.
- Interaction with users, clients, areas, suppliers (via telephone, email and in person).
- Advice and attention to areas.
- Participate in meetings, inspections, checks and other internal control actions of the economic area and in the areas.
- Improvement in the position (includes study of the procedures manual, searches and updating of regulations, etc.).
- Improvement outside the position (includes courses, seminars, meetings, videoconferences, training and others outside the physical workplace).

### 4.2 General Accounting Manual

- Review the elements that comprise it. Include quality items on the process and sub-process tabs.
- Study the relationship of the procedures described with the design of jobs to achieve alignment: Procedures-Job Design-Work Plan-Evaluation-Training based on the weaknesses of the evaluation.
- Verify that the procedures are being followed as designed.
- Design an evaluative instrument to measure its use and effectiveness and identify changes in the environment that warrant its modification.
- Incorporate risk management as part of the sub-process design.
- Determine how often it should be updated.

### 4.3 Process management design

- Apply a management approach with quality elements.
- Design and apply instruments to measure customer satisfaction with the process.
- Establish indicators for measuring the variables of the sub-processes based on those defined for the process in Table 4:

Table 4: Management indicators of the accounting process

Variables	Indicators and desired values
1) Comprehensive accounting information	1.1) 100 % of users understand accounting reports.
2) Relevant accounting information	2.1) 90 % of users use accounting information for decision making
3) Reliable accounting information	3.1) Accounting closing sub-process with 100% of indicators met.
4) Comparable accounting information	4.1) 100 % of the balances of the last 10 years available.

Source: self made

## V. CONCLUSIONS

Currently there are weaknesses in the management of the accounting process of the University of Havana that generate risks for the fulfillment of the objectives set.

The improvement of the elements related to the human capital involved in the process, the accounting manual and the elements of the design of the process management will contribute to the improvement of the management of the accounting process at the University of Havana.

## REFERENCES

- [1] Alpízar, S. M. (2017): "Accounting in Economic-Financial Activity in the network of Institutions attached to the Ministry of Higher Education of Cuba.", Cuban Journal of Economic Sciences-EKOTEMAS. January to April 2016, Vol. 3, No. 1, pp. 30-44. Available at <http://www.anec.cu/ekotemas>
- [2] Alpizar Santana, M. (2018): «Economic-financial management in the current and prospective development of the Ministry of Higher Education and its network of institutions. »Cuban Journal of Finance and Prices, 2 (2), 97-108. Available at [http://www.mfp.gob.cu/revista\\_mfp/index.php/RFCFP/articloe/view/10\\_V2N22018\\_MAS](http://www.mfp.gob.cu/revista_mfp/index.php/RFCFP/articloe/view/10_V2N22018_MAS)
- [3] Alpízar, S. M. (2018): «Results and challenges of the Cuban university in sustainable human development.», Strategy and University Management Magazine. January to July 2018, Vol. 6, No. 1, pp. 172-188. Available at <http://revistas.unica.cu>
- [4] Office of the Comptroller General of the Republic of Cuba (2011): "Resolution No. 60 Rules of the Internal Control System", Havana.
- [5] Cooper & Lybrand (1997): The New Definitions of Internal Control (COSO Report). Editorial Diaz de Santos S.A., Madrid.
- [6] del Toro Ríos, J. C. (2019): "Implementation of the Government Accounting System in the government sector in Cuba", Thesis in option to the title of Doctor of Science, University of Havana, Havana
- [7] International Organization for Standardization (2015): «Quality Management Systems - Fundamentals and vocabulary. ISO 9000: 2015. », Geneva.
- [8] Ministry of Finance and Prices (2005): "Resolution No. 235 Cuban Financial Information Standards", Havana.
- [9] Ministry of Finance and Prices (2018): «Resolution No. 268 Internal Control Procedure No. 4 "Internal control elements in the accounting subsystems" (PCI No. 4)», Havana.
- [10] Rodríguez Varela, D., De León Lafuente, LA, & Galarza López, J. (2015): «The current challenges of higher education institutions in the area of management.», Universidad y Sociedad Magazine [series in line], 7 (3). pp. 52-55. Recovered from <http://rus.ucf.edu.cu>



# Improvement Strategy in Virtual Education. An experience from Cuba

Alejandro García Figal<sup>1</sup>, Mariuska Sarduy González<sup>2</sup>, Eliza Juverly Zambrano Zambrano<sup>3</sup>

<sup>1,2</sup>Faculty of Accounting and Finance, University of Havana, Cuba

<sup>3</sup>Technical University of Manabí, Manabí, Ecuador

Received: 02 Jul 2021; Received in revised form: 03 Aug 2021; Accepted: 12 Aug 2021

©2021 The Author(s). Published by TheShillonga. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>)

## Abstract

*The complex context through which the pandemic is passing is unknown to no one, the radical changes in the way of life of the human being in general have been dramatic and difficult to face. The educational process in Cuba has not been a factor unrelated to these conditions, and the need to make use of new technologies to transfer said process and impart it in a purely virtual way has been a common challenge. The empirical work aims to develop a training strategy in the didactics of virtual learning environments, an idea agreed between the members of the board of directors of the School of Accounting and Finance. Thus, begins a teaching movement that under the imprint of profound changes in the teaching process, on the one hand, involves the debate of ideas and methods, and, on the other.*

*Keywords— collaboration, digital information, digital platform, virtual education, virtual educational environments, virtualization.*

## I. INTRODUCTION

In the complex reality that is lived reality, it has been an imperative need to make use of new technologies and transfer the educational process to virtual spaces. The methodology on how to carry out such a task has been a factor of discussion by academics who seek to establish an easy, affordable, interactive and innovative process. Based on this need, the Directorate of Technological Development of the University of Havana creates a virtual teaching and learning environment (EVEA) using the free distribution platform Moodle, and allocates a space for each institution to take learning courses. where the university student can nurture and acquire knowledge, and not only acquire it, but put it into practice through case studies, exercises and workshops.

However, the strategy to apply when creating each course depends on the line drawn by the different faculties, and the professor in charge of said discipline. The subject is very important in a country where there has always been a high quality in higher education, and this quality is expected to be the same in this new modality of virtual study. Therefore, the need arises for a methodology that adjusts to this new

context, that makes the most of new technologies, and provides high training to the university student. The purpose of the research is to propose a training strategy that guarantees these tasks based on the experiences that the School of Accounting and Finance of the University of Havana has had in this new context.

## II. METHODOLOGY

Authors such as Cristóbal (2010), agree on the high capacity of the so-called “internet” to distribute and share information in real time, however, this does not remove the inconveniences that the network of networks presents when it is intended to use it in virtual education, some of these defects are related to the type of content and others related to technical aspects. It is not enough to provide the student with digitized information; the teacher has to ensure that such information will facilitate the acquisition of knowledge.

Studying traditional educational environments, a pattern of promoting individual work processes that follow a predefined work algorithm is detected: the teacher assigns

an autonomous learning activity to the student. Authors such as Shuai, Matt, Marco, Honghao, Bing & Alberto (2018), in their research "e-Learning, e-Education, and Online Training" argue that traditional education is the teaching-learning process in which teachers and students engage in. They meet in the same space and time, defining this act as face-to-face education.

However, in virtual education, a new context is created where the learning process loses a good part of its social dimension (Karla & María, 2012). The author agrees with Cristóbal & Begoña (2012), where it is stated that learning, whether face-to-face or virtual, is not a solitary experience, but a substantially social one. This is argued in "Cooperative interaction: social condition of learning" by (Cristóbal, 2010), line of thought that the author follows in the empirical work.

Federico (2005), argues that, in virtual education, remote and asynchronous work limits the opportunities to obtain immediate feedback between students and teachers. The author presumes, therefore, that, in the virtual teaching process, there will be disenchantment and low motivation on the part of the student, this linked to the few options to interact or work with a partner or teacher.

Analyzing the above, there is a prevailing need to think about possible ways that seek to favor and stimulate learning in virtual teaching environments, always with a social perspective. Authors such as Rama (2016), propose a collaborative variant, with constant interaction between student and teacher, considering that the experiences promoted in virtual programs, developed under this training methodology, have been successful throughout the world.

Jeremy & Stephanie (1995), defined "collaborating" as the continuous attempts to build and maintain a shared conception of the problem that result in a coordinated and symmetrical activity. On the other hand, Mizuho, Takashi, Tagiru & Hiroaki (2014), define collaboration as effective and respectful work where different teams interact in order to achieve a common goal. The author assumes these definitions and intends to build a strategy that has collaboration as its core.

The illustrated work algorithm starts from collecting information on the opinions and results of this new teaching process at the School of Accounting and Finance of the University of Havana. The research methodology assumed combines the procedures and analysis of the quantitative and qualitative, on the basis of the relationship established between the theory, the method and the educational practice used. Equal relevance is given to both types of data, analyzing the information generated and determining its importance for the author's position. The strategy presented was organized on the basis of the following phases:

diagnosis, planning, implementation and evaluation, considering the result of the diagnosis,

The didactic and functional methodology in the creation of a virtual course implies responding to the teaching requirements. When talking about virtual courses for studies in an institution where physical textbooks continue to constitute a basic learning tool, it is essential to ensure that the student receives said material transferred to a digital archive. In a teaching that is only supported by online resources, it is vitally important to provide the student with a series of didactic complements that fulfill a support purpose in this learning process, this through different tools and materials available on the virtual platform. This line of work was the one agreed in February 2021 by the management of the School of Accounting and Finance of the University of Havana.

Authors such as Fernando (2019), highlight the importance, in the creation and publication of a virtual course, of a close collaboration with the teacher and a multidisciplinary team made up of designers, programmers, virtualization specialists and experts in methodology, educational technology and didactic content. Following this methodology, a platform manager and work teams are appointed for each discipline, who work in conjunction with the technology department of the University of Havana.

### III. RESULTS

The teaching process began by adapting the technological means to the needs of the disciplines, the teacher and the students. The virtualization of educational materials began, question banks, workshops, forums were created, and virtual tools and resources were added to automate tasks; This entire process considering the needs of the members involved, avoiding the vulgarity of making information devoid of knowledge available to the student.

Initially, in the School Board of Directors, a minimum structure was established that all courses had to comply with in order to ensure a logical sequence and homogenize the preparation of subjects as much as possible. A consensus was reached, seeking that the courses did not become simple repositories, but that there was constant feedback between teachers and students, as well as an active participation of the student in the platform, and increase their motivation for the study.

The main objective is the transmission of knowledge; therefore, it is imperative to provide a space where the bulk of the study material and the course planning are presented. The material must be organized and structured keeping in mind the criteria of integration, coherence and clarity. The student will be offered generic information on the course

(teachers, syllabi, media, evaluation, etc.) and development of the topics that make up the program.

The first block (A) lasted six weeks, 13 subjects were taught in the daytime course, and 13 in course per meeting, the 26 subjects followed the following general structure:

1. Initial presentation
2. Student guide
3. General indications
4. Methodological instructions
  - a. Lessons
    - i. Teaching tools
5. Basic bibliography
6. Further reading

This structure was formed seeking to provide the student with a logical work algorithm that allows him to move through the subject in an easy and interactive way. Regarding the support tools provided by the virtual platform, training workshops were given to explain their use to the faculty, and it was left to the heads of disciplines which of these tools to apply in each course.

### 3.1 Situation analysis

After four weeks of block (A), a diagnosis is made by applying questionnaires, first to the students and then to the teachers.

- Day course, with an enrollment of 592 students, of these 564 enrolled and interacted with the virtual platform, giving a percentage of activity in the system of 95.27%.
- Course per meeting with an enrollment of 456 students had a 93.42% (426 students) participation in the platform.

A survey was applied to the students of the faculty, yielding the following results:

*Table 1: Students who have a device to ensure a stable connection*

<b>It has a device</b>	<b>Has a device, but shares it</b>	<b>You don't have a device</b>
85.64%	11.60%	2.21%

*Table 2: Used connection routes*

<b>Mobile data</b>	<b>Nauta Home</b>	<b>Wifi Etecsa</b>
95.58%	15.57%	9.94%

*Table 3: Difficulty level regarding access to the EVEA platform*

<b>Easy</b>	<b>Hard</b>	<b>Very easy</b>	<b>Very difficult</b>
67.96%	26.52%	4.42%	1.10%

*Table 4: Studying time*

<b>2 to 4 hours</b>	<b>1 to 2 hours</b>	<b>More than 6 hours</b>	<b>4-6 hours</b>	<b>Up to 1 hour</b>
29.28%	25.97%	17.13%	14.36%	12.15%

*Table 5: Ways in which the student receives the information*

<b>EVEA platform</b>	<b>WhatsApp</b>	<b>Email</b>
90.06%	80.11%	31.04%

*Table 6: Means by which the student acquires the bibliography*

<b>EVEA platform</b>	<b>Copy the digital folder of the subject through a partner</b>	<b>Copy the digital folder of the subject in the faculty</b>
94.48%	17.13%	5.52%

*Table 7: Activities most used in virtual courses*

<b>Multiple choice questions</b>	<b>True or false questions</b>	<b>Questionnaires</b>	<b>Pre-designed tasks</b>
81.22%	80.66%	54.70%	49.17%
<b>Problem resolution</b>	<b>Discussion forums</b>	<b>Column binding activities</b>	<b>Projects</b>
18.78%	19.34%	16.57%	7.73%

*Table 8: Opinions on evaluation activities*

<b>They require a lot of preparation</b>	<b>It does not motivate them</b>	<b>They should be designed more attractively</b>
49.17%	34.81%	34.25%
<b>They do not help them to overcome</b>	<b>Very clear guidelines</b>	<b>Very interesting</b>

28.73%	12.15%	12.15%
--------	--------	--------

Table 9: Frequency of evaluations

More than twice a week	Biweekly	Once a week	Once a month	Other answers
56.91%	14.36%	11.05%	11.05%	11.60%

Table 10: Access to the EVEA platform

Stressful	Intermittent	Easy	Expensive
47.51%	42.09%	31.49%	28.73%
Permanent	Hard	Welcome	Relaxed
15.47%	13.26%	11.60%	1.66%

Table 11: Access to the contents of the virtual courses

If you have been able to access	You have been able to access the contents of some subjects	Could not access the	not
93.72%	4.42%	1.66%	

Table 11: Teacher-student exchange

Regular	Bad	Good	Very good	Excellent
48.62%	23.76%	17.13%	7.18%	1.10%

Table 12: Reason for communication with the year coordinator teacher

Get information	Platform difficulties	Doubts about content	Guidance on the subjects
41.99%	40.88%	40.88%	39.23%
Advice on the use of the platform	Better Knowledge about the objectives of the year	Know the objectives of the subjects	Suggest ideas regarding the design of activities
16.57%	14.36%	11.60%	7.73%

Table 13: Main difficulties that students have faced

Communication with teachers	Connection	Organization to carry out activities	Enrollment	Motivation for virtual education
61.88%	58.01%	50.83%	43.65%	38.67%
Access to the platform	Delivery of evaluations	Concentration	EVEA registration	Participation in evaluations
32.04%	24.31%	21.55%	20.44%	16.57%
Independent study skills	Access the bibliography	Communication between student	No difficulty	
15.24%	4.36%	3.87%	2.21%	

The School of Accounting and Finance of the University of Havana has a staff of 34 professors, a survey was applied to them, which yielded the following results:

Table 15: Feedback with students

Good	Very good	Regular	Excellent
42.75%	25.00%	21.88%	9.38%

Table 14: Reason for Communication with the student

Answer questions	Offer guidance on the subject	That they know the objectives of the subject	Report of a difficulty in operating the platform	Ideas for the design of activities
96.88%	90.63%	68.75%	68.75%	18.75%

Table 15: Opinion on the usefulness of the EVEA platform

Totally agree	Agree	Strongly disagree	In disagreement
53.13%	37.50%	6.25%	3.13%

Table 16: Main difficulties that teachers have faced

Design non-face-to-face evaluations	Connect ion stability	Underst and how the platform works	Design of the subject	The methodo logical work
56.25%	53.13%	53.13%	51.88%	34.38%
Achieve expected results from students	Commu nication with students	Access a technological device	I have not faced difficulties during this course	
31.25%	31.25%	18.75%	3.13%	

The results are analyzed and the following readings are reached:

At the beginning of the school year in this new study modality there was a high participation, with good levels of activity, exceeding 90%, which means that the absence of significant interactivity was not a problem in the faculty.

The majority of students (more than 94%) obtained the bibliography with materials designed for online education through the platform, so there is a high use of bibliography.

Both students and teachers believe that the interaction between them has not been optimal, so the feedback between teachers and students is classified as deficient.

The main difficulties considering the responses of both groups are, in the foreground, in the communication between students and teachers, this being selected by 61.88% of the student body, and by 31.25% of the faculty; In addition, there is the motivation of the student, and his role as manager of his knowledge. In the background are the aspects related to the interaction of the different activities and tools, linked to the fact that more than 50% of the teachers believe that the main problem they face is the design of the subject and the evaluations, and that It is difficult for them to use the platform 100%. In a third plane is related to connection and technology, an aspect that will be left aside in the empirical work.

### 3.2 Strategy

These shortcomings, found in the course of the first block, are proposed to be resolved through a strategy that starts from the potentialities found, revealed by the researcher's experience as a university teacher, through the analysis of information and interviews with colleagues.

As part of the potentialities, a high motivation is detected, which indicates that the faculty is convinced of the importance of virtual teaching and the use of the EVEA platform in it.

There is a process of continuous training for university teachers, where participation and critical reflection in their training environment are focused, in an environment of collaboration and cooperation, training and permanent interaction. This enables the constant development of the teacher and the continuous improvement of his work as a designer of virtual courses.

The strategy proposal is divided into four phases:

- Phase 1: Diagnosis
- Phase 2: Training
- Phase 3: Implementation
- Phase 4: Evaluation

#### 3.2.1 Diagnosis

The current state of the situation is analyzed, the needs and problems detected in the use of the virtual environment as a learning resource are made known. It seeks to sensitize and educate teachers in relation to the need for their training in virtual learning environments. It also seeks to sensitize and educate teachers based on change and the need to transform the teaching-learning process. Phase performed and illustrated above.

#### 3.2.2 Training

In this phase, a training aimed at teachers is carried out on the platform and in the different methodologies to be followed, this is achieved through continuous training workshops and specialized conferences. Work sessions are developed that allow the teacher to characterize the virtual learning environment, based on reflective and proactive work encounters.

The potentialities of the virtual environment are identified, and meetings to explore the EVEA platform are held. Tools are designed and proposed that allow the pertinent integration in the teaching-learning process of the subjects taught by the teacher.

In this phase, all the actions that will be implemented later are planned, actions that are created from the main problems detected in the diagnosis, and that seek to minimize them.

In the illustrated case, it is proposed to apply the "forum" tool as a complement to the course contents as an aspect that allows greater feedback between students and teachers, allowing communication in real time, and the uploading of audio and video files in response to doubts, that they have a better assimilation by the contemporary student. In addition, the student will be provided with a private forum, space to



work in groups, carry out practices or assignments, and send their proposals to the rest of the classmates.

In order to facilitate the association, interrelation and assimilation of the main concepts of the discipline studied, a catalog of terms and definitions (glossary tool) will be provided that is linked to the teaching materials presented in the course.

New content will be generated that comes out of the dynamics of the book, conference and presentation, to achieve an increase in student motivation.

As an evaluation method, case studies will be added that require the student to reason and generate solutions by himself, tools that should be replacing the classic evaluations of multiple-choice questions and true or false.

The importance of supporting and motivating students should not be forgotten. Offering support and trying to motivate them from a distance implies the use of the different resources offered by the course in a coherent, close, flexible and enthusiastic way. Students face not only a new subject, they will also have to adapt to the rhythm of the virtual course, and of course, to the new tools.

For conflict prevention it is convenient to have the course prepared for when students access it. During the first week the student will be welcomed through a didactic video of no more than 5 minutes, the first tips are included in the course and they are informed about the calendar and organization of the first forums. You should not wait for the student to discover the possibilities of the virtual course, if the course is presented enthusiastically, as well as transparent and practical, he himself will continue the experience with greater ease.

### 3.2.3 Implementation

In the third phase, the selected forms and planned activities are implemented, this through an interaction between the manager of the faculty, heads of departments and heads of disciplines.

This phase has a starting point, where the groups redesign the content of their corresponding disciplines. Then a moment of development, where the proposed tools and activities are added and made up. In this process, cognitive and discipline-specific skills are put into practice, as well as providing opportunities for transfer, practice, and construction.

Finally, the closing moment. A key moment where before making the courses visible, the heads of departments together with the manager check them and highlight the relevant aspects, as well as propose some recommendations.

### 3.2.4 Evaluation

In the evaluation phase, the effectiveness of the actions proposed and used is verified. A follow-up is given as a process that accompanies the implementation of the acquired knowledge. The actions of the different phases of the strategy are perfected, based on the results that are obtained.

This phase is developed as a process from a new diagnosis, so that a systematic evaluation of the state of transformation achieved in the virtual courses can be counted on.

The evaluation actions are conceived to be carried out as a process, through the preceding phases of the strategy; that is, the evaluation is applied from the diagnostic process itself.

The proposed strategy seeks to improve this modality of virtual education more and more. It aims to achieve perpetual development in the online teaching-learning process, through continuous training of the faculty, seeking an increasing acceptance by the student.

## IV. CONCLUSION

The resources available to the School of Accounting and Finance of the University of Havana make an effective online education model a reality; However, the ideal use of the medium depends on many factors, among which we can highlight the quality of the didactic content, the use of the tools that the virtual platform makes possible, the involvement and participation of the members involved in the teaching process, among others. In short, the integration of a didactic and functional model that guarantees open, flexible and meaningful learning in online training that will favor the growth and development of the university student.

The main problems encountered lie in the communication between student and teacher, in student motivation, and in the teacher's difficulties in creating virtual courses. Shortcomings that are very common in virtual education, however, through the application of timely strategies can be resolved.

The proposed strategy has four phases, starting from a diagnosis of the current situation, moving on to a training phase, then implementation and finally evaluation. This strategy is not limited to a single application, but can be used assiduously, each time seeking an improvement in the virtual teaching process.

## REFERENCES

- [1] Cristóbal, S. G. (2010). *La interacción cooperativa: condición social de aprendizaje*. Barcelona: UOC.

- [2] Cristóbal, S. G., & Begoña, G. S. (2012). *Aprender en red: De la interacción a la colaboración*. Barcelona: UOC.
- [3] Federico, B. (mayo de 2005). *Digithum*. Obtained from UOC web site: <http://openaccess.uoc.edu/webapps/o2/bitstream/10609/84205/2/536-13372-1-PB.pdf>
- [4] Fernando, B. (2019). *Docencia Virtual*. Kindle.
- [5] Jeremy, R., & Stephanie, D. T. (1995). *Google Académico*. Obtained from Scholar Google web site: <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.468.1385&rep=rep1&type=pdf>
- [6] Karla, F. F., & María, B. (28 de Mayo de 2012). *Dialnet*. Obtained from Metodología PACIE en los ambientes virtuales de aprendizaje para el logro de un aprendizaje colaborativo: <https://dialnet.unirioja.es/servlet/articulo?codigo=4156135>.
- [7] Mizuho, I., Takashi, M., Tagiru, N., & Hiroaki, C. (Enero de 2014). *Researchgate*. Obtenido de Researchgate Web site: [https://www.researchgate.net/publication/285082837\\_Collaborative\\_Learning\\_Using\\_Integrated\\_Groupware\\_A\\_Case\\_Study\\_in\\_a\\_Higher\\_Education\\_Setting](https://www.researchgate.net/publication/285082837_Collaborative_Learning_Using_Integrated_Groupware_A_Case_Study_in_a_Higher_Education_Setting)
- [8] Rama, C. (octubre de 2016). *Redalyc*. Obtained from La fase actual de expansión de la educación en línea o virtual en América Latina: <https://www.redalyc.org/pdf/373/37348529004.pdf>
- [9] Shuai, L., Matt, G., Marco, Z., Honghao, G., Bing, J., & Alberto, B. (2018). *e-Learning, e-Education, and Online Training*. Shanghai: Springer.

# An Interpretation of the Paratexts of *Three Kingdoms* Translated by Moss Roberts

Jia Fang<sup>1</sup>, Yan Fang Hou<sup>2\*</sup>

<sup>1</sup> Postgraduate student of the School of Foreign Studies, Yangtze University, Hubei, 424023 P. R. China

<sup>2</sup> Associate professor of the School of Foreign Studies, Yangtze University, Hubei, 424023 P. R. China

\*Corresponding author

Received: 11 Jul 2021; Received in revised form: 12 Aug 2021; Accepted: 20 Aug 2021

©2021 The Author(s). Published by TheShillonga. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>)

## Abstract

*Paratext is an inseparable part of translation. It can reveal what the translated text cannot explain and is of great significance to translation studies. This article uses the English translation of the Romance of the Three Kingdoms by American Sinologist Moss Roberts as the research object, and attempts to interpret Roberts' translation views and translation promotional factors through peritext, such as the cover, acknowledgments, annotations and postscripts, and epitext, such as interviews, reviews and other external paratexts. It is found that Roberts' translation motivation of the Romance of the Three Kingdoms is mainly to spread Chinese culture by literature. He always keeps readers in his heart and has a strong reader consciousness. Therefore, he mainly adopts domestication strategies and uses a lot of annotations to make the readers better understand the meaning and Chinese culture. Secondly, the author found that the translator's own erudite and rigorous attitude, the cooperation of Chinese and foreign publishing houses, and the evaluation of well-known sinologists all promoted the spread and acceptance of the Romance of the Three Kingdoms. This study interprets Roberts' translation view and the promotional factors of the translation from the paratext, hoping to help comprehensively and objectively evaluate the value of Roberts' translation, and at the same time promote the in-depth and development of translation studies from the perspective of the paratext.*

*Keywords— Paratext, the Romance of the Three Kingdoms, Moss Roberts, Translation view, Promotional factors.*

## I. INTRODUCTION

*The Romance of the Three Kingdoms*, as one of Chinese four great masterpieces, has extremely high research value and dissemination value. The translation and introduction of *the Romance of the Three Kingdoms* embodies the characteristics from abridged translation to complete translation. Thomas' translation of the Death of the Famous Prime Minister Dong Zhuo was serialized three times in the Asia Magazine published in 1820 and 1821, which opened the prelude to the English translation

of the novel. Famous missionaries or diplomats such as John Francis Davis (1820), Samuel Wells Williams (1849), Joseph Edkins (1852), Davello Zelotos Sheffield (1885) and other famous missionaries or diplomats attempted to translate *the Romance of the Three Kingdoms*. In 1925, the first full translation completed by C. H. Brewitt-Taylor was published by Shanghai Biefa Foreign Company. Moss Roberts has successively published three English translations of *the Romance of the Three Kingdoms*, namely the 1976 section translation, the 1991

full translation and the 1999 section translation. In 1976, Roberts published an excerpted version of *Three Kingdoms: A Epic Drama*, and the full translation version of *Three Kingdoms: A Historical Novel* in 1991 was jointly published by the University of California Press and China Foreign Languages Press, which was recognized as the classic full translation of *the Romance of the Three Kingdoms*. As "a model of meticulous academic translation" (West, 1995: 158), *the Romance of the Three Kingdoms*, Roberts' complete translation, has been widely recognized by researchers in Sinology after its publication. In 1999, Roberts published the second translation of the section, which was published by the University of California Press. This article combines the peritext, such as acknowledgments, afterword and notes, with epitext, such as interviews, the translator, comments by some famous Sinologists and comments by some Chinese scholars, to analyze Roberts' translation view and the promotional factors of the translation, so as to provide reference for the further study of English translation of classics.

## II. THE PARATEXT PERSPECTIVE IN TRANSLATION STUDIES

The concept of "paratext" was first proposed by French narrator and literary theorist Gérard Genette in the 1970s. In 1987, in his monograph "Seuils", Genette specifically discussed the issue of paratext, expounding in detail the definition, classification, function, effect, research approach and method of paratext (Genette, 1987). In short, the paratext refers to the linguistic and graphic elements that are not part of the main text in the printed book, but surround the text (main text) that can still affect reading (Wang&Yang, 2012: 104). Genette further divides paratexts into two subcategories: peritext and epitext. The former mainly includes text titles, subtitles, prefaces, epilogues, publication information, dedications, cover patterns, character relationship tables, notes, illustrations, etc., while the latter includes information about the text provided by authors and publishers for readers other than printed books. Book related information, such as interviews with the author, or diary provided by the author, even including the author's gender, age, or a list of all the author's current publications listed on the cover (Genette, 1997: xviii) . "The paratext is of vital importance to

translation studies, because the paratext is an important link that connects the author, translator, publisher, and reader" (Icklar Kocak, 2007: 171). "Paratext research not only has gradually become a new hot spot in the field of translation studies in China in recent five years, but also has become the frontier of research in this field" (Yin & Liu , 2017: 26). "By studying the translation prefaces and postscripts, it is possible to dig out and reveal the translator's translation motives, translation strategies, as well as the translator's personal ideology and translation views" (Xiao, 2011: 18). "Paratext is an very important way to carry Chinese and Western translation thoughts" (Geng, 2016: 106). The paratext of Roberts' translation contains a wealth of information, but it has not been fully and effectively researched. At present, the author has retrieved only 3 studies (Luo, 2010; Zhao, 2013; He, 2017 ) related to the subtext of the English translation of Roberts' *the Romance of the Three Kingdoms*. Most of the articles on the English translation of *the Romance of the Three Kingdoms* are based on text research. Luo (2010) interprets the historical details of the translation generated from the acknowledgments, preface and post-capture of Roberts' complete translation and the communication context accepted by the translation. Zhao (2013) analyzes the epilogues and annotations in *the Romance of the Three Kingdoms* translated by Roberts from the perspective of intertextuality. He (2017) compared the image of works constructed by Brewitt-Taylor's translation and Roberts' translation and found that the translation can play a huge role in constructing the image of the work. As it can be seen, the researches related to the paratext of the English translation of Roberts' *the Romance of the Three Kingdoms* mainly concentrate on the peritext, ignoring the epitext.

## III. PARATEXTS IN ROBERTS' TRANSLATION

The internal paratext of the 1976 section translation mainly includes the foreword and the postscript. The foreword introduces the historical background of the novel and the main characters and characteristics of the novel. After the main text, there is not only a brief discussion of the dynasty of the original author Luo Guanzhong, but also the original Chinese names corresponding to the selected

chapters of the translation, and a brief introduction to the translator at the end.

The internal subtext of the 1991 full translation contains a wealth of content. Judging from the cover page, Roberts' translation was jointly published by the University of California Press and Foreign Languages Press. Next is the map catalog, including 11 maps such as the Battle of Guandu and the Battle of Chibi. Then there is Roberts' acknowledgment and the preface by John S. Service. At the end of the article, there are postscripts, index of main characters, chronology of major events, index of official positions, terminology and department names appearing in the novel, a list of abbreviations, and detailed notes of each chapter. It is worth noting that there are as many as 1,125 notes by Roberts, which mainly include introductions to historical and cultural background, proper nouns, allusions, etc., as well as comments in Mao Zonggang's criticism book, together with other editions of *the Romance of the Three Kingdoms*, such as Sanguozhi tongshu yanyi, Sanguozhi, etc., for readers' reference.

Compared with the 1991 full translation, the 1999 version of the section translation has added a preface to the translation, and deleted the endnotes, all maps and explanatory tables in the full translation.

The foreign paratexts of the Roberts' translations analyzed in this article mainly include the famous Sinologists Anthony C. Yu, Frederic Wakeman, Cyril Brich, Patrick Hanan, and some domestic scholars' comments on Roberts' version, as well as Liu Jin's interview with Roberts.

#### IV. AN INTERPRETATION OF THE PARATEXTS OF THREE KINGDOMS TRANSLATED BY MOSS ROBERTS

Paratext is only an auxiliary means and an appendage of the text. A text without a paratext is like an elephant without a mahout, and it is powerless; a paratext without a text backing is like an uncontrollable maestro, which can only be a stupid performance (Genette, 1997: 410). As an indispensable part of the text, the paratext contains a wealth of information. This article analyzes the content of the paratext to explore Roberts' translation view and the promotion factors of his translation.

##### 1. The translator's view of translation carried by the paratext of *the Romance of the Three Kingdoms*

Translation as a cross-language and cross-cultural communication process involves subject (translator), ontology (content), carrier (channel), recipient (target of translation), purpose (translation intent), environment (culture) and effect (The acceptance of the translation in the target language culture) and other factors (Lu & Hou, 1999:59). What is translation view? In translation practice, the translator is "self-aware of the purpose of translation, the information required for the translation task, can self-evaluate the ability to complete the translation task, and has the relevant ability to ensure and evaluate whether the translation is adequate and appropriate" (Kiryaly, 1995: 100). In this part, by studying the paratexts of the translation of *the Romance of the Three Kingdoms* translated by Roberts, it explores Roberts' translation view from the three aspects of translation motivation, reader awareness and translation strategy.

###### (1) Translation motivation

As a cross-cultural communication activity, translation has a strong purpose, regardless of whether the motivation is political, economic, social, cultural, professional, aesthetic, or both (Xu, 2009). Therefore, it is very important for the translator to understand the purpose of the original translation and the function of the translation (Munday Jeremy, 2014: 79).

Roberts mentioned in the interview that he continued to choose to study Chinese at the graduate level, on the one hand because of his love for Chinese culture, on the other hand because of the driving force of political power, a mission that drove me to let the United States understand the real China. In 1959, the outside world always thought that China was a "barbaric" country. At the same time, the United States was full of "anti-China" voices. However, he believed that Americans misunderstood China and did not understand the Chinese revolution. There was also a lack of understanding of the Chinese historical background in China. The Chinese stories they read in the United States do not seem to be credible and convincing. Roberts mentioned in the postscript of his 1991 translation, "Like other important Chinese classical novels, *the Romance of*



*the Three Kingdoms* provides Western readers with an opportunity to understand China from a Chinese perspective." It can be seen that one of his goals in translating *the Romance of the Three Kingdoms* is to enable the West to understand the real China, and he pointed out in the 1991 version that the 1976 translation "has its limitations and errors are inevitable. However, I always hope that one day there will be an opportunity to translate the entire work" (Roberts, 1991: x). At that time, China was in the early stage of reform and opening up, and our country was eager to let the world understand Chinese literature and traditional culture through active translation and let the world understand China. Therefore, in 1981, the Beijing Foreign Languages Bureau wrote to him to ask if he would translate the entire book into English. He was very happy. The purpose of translation is often clarified by the wishes, motives or requirements of the client, original author, translator, or relevant personnel. The above guarantees the normal progress of translation activities (Xu, 2005: 5). The consistency of translation purposes between Foreign Language Publishing House and Roberts makes the translation of the full translation of *the Romance of the Three Kingdoms* possible.

## (2) Reader awareness

In the translation process, the reader is often an important reason for the translator to make translation decisions. Choosing readers means choosing the reader's "expected horizon" (Tu ; Li, 2007: 47) to meet the cultural needs of specific readers and achieve better communication effects.

When readers read a book, the first thing that catches their eyes is the cover. The text information, design, and material of the cover determine to some extent the reader's interest and love for reading. A major feature of the cover of the full translation in 1991 is the commentary by Professor Anthony C. Yu of the University of Chicago, the *Iliad of China*, which draws in readers with the inherent reading experience of Western readers (Luo, 2010).

Roberts clearly mentioned in the preface of the 1999 section translation that the target audience of this section is "American students who study Asian history and literature and comparative literature" (Roberts, 1999: vii). The translation of this section belongs to university textbooks.

As the target is for university students, Roberts simplified the 1991 full translation and deleted the notes on the main text and the postscript. But at the same time, the title of the translation of this section appears in the form of a serial number, and corresponds to the order of the chapters of the original work. "When readers want to have a deeper understanding of the character characteristics, overall style, and specific events of the original text, such labeling makes it easier for readers to find relevant chapters in the 1991 full translation" (Roberts, 1999: vii), to satisfy the needs of different reader groups. In the preface of the 1999 transcript, he also declares that "when necessary, he added some transitional paragraphs to make a reasonable connection between the selected parts, which is convenient for readers to understand, and at the same time, to a large extent to ensure the integrity of the narrative structure" (Roberts, 1999 : Vii). This shows that Roberts has a strong sense of readership.

As an annotation of the paratext, it also reflects Roberts' readership. In the acknowledgment of its full translation, it is mentioned that "in order to allow Western readers to get the most from reading, a complete set of annotations should be added to the translation, and an extended commentary should be written to the translation" (Roberts, 1991: x).

## Example 1

ST : 六月朔，黑气十余丈，飞入温德殿中。(罗贯中，2000 : 4)

TT : And on the first day of the sixth month a murky cloud more than one hundred spans in length floated into the Great Hall of Benign Virtue. (Roberts, 2000 : 5)

Note 8: A span (chi) was slightly under 10 inches. Six chi made a bu (pace); and 300 bu made a li, about one-third of a mile. (Roberts, 2000 : 546)

"Zhang" is a unique unit of length in China. Roberts translated one zhang into ten feet. Knowing that Western readers are not familiar with ancient Chinese length, he introduced the relationship between feet and inches, as well as feet, steps, li and meters. Through annotations, readers can understand the differences in weights and measures between the East and the West.

## Example 2

ST: 玄德遂以己志告之，云长大喜。（罗贯中·2000：12）

TT: Xuande then told of his own ambitions, to Lord Guan's great satisfaction. (Roberts, 2000 : 13)

Note23: For the reader's convenience the three heroes will be called Xuande, Lord Guan, and Zhang Fei unless the context requires the use of their other names. (Roberts, 2000 : 547)

In addition to the character and number, the names of ancient Chinese also replaced personal names with place names, official titles, posthumous names, etc. For instance, Liu Bei has titles such as Xuande, Liu Yuzhou, Xuzhou Mu, and Han Zhaolie Emperor. For foreign readers, if a person changes names frequently, it is difficult for the reader to identify the same person. In the commentary, Moss Roberts clearly stated that he unified the translation of Liu Bei, Guan Yu and Zhang Fei for the convenience of readers.

Example 3:

ST: “千里草，何青青！十日上，不得生！”

卓问李肃曰：“童谣主何吉凶？”（罗贯中·2000：208）

TT : A thousand li of green, green grass

Beyond the tenth day, one can't last.

"What is the meaning of the rhyme?" asked Zhuo. (Roberts , 2000 : 209)

Note 6: These are visual puns : the Chinese graphs for "thousand," "li," and "grass" make up the graph for Dong, and the graphs for "divining," "ten," and "day" make up the graph for Zhuo. (Roberts, 2000 : 555)

"Thousand Miles of Grass" means Dong; "Ten Days" means Zhuo. No life means death, which implies that Dong Zhuo will die soon. In Chinese, this belongs to the usage of analyzing characters. However, translation readers who do not understand Chinese characters cannot make such associations, let alone understand the meaning correctly. The translator supplements relevant background knowledge by means of annotations, so that the target reader can understand the target text as the source reader

understands the original text, and resonate with the source reader in terms of thoughts and emotions.

The translator helps readers understand the content of the text very well through annotations. But at the same time, Roberts' translation has as many as 1215 notes, which are as short as a few words and are as long as several hundred words. In order not to impair the fluency of readers' reading, except for the three notes in the preface at the end of the preamble, all other notes are placed at the end of the text. This can ensure the fluency of the reader's reading. At the same time, if the reader encounters dyslexia or wants to know relevant background information, he can also consult the notes at the end of the article. In addition, due to the large number of notes, for the convenience of readers, all notes are sorted by chapter.

### (3) Translation Strategy

"Translation strategy is a collection of principles and plans adopted to achieve a specific translation purpose in translation activities" (Xiong, 2014: 83).

The purpose of translation determines the translation strategy to a certain extent. Roberts (2018) mentioned in the interview that he uses domestication strategy, and he believes that translation should be in natural and fluent English. Regarding the expression of the cultural characteristics of the two countries that are quite different, he will use footnotes to explain the characteristics of Chinese culture, taking into account the obstacles to the understanding of Eastern culture by Western readers. For example, the word "huang jin" in the first episode literally means "yellow scarf". For the target readers, it is difficult to associate it with the rebel army. Roberts explained through annotations that "yellow" is the color used by the royal family, and the character "turban" is part of the Chinese character "di". Legend has it that Liu Bang once killed the White Snake when he was not in a hurry. The snake is the white emperor's son, and the killer is the red emperor's son. Therefore, Liu Bang was still red when he came to power. Liu Xiu is a descendant of Liu Bang. He wants to defend his morality and promote himself as the King of Fire Virtue, and he is still a red-haired man. Roberts pointed out that "yellow" represents the soil of China's "five elements theory", and soil restrains fire. In addition, Wang Mang preached "Exhaustion of Red

Virtue" and "Huang De rejuvenated" in order to "abolish Liu and rejuvenate the king." At the end of the Eastern Han Dynasty, the imperial family declined, and the superstition of "replacing red with yellow" rose again. In the second year of Lingdi Xiping two years, that is, eleven years before the Yellow Turban Uprising, "the people of Luoyang said that there were yellow people in the east wall of the Huben Temple, describing the beasts, eyebrows, and tens of thousands of people, and the province knew it, and the roads were cut off." In fact, it was rain eroded the walls, and the color was mottled and yellow. This sensational incident in Beijing shows that the "yellow, the color of the Han" has been deeply rooted in the hearts of the people. In the dark age full of superstitions in the Five Elements, the peasant class will inevitably be affected. Ma Mian, the revolutionary leader who predates the Yellow Turban Uprising more than 40 years ago, wore yellow clothes and was called the Yellow Emperor. Zhang Jiao's uprising put forward the slogan "Yellow Heaven should stand." This slogan is a reflection of "Huang De Dangxing". The translator explained through the notes that the behavior of wearing the yellow scarf was prohibited by the laws of the time. Therefore, the Yellow Turban Army also represented the insurgent army, and it also indicated that the comment was out, which was well-founded. The translator explained the historical background knowledge and related cultural information with detailed notes, so that readers can understand the culture with Chinese characteristics. In the interview, Roberts, if footnotes cannot solve the problem of translation, he will choose the way of interpretation to translate.

## 2. Interpreting the Recommendation Factors of the Translated Version From the Paratext

### (1) Translator's subjectivity

"Translator's subjectivity refers to the subjective initiative shown by the translator as the subject of translation in translation activities for the purpose of realizing the purpose of the translation under the premise of respecting the target of translation" (Cha & Tian, 2003: 22).

Roberts received a bachelor's degree in Columbia University, a master's degree in English, and a doctorate in

Chinese in 1958, 1960, and 1966. Roberts' research interests include ancient Chinese, ancient literature and philosophy, Chinese history, modern Chinese, Asian literature and philosophy. He has a solid foundation in Sinology, is a member of the American Society for Oriental Studies and the Institute of Oriental Thought and Research at Columbia University, and the editor-in-chief of the Journal of Asian Scholars. *The Romance of the Three Kingdoms* is a long war novel containing the traditional culture, history, wisdom, and folk customs of Chinese feudal society. It is also a chapter-style novel integrating military strategy, politics, and management. The translation of *the Romance of the Three Kingdoms* is a huge and complicated Engineering. Therefore, before translating *the Romance of the Three Kingdoms*, Roberts had made sufficient preparations. He said in the interview that only by understanding the background of Chinese history and classic literature can he better interpret *the Romance of the Three Kingdoms*. He has studied Chinese classical literature and read a lot of Chinese literary works. Reading "Mencius" helped him understand Liu Bei's character. A thorough reading of Tao De Jing made him understand Kong Ming's character, because learning "Taoism" and "Confucian" knowledge laid the foundation for understanding Kong Ming's character. Kong Ming began to appear as a Taoist in *the Romance of the Three Kingdoms*. Then came the image of a Confucian military officer who was loyal to Liu Bei. In addition, he is also familiar with various related history books, and specifically studied the history book *the Romance of the Three Kingdoms*, because *the Romance of the Three Kingdoms* is a literature adapted on the basis of Sanguozhi, which is more than a thousand years later and that is the Original Version of *the Romance of the Three Kingdoms*. When Luo Guanzhong in the Ming Dynasty wrote the story material of *the Romance of the Three Kingdoms*, he quoted a large number of Yuanqu stories, and Moss Roberts was also familiar with "Yuanqu" and other related dramatic literature. At the same time, he also mentioned that only by familiarizing with the "past" literature can we lay a good foundation for translation and ensure the quality of translation, and be rigorous.

It can also be seen from the abbreviations table later that Roberts is not only satisfied with the translation of the

original version of *the Romance of the Three Kingdoms* by Mao Lun and Mao Zonggang's version. He also referred to other editions and read the related literature of *the Romance of the Three Kingdoms*. "*The Romance of the Three Kingdoms* has many editions. There are about 30 existing Ming Dynasty publications and more than 70 Qing Dynasty publications" (Shen, 2004: 150). In order to give readers a complete and accurate annotation, Moss Roberts refers to *Sanguozhi tongsu yanyi* of the Ming Dynasty, Chen Shou's *Sanguozhi* and *Sanguozhi pinghua*. Sometimes to provide different versions of content is for error correction, sometimes it is for readers to have the opportunity to compare different versions, and sometimes it is to provide complete background information and portray characters. The translator also referred to the related literature of *the Romance of the Three Kingdoms*, such as Fan Ye's *Hou Hanshu*, Sima Guang's *Shi ji* and *Zizhi tongjian*, *Sanguo yanyi chuanguo lun* written by Ye Weisi and Mao Xin, *Sanguoyany lunwenji* published by Zhongzhou guji chubanshe, *Sanguo yanyi zonghengtan* by Qiu Zhensheng, *Sanguo yanyi xuekan* and *Sanguo yanyi yanjiu ji* published by the Sichuan-sheng shehui kexueyuan chubanshe, as well as *Sanguo yanyi ziliao huibian* edited by Zhu Yixuan and Liu Yuchen, in order to achieve the purpose of understanding the original text.

Roberts not only attaches importance to the understanding of the original text, but also strives to achieve the same stylistic style of the original text and the target text. It took 15 years for Moss Roberts to translate *the Romance of the Three Kingdoms*. He mentioned in an interview (2018) that he would use the "Modern Dictionary" to look up unfamiliar Chinese characters and look at the meaning of a word in context. In the process of translation, he will refer to different styles for translation. Narrative, dialogue, poetry, etc. have their own English expression styles. Use footnotes to explain the characteristics of Chinese culture. Therefore, "Roberts' translation is based on context, translating vocabulary lively; translating individuality, reproducing image; attaching importance to language style and having unique characteristics" (Zhang, 2001: 49).

It was Roberts' rigorous attitude that promoted the birth of the classic translation in 1991 and became a "model for academic translation" (Guo & Luo, 2015: 101).

Roberts' excellent translators laid a good foundation for the promotion of *the Romance of the Three Kingdoms*.

## (2) Patron

In the book *Translation, Rewriting, and Manipulation of Literary Reputation*, Lefevere (1992) proposed the concept of patronage and defined it as a force that promotes or hinders a force, including individuals and institutions.

From the cover page, we can see that the full translation in 1991 was published jointly by the University of California Press and Foreign Languages Press. Founded in 1952, Foreign Languages Publishing House is a large-scale comprehensive international publishing organization specializing in translating and publishing Chinese national conditions and Chinese cultural books to foreign countries. With the purpose of "explaining China in foreign languages, and communicating the world with books", it is committed to spread China's splendid civilization. In the acknowledgment, Roberts mentioned that in 1982, Luo Liang, then deputy editor-in-chief of Foreign Languages Publishing House, invited Roberts to translate the entire *Romance of the Three Kingdoms* for Foreign Languages Publishing House, "I hope to convey Chinese culture to Western readers. Let more people understand one of Chinese four classic classics *the Romance of the Three Kingdoms*, and learn about China through *the Romance of the Three Kingdoms*" (Luo, 2013: 57). Deputy Editor-in-Chief Mr. Luo Liang and Israel Epstein arranged for Roberts to visit China from 1983 to 1984 and acted as foreign experts in foreign language publishing houses. During Roberts' translation process, Deputy President Xu Mingqiang and Deputy Editor-in-Chief Huang Youyi not only provided much convenience for Roberts, but also arranged for C. C. Yin (Ren Jiazhen) to proofread. Roberts mentioned in his acknowledgements that "Mr. Ren carefully proofreads everything. For the translation, some of his suggestions for revision have greatly improved the quality of the translation." The invitation and help of foreign language publishing houses made the full translation of *the Romance of the Three Kingdoms* possible.

The University of California Press, founded in 1893, is one of the largest academic publishing organizations in



the United States and the only university publishing house under a multi-campus public university in the United States. Roberts mentioned in his acknowledgment that in 1984, Brian Gorgee of the University of California Press visited a foreign language publishing house, prompting the two publishing houses to jointly publish the English translation of *the Romance of the Three Kingdoms*. Later, William McClung and William McClung of the University of California James Clark and Zhao Yihe of Foreign Languages Publishing House carefully arranged related matters of co-publishing. Recommendations from the University of California Press and Foreign Languages Press have ensured the issuance of the translated version and promoted the dissemination of the translated version.

(3) Comments and introductions by well-known sinologists

Anthony C. Yu, Barker Professor of Humanities at the University of Chicago, and the only committee member of the School of Theology, Department of Comparative Literature, Department of English, Department of East Asian and Social Thought for nearly 40 years. He is currently a Barker of the school Professor of Literature Lectures retired. Anthony C. Yu is also an academician of the Academia Sinica in Taiwan and the National Humanities of the United States, and was honored as a communications researcher at the Institute of Chinese Literature and Philosophy of the Academia Sinica. Anthony C. Yu has translated *Journey to the West* (four volumes) to the academic world. In addition to "Rereading the Stone" and various papers, he also has "Parnassus Revisited" (Parnassus Revisited: Modern Critical Essays on the Epic Tradition and "Morphologies of Faith: Essays in Religion and Culture in Honor of Nathan A. Scott, Jr.", "The Collection of Anthony C. Yu's Journey to the West", "Rereading Stones""The Desire and Fiction in Li", "Looking at China's Politics and Religion Issues from the Perspective of History and Text" and several theses. Anthony C. Yu (2004) commented, "*Three Kingdoms* gives us the Iliad of China. "Iliad" is an important work of ancient Greek literature and one of the entire Western classics. His comment not only closes the distance with the reader, but also stimulates the reader's desire to read *Three Kingdoms*. "First of the five great works of traditional prose fiction", it can be seen that *the Romance of the Three*

*Kingdoms* has a high status in China. If Western readers want to understand Chinese classical novels, this book is a must-read. "This master narrative transforms history into epic and has thereby educated and entertained readers for five centuries with unforgettable exemplars of martial and civic virtue, of personal fidelity and political treachery. Moss Roberts's translation is of surpassing excellence and impeccable scholarship. It should delight and captivate Western readers for many years to come." The introduction of the content and value of the book make readers want to see and understand the history of China and the stories of the characters in the text. "Roberts' translation is super beautiful and academic. In the years to come, this book will bring the joy and charm of reading to Western readers." The final evaluation of the quality of the translation shows that the translation is as exciting as the original, so readers can rest assured read.

Patrick Hanan, a New Zealander, whose main research fields are: Jinxue and Hongxue studies, studies of Chinese vernacular novels, studies of writer Li Yu in the early Qing Dynasty, studies of Chinese novels in the 19th century, especially romance novels in the late Qing Dynasty and the study of modern literature. He is one of the most accomplished experts in the study of Chinese classical novels in the United States, and he has many insights into Chinese classical novels. Hannan (1991) commented, "A martial epic with an astonishing fidelity to history, which has been translated into lively English by Moss Roberts. ... The subject matter of *Three Kingdoms* has long held an extraordinary grip on the Chinese imagination. ... No less an authority than Mao Zedong asserted that when he set out on the campaigns that would ultimately bring him to power, *Three Kingdoms* was the book he valued most." This fully affirmed the value of *the Romance of the Three Kingdoms*.

Frederic Wakeman, American sinologist and historian, professor at the University of California, Berkeley, former president of the American Historical Society and the Society for Social Sciences, president of the American Council for International Studies, president of the Joint Committee for Chinese Studies, and American academic groups Chairman of the Council and Chairman of the Chinese Research Civilization Committee of the Council of American Academic Societies. Shi Jingqian



praised him as the best Chinese historian since 1980. Wakeman's work was awarded the Levinson Prize by the American Association for Asian Studies in 1987, and the Berkeley Prize by the University of California Press in 1987. The best book on the history of non-North American cities from the American Urban History Association. He was awarded the highest medal of Berkeley for his outstanding contributions to the education of Chinese Studies in the United States and the University of California, Berkeley. Wakeman (1991) commented, "Moss Roberts's elegant and powerful translation of China's most important historical romance has a stunning directness that aptly conveys the dramatic boldness of the original episodic narrative. English readers may now finally understand why this fifteenth-century novel so strategically shaped the political worldview of generations of Chinese", which shows the high quality of Roberts' translation.

In addition to the above-mentioned Sinologists, the famous Sinologist Cyril Brich (2004) commented that "A superb translation. The style is excellent: lively, natural dialogue; vigorous prose in battle descriptions; dignified phrasing where called for. This translation is no less than classic", which indicates that Roberts' translation is a rare masterpiece. Cyril Brich is an American Sinologist. He received a bachelor's degree in Modern Chinese Literature in 1948. His doctoral dissertation is the first British thesis on the study of "Ancient and Modern Novels" (Ku-chin hsiao-shuo: A Critical Examination). From 1963 to 1964, he was a fellow of the American Council of Academic Societies and a fellow of the Guggenheim Foundation Woodrow Wilson International Center for Scholars, and one of the editorial board members of China Quarterly. Tang Xianzu's "The Peony Pavilion" independently translated by Baizhi was published in the Hong Kong journal "Renditions".

The comments of several authoritative Sinologists fully affirmed the value of the original work of *the Romance of the Three Kingdoms* and the quality of the translation, provided a good environment for the promotion of Roberts' translation, and promoted the spread of the English translation of Roberts.

## V. CONCLUSION

*The Romance of the Three Kingdoms* has been given many prestigious names in the history of Chinese literature, such as "the originator of Chinese historical novels" and "one of China's four great classics", and has had a great influence on world literature. Roberts' translation is a recognized classic and has important research value. This article takes Roberts' translation of *the Romance of the Three Kingdoms* as its object. Firstly, it interprets the translator's perspective on translation from the perspectives of translation purpose, readership and translation strategy. It is found that Roberts' translation motivation of *the Romance of the Three Kingdoms* is mainly for introducing Chinese culture. What's more, Roberts always keep readers in mind and has a strong sense of readership. Therefore, he mainly adopts domestication strategies and uses a lot of annotations. Secondly, we interpret the promotion factors of Roberts' translation from the paratext and find the translator's erudite and rigorous attitude, the cooperation of Chinese and foreign publishing houses, and the evaluation of well-known Sinologists have all promoted the spread and acceptance of *the Romance of the Three Kingdoms*. At present, there are a few researches on Roberts' translation view. In addition, Luo (2010) and other studies on the introduction factors of the translation ignore the subjectivity of the translator. This research studies Roberts' translation view from the perspective of paratext, and hopes that it can be used to promote the in-depth study of Roberts' translation view. This article takes into account the great role of Roberts' own erudition and rigorous attitude in the production and promotion of the translation of *the Romance of the Three Kingdoms*. From Roberts' translation view and the promotional factors of the translated version, it is not difficult to see that "translation is game" (Han, 2009: 65). The foreign translation of classics can not only coordinate the relationship between translators, readers, and patrons, but also promote the dissemination of translated texts and contribute Chinese culture to go out.

## FUNDING

This work was supported by the Hubei Provincial Department of Education, P.R.China [Grant No.: 19ZD021; and Grant No.:18Y056]; the Institute of Science

and Technology Development, Yangtze University P.R.China [Grant No.:2018csz07]; and the Advantageous and Characteristic Humanities of “Modern Education and Jingchu Culture Research”, Yangtze University [Grant No.: 2018YYY10]

## REFERENCES

- [1] Genette, G. *Paratexts: Thresholds of Interpretation*[M]. Cambridge: Cambridge University Press, 1997.
- [2] Genette, G. *Palimpsests: Literature in the Second Degree*[M]. Translated by Channa Newman & Claude Doubinsky. Lincoln and London: University of Nebraska Press, 1997a.
- [3] Genette, G. *Paratexts: Thresholds of Interpretation*[M]. Translated by Jane E. Lewin. London: Cambridge University Press, 1997b.
- [4] Kiraly, D. *Pathways to Translation: Pedagogy and Process*[M]. Kent: Kent State University Press, 1995.
- [5] Koçak, I. *Problematizing Translated Popular Texts on Women’s Sexuality: A New Perspective on the Modernization Project in Turkey from 1931 to 1959*[M]. Istanbul: Bogaziçi University Institute of Social Sciences, 2007.
- [6] Lefevere, A. *Translation, Rewriting, and the Manipulation of Literary Fame*[M]. London; New York: Routledge, 1992.
- [7] Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*[M]. Shanghai: Shanghai Foreign Language Education Press, 2014: 79.
- [8] Roberts, M. *Three Kingdoms* (Great China Library) [M]. Beijing: Foreign Languages Publishing House, 2000.
- [9] Roberts, M. *Three Kingdoms: A Historical Novel, Complete and Unabridged* [M]. Berkeley & Los Angeles: University of California Press; Beijing: Foreign Languages Press, 1991.
- [10] Roberts, M. *Three kingdoms: A Historical Novel. (Abridged ed.)* [M]. Beijing: Foreign Languages Press; Berkeley: University of California Press, 1999.
- [11] West, A. C. Review: *Three Kingdoms: A Historical Novel* [J]. Chinese Literature: Essays, Roberts, M. *Three Kingdoms: China’s Epic Drama* [M]. New York: Pantheon Books, 1976.
- [12] Cha & Tian. On the subjectivity of the translator: From the marginalization of the translator’s cultural status [J]. Chinese Translators, 2003(01): 21-26.
- [13] Geng. Paratext and Research in Translation: Theories, Methods, Issues and Criticisms [J]. Foreign Languages (Journal of Shanghai International Studies University), 2016, 39(05): 104-112.
- [14] Guo & Luo. A model of academic translation: The birth and acceptance of Roberts’ translation of *the Romance of the Three Kingdoms*[J]. Foreign Language Studies, 2015(01): 101-104.
- [15] Han. An overview of translation game theory[J]. Chinese Journal (Foreign Language Education and Teaching), 2009(04): 65-66+114.
- [16] He. From the English translation of *the Romance of the Three Kingdoms* to see the construction of the image of the work by the paratext[J]. Shanghai Translator, 2017(06): 43-48.
- [17] Luo Guanzhong, translated by Moss Roberts. *The Romance of the Three Kingdoms* (Great China Library) [M]. Beijing/Changsha: Foreign Languages Publishing House/Hunan People’s Publishing House, 2000.
- [18] Luo. Interpretation of the subtext of Moss Roberts’ translation of *the Romance of the Three Kingdoms*[J]. Journal of Mianyang Normal University, 2010, 29(12): 65-71.
- [19] Luo. Re-interpretation of the paratext information in *the Romance of the Three Kingdoms* Roberts’ translation [A]. Western Region Cultural Studies [C]. Chengdu: Sichuan People's Publishing House, 2013: 57.
- [20] Lu & Hou. Meta-translatology thinking and the study of the pluralism of translation [J]. Foreign Languages, 1999(5): 57-61.
- [21] Shen. New progress in the research on the edition of *the Romance of the Three Kingdoms*[J]. Social Science Research, 2004(05): 150-154.
- [22] Tu & Li. Cultural distance and reader acceptance: a translation perspective[J]. Journal of PLA University of Foreign Languages, 2007, 030(002): 46-50.
- [23] Wang & Yang. The Types and Functions of In-depth Translation in English Translation of Classics—Taking "Selected Works of English Translation of Chinese Translation Discourse" (Part 1) as an example[J]. Chinese Translators, 2012, 33(03): 103- 108.
- [24] Xiao. The significance of the subtext in translation studies [J]. Shanghai Translator, 2011(04): 17-21.

- [25] Xiong. Concept confusion in translation studies: Taking "translation strategies", "translation methods" and "translation skills" as examples [J]. Chinese Translators, 2014, 35(03): 82-88.
- [26] Xiong. Concept confusion in translation studies: Taking "translation strategies", "translation methods" and "translation skills" as examples [J]. Chinese Translators, 2014, 35(03): 82-88.
- [27] Xu. Translation motivation, translation concepts and translation activities[J]. Foreign Language Studies, 2004(1): 101-105.
- [28] Xu. Introduction to Translation [M]. Beijing: Foreign Language Teaching and Research Press, 2009.
- [29] Xu. Tracing the Path of Translation [M]. Zhengzhou: Wenxin Publishing House, 2005.
- [30] Yin & Liu. Thirty Years of Domestic Paratext Research(1986-2016)—Scientific Metrological Analysis Based on CiteSpace[J]. Shanghai Translator, 2017(04): 22-26+94.
- [31] Zhang. An Analysis of Luo's Translation of *the Romance of the Three Kingdoms*[J]. Fujian Foreign Languages, 2001(01): 49-54.
- [32] Zhao. A Study on the Paratext of Roberts' Translation of *the Romance of the Three Kingdoms* from the Perspective of Intertextuality—Taking Postscripts and Notes as Examples [J]. Journal of University of Science and Technology Beijing (Social Sciences Edition), 2013, 29(05): 29 -35.

# Female and Double Standards: A Study of Margaret Atwood's the Penelopiad

Jalal Hatim Rasheed

Al Iraqia University, College of arts, Iraq

Received: 18 Jul 2021; Received in revised form: 15 Aug 2021; Accepted: 22 Aug 2021  
©2021 The Author(s). Published by TheShillonga. This is an open access article under the CC BY license  
(<https://creativecommons.org/licenses/by/4.0/>)

## Abstract

*This paper discusses women and society's double standards against them and how Margaret Atwood criticizes men through her characters. Atwood's "The Penelopiad" cross-examines the venerated wife Penelope and the maids to depict the subject of male violence and other misconducts against women. Uplifting the maids whom Odysseus kills, Atwood queries sisterhood's confines and the need for transparency, voice, respect, and justice for the overlooked female victims' powerful males have terminated. Atwood's novel signals a change in feminist philosophy from collective action to individual narratives. The Penelopiad re-appropriates the prevailing cultural myths to expose a detailed and nuanced view of a woman's meaning.*

*Keywords— The Penelopiad, women, double standards, traditional narratives and loyalty.*

## INTRODUCTION

Women and societal double standards against them is a topic that has brought about endless discussions and writings in contemporary society. In *The Penelopiad* (2005), Atwood transforms her heroine (Penelope) from an admirable female personality into a difficult male helper to remark on the elapsed female fatalities who haunt men. Generally, women are connected to men through friendship, romantic, or as family members. Since time immemorial, women serve as wives to help upkeep their men's reputations and perform other domestic duties. However, the price for these wives does not often equate to their responsibilities. Atwood uses multiple characters to show how double standards of society disadvantage women. This paper discusses society's double standards against women and how Atwood criticizes men through the characters of the novel "The Penelopiad". The paper discusses primary double standards of power relations, sexual double standards, double oppression, double loyalty, double oppression, double roles, and double standards of justice.

### Power relations

According to Atwood, a man likes a clever woman as long as she is not a threat to his power.

<sup>1</sup>Penelope describes her marriage with Odysseus pointing to the principle of power relations, which has double standards. Penelope describes her marriage as a vulnerable situation. She says that she was given to Odysseus, similarly as a food package. Unwillingly, Odysseus acquired Penelope like perishable food. Penelope immediately became the queen of Ithaca.

She was to keep her man happy. Penelope was smart, and everyone said that to an extent, she got discouraged and bored. Therefore, Odysseus and other people valued the intelligence and skills of Penelope. However, Penelope had to remain in her confined roles as a woman. Penelope was only expected to come second after Odysseus. A further illustration of double power is shown when Odysseus mostly talked to Penelope after having sex.<sup>2</sup> Thus, this indicates that Penelope was unwilling to participate in lovemaking. Penelope's body was to serve her husband without regarding her desires.

Penelope could only use her intelligence and skills when Odysseus departed for the Trojan War. Penelope kept an inventory of the possession of Ithaca and

<sup>1</sup> Atwood, Margaret. *The Penelopiad*. New York: Canongate Books Ltd. 2005. 28-19

<sup>2</sup>ibid

bargained smartly. <sup>3</sup>Penelope's smart bargaining enabled Ithaca to increase the wealth of the state. Moreover, she used her capacities in pleasing her man after he returned. The inventory tasks Penelope did were regarded as "man's business". Penelope's displeasure indicates that she was affected by the power distance emanating from men's duties even though she still did the same tasks. Penelope must seek approval from her husband before conducting any responsibilities. Seeking permission is an act of power distance. The one seeking approval is always inferior to the one approving. The necessity of validation emanating from the yearning for love from Odysseus often made Penelope fear love's reciprocation.

Penelope is a protagonist and the heroine. Despite the power relations that exist with her husband, she endures and uses her intelligence that should otherwise give her an equal role and power in Ithaca. As a heroine, she saved herself from Odysseus without help from a man.

Penelope's character depicts the double standard of power relations by showing the powerful's and the powerless's relationships.<sup>4</sup> Penelope copes with some impunity. However, the choirs of the maids depict Penelope's guilt. The maids' chorus that sends messages of double power standards. The maids say that they were children at one time. Their parents were slaves, wrong and powerless. The maids continue to indicate that their parents were not demigods. The maids' message becomes painful when they continue to explain that they were destined to work and be slaves in the palace. They worked hard from morning to night. When the maids wept, there was nobody to wipe their tears. Whenever they slept, they were woken up. The masters of the maids reminded them that they were motherless, lazy, and dirty. Whenever any son of an honourable man wanted to have sex with the maids, they had no audacity to refuse.<sup>5</sup>

In *The Penelopiad*, Atwood illustrates double power standards from the victim's and victimizer's roles. The victims complained of torture, abuse, and murder. On the other hand, the victimizers enjoy their power. Therefore, it is evident that a double standard of power relations functions to disadvantage women while benefiting men and society. No man heard the cry of the victims at the hand of victimizers. The victims cried that they were roped, strung up, and left dangling. According to the victims, their victimizers must have felt virtuous,

purified, and justified to murder young, innocent girls. Now, the girls are haunting their murderers in the after-life and any forms of life. The girls assure their victimizers that they cannot get rid of them. The innocent girls keep asking why they were murdered without any offence. The girls' victimizers never responded to any question.

According to the girls, their male victimizers felt honourable murdering them. The girls felt powerless because they were only meant to serve at the palace. They were not meant to leave.<sup>6</sup>

The disclosure of power and voice existed with the masculine gender. Even though some feminine characters, such as Penelope, had some say, they had no power. Still, even if a woman has a voice, she may not use it ultimately, as Penelope depicted. Ironically, Penelope has a voice with no power. Furthermore, she has no ultimate audacity to use her voice. Regarding the maids, they voiced their exploitation, but nothing happened. Thus, the double standards of power only worked to benefit men and not women.

#### Sexual double standards

Unfaithfulness and adultery among men in *The Penelopiad* go unpunished.<sup>7</sup> However, women must refrain from adultery and cheating because it is punishable. A clear picture of the punishment that awaits cheating wives is depicted when Odysseus warns Penelope that she could be "hanged" if she commits adultery. Contrastingly, Odysseus freely commits adultery with Helen. Penelope explains that they "anointed" and "bathed" and bathed each other.<sup>8</sup> Ironically, the court pronounced no punishment for Odysseus.

Ancient Greece is depicted as a society that placed double sexual standards for women to control them. The premise of women remaining faithful to their husbands gives room for men to commit adultery. The consequences of any woman found committing adultery are severe. Women are subserviently subjected to male dominance.

According to Atwood, men are above honour and can betray their spouses in marriage without facing the consequences. Although there is female advocacy, men feel they are justified to commit adultery.<sup>9</sup>

<sup>3</sup> Burrow, Ar'Meishia. "A Heroine in Her Own Right: A Character Analysis of Penelope in *The Penelopiad*." (2017). 4-5

<sup>4</sup> Paiva Henriques, Sara. "Margaret Atwood's *The Penelopiad*: giving Penelope a voice." *Revisitar o Mito| Myths Revisited* (2015): 433-443.

<sup>5</sup> Atwood, Margaret. *The Penelopiad*. New York: Canongate Books Ltd. 2005. 13-14

<sup>6</sup> Atwood, Margaret. *The Penelopiad*. New York: Canongate Books Ltd. 2005. 191-93

<sup>7</sup> Zarra Aldrich, Anna. "Iron Manicures: Sex, Power, and Seditious in Margaret Atwood's Writing." (2020). 28-31

<sup>9</sup> Obidič, Andrejka. "Margaret Atwood's Postcolonial and Postmodern Feminist Novels with Psychological and Mythic Influences: The Archetypal Analysis of the Novel *Surfacing*." *Acta Neophilologica* 50, no. 1-2 (2017): 5-24.



Rape is another act of sexual double standards portrayed in the novel. Consenting to the sexual advances of suitors was a survival tactic for the maids. Investigating who raped the maids was a difficult and impossible task. Moreover, people could do nothing if the culprits were men. Penelope pointed out that the maids were raped without their consent. Further analysis of the rape showed it might have involved Odysseus's permission. Men disrespected the bodies of the maids and normalized their handling.

The maids, nonetheless, are not destitute fatalities: they attempt to pursue justice. Chapter 36, "*The Chorus Line: The Trial of Odysseus, as Videotaped by the Maids*," is exclusively committed to the pursuit of the maids' justice. The abused maids send Odysseus to trial. However, the crime under judgment is not about the rape, but that they committed it without Odysseus's permission. The unnamed maids, executed and repudiated their freedom of speech, are all dominant and revengeful in the underworld. The maids question and protest against the double, unfair sexual standards. These double sexual standards allow Odysseus to commit adultery without punishment, while the maids' sexual relations warrant severe penalties. The maids state that the men at the palace had every woman they could want or choose. The maids note that the palace men had the spear and word at their command.

Atwood criticizes the injustice of murdering the maids via the maids' voices. From the voice of the maids, we realize the brutality and discrimination of Homer's male supermen.

Based on the collective voice of maids, we can recognize their suffering. The maids wonder how men could treat them so inhuman at their young age and dispose of them. The palace men had the power to sell, drown, trade, or use any girl at will. The girls belonged to men. Men had the power to do anything they wanted with them.<sup>10</sup>

Sexual craving and ability have traditionally been perceived as masculine-based. In *The Penelopiad*, the traditional scene is purported to be a marital rape on the wedding night. "All of this was play-acting. The fiction was that the bride had been stolen. The consummation of a marriage was supposed to be a sanctioned rape. It was supposed to be a conquest, a trampling of a foe, a mock killing. There was supposed to be blood" (44). This statement underpins the premise that women are not entitled to wanting or enjoying sex as their male counterparts.

### Double loyalty

Double loyalty is depicted from infidelity and the constancy of the female gender. Eventually, some women display forced loyalty to their social status. In the novel, light is shed on hegemonic masculinity that can be quite oppressing for women. In the male-dominated ancient Greece society, hypocrisy is prevalent in the prospects of women's loyalty and submissiveness. Women are anticipated to be compliant and faithful to their husbands. Ironically, men are not obligated to be faithful to their wives. Despite women's loyalty, men are justified to become disloyal or unfaithful. Moreover, the concept of compulsory loyalty is explored. For instance, some women have no choice except to be loyal. The twelve maids are examples of forced dedication and compliance to man's dominance.

It is worth noting that double loyalty in the novel also came from other women. For instance, the maids are loyal and obedient to Penelope, who commands them to state insolent statements. Penelope's instruction to the maids becomes a crime for which the maids are hanged. Thus, their demises compensate for their loyalty and compliance. In *The Penelopiad*, the maids' obligation manifests itself as Odysseus' Attorney asserts that they were justified to be hanged for having unpermitted sex.<sup>11</sup> Thus, the maids were killed for their purported betrayal of Odysseus, notwithstanding the sexual cruelty that they suffered. The sexual abuse highlights the maids' awful dilemma where they strive to prove their loyalties while lacking free will and decision making.

### Double standards of justice

Justice never prevailed for women in the novel *The Penelopiad*.<sup>12</sup> Despite some inequalities in some women, such as Penelope and the maids, they were all oppressed, exploited, and desired. These women did not get the justice they deserved. The maids directly questioned double standards of justice that were skewed against them. The relationship of the maids with the suitors should have raised their status and seek for justice. Ironically, they never got any justice nor social status. With no real love, zero sexual rights, the maids were abused by men. The pain of their hanging reflects double standards of justice in a society that is designed to disadvantage women. The skewed double standards of justice were designed and implemented by the patriarchy of Ithaca. In the *Penelopiad*, women are seen from the points of blasphemy and murder without justice. These women unite to search for justice.

<sup>11</sup> ibid

<sup>12</sup> Wagoner, Timothy. "'We demand justice!'" Directing Margaret Atwood's *The Penelopiad* in a# MeToo World." (2020).

<sup>10</sup> Atwood, Margaret. *The Penelopiad*. New York: Canongate Books Ltd. 2005. 67-8

Without eyewitnesses and proof of abuse, Telemachus (son of Odysseus) ironically "labelled them as "corrupt". Then, they were murdered brutally. No single individual defended them. The murder of these girls was unquestionable. These girls were named as witches then killed mercilessly.

The maids' justice case is terminated as the story ends. However, they do not give up on claiming their innocence. When the judges summoned Penelope to the court of justice, she likened the maids to her daughters. She described their killing as a "dreadful act of the palace". Furthermore, Penelope maintains that the charge against them was illogical. Ironically, the Judge, sadistically, continues giggling at their case. The Judge's attitude towards the maids' case illustrates how patriarchy reserved its double standards of justice for centuries. The Judge dismissed the case by evaluating the rape as an "unfortunate but insignificant incident" to be exempted to a man with an exceptionally outstanding career.

### Traditional narrative double standards

The 'spear' of Odysseus that the maids refer to appeals to a weaponry image used in the execution, but it is also a phallic symbol that suggests that Odysseus's condemnation power is patriarchal, male power derived from Greek traditions. Additionally, the maids' reference to Odysseus' word' indicates control over language. Odysseus' authority over language demonstrates his ability to manipulate discourse. Through discourse manipulation, Odysseus has ultimate power. By expressing the "word" in their chorus, the maids expose gender double standards imposed on them by Greek traditional narratives.<sup>13</sup>

The maids' last input concerning uncovering gender-based double standards is found in the "*An Anthropology Letter*". In the "*An Anthropology Letter*," the maids observe an unconventional account of their murder. The maids argue that the digit twelve (12) is essential concerning the Greek year's months and their association with the lunar cycle.

Thus, they recommend that they are the "twelve moon-maidens, companions of Artemis, virginal but deadly goddess of the moon".<sup>14</sup>

The maids continue to note that their murder instituted a customary sacrifice. Conversely, the accurate lunar months are thirteen in number. Therefore, the thirteenth cult member is epitomized by Queen Penelope, their mistress. In the sacrificial plan, the bow used to

demonstrate Odysseus's identity. Accordingly, Artemis(goddess) is recognized for her weapon preference. Furthermore, the suitors were obligated to use Artemis' bow when shooting via the twelve axe heads. Hence, this chorus proposes that rape and successive hanging of the maids signify a cult. The cult (moon-cult) depicted a rebellion by an inbound group of seizing male-controlled god that worshipped barbarians. The topmost of them, outstandingly Odysseus, would be entitled to kingship by wedding Penelope. The maids would successively be sacrificed. Atwood provides other examples supporting this theory, contributing a dominant feminist annexation of these actions.

### Double oppression

Double oppression points to the maids' social oppression from a slavery perspective and their gender oppression from their patriarchal environment and society.<sup>15</sup>

Men inflicted double oppression on the maids. The author affirms that the hanged maids constantly tormented her. The maids' social and gender oppression points to the widespread abuse of women's social roles and gender roles. Whereas society acknowledges that oppression exists, it is only understood from one standpoint of view. However, for women, we can view it from double standards.

### Double roles

Penelope is viewed from a double role perspective.<sup>16</sup> She is Odysseus's object and a subject of her own. Penelope runs the palace of Odysseus alone without help. Thus, Odysseus deals with a bright, emphatic Penelope, whose traits and patience matches his own. Penelope also gives the second narration of her current being as an underworld ghost. The twelve murdered maids continuously perturb Odysseus' ghost by singing like owls regarding their murder and failed justice.<sup>17</sup>

## CONCLUSION

Although Atwood's "*The Penelopiad*" may not be regarded as a feminist dystopia, it sheds light on the feministic perspective. Atwood presents the sufferings of women by pinpointing men and society. Despite the differences in nature, role, and social status of women in

<sup>13</sup> Atwood, Margaret. *The Penelopiad*. New York: Canongate Books Ltd. 2005. 5-6

<sup>14</sup> Atwood, Margaret. *The Penelopiad*. New York: Canongate Books Ltd. 2005. 164-165

<sup>15</sup> Irshad, Shaista, and Niroj Banerji. "Deconstructing Gender and Myth in Margaret Atwood's *The Penelopiad*." *ANGLISTICUM. Journal of the Association-Institute for English Language and American Studies* 2, no. 3 (2016): 35-41.

<sup>16</sup> Crews, Avery. "Gender Roles and Societal Breakdowns in Margaret Atwood's *The Penelopiad*." *AKΦ* (2019): 40-50

<sup>17</sup> *ibid*

*The Penelopiad*, they all suffer from double standards. Women in *The Penelopiad* suffered from power inequalities, injustices, sexual abuse, skewed traditional narrative favouring men, forced loyalty, double roles, and double oppression.

The female characters operate in gender-dictated roles and obligations without free will. Justice does not prevail for women even when they cry and plead for it. The novel pinpoints a manipulated 21<sup>st</sup> court case challenging Odysseus's involvement in the murder of the maids. The maids do not get their justice. The alleged involvement of Odysseus is an illustration that male dominance continues to exist even nowadays. Perhaps one of the factors backing masculine authority is the traditional narrative that is even present in Greek traditions. Atwood elucidates that women may be viewed as essential people from the outside point of view. However, traditionally and from a male perspective, they are suffering from double standards.

### REFERENCES

- [1] Atwood, Margaret. "*The Penelopiad*". New York: Canongate Books Ltd. (2005). 5-193.
- [2] Burrow, Ar'Meishia. "A Heroine in Her Own Right: A Character Analysis of Penelope in *The Penelopiad*." (2017). 1-7
- [3] Crews, Avery. "Gender Roles and Societal Breakdowns in Margaret Atwood's *The Penelopiad*." *AKΦ* (2019): 48-50.
- [4] Irshad, Shaista, and Niroj Banerji. "Deconstructing Gender and Myth in Margaret Atwood's *The Penelopiad*." *ANGLISTICUM. Journal of the Association-Institute for English Language and American Studies* 2, no. 3 (2016): 35-41.
- [5] Obidič, Andrejka. "Margaret Atwood's Postcolonial and Postmodern Feminist Novels with Psychological and Mythic Influences: The Archetypal Analysis of the Novel *Surfacing*." *Acta Neophilologica* 50, no. 1-2 (2017): 5-24.
- [6] Paiva Henriques, Sara. "Margaret Atwood's *The Penelopiad*: giving Penelope a voice." *Revisitar o Mito| Myths Revisited* (2015): 433-443.
- [7] Wagoner, Timothy. "'We demand justice!' Directing Margaret Atwood's *The Penelopiad* in a# MeToo World." (2020).
- [8] Zarra Aldrich, Anna. "Iron Manicures: Sex, Power, and Sedition in Margaret Atwood's Writing." (2020). 28-31.

# Effectiveness of Teachers' use of Motivational Skills to enhance Student's Academic Learning outcome

Kuenzang Tobgay

Teacher, Tsebar Lower Secondary School, Pemagatshel: District Bhutan.

Received: 09 Jul 2021; Received in revised form: 15 Aug 2021; Accepted: 21 Aug 2021

©2021 The Author(s). Published by TheShillonga. This is an open access article under the CC BY license

<https://creativecommons.org/licenses/by/4.0/>

## Abstract

*In this study, the researcher has a purpose to inform all our teachers, students, and parents about the impact on the effective use of teachers' motivational skills in the teaching-learning process. The purpose and importance of motivation should be clearly understood by the teachers. The fundamental aim of effective use of teacher's motivational skills is to stimulate and facilitate any learning activity. So teachers have a lot to do with student's motivational learning as an effective form of learning is not possible without motivation.*

*A student may attend the class with a certain degree of motivation, but the teacher's behavior, teaching styles, the nature of the classroom environment, and informal interaction with students all have a large effect on student motivation. Since motivation help students to concentrate better and gain satisfaction, teachers need to provide continuous motivation in every teaching lesson.*

*This paper was a qualitative study based on in-depth semi-structured interviews which were limited to eighteen key informants due to the small size of the community. Data were analyzed with a content analysis approach. The study was conducted in two different schools in the same district.*

*The study determined that most of all our teachers in their various workplaces are experiencing numerous challenges and hardships while working hard to make teaching-learning interesting and meaningful. Some of the impeding factors included: lack of resources and training, lack of parental support and guidance, behavior and feedback, and the teacher-student relationship.*

*The findings revealed that to encourage learners to learn more effectively and become lifelong learners, our teachers need to enhance their knowledge and skills through the provision of various training, workshops, seminars, and other exchange programs on regular basis. If only then teachers motivate students, they will ultimately realize the learning purpose and achievable goal.*

*Keywords— Bhutan, Motivational skills, Teaching Strategies.*

## I. INTRODUCTION

Bhutan is a small Himalayan landlocked country with a unique and spectacular culture and tradition, rich religious festivals, significant historic monuments, and a pristine environment, and it is situated in South Asia, bordering China in the North and India in the south with an area of 38,394 square kilometers. With the start of modernization in the late 1950s, a modern education system was introduced in the country which opened a new chapter in the history of Education in Bhutan. The progress in the educational arena had been tremendous and far-reaching,

so much so that it has brought extraordinary changes in the social, cultural, political, and economic structures (Phuntsho, 2000, p.97).

One of the greatest challenges for the education sector in Bhutan is to maintain the quality of education. There has been a general perception that the quality of education has deteriorated and Bhutan has to improve the standard of education (Royal Education Council, 2008). There is a lot of debate taking place amongst educators, professionals, and parents in the media and still, it is a bone of argument in today's Bhutanese society that the quality of education is deteriorating (Royal Education Council, 2009). One of the

crucial ways to improve the quality of education is absolutely through improving the teachers' competence and their motivational skills so that it will help to enhance student's academic learning outcomes.

The Ministry of Education over the past years has initiated numerous changes and some vital reforms across schools in Bhutan. One of the major shifts in the education system of the 21<sup>st</sup> century is the focus on the child-centered learning approach from the traditional teacher-directed approach across all schools irrespective of the levels. This paradigm shift aims to ensure that student's learning takes place effectively through the teacher's ability to use multiple motivational skills and other teaching strategies to reach the intended learning goals of both the learners and the teachers.

Motivation is considered to be one of the key elements that have a considerable impact on students' learning and it is regarded as highly essential in all aspects of promoting effective learning. The success of student's learning depends on the teachers' use of motivational skills, therefore, good and effective use of the motivation skills by the teachers is essential to success in the teaching-learning process.

This research study begins with the concept definition of motivation and describes the types of motivation and theories on motivation. Finally, it addresses how teachers as sources and agents of change can help to motivate students to achieve the desired learning outcome.

## II. LITERATURE REVIEW

### 2.1. Concept Definition of Motivation.

Myers (1996, p. 297) stated that "motivation is a need or desire that serves to energize behavior and to direct it towards a goal." According to this definition, motivation is a source to move the person to the task. According to Smith (1988, p. 27) motivation is defined as

"psychological forces that determine the direction of a person's behavior, a person's level of effort, and a person's level of persistence in the face of obstacles." Motivation inspires a person in doing everything to achieve the desired goal (Brown, 2001 p.75). Whenever teachers motivate their students it becomes much easier for them to achieve their task and without it, this is difficult to achieve.

### 2.2. Types of Motivation.

Teacher's use of motivational skills is an important factor in encouraging student's participation in classroom activities (Stipek, 1996, p.96). According to Dornyei (2003, p.5) motivation is categorized into intrinsic and

extrinsic motivations that affect the achievement of students.

#### 2.2.1. Intrinsic Motivation

Intrinsic motivation is the desire to do something for pleasure and satisfaction as a part of either enjoyment or obligation (Maslow, 1943, p. 13). On the other hand, Dornyei (2001) claims that intrinsic motivation is self-determined and refers to internal factors such as enjoyment and satisfaction for oneself. Further, Zhang and Bartol (2010) argued that intrinsic motivation is the inner drive of a person to carry out the task, and works for the sake of the task itself. When a person is intrinsically motivated he or she will perform the behavior voluntarily, in the absence of material rewards or external constraints (Deci & Ryan, 1985). Intrinsic motivation also arises from a desire to learn a topic due to its inherent interests, for self-fulfillment, enjoyment, and to achieve a mastery of the subject in one's life (Maslow, 1943, p.15). According to Burden (2000, p.147), "Intrinsic motivation is a response to needs that exists within the student, such as curiosity, the need to know, and feelings of competence or growth. Furthermore, Ryan and Deci (2000, p.13) stated, "the feelings of satisfaction in intrinsic motivation come from a sense of competence, autonomy, and relatedness." Marsh (1996, p.35) states "Intrinsic motivation is more influential to learners than extrinsic motivation because intrinsic motivation heightens learner from self and within remaining uninfluenced by the external factors. This makes a learner aware that they need to learn anything with interest and enjoyment.

#### 2.2.2. Extrinsic motivation

According to Brown (2007, p. 213), "Extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors are external, or outside, rewards such as money or grades. These rewards provide satisfaction and pleasure that the task itself may not provide." Sansone and Harackiewicz (2000, p.111) rightly mentioned that:

Learners who are extrinsically motivated will work on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward. The rewards can be something as minor as a smiley face to something major like fame or fortune. For example, an extrinsically motivated child in a class who dislikes learning math subjects may work hard on a math equation because he or she wants the reward for completing it. In this case, a student can be rewarded with a good grade on an assignment or shouting cheers for him.



Extrinsic motivation is a motivation from outside for the learner and has to do with external rewards. Words of praise from the teacher, a privilege, and a higher grade in a paper are some examples. Rewarding students for participating in an exciting activity is not necessary, but extrinsic rewards may be needed after an activity that students find less intrinsically interesting and satisfying (Burden, 2000). Hence, using encouraging words by the teacher seems vital in increasing student's participatory level in learning.

According to Noels and Clement (2001,p.116), extrinsic motivation does not mean, however, that a person will not get any pleasure from working on or completing a task. It just means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest. Extrinsic motivation refers to the motivation one has to participate in an activity, not for the joy of it, but to accomplish some external goal (Ryan &Deci, 1985; Dornyei, 1998). For instance, an individual who participates in an activity to receive praise, money, or a reward, as well as avoiding punishment from an external figure is characterized as possessing extrinsic motivation.

### 2.3. Theories on motivation

There are many motivational theories in literature theorized by different writers and researchers, but found that no particular theory is perfect of its own. It is dependent on one another and does not apply to all situations independently. However, by looking at the key ideas behind each theory, we can gain a better understanding of motivation as a whole. The theories that are found significantly appropriate to this research study are 1. Instinct theory. 2. Incentive theory. 3. Cognitive dissonance theory of motivation. 4. Abraham Maslow's hierarchy of needs theory which under each of these are introduced separately.

#### 2.3.1. Instinct Theory of Motivation

Instinct theory proposes that "organisms engage in certain behaviors because they lead to success in terms of natural selection. Instinct theory casts motivation as essentially intrinsic and biologically based. According to the instinct theory, people are motivated to behave in certain ways because they are evolutionarily programmed to do so. An example of this in the animal world is seasonal migration. These animals do not learn to do this; it is instead an inborn pattern of behavior.

#### 2.3.2. Incentive Theory of Motivation

According to this theory, "people are pulled toward behaviors that offer positive incentives and pushed away from behaviors associated with negative incentives. In

other words, differences in behavior from one person to another or from one situation to another can be traced to the incentives available and the value a person places on those incentives at the time" (Bernstein, 2011, p.164). The incentive theory suggests that people are motivated to do things because of external rewards. For example, one might be motivated to go to work each day for monetary rewards or for being paid.

#### 2.3.3. Cognitive dissonance theory of Motivation

Self- determination theory, developed by Edward Deci and Richard Ryan (1985) focuses on the importance of intrinsic motivation in driving human behavior. This occurs when an individual experiences some degree of discomfort resulting from an incompatibility between two cognitions. For example, a consumer may seek to reassure himself or herself regarding a purchase or may have a feeling, in retrospect, that another decision may have been preferable.

#### 2.3.4. Abraham Maslow's Hierarchy of Needs Theory

Some writers say that motivation is associated with the needs in the day to day life and to perform better. Maslow's (1943) need-based theory of motivation suggests that a person has five fundamental needs: physiological, security, affiliation, esteem, and self-actualization. The physiological needs include pay, food, shelter and clothing, and comfortable work conditions. The security needs include the need for safety, fair treatment, protection against threats, and job security. Affiliation needs include the needs of being loved, accepted, and being a part of the group, whereas esteem needs include the need for recognition, respect, achievement, autonomy, and independence.

Finally, self-actualization needs, which are the highest in the level of Maslow's need theory, include realizing one's full potential or self-development; the author calls it the pinnacle of one's calling. According to Maslow, once a need is satisfied it is no longer a need. It ceases to motivate employees' behavior and they are motivated by the need at the next level up the hierarchy. So motivation is directly linked to the needs of an individual and as individual needs are fulfilled the level of motivation decreases or diminishes over some time.

### 2.6 Teachers' role as facilitators in motivating students

Brown, Armstrong, and Thompson (1998, p.105) state, "Well motivated students have always succeeded in higher education and will continue to do, so the challenge has always been to stimulate, engender and enhance the motivation of those students whose enthusiasm for learning cannot be taken for granted." Teaching students is

not exactly easy, and motivating students to learn and become more inquisitive is even more difficult. Motivation is closely associated with every teacher's potentials and skills to make it positively happen with children in the class to excitingly get engrossed in daily learning experiences.

The kind of motivation that comes from teachers plays a significant role in students' learning. Stipek, (2000, p. 107) emphasized that "Teachers are instrumental in creating the kind of learning atmosphere in the classroom, as teachers are in control of most aspects of instructions as well as the social climate in the classroom." Teachers who take time to develop positive relationships with their students will see improvement in their students both academically, behaviorally, and emotionally.

As this is a general goal of academic culture, it makes sense that more effort is needed to foster a similar sense of connectedness in the classroom context specifically (Ryan & Deci 2000). Stipek,

(2002, p.14) mentioned, "I have seen teachers' dramatically affect the motivation of even the most recalcitrant students." Hence, it is imperative to study the fact as to what extent teachers can fulfill learning needs and help students become a self-directed and lifelong learner.

Teachers can maintain motivation to make the learning experience enjoyable and stimulating. This can occur in various ways. For instance, teachers can make teaching more interesting by varying their teaching styles, presentations, different materials, and learning task. Interesting tasks have been viewed as one of the greatest components of motivation (Anderman & Anderman, 2010).

To enhance a greater level of students' motivation, teachers can establish interesting classes by creating learning materials that are relevant to the students' interests. According to Smith (1978, p.176) if a teacher reaches out to students and shows them how concerned and interested he or she is and develops a good rapport, then the students are motivated to learn and accomplish greater academic learning outcomes. Teven and Mc Croskey (1997) pointed out that students who believe their teacher is caring, motivating, and encouraging can help in achieving greater academic outcomes. Further, positive relationships with teachers predict enhanced social, cognitive, and language development in younger children (Kontos & Wilcox-Herzog, 1997).

In the words of Chauhan (2003, p. 16) teachers need to provide a proper learning environment both inside and outside of the classroom to motivate students. Therefore, teacher's attitude and enthusiasm is a very important factor that will create a better environment for student's

motivation in their learning. Bowd, Mc Dougall & Yewchuk (1998, p.147) emphasized teachers' role models and behavior as one of the factors that greatly affect the student's motivation.

### III. METHODOLOGY

#### 3.1. Research Location

The study area is located in the Eastern part of the country of Pema Gatsel District. The research was conducted at two community primary schools with classes from pre-primary through grade six. primary school classes have one section each consisting of 20 to 25 students. Zobel and Dungmin primary schools were preferred for the study, as they were located at an approximate traveling distance of not less than fifty minutes away from my present school and that had some basic amenities such as electricity, telephone computers so, as to have sufficient and comfortable times to conduct my study.

#### 3.2. Research Design.

This research was qualitative in orientation and was based on in-depth interviews with semi-structured questions used to obtain the utmost appropriate and insightful information required. In-depth interviewing is a qualitative research method encompassed in conducting and understanding with a small number of key participants to examine their opinions on a specific idea, program, or situation. The in-depth interview was the preferred approach to acquire the needed data in this research because the key informants would be more likely to get included rather than if they were sent interview questions to read on their own. As Miles & Gilbert (2005) pointed out, semi structured interviews are discussions grounded on the investigator's questions designed at encouraging a discussion where the interviewee feels comfortable and says what he or she thinks about the topic. This research had several limitations, with small sizes of the study area and small size of the sample, and very limited time and budget constraints.

### IV. DATA COLLECTION AND ANALYSIS

Data were collected from 18 key informants consisting of six teachers and twelve students from two different schools for two weeks. A total of six teacher key informants participated in this study, two females and four males. A total of twelve student key informants participated, six males and six females. This is because the schools being located in remote places of the district. The researcher has employed a purposeful sampling approach to enable an in-depth investigation of the study. To ensure every key informant's response was free, lively, and confident, the

interview guidelines were translated into the national language of Bhutan, and responses were later translated and transcribed for the data analysis. Notes were taken during the time of the interview to check for reliability, and the data was also supported by the recordings in the recording machine.

Creswell (2007, p.148) states, "data analysis in qualitative research consists of preparing and organizing the data for analysis, then into themes through a process of coding and condensing the codes, and finally representing the data in figures, tables, or a discussion". In this study, the content analysis technique was employed to analyze and determine the findings of this research.

## V. FINDINGS

This study aimed to explore how teaching strategies that teachers employ in regular classroom teaching raise students' level of motivation to learn effectively. The findings on how teacher-related factors, child-related factors, and challenges teachers face determining students' learning are discussed below.

### 5.1. Teacher Related Factor.

#### 5.1.1. Types of teaching strategies used by teachers

The study reveals that teachers in the school do not employ various teaching strategies in the teaching-learning process. Among many teaching strategies, teacher key informants believe and prefer using the lecture method followed by a demonstration, chalk, and board and question-answer method. Teacher participants reported that they favor the lecture method, as it is flexible and applicable to all content areas irrespective of grades and subjects. The concern of syllabus coverage on time had made the teachers choose these strategies which students simply listen to teaching passively. Similarly, the majority of the student key informants also revealed that their teachers use the lecture method in classroom teaching.

The study found out that the least employed teaching strategies by teachers were demonstration methods, group activities, role play, and cooperative learning approach. Both teacher and student key informants explained that teachers hardly employ various teaching strategies because of time constraints and the need to hurry up for coverage of vast prescribed syllabus for each subject. However, it was revealed that the majority of teacher participants admitted that, the motivational level of learners is stimulated and learning is influenced by the teacher's use of various strategies.

### 5.1.2. Teaching styles and learning impact

As Darling-Hammond (2006, p.4) explains it, "teaching is in the service of students, which creates the expectation that teachers will be able to come to understand how students learn and what students need if they are to learn effectively – and that they will incorporate that into their teaching". It was found out that from observation of classroom teaching, teachers' key informants hardly use any interactive and participatory learning approach during the teaching and learning sessions in classrooms. The student key informants mentioned that the teachers often use the same teaching strategies for teaching which create learning uninterested, unmotivated, inattentive, sleepy, and bored. Further, it was found out that the teaching strategies the teachers apply in the teaching and learning process have an immense impact on student's motivation to learn effectively.

### 5.1.3. Teacher's best choice of teaching strategies

The majority of teacher key participants expressed that they preferred the direct lecture method over numerous other methods and strategies. Centre for Education Research Division (2009), noted that the Bhutanese education system has many teachers in the system that go for a very rigid, chalk and talk kind of method similar to the one noticed by UNESCO (2004) in sub-Saharan Africa. The teacher key participants mentioned that the lecture method is straight forward way to impart knowledge to the students and consider this approach help the teachers save time and overcome the challenges of large classroom size, and fulfill the diverse needs of the various subjects. Dornyei, (2007, p.730) asserted that, as long as we are aware of the vast repertoire of techniques that are at our disposal, it is up to us to choose the specific ones that we will apply, based on the specific needs that arise in our concrete circumstances. Hence, teachers must choose varied forms of strategy that enhances student's interest and fulfill learning needs. Teachers' behavior and feedback

The study revealed that teacher's behavior, beliefs, actions, and conduct greatly affect student engagement in their daily classroom learning. A teacher's commitment to his or her work, learning styles, and work ethics truly inspires students to learn. Bowd et al. (1982, p.147) expressed that the opinion that teachers as role models affect the motivation level of their students and children are also likely to intimate their teacher's behavior.

All teacher participants pointed out that providing timely constructive feedback and carrying out mandatory follow-up enhances the students motivating factor in the learning process. The teacher key informants explained that the timely provision of positive and constructive feedback by

teachers helps students become more interested and encouraged to learn, which results in students working with high motivation levels.

#### 5.1.4. Teacher-student relationship

The key participants stated that the teacher-student relationship could play in influencing children's participation in ensuring successful teaching and learning. The study revealed that a very close and friendly relationship with children develops good faith and trust and the learners become internally motivated and remain attentive to the teacher's teaching. The study also suggested that the web of relationships in the classroom among students and the teacher creates an optimal learning environment. Center for Education Research Division (2009) noted that Bhutanese teachers generally possess a caring nature for the students and demonstrate a high level of friendliness and openness.

#### 5.2. Child Related factors

##### 5.2.1. Children's perspective of the best teaching strategies

The student key informants suggested that the learning becomes easier and better when the teachers employ various teaching strategies during the teaching and learning process. They expressed that the learning becomes more interesting and meaningful when the teachers incorporated various teaching skills and strategies. Both teacher and student key informants expressed that some notable changes with the general classroom setting to teachers' use of multiple strategies have occurred as a result of the introduction of transformative pedagogy in teaching. However, all teacher participants admitted some prominent challenges they faced while implementing the desired form of teaching strategies such as crowded classrooms, the vastness of the prescribed syllabus, limited time and resource constraints.

##### 5.2.2. Lack of proper parental support and guidance

The key participants expressed the need for proper parental support and guidance to improve children's learning. They expressed that parental influence at home affects learning in the classroom. Haynes, Comer, and Hamilton- Lee (1989) pointed out that positive parental support and care are associated with better attendance, greater willingness to do homework, and higher academic achievement. The study revealed that most of the students come from farming backgrounds, where parents work in the fields. Parents of such families keep themselves busy with their farm works and do not get adequate time to provide guidance, monitoring, and encouragement to their children's schoolwork. The student key informants

expressed that they aspect the parents and the school should develop a positive relationship to enhance their academic achievement. Close coordination and positive relationships between home and the school also increase a sense of continuity in the lives of young children, an important foundation for success as children grow and make transitions (Berger, 2000).

## VI. CONCLUSION AND RECOMMENDATION

This study mainly discussed if teaching strategies that teachers employed raise students' level of motivation to learn effectively. It focused on the relationship between teaching strategies and motivation. The study addressed some major influential theories of motivation, factors affecting learner's motivation, and the role of the teacher in enhancing learner's motivation and helping them achieve continuous progress in the learning process.

In improving students' motivation, we need to pay attention to some prevailing factors. First, we must set goals that are meaningful, realistic, and achievable for students. All teaching requires setting goals, establishing objectives, selecting and implementing strategies and techniques to achieve those learning objectives, and evaluating the entire teaching process in terms of its effectiveness. Teachers need to take up the challenge and use as many different instructional approaches as possible to help students learn. Teachers must set a conducive and interesting learning environment. Students want a teacher to maintain an orderly and structured classroom environment, to explain matters clearly, to be fair and consistent, and to be aware of the needs of the class. Students who feel good about themselves are more likely to be motivated to learn.

Strengthening good relationships with both students and parents can make learning visible and even more meaningful. In the process of building up good relationships, it is important to involve students in some decision-making processes such as, formulation of classroom rules and identifying some consequences for inappropriate behavior as much as possible. In addition, it is so significant that teachers should be aware of their actions and behavior in the classroom because it is very likely that teacher's actions and behavior can either enhance student's motivation or can also demotivate learners.

#### Several recommendations can be considered for future research:

1. An interesting and authenticated results would be obtained if such research is carried out widely with



teachers and students of even the private schools across the country.

2. A similar kind of study could also be conducted in higher and middle secondary schools involving teachers and students for better results and analysis.
3. The participants for the study could also include school administrators and parents as they were excluded in this particular study.

## REFERENCES

- [1] Anderman, E.M., & Anderman, L. H. (2010). *Classroom motivation*. Upper Saddle River, NJ: Merrill. Approaches (2nd ed.). New Delhi: Saga Publication.
- [2] Berger, E.H. (2000). *Parents as partners in education* (5th ed.). Columbus, OH: Merrill- Prentice- Hall.
- [3] Bernstein, D.A. (2011). *Essentials of Psychology* (5<sup>th</sup> ed.). Belmont, C.A. Wadsworth Cengage Learning.
- [4] Bowd, A., Mc Dougall, D., and Yewcuk, C. (1998). *Educational Psychology for Canadian teachers* (2 ed.). Harcourt Brace & Co. Toronto.
- [5] Brown, G. & Atkins, M. (1988). *Effective teaching in higher education*. London: Routledge.
- [6] Brown, S., Armstrong, S., Thomson, G. (1998) *Motivating students: The impact of teaching*: California: Corwin Press, Inc.
- [7] Burden, P. R. (2000). *Powerful classroom management strategies; Motivating students to learn*. New York: Brown Company Publishers.
- [8] CERD (2009). *Quality of education in Bhutan*. RUB: Paro.
- [9] Chauhan, S. S. (2003). *Advanced Educational Psychology* (6th ed.). New Delhi: VikasPublishing House Pvt. Ltd. (2nd ed.). Florida State University: New Jersey.
- [10] Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). New Delhi: Sage Publication.
- [11] Darling Hammond, L., Strobels, K., & Martin. (2003). *The expectation for success: motivation and learning*. Stanford University: Mort Crems Communications.
- [12] Deci, E. L. & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human motivation and self-determination in human behavior*. New York: Plenum.
- [13] Dornyei, Z. (2003). *Motivational strategies in the language classroom*.UK: Cambridge University Press.
- [14] Dornyei, Z., &Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Harlow, England: Pearson Longman.
- [15] Haynes, N.M., Comer, J.P., & Hamilton- Lee, M. (1989). School climate enhancement through parent involvement. *Journal of school psychology*, 27, 87-90.
- [16] Kontos, S., & Wilcox-Herzog, A. (1997). Influences on children's competence in early childhood Classrooms. *Early Childhood Research Quarterly*, 12, 247-262.
- [17] Maslow, A.H. (1943). *Motivation and personality*. New York: Hoyer Brown Co.
- [18] Marsh, Colin. (1996). *Handbook for beginning teachers*. South Melbourne: Australia. Longman.
- [19] Miles, J. & Gilbert, P. (2005). *A handbook of research methods for clinical and health psychology*(pp.12): Oxford University Press on Demand.
- [20] Myers, M. R. (1996). Addressing parents' concern over curricular reforms. *Educational leadership*. (53) 7, 54-57.
- [21] Noels, K.A., Clement, R., & Pelletier, L.G. (2001). *Intrinsic, extrinsic, and integrative orientations on students' motivation; Interactivity and Extrinsic motivation force in learning*. London: Oxford Press.
- [22] Phuntsho, K. (2000). The two ways of learning in Bhutan. *Journal of Bhutan studies*. 2(2), 96-101.
- [23] Royal Education Council. (2008). *Teacher quality enhancement project, policy guidelines & strategic plan*.Thimphu, Bhutan: REC.
- [24] Royal Education Council. (2009). *The quality of school education in Bhutan: reality & opportunities*. Thimphu: REC.
- [25] Ryan, R.M. &Deci, E.L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 12-28.
- [26] Sansone, C. &Harackiewicz, J. (2000). *Intrinsic and Extrinsic Motivation*. Academic Press.
- [27] Smith, F. (1978). *Understanding learners' motivation in the classroom setting*. New York: Holt, Rinehart & Winston, Inc.
- [28] Stipek, D. (2002). *Motivation to learn*. New York: Macmillan. Academic Press.
- [29] Stipek, D. J. (1996). Motivation and instruction. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology* (pp. 85–113). New York: Macmillan.
- [30] Teven, J., &McCroskey, J. (1997). *The relationship of perceived teacher caring with student learning and teacher evaluation*. *Communication Education*, 46, 1-9.
- [31] Zhang, X., &Bartol, K. M. (2010). Linking empowering leadership and employee creativity: The influence of psychological empowerment, intrinsic motivation, and creative process engagement. *Academy of Management Journal*, 53(1), 107-128.